

**Promoting Students' Vocabulary Development through  
Digital Flashcard Combined with Numbered Head Together**

THESIS

Submitted in Partial Fulfilment of the Requirement for gaining  
the Bachelor's Degree of Education in the English Department



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# THESIS STATEMENT



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is definitely my own work and I take full responsibility for the content of this research. Other researchers' opinions or findings included in this thesis are quoted or cited following ethical standards.

Semarang, 11 April 2023

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# RATIFICATION



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## RATIFICATION

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*Assalamu 'alaikum wr. wb.*

I inform that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

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*Wassalamu 'alaikum wr. wb.*

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## **MOTTO**

*“inna ma’al ‘usri yusrā”*

“Surely there is ease after hardship”

(Q.S. Al- Insyirah: 6)

## **DEDICATION**

This thesis is dedicated to my beloved parents, Sumastono and Ribkah Muslimah, who always provide prayers and an abundance of priceless affection, and my sister, who always gives support and motivation.

I also dedicate this study to myself, who has struggled until this moment

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## ABSTRACT

Title : Promoting Students' Vocabulary through Digital Flashcard Combined with Numbered Head Together  
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Several researchers investigated the efficacy of digital flashcards in promoting student vocabulary and concluded that digital flashcards had a significant impact. However, the learning process will not be successful, if only use learning media without combining it with the appropriate learning method. The other researchers discovered that using numbered heads together as a learning method can help students promote their vocabulary. According to some of these studies, learning media combined with learning methods can promote student vocabulary and facilitate learning. Therefore, this research aims to determine the effectiveness of using digital flashcards combined with numbered head together in learning vocabulary at SMPN 18 Semarang. A total of 64 students participated in this quasi-experimental study. The research was conducted in the experimental group (32 students of class VII F) and the control group (32 students of class VII G). The researcher gave pre-test, treatment, and post-test during the study. The data were analysed through the SPSS program. This research showed the experimental class got higher vocabulary score than the control class. It can be seen from the mean scores of the post-test of both groups: the experimental class is 78.19, and the control class is 73.19. Result from independent sample t-test revealed that the value of sig (2-tailed) is  $0.041 < 0.05$ . Based on the result of this research, the researcher conclude that digital flashcard combined with numbered head together had a significant effect on promoting students' vocabulary.

**Keywords:** *Experimental Research, Numbered Head Together Combined with Digital Flashcard, Promoting Vocabulary.*

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# CHAPTER I

## INTRODUCTION

This chapter contains an introduction to the research. It describes the researcher reasons chooses this topic. The basic details of the research are defined as the following topics: background of the research, research question, the objective of the study, theoretical and practical, and scope of the research.

### **A. Background of the Research**

Vocabulary is a crucial element that must be learned because it is used in communication. Vocabulary is essential to support the four language skills in learning a language. They are listening, speaking, reading, and writing. To support these skills, students need a vocabulary to convey meaning or sense of what they want to express in learning foreign language vocabulary. In other words, it is very urgent to improve students' vocabulary in learning a foreign language. Mastering vocabulary will be very helpful to enhance the students' ability in English user both at school and in society. So, the more students have many vocabularies, the more they will be able to communicate and convey their idea, desire, emotion, and feeling.

Based on the observation and experience of the researcher at SMP Negeri 18 Semarang, the students' weakness in mastering vocabulary is that they easily forget

the vocabulary they have learned and the students less off practicing.

Therefore, in the teaching and learning process, teachers need learning methods that make students interested and fun. There are many learning methods that can be used in teaching vocabulary. One method is the Numbered Head Together method. NHT is a part of a cooperative learning strategy that holds each student accountable for leaning the material. The NHT learning model emphasizes group cooperation in discussion activities. The conditions created by using the NHT model allow the student to have the same opportunity to help his group be the best. NHT is a learning model that aims to improve students' activities in the learning process, train students' decision-making skills, and provide opportunities for students to interact with students from different backgrounds.<sup>1</sup>

Based on the explanation above, the numbered head together learning method is suitable for teaching vocabulary. In addition, learning methods combined with

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<sup>1</sup> Harini Widyaningtyas, Retno Winarni, and Tri Murwaningsih, 'Teachers' Obstacles in Implementing Numbered Head Together in Social Science Learning', *International Journal of Evaluation and Research in Education (IJERE)*, 7.1 (2018), 25 <<https://doi.org/10.11591/ijere.v7i1.11625>>.



learning media will make students better understand the material. The type of learning media that is suitable for learning vocabulary is Quizlet. Quizlet is one of the most well-known web-based flashcard tools, with millions of users and visitors. This is a free application that can be accessed on all platforms (PC, iOS, Android), teachers and students can access it anytime and anywhere. They have eight different learning modes or game-like activities: Learn, Flashcards, Write, Spell, Test, Match, Gravity, and Live. In addition, teachers can check points from students by utilizing the Classic Live and Checkpoint features.<sup>2</sup>

In previous research on learning vocabulary, H. Gülru Yüksel, et al (2020) digital flashcard had a significant impact on improves technical vocabulary learning of undergraduate pharmacy students as participant. Besides that, according to Anggia and Indrawati, numbered head together method can make eight grade students could easily understand and memorize vocabulary. Both studies showed that digital flashcards and numbered head together method were effective for teaching vocabulary. In this study, the researcher wants to

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<sup>2</sup> Asma A. Alghamdi and Tariq Elyas, 'The Effect of Electronic Flashcards on EFL Students' Vocabulary Learning: The Case of Saudi Arabia', *Randwick International of Education and Linguistics Science Journal*, 1.2 (2020), 114–25 <<https://doi.org/10.47175/rielsj.v1i2.79>>.

conduct research on digital flashcard combined with numbered head together method to promoting seventh grade students' vocabulary.

## **B. Question of the Research**

Based on the previous context, the writer formulates the study question as follows:

Is the use of digital flashcards through numbered head together method effective to promote student vocabulary?

## **C. Objective of the Research**

The goal of this study is to determine whether or not the use of digital flashcards through numbered head together method effective to improve student vocabulary.

## **D. Theoretical and Practical**

The information and conclusions of this research are expected to benefit researchers, teachers, students, and the production of resources and references for anyone interested in researching the same topic.

1. For the teacher: the findings of this study will be used by teachers to help students learn vocabulary through the Numbered Head Together learning technique and combined with digital-based flashcard learning media.
2. For the students: the findings of this study can help students learn more about their English

vocabulary and inspire them to study it more seriously.

3. For the next researcher: can use the findings of this study as a reference when conducting future research on a comparable topic.

#### **E. Scope of the Research**

The writer limits the study to using Numbered Head Together (NHT) technique and Digital Flash Cards as visual media for teaching vocabulary. The writer limits the study to vocabulary on descriptive text in the seventh grade of SMPN 18 Semarang.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

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

In this study, the researcher found several studies related to this research; those studies are:

First, H. Gülru Yüksel, H. Güldem Mercanoğlu, and M. Betül Yılmaz (2020) conducted a study entitled "Digital flashcards vs. wordlists for learning technical vocabulary." This study aimed to compare the effects of digital flashcards (DFs) and wordlists on learning technical vocabulary and to find out what students thought about DFs. The digital flashcard used is Quizlet, which was chosen because several features make it easy for users to access it, such as this is a free platform that can be accessed on all devices (PC, iOS, or Android) and in which the teacher can create classes containing all students and easy to create and receive materials. This is a quasi-experimental study using the convenience sampling method, involving 57 undergraduate pharmacy students as participants. Data were collected using a pre-treatment survey, two technical vocabulary tests, and a post-treatment survey. The findings indicate that employing digital flashcards improves technical vocabulary learning.

Another study was conducted by M. Camino Bueno-Alastuey and Katalin Nemeth (2022) with the title

"Quizlet and podcasts: effects on vocabulary acquisition". This study aims to analyze and compare between podcasts made by students and digital flashcards using Quizlet in influencing students' vocabulary, taking into account receptive and productive vocabulary knowledge. This is an experimental study involving 23 adults aged 18-61 years. Vocabulary tests were employed as pre-tests to check students' prior knowledge and as quick post-tests to measure receptive and productive vocabulary acquisition. A questionnaire was utilized to examine students' impressions of the two methods. The result of this research is that students are more able to add and maintain vocabulary using the Quizlet methodology.

The other relevant previous research is written by Asma A. Alghamdi and Tariq Elyas (2020) with the title "The Effect of Electronic Flashcards on EFL Students' Vocabulary Learning: The Case of Saudi Arabia." This research used a quasi-experimental method. The subject of this study was female students at the preparatory-year level taking required English courses at the English Language Institute (ELI), King Abdulaziz University, Saudi Arabia. Two groups were assigned: an experimental group that used electronic flashcards and a control group that employed the traditional vocabulary learning method. The results revealed that electronic flashcards increased

students' vocabulary, resulting in statistical significance compared to the control group.

The other relevant previous research is "The Effect of Electronic Flashcard Learning Media on the English Vocabulary Mastery of Third Grade Students at SDN Tamansari II Pulomerak" written by Meli Safira (2021). This study used a quantitative approach with a quasi-experimental design method. The population in this study were the third-grade students at SDN Tamansari II Pulomerak. The results revealed differences in English vocabulary skills between the control and experimental groups following the use of Flashcard media. It can be inferred that students who used Flashcard media improved their English vocabulary abilities significantly more than those who did not use learning media.

Another previous study is written by Lamhot Naibaho (2020) with the title "The Effectiveness of Number Head Together Strategy on Improving Students' English Achievement at XYZ School". This study is a classroom action research that was done at the XYZ School exactly in the sixth year of primary school. Data collection techniques used in this study were observation and test techniques. The finding of this study is finally drawn as the NHT strategy is very effective to be implemented to improve the students' English

achievement. Due to this result, then the English teacher is expected to apply the NHT strategy in learning English.

Another study is "Improving the Vocabulary Mastery Through Numbered Heads Together Technique of The Seventh Grade Students of SMP N 5 Baturiti In Academic Years 2015/2016" by I.D.M.A.W. Sanjaya (2017). The subject of this study is the students of VII B SMP Negeri 5 Baturiti in the academic year 2015/2016. The subject is chosen based on the preliminary observation that the writer did. This study uses Classroom Action Research (CAR) as the research design. This classroom action research is concerned with teaching vocabulary through Numbered Heads Together Technique and is conducted to answer the research question. Two kinds of data (qualitative and quantitative) were collected through tests, questionnaires, and the writer's diary. The results showed that the student's performance during the treatment was improved. The students were motivated by the implementation of Numbered Heads Together technique because it was very challenging and exciting therefore, they loved to involve in class discussions. They loved the task given because it was relevant to their level.

The last previous research is written by Anggia N Septona and Indrawati Pusparini (2022) "The Use of Number Head Together to Improve Vocabulary Mastery

of the Eight Grade Students of SMPN 16 Malang in Academic Year 2019/2020". The subject was the students of VIII H in the 2019/2020 academic year. This class consists of 30 students, 17 boys, and 13 girls. The method used in this research was classroom action research. In collecting the data, the researcher uses observation and tests. The results of this research using the number head together technique in teaching vocabulary, students could easily understand and memorize vocabulary, and the students are enthusiastic and enjoyed the teaching-learning process.

Based on previous related research findings, this research has similarities and differences. The similarities of these researches are using the numbered head together method and flashcard or digital flashcard media. In comparison, the differences are the research method used.

## **B. Literature Review**

### **1. Vocabulary**

#### **a. Definition of Vocabulary**

Vocabulary is one of the essential components of language learning. According to Dan Douglas, vocabulary knowledge is one of the most significant parts of language understanding. Vocabulary is all words that a person knows or uses, all the words in a language, list of words with



their meanings, especially in a book for learning a foreign language.<sup>3</sup> Webster state that vocabulary is the total number of words that make up language. Range of words to us by a person in trade and profession, and a book containing a list of words with their meaning.<sup>4</sup>

Richards & Renandya (2002) argue that human language is based on the vocabulary that has been acquired and used. Therefore, developing a sufficient vocabulary is necessary for effective foreign language use since, without one, a language learner will be unable to employ the structures and functions we have acquired for clear communication<sup>5</sup>.

Penny (2009) stated that vocabulary is the words we teach in a foreign language. Vocabulary teaching and learning were often overlooked in second language programs in the past, but there

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<sup>3</sup> Victorial Bull, *Oxford Learner's Pocket Dictionary*, (Fourth Edition: Oxford University, 2020), p. 495.

<sup>4</sup> Webster, *The New International Webster's Comprehensive Dictionary of The English Language*, (United Stated: Trident Press International, 2003), p. 1407.

<sup>5</sup> Mofareh Alqahtani, 'THE IMPORTANCE OF VOCABULARY IN LANGUAGE LEARNING AND HOW TO BE', *International Journal of Teaching and Education*, 3.3 (2015), 21–34 <<https://doi.org/10.20472/TE.2015.3.3.002>>.

has recently been renewed interest in the nature of vocabulary and its role in learning and teaching. Vocabulary is an essential component of language proficiency and serves as the foundation for how well learners speak, listen, read, and write.<sup>6</sup>

Based on the definition above demonstrates that vocabulary is a component of meaningful words used in human communication. Furthermore, vocabulary is important for students learning a language, particularly a foreign language.

## **b. Types of Vocabulary**

In this study, the writer chooses vocabulary in descriptive text.

### 1) Definition of Descriptive Text

The descriptive text describes a particular person, place, or thing. Its purpose is to tell about the subject by describing its features without including personal opinions. In descriptive writing, you must make the objects' location very clear. According to this definition, a descriptive composition can be

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<sup>6</sup> Jack C Richards and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2013).

scaled based on the three senses (visual, auditory, and smell), or called mood.

## 2) Features of a Factual Description

### a) Constructing a factual description

A typical description has an opening paragraph introducing the subject of the description, followed by a series of paragraphs, each describing one feature of the subject. There can also be a final concluding section that signals the end of the description.

### b) Grammatical features of a factual description

Factual descriptions usually include the following grammatical features:

- (1) Verbs in the present tense
- (2) Adjective to describe the features of the subject
- (3) Topic sentences to begin paragraphs and organize the various aspects of the description.

## 3) The Factual Description Scaffold

### a) A general opening statement in the first paragraph

- (1) The statement introduces the subject of the description to the audience
  - (2) It can give the audience brief details about when, where, who, or what of the subject
- b) A series of paragraphs about the subject
- (1) Each paragraph usually begins with a topic sentence
  - (2) The topic sentence previews the details that will be contained in the remainder of the paragraph
  - (3) Each paragraph should describe one feature of the subject
  - (4) These paragraphs build the description of the subject
- c) A concluding paragraph (optional)
- (1) The concluding paragraph signals the end of the text.<sup>7</sup>

The descriptive text above can be used as a type of vocabulary because it contains vocabulary words such as verb, adverb, adjective, etc. Descriptive text will be easier to write and

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<sup>7</sup> Lilis Sholihah, *Handbook; Intermediate Writing Developinf English Writing Skill* (Yogyakarta: Graha Ilmu, 2020).

understand for students who have a large vocabulary.

## **2. Technology as Media of Learning Vocabulary**

When teaching or learning a second language, one of the most fundamental problems teachers and students have is how to effectively boost long-term vocabulary retention. It would be preferable to design learning, particularly vocabulary learning, through intermediaries or media. Learning material and good learning programs should be well-designed so that they may be used effectively. The learning material used should be appropriate for the learner's needs as well as scientific and technological advancements.

There is a particular category known as ACTION in the selection of learning material (Access, Cost, Technology, Interactivity, Organization, Novelty) <sup>8</sup>. This study employs technology in the form of digital-based learning resources. To make media available through software or apps that work with computer equipment, the internet, LAN, LCD, and other devices. Technology can assist learners in learning vocabulary because it has been proven that vocabulary is more

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<sup>8</sup> Putri Kumala Dewi and Nia Budiana, *Media Pembelajaran Bahasa: Aplikasi Teori Belajar Dan Strategi Pengoptimalan Pembelajaran*, Kesatu (Malang: UB Press, 2018).

memorable when presented in an engaging manner and when learners emotionally engage with words and phrases. As a result, technology can assist the instructor in developing new, and sometimes entertaining, ways to introduce language to the class.<sup>9</sup>

Learners get access to a variety of new technology. Emerging technologies give students a choice of instructional tools that allow them to access educational content at any time and from any location, allowing for flexible learning conditions.<sup>10</sup>

The teacher can select from a variety of learning media based on the needs and material to be studied. This study focuses on promoting students' vocabulary, and the researcher choose digital flashcards as a learning medium.

### **3. Digital Flashcard**

Before learning about digital flashcards, the author presents some meanings of flashcards. Flashcard is one of the visual learning media that is used to describe the meaning of words and to train words. According to

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<sup>9</sup> Graham Stanley, *Language Learning with Technology*, (Cambridge: Cambridge University Press, 2013), p. 39.

<sup>10</sup> Rob Hirschel and Erik Fritz, 'Learning Vocabulary: CALL Program versus Vocabulary Notebook', *System*, 41.3 (2013), 639–53 <<https://doi.org/10.1016/j.system.2013.07.016>>.

research, employing paper flashcards is one of the most effective deliberate vocabulary study approaches<sup>11</sup>. There have been many studies that discuss the effectiveness of flashcards. The results show that flashcards are quite effective media in learning language or vocabulary.

As explained above, learning media should follow the progress of science and technology. In this research, the author discusses the digital-based flashcard learning media. Electronic flashcards are a type of focused vocabulary learning practice that can be constructed in either a monolingual or multilingual mode<sup>12</sup>.

In digital flashcards, there are many websites or applications that can be accessed or used, one of which is Quizlet. The reason why the author chooses Quizlet as a learning medium is, the service has over 20 million monthly users and over 140 million user-created flashcard sets available for free.<sup>13</sup> Quizlet choose for digital flashcard because there are several

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<sup>11</sup> Irina Elgort, 'Deliberate Learning and Vocabulary Acquisition in a Second Language', June, 2011, 367–413 <<https://doi.org/10.1111/j.1467-9922.2010.00613.x>>.

<sup>12</sup> Alghamdi and Elyas.

<sup>13</sup> Quizlet. (2017). Retrieved March 07, 2017, from <https://quizlet.com>.

features that make it easy for users to access it, such as this is a free platform that can be accessed on all devices (PC, iOS, or Android) and in which the teacher can create classes containing all students and easily to create and receive materials.<sup>14</sup>

Quizlet is a flashcard tool that allows students to learn vocabulary through a pair-associate style<sup>15</sup>. It also has a text-to-speech audio feature, which allows users to hear as well as read card information<sup>16</sup>. It has been shown in studies to help children expand their receptive vocabulary knowledge. Students can also produce the phrase in writing or oral form, which may help them develop more controlled productive knowledge<sup>17</sup>.

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<sup>14</sup> H. Gülru Yüksel, H. Güldem Mercanoğlu, and M. Betül Yılmaz, 'Digital Flashcards vs. Wordlists for Learning Technical Vocabulary', *Computer Assisted Language Learning*, 0.0 (2020), 1–17 <<https://doi.org/10.1080/09588221.2020.1854312>>.

<sup>15</sup> Tatsuya Nakata, 'Computer-Assisted Second Language Vocabulary Learning in a Paired- Associate Paradigm : A Critical Investigation of Flashcard Software', *Computer Assisted Language Learning*, April 2013, 2011, 37–41 <<https://doi.org/10.1080/09588221.2010.520675>>.

<sup>16</sup> Robert J Ashcroft and Andrew C Imrie, 'Learning Vocabulary With Digital Flashcards', *Apan Association for Language Teaching*, 2014, 639–46.

<sup>17</sup> M. Camino Bueno-Alastuey and Katalin Nemeth, 'Quizlet and Podcasts: Effects on Vocabulary Acquisition', *Computer Assisted Language Learning*, 35.7 (2022), 1407–36 <<https://doi.org/10.1080/09588221.2020.1802601>>.



Thus, digital flashcards (Quizlet) are a progression of learning media from traditional flash cards. There are numerous features that can be used, and the teacher can create content based on the material. It is available to students at anywhere and anytime.

#### **4. The Use Digital Flashcard to Promote Students Vocabulary**

In the learning process, besides using good learning strategies, teachers can combine them with learning media to get maximum results. Technology-based learning media will make it easier for teachers and students to apply it. Furthermore, using technology as a learning medium can be an alternative to overcoming the limitations of space and time in the learning process.<sup>18</sup> They are here using digital-based flashcard media. Digital flash cards, which are computer programs, smartphone apps, and online services, are a growing variation and popularity of traditional flash cards.<sup>19</sup> There are many digital

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<sup>18</sup> Puspitarini, Yanuari Dwi and Hanif, Muhammad, 'Using Learning Media to Increase Learning Motivation in Elementary School', *Anatolian Journal of Education*, 4.2 (2019), 53–60 <<https://doi.org/10.29333/aje.2019.426a>>.

<sup>19</sup> Inez Zung, Megan N. Imundo, and Steven C. Pan, 'How Do College Students Use Digital Flashcards during Self-Regulated Learning?', *Https://Doi.Org/10.1080/09658211.2022.2058553*, 30.8 (2022), 923–41 <<https://doi.org/10.1080/09658211.2022.2058553>>.

flashcard platforms that can be used, one of which is Quizlet. Quizlet is a flashcard application in which teachers can create classes that students can join by sharing a link or code. The teacher can present various materials and exercises in the classroom using the flashcard, learn, test, and match features. After studying it, the teacher uses the Classic Live and Checkpoint features to check student learning outcomes by asking students to join in and then work on the questions. In addition, using Quizlet is easy for educators and students because it can be accessed on all devices (PC, iOS, and Android). Implementing numbered head together method and using Quizlet in teaching vocabulary are expected to facilitate both educators and students in learning vocabulary in the classroom.

## **5. Numbered Head Together Method**

### **a. Definition of Numbered Head Together**

Numbered Head Together is a kind of cooperative learning method intended to intervene, affect students' interaction patterns, and serve as a substitute for traditional class instruction. Cooperative learning is a learning model that emphasizes cooperation by having student study and work together in small groups to

attain learning objectives. Developed by Spencer Kagan in 1993, Number Head Together is a cooperative teaching method in which the pupils participate in the analysis of the information covered during the teaching and learning process<sup>20</sup>. According to Septona & Pusparini, Numbered Head Together is a cooperative learning approach in which students cooperate to ensure that each group member is aware of the right response to a challenge or query posed by the teacher or another group. Numbered Head Together is a cooperative learning technique that includes a special teacher-questioning element to engage students in learning actively.<sup>21</sup>

Marjuki (2020) purpose that Numbered Head Together is to improve students' academic mastery in expressing ideas, establishing

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<sup>20</sup> I.D.M.A.W. Sanjaya, 'Improving The Vocabulary Mastery Through Numbered Heads Together Technique of The Seventh Grade Students of SMP N 5 Baturiti In Academic Years 2015/2016', *Journal of Education Action Research*, 1.1 (2017), 1  
<<https://doi.org/10.23887/jear.v1i1.10117>>.

<sup>21</sup> William C. Hunter, Lisa A. Dieker, and Todd Whitney, 'Consultants and Coteachers Affecting Student Outcomes with Numbered Heads Together: Keeping All Engaged', *Journal of Educational and Psychological Consultation*, 26.2 (2016), 186–99  
<<https://doi.org/10.1080/10474412.2015.1108200>>.

collaboration, and group responsibility in uniting shared responsibility ideas. Another key purpose of cooperative learning is to teach students teamwork and collaboration abilities, which will be felt later when students enter the community <sup>22</sup>.

Students in the numbered head together learning process are expected to be more active in cooperation and mutual respect for the opinions of group members. Collaboration within this group will later be used to determine a group's success in achieving the same goal.

#### **b. The Advantages and Disadvantages of Numbered Head Together**

According to Hamdayama (2015), the advantages and disadvantages of the numbered head together are:

- 1) The advantages of numbered head together
  - a) Teach students to collaborate and respect the opinions of others
  - b) Prepare students to be peer tutors
  - c) Encourage a sense of community

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<sup>22</sup> Abdul Majid, *Strategi Pembelajaran*, ed. by Engkus Kuswadi, Ketujuh (Bandung: PT Remaja Rosdakarya Offset, 2017).

- d) Make students familiar with the differences
- 2) The disadvantages of numbered head together
- a) Students who are accustomed to the traditional method will be overwhelmed
  - b) Teachers must be able to facilitate students
  - c) Not everyone gets a turn<sup>23</sup>

To achieve the success of learning objectives, teachers and students must collaborate during the learning process. Naturally, the teacher is an excellent facilitator for his students. Students must participate in the learning process as well.

## **6. The Use Numbered Head Together to Promote Students Vocabulary**

A lot of learning methods were found in teaching vocabulary. The learning method is a technique that educators or teachers master to present subject matter to students individually and in groups so that subject matter can be absorbed, understood, and utilized by

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<sup>23</sup> Jumanta Hamdayama, *Model Dan Metode Pembelajaran Kreatif Dan Berkarakter*, ed. by Risman Sikumbang, Kedua (Bogor: Ghalia Indonesia, 2015).

students properly.<sup>24</sup> One of them is the numbered head together method. This cooperative learning method prioritizes students by studying in groups and discussing a topic that will then be presented to other students. In this study, the focus is on vocabulary in descriptive text.

Trianto (2015) explains that the teacher uses a four-phase structure as the Numbered Head Together syntax:

- 1) Numbering

In this phase, the teacher divides students into groups of 3-5 people, and each group member is assigned a number 1-5.

- 2) Asking a question

The teacher asks a question to the students. Questions may vary. Questions can be concrete and in the form of interrogative sentences.

- 3) Think together

Students unite their opinion on the answer to the question and make sure each team member knows the team's answer.

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<sup>24</sup> Abu Ahmadi and Joko Tri Prasetya, *Strategi Belajar Mengajar* (Bandung: CV Pustaka Setia, 2015).

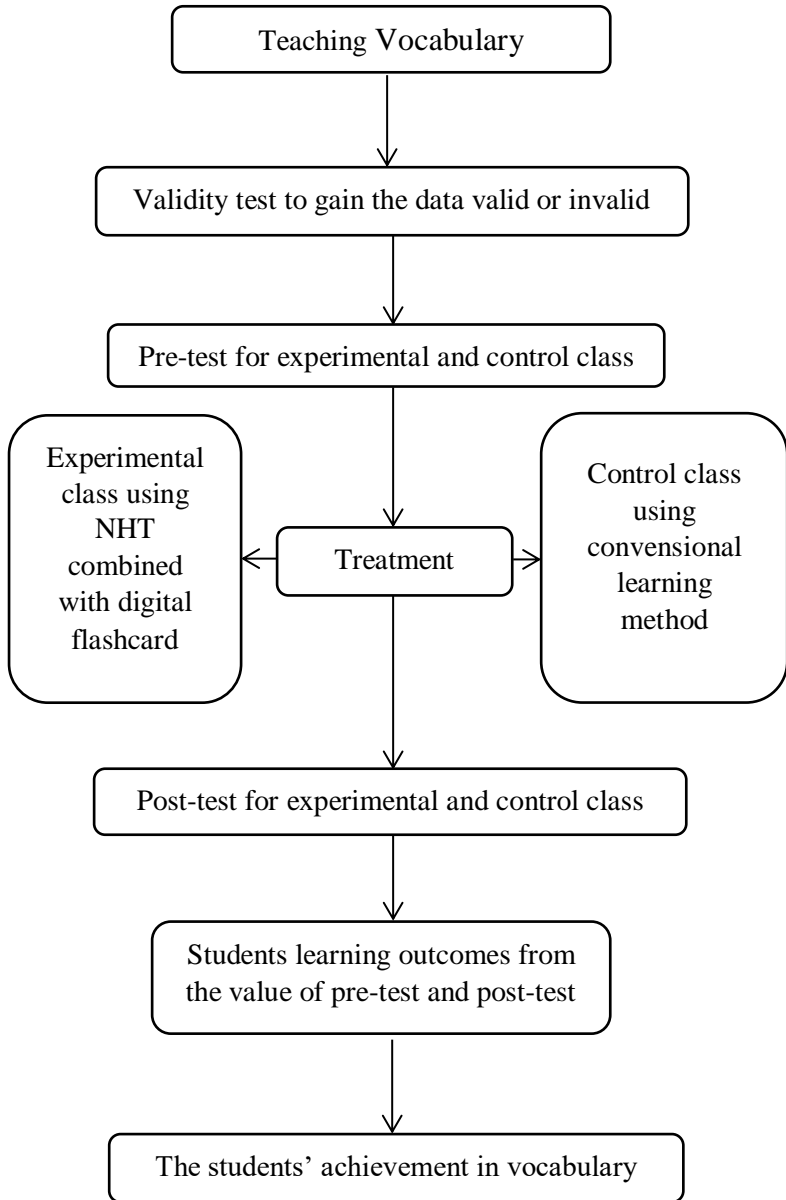
#### 4) Replay

The teacher calls a specific number, then the student with the appropriate number raises his hand and tries to answer the question for the whole class.

Through this learning, each group member is responsible for ensuring that all members can answer it. Furthermore, the numbered head together method is intended to make learning more accessible for students to understand and absorb.

### **C. Conceptual Framework**

The conceptual framework can show the schema as follow:





#### **D. Research Hypothesis**

Research hypothesis are expressed as follow:

1. Alternative Hypothesis ( $H_a$ )

There is significant effect on promoting students' vocabulary through digital flashcard combined with numbered head together.

2. Null Hypothesis ( $H_0$ )

There is no significant effect on promoting students' vocabulary through digital flashcard combined with numbered head together.

## CHAPTER III

### RESEARCH METHOD

This chapter talks about the research methodology that is used in this study. It presents research design, variables and indicators, participant of research, method of collecting data, research instrument, and technique of data analysis.

#### A. Research Design

In this research, the researcher conducted quantitative through Experimental design. The researcher was applied a Quasi-experimental design with non-equivalent pre-test and post-test. The subjects of the research were two groups; one group as an experimental group which got a treatment by using digital flashcard through numbered head together method and the control group which got traditional method.

The design of this research as follow:

**Table 3.1**

The Design of Experimental Research

Class	Pre-test	Treatment	Post-test
Experimental	O1	X	O2
Control	O3	-	O4

Where:

O1 : Pre-test for experimental class

- O3 : Pre-test for Control Class
- X : Using digital flashcard through numbered head together method
- O2 : Post-test for experimental class
- O4 : Post-test control class

## **B. Variables and Indicators**

There are two variables in this research, namely independent variable and dependent variable.

### 1) Independent variable (x)

The independent variable is teaching vocabulary use digital flashcard through number head together method.

- Indicator

The indicators of independent variable are:

- Presenting learning media using digital flashcard "Quizlet"
- Introducing the Quizlet app and demonstrating its features
- Divides students into groups of 3-5 people; each group member is assigned a number 1-5.
- Assign different questions to each group on Quizlet
- Asking students to join classes on Quizlet and work on assignments according to their respective groups

- The teacher calls random numbers in each group
- The student with appropriate number stands up to present the results

2) Dependent variable (y)

The dependent variable is EFL students' vocabulary.

- Indicator

The indicators of dependent variable are:

- Students can memorize the vocabulary provided
- Students can answer the question correctly
- Students can use vocabulary in descriptive text

### **C. Research Setting**

1. Population

The population of this study was taken from the students of the seventh-grade students of SMPN 18 Semarang in the academic year 2022/2023. There are eight classes in the seventh-grade students. Every class approximately consists of 32-33 students. By using the prediction, the maximal population will get 264 students and the minimal number will get 256 students.

2. Sample

The researcher applied the purposive sampling technique. Based on the teacher's assessment of students' English skills, the teacher suggests seventh grade F and G as a sample for this research. The first class (VII F) as the experimental class and the second class (VII G) as the control class. The total of sample here were 64 students.

#### **D. Method of Collecting Data**

##### 1. Pre-test

In the pre-test, the researcher gave a test about vocabulary. It is intended to know the students' vocabulary in learning English.

##### 2. Post-test

Post-test would be given to the students after having a treatment. The researcher gave the same test in the pre-test and post-test. The post-test was the final test in this research, especially in measuring the treatment whether it was significant or not, it meant to know whether the treatment gave the effect or not on the students' achievement in vocabulary.

#### **E. Research Instrument**

In this research, the researcher used a test as the instrument. To qualify as a good test instrument, the test item must be tested before being administered to the respondent. Following that, the researcher administers

tests to the experimental and control groups in pre-test (before treatment) and post-test (after treatment). The test itself consists of multiple-choice questions. The test question concerns descriptive text, meaning or synonym, and antonym of vocabulary based on the descriptive text. This test to find out the difference in the students' vocabulary before and after receiving treatment using digital flashcard combined with numbered head together.

## **F. Method of Analysing Data**

### **1. Try out test**

Before applying the test to the control and the experimental group, the researcher gave the try-out test to the try-out class. After giving the try-test, the researcher used four tests, there are validity test, reliability test, discriminating power test and degree of test difficulty:

#### **a. Validity**

Validity is a measure that shows the levels of validity of an instrument. An instrument is said to be valid if it is able to measure what is desired. The validity test is used to determine the item's feasibility. The validity of an item can be known by doing item analysis. The validity test calculated

using the product moment correlation formula proposed by Pearson as follows:<sup>25</sup>

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

Where:

$r_{xy}$  = The coefficients of correlation between X and Y

N = The total of subject of experiment

$\Sigma X$  = The Sum of score of X item

$\Sigma Y$  = The Sum of score of Y item

The results of r count are compared with r table where  $df=n-2$  with sig 5%. If r table is smaller than r count then the item is valid.<sup>26</sup> In testing the validity, the research used the IBM SPSS (Statistics Package for Social Sciences) version of 26.

#### b. Reliability of Instrument

Reliability is the extent to which the measurement of a measuring instrument remains

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<sup>25</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2010).

<sup>26</sup> V. Wiratna Sujarweni, *SPSS Untuk Paramedis*, 1st edn (Yogyakarta: Penerbit Gava Media, 2012).

consistent after repeated use of the same subject and conditions at different times.<sup>27</sup> Reliable implies trustworthiness. Instruments that can be trusted and are reliable will produce data that can also be trusted.

In testing the reliability, the researcher will use the Cronbach's Alpha formula as follow:

$$r_{11} = \left[ \frac{k}{(k - 1)} \right] \left[ 1 - \frac{\sum \sigma b^2}{\sigma t^2} \right]$$

Where :

$r_{11}$  = overall test reliability

$k$  = the number of items in the instrument

$\sum \sigma b^2$  = total variance of item

$\sigma t^2$  = total variance

The researcher will be analysed of reliability test by using SPSS 26 version. Here are the classifying of reliability coefisien:

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<sup>27</sup> Khudriyah, *Metodologi Penelitian Dan Statistik Pendidikan*, 1st edn (Malang: Madani, 2021).



**Table 3.2**

0.800 – 1.00	Very High
0.600 – 0.799	High
0.400 – 0.599	Enough
0.200 – 0.399	Low
< 0.200	Very Low <sup>28</sup>

c. Degree of Test Difficulty

The difficulty level is intended to determine the percentage of students who answered correctly.<sup>29</sup> To calculate the difficulty level of the question item can be used the following formula:

$$P = \frac{B}{JS}$$

Where:

P : Difficulty index

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<sup>28</sup> Arikunto.

<sup>29</sup> Sayit Abdul Karim, Suryo Sudiro, and Syarifah Sakinah, 'Utilizing Test Items Analysis to Examine the Level of Difficulty and Discriminating Power in a Teacher-Made Test', *Journal of English Education, Literature, and Culture*, 6.2 (2021), 256–69 <<https://doi.org/10.30659/e.6.2.256-269>>.

**B** : The number of students who answered the question correctly

**JS** : The total number of students taking the test

The following table is the criteria for determining questions in the easy, medium, or difficult categories.

**Table 3.3**

<b>Range</b>	<b>Category</b>
0.00 – 0.30	Difficult
0.31 – 0.70	Medium
0.71 – 1.00	Easy

d. Discriminating Power of Test Item

Discriminating power is the ability of a test item's success or failure to distinguish the students who know the material well from those who do not. To determine how well an item is in its spread from upper to lower students based on the criteria. To measure the level of discriminating power with the following formula:

$$DP = \frac{SA - SB}{IA}$$

Where:

DP : Discriminating power

SA : Top grade score

SB : Total lower grade score

IA : Total top group ideal score<sup>30</sup>

Here the criteria to distinguish the categories of power of items:

**Table 3.4**

<b>Range</b>	<b>Categories</b>
$0.00 \leq DP \leq 0.20$	Not Good
$0.21 \leq DP \leq 0.40$	Enough
$0.41 \leq DP \leq 0.70$	Good
$0.71 \leq DP \leq 1.00$	Very Good

## 2. Pre-requisite Test

### a. Test of Normality

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<sup>30</sup> Samsul Madil, 'Analysis of Difficulty Levels and Discriminating Power of Items Made by Junior High School Mathematics Teachers', 2020, 11934-42 <<https://doi.org/https://doi.org/10.33258/birci.v4i4.3258>>.

The normality test determines whether or not the obtained data is normally distributed.<sup>31</sup> The Shapiro-Wilk test was used by the researcher in this study to determine normality. The Shapiro-Wilk test was performed by the researcher using IBM SPSS 26. Decision making is seen in the significance value in the Shapiro-Wilk test:

- 1) If the sig. value  $< 0.05$  then  $H_0$  is rejected, it means that the data of experimental and control group are not normally distributed.
- 2) If the sig. value  $> 0.05$  then  $H_0$  is accepted, it means that the data of experimental and control class are normally distributed.

b. Test of Homogeneity

The homogeneity test is a statistical test procedure that aims to show that two or more groups of data samples are taken from populations that have the same variance. This test was performed as a prerequisite for the analysis of independent sample t-tests. The researcher used IBM SPSS version of 26 to test the homogeneity. The procedure for testing the homogeneity of variance is to find the value of F.

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<sup>31</sup> Khudriyah.

Decision-Making F test:

- 1) If the Probability value  $> 0.05$  means Not Homogeneous
- 2) If the Probability value  $< 0.05$  means Homogeneous

### 3. Hypothetical Test

Hypothesis testing is a method of making decisions based on data analysis from both the experimental and control classes. Hypothesis test was conducted using independent sample t-test. This test compares the averages of two unrelated groups to see if they have the same average. The hypothesis test was conducted using IBM SPSS 26 with a significant level 0.05. Hypothetical test decision as follows:

- 1) If the Sig t count  $> 0.05$ , then  $H_0$  is accepted, means that there is no significant difference between the learning outcomes of experimental class and control class.
- 2) If the Sig t count  $> 0.05$ , then  $H_0$  rejected, means that there is significant difference between the learning outcomes of experimental class and control class.<sup>32</sup>

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<sup>32</sup> Sujarweni.

## **CHAPTER IV**

### **RESEARCH FINDING AND ANALYSIS**

#### **A. Description of the Research**

This research was conducted in the seventh grade of SMPN 18 Semarang in the academic year 2022/2023. The participants of the study were 64 students from students of VII F as the experimental class and VII G as the control class.

Before takes the research, the researcher gave the try-out test to determine where the items become proper or not in this research. The instrument of the try-out test was 50 items of multiple choice. Try-out test will be conducted on 8 February 2023. After getting the appropriate items in this research, the researchers gave a pre-test to the experimental class and control class. The pre-test will be given on 14 February 2023. The question given are 30 items of multiple choice. Then, on 21 February until 7 March 2023 the researcher gave the treatment. The treatment class was taught using the Numbered Head Together method combined with digital flashcard, meanwhile the control class was taught by the question-answer method. After giving treatment, on 14 March 2023, the researcher gave a post-test to the experimental class and control class. The question given are 30 items of multiple choice.

## B. Data Analysis and Test Hypothesis

### 1. Data Analysis Try-Out

#### a. Validity instrument

Before the instrument is used in this study, the researcher used a validity test to determine whether the question item is valid or invalid. The researcher used 33 respondents in VII-H for the validity test.

This item validity was used to determine the index validity of the test. To know instrument validity, the researcher used the SPSS IBM version 26. There were 50 multiple choice tests with 33 respondents. The result is as follow:

**Table 4.1**

Criteria	r-table	Number of Question	Total
Valid	0,337	1, 3, 4, 6, 7, 9, 12, 14, 15, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 30, 31, 34, 35, 36, 37, 38, 39, 40, 42 & 46	31

Invalid	0.337	2, 5, 8, 10, 11, 13, 16, 23, 29, 32, 33, 41, 43, 44, 45, 47, 48, 49 & 50	19
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From the table data above, there were 31 items which valid from 50 items. The invalidity of the item was caused by the lower  $r_{XY}$  (the correlation of score each item) value in each item was lower than the  $r_{table}$  value (0,377). With those results, the 31 of the questions-test was used by the researcher on the post-test.

b. Reliability

After the validity test, the next analysis was to test the reliability of the test. A good item must be valid and reliable. The reliability test was carried out with the help of SPSS using the Cronbach's Alpha test. The results of the reliability tests are as follows:

**Table 4.2**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.940	31



Based on the table above, the result was 0.940. It means that the criteria of the reliability of the 31 items question test are very high.

c. Degree of Difficulty Test

After the instruments were valid and reliable, the research analyzed the difficulty level. Difficulty test performed using SPSS version 26. A difficulty test was conducted to determine which question is classified as easy, medium, and difficult.

The results of the difficulty tests are as follows:

**Table 4.3**

No.	Mean	Categories	No.	Mean	Categories
1	0.61	Medium	26	0.55	Medium
2	0.26	Difficult	27	0.68	Medium
3	0.58	Medium	28	0.55	Medium
4	0.65	Medium	29	0.55	Medium
5	0.45	Medium	30	0.74	Easy
6	0.52	Medium	31	0.52	Medium
7	0.52	Medium	32	0.42	Medium
8	0.42	Medium	33	0.58	Medium
9	0.45	Medium	34	0.61	Medium

10	0.42	Medium	35	0.55	Medium
11	0.16	Difficult	36	0.61	Medium
12	0.81	Easy	37	0.77	Easy
13	0.29	Difficult	38	0.52	Medium
14	0.81	Easy	39	0.42	Medium
15	0.52	Medium	40	0.58	Medium
16	0.35	Medium	41	0.13	Difficult
17	0.45	Medium	42	0.19	Difficult
18	0.61	Medium	43	0.35	Medium
19	0.58	Medium	44	0.48	Medium
20	0.45	Medium	45	0.19	Difficult
21	0.39	Medium	46	0.32	Medium
22	0.42	Medium	47	0.45	Medium
23	0.39	Medium	48	0.23	Difficult
24	0.48	Medium	49	0.35	Medium
25	0.45	Medium	50	0.16	Difficult

According to the difficulty test results above, that are 8 question with a difficult level, 38 questions with a medium level, and 4 questions with an easy level.

d. Discriminating Power

After the researcher analyzes the validity, reliability, and difficulty level, the last analysis of the try-out instrument is the discriminating power of the item test.

The result of the discriminating power of test items:

**Table 4.4**

No.	r table	Categories	No.	r table	Categories
1	0.381	Enough	26	0.512	Good
2	-0.031	Not Good	27	0.622	Good
3	0.600	Good	28	0.811	Very Good
4	0.515	Good	29	0.055	Not Good
5	0.138	Not Good	30	0.604	Good
6	0.494	Good	31	0.784	Very Good
7	0.678	Good	32	0.323	Enough
8	0.310	Enough	33	- 0.035	Not Good
9	0.496	Good	34	0.645	Good
10	-0.125	Not Good	35	0.413	Good
11	0.309	Enough	36	0.462	Good
12	0.460	Good	37	0.471	Good

13	0.301	Enough	38	0.408	Enough
14	0.477	Good	39	0.684	Good
15	0.606	Good	40	0.633	Good
16	0.106	Not Good	41	0.177	Not Good
17	0.735	Very Good	42	0.400	Enough
18	0.659	Good	43	0.278	Enough
19	0.439	Good	44	0.048	Not Good
20	0.741	Very Good	45	0.099	Not Good
21	0.846	Very Good	46	0.430	Good
22	0.724	Very Good	47	- 0.214	Not Good
23	0.216	Enough	48	0.145	Not Good
24	0.629	Good	49	0.071	Not Good
25	0.761	Very Good	50	0.174	Not Good

Based on the data table above, there are 7 with a very good, 21 with a good, 9 with an enough, and 13 with a not good category. The results of the discriminating of test items matched with the table of discriminating power rangers.

2. Data Analysis of Pre-Test and Post-Test Experimental Class and Control Class
  - a. Normality Test

The purpose of the normality test is to determine whether or not the pre-test and post-test data are normally distributed. The normality test used is the Shapiro-Wilk because the number of samples is smaller than 50 samples. To determine whether it is normal, the researcher used the SPSS IBM version 26. The pre-test and post-test normality tests:

**Table 4.5**

Class	Shapiro-Wilk		
	Statistic	Df	Sig.
Pre-Test for Control Class	.978	32	.741
Pre-Test for Experimental Class	.940	32	.075
Post-Test for Control Class	.958	32	.249
Post-Test for Experimental Class	.944	32	.095

Decision making:

- 1) If the sig. value  $< 0.05$  then  $H_0$  is rejected, it means that the data of experimental and control group are not normally distributed.
- 2) If the sig. value  $> 0.05$  then  $H_0$  is accepted, it means that the data of experimental and control class are normally distributed.

Based on the table above, information is obtained that the value of Sig. from the control pre-test is 0.741, while the value of Sig. from the experimental pre-test is 0.075. In the control post-test, the sig. of 0.249 and the experimental post-test obtained a sig. of 0.095. Based on the decision making, information is obtained that all sig.  $> 0.05$ . Thus, it can be decided that the data is normally distributed.

b. Homogeneity Test

The homogeneity test determines whether or not the data has the same variance. In this study, the homogeneity test used Levene's test of variance based on decision-making, namely, if the value of Sig.  $< 0.05$ , the two groups have a different variance. Meanwhile, if the value of Sig.  $> 0.05$ , the two groups have the same variance. The

following are the results of the homogeneity test listed in the table below:

**Table 4.6**

	<b>Sig.</b>	<b>Result</b>
Pre-Test	0.163	Homogeneous
Post-Test	0.123	Homogeneous

Based on the results of the Homogeneity test in the table above, it is known that the probability value of p or Sig pre-test is 0.163, and in the post-test the value of sig. of 0.123. Based on the decision-making F states that because the value of sig.  $> 0.05$ , that the data in the study had the same variance which means homogeneous. Complete calculations can be seen in the appendix.

c. Hypothesis Test

Hypothesis testing is used t-test with parametric statistics, formulas or the formula used is an independent sample t-test. The independent sample t-test is used to find out whether there is a difference in the average of two unpaired samples. The researcher used the SPSS IBM version 26 and get the following result:

**Table 4.7**

<b>Pre-Test</b>	<b>Mean ± SD</b>	<b>Mean Difference</b>	<b>Sig.</b>
Control Class	39.134 ± 11.641	-10.096	0.002
Experimental Class	49.231 ± 13.647		

Based on the table above, information is obtained that the average control value is 39,134 with a standard deviation value of 11,641, the average value > standard deviation, it can be decided that the average can be used to present data. In the experiment, an average value of 49,231 was obtained with a standard deviation value of 13,647, the average value > standard deviation, it can be decided that the average can be used to present data. The mean difference is -10,096, the value is negative, thus information is obtained that the experimental value is better than the control value of 10,096.



**Table 4.8**

<b>Post-test</b>	<b>Mean ± SD</b>	<b>Mean Difference</b>	<b>Sig.</b>
Control Class	73.818 ± 9.468	-4.378	0.041
Experimental Class	78.196 ± 7.127		

Based on the table above, information is obtained that the average control value is 73,818 with a standard deviation value of 9,468, the average value > standard deviation, it can be decided that the average can be used to present data. In the experiment, an average value of 78,196 was obtained with a standard deviation value of 7,127, the average value > standard deviation, it can be decided that the average can be used to present data. The mean difference is -4.378, the value is negative, thus information is obtained that the experimental value is better than the control value of 4.378. Besides that, the value of Sig. of  $0.041 < 0.05$ , thus it can be concluded that there is a difference in the average student vocabulary scores before and the use of the average student vocabulary after using digital flashcards through the numbered head together method. Thus, it can

be concluded that in the post-test the use of digital flashcards through the numbered head together method is effective in increasing student vocabulary.

### **C. Discussion of Research Finding**

Based on the result of the research that has been obtained, analysis is done to find the effects of digital flashcard combined with numbered head together in teaching vocabulary in grade VII G SMPN 18 Semarang. The sequence of activities is: (1) give the pre-test with the aim that the results before learning using digital flashcard combined with NHT is known, (2) give the treatment, it is teaching using the NHT combined with digital flashcard, (3) give the post-test to know whether or not there is an improvement in students' learning outcomes in teaching vocabulary.

In the treatment process, the researcher using numbered head together method combined with digital flashcard as a learning media. Students in the numbered head together method are expected to participate in group learning activities and to respect the opinions of their peers.<sup>33</sup> Aside from that, digital flashcards, specifically

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<sup>33</sup> Widyaningtyas, Winarni, and Murwaningsih.

Quizlet, contain several vocabularies that are facilitated to make it easier for students to memorize vocabulary.

Then, the mean result of the students' pre-test showed the experimental class is 49.23 and the control class is 39.13. In the post-test where after getting the treatment, the mean result of experimental class is 78.19 and control class is 73.81. After the treatment was given, the scores of the students were higher than before the treatment were given. If we look at the mean score of the experimental pre-test is 49.23. Then the mean of the experimental post-test is 78.19. It means that there is a significant effect based on the result of the pre-test and post-test.

Furthermore, after knowing the difference in the average post-test scores of the experimental and control class. The findings indicate that the data is normal and homogeneous. The data can then be used to calculate the independent test. The t-test was conducted using an SPSS 26 with a significant of 0.05. The significant value was  $0.041 < 0.05$ . Thus, the results of the hypothesis in this research are H0 rejected, and H1 accepted. It means that numbered head together combined with digital flashcard has significant effects in teaching vocabulary.

In condition of learning process, Abdulaziz B Sanosi (2018) also apply Quizlet during the learning

process. Quizlet was a good application for both teachers and students for vocabulary instruction and learning. Quizlet is an excellent learning environment for active learning both inside and outside of the classroom.<sup>34</sup> In addition, the other research of Lamhot Naibaho (2019), the numbered head together method is very effective in improving students' English achievement. This can be seen as students' enthusiasm for participating in learning grows. Students gain confidence in expressing their opinions, both individually and in groups, by answering questions from the teacher.

According to the data collected above, students require strategies for learning English, particularly for increasing vocabulary by combining digital flashcards as a learning medium with the numbered head together learning method. The t-test results show a significant value of  $0.041 < 0.05$ , indicating that digital flashcards combined with numbered head together have a significant effect on teaching vocabulary.

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<sup>34</sup> Abdulaziz B Sanosi, 'The Effect of Quizlet on Vocabulary Acquisition', *Asian Journal of Education and E-Learning*, 6.4 (2018), 4–11 <<https://doi.org/10.24203/ajeel.v6i4.5446>>.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter explains the researcher's conclusion and suggestion.

#### **A. Conclusion**

This research was conducted to determine whether there is a difference in students vocabulary in using the numbered head together method combined with digital flashcards in the seventh-grade students of SMPN 18 Semarang.

Based on the result of the finding and analysis in the previous chapter, the researcher found the mean score of the experimental class in the pre-test is 49.23, meanwhile the mean score of the control class is 39.13. After getting the treatment, the mean score of the experimental class in the post-test is 78.19, and the mean score of the control class is 73.19. It is indicated that the increasing number of the experimental class is higher than the control class. Thus, it can be concluded that in the post-test, using digital flashcards through the numbered head together method effectively promote student vocabulary.

#### **B. Suggestion**

From the conclusion, there are some suggestions that the researcher proposes:

1. The numbered head together combined with digital flashcards can be used as a reference for the teacher.

According to the result of the research, the numbered head together method is suitable to be applied by teachers when teaching material in class. Combining learning methods with digital flashcard media can facilitate students in learning vocabulary.

2. In the modern era, teachers must be more innovative in delivering lesson materials. Using fun, enjoyable, and interesting methods makes it easier for students to receive materials delivered by teachers. For example, by applying the learning method using numbered head together combined with digital flashcards.
3. The readers are expected to understand using numbered head together combined with digital flashcards in developing vocabulary.

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## APPENDIX

### Appendix 1

#### Lesson Plan for Experimental Group

#### RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMP Negeri 18 Semarang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/II
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 6 X 40 menit (3 pertemuan)

#### A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

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

### B. Kompetensi Dasar dan Indikator

Kompetensi Dasar		Indikator	
2.2	Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1	Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi transaksional.
3.7	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1	Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan dari teks deskriptif sangat pendek dan sederhana.
		3.7.2	Mengidentifikasi informasi orang dan binatang yang terdapat dalam teks deskriptif.

### **C. Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa dapat:

1. Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan dengan benar
2. Mengidentifikasi informasi orang dan binatang dengan benar.

### **D. Materi Pembelajaran**

1. Fungsi social  
Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum dilingkungan sekitar.
2. Struktur teks
  - a. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
  - b. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.
3. Unsur kebahasaan
  - a. Kata benda yang terkait dengan orang/benda/tempat/binatang
  - b. Kata sifat yang terkait dengan sifat orang/binatang/benda
  - c. Kata kerja bentuk pertama (present tense)
  - d. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

- e. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
  - f. Rujukan kata
4. Contoh

### My Dog

(Identification) My dad bought me a dog on my birthday. It is a male golden retriever dog. I really love him as my pet.

(Description) His name is Jiji. He has brown fur. His fur is really soft and he likes to be rubbed on his belly. He has a long tail and big body. I always take him for walk around because he really like it. Jiji is already as the part of our family.

## **E. Metode Pembelajaran**

Metode Numbered Head Together

## **F. Media, Alat dan Sumber Pembelajaran**

1. Media : Quizlet
2. Alat : Laptop
3. Sumber :
  - Buku Bahasa Inggris, When English Rings a bell Kelas 7
  - [https://www.academia.edu/38255901/RPP\\_K\\_D\\_3\\_7\\_docx](https://www.academia.edu/38255901/RPP_K_D_3_7_docx)

- <https://www.academia.edu/40752917/TEKS>

### DESKRIPTIF

## G. Langkah-langkah Pembelajaran

### Pertemuan Pertama

Kegiatan		Keterangan
Pendahuluan		<ul style="list-style-type: none"> <li>• Mengucapkan salam dan berdoa</li> <li>• Memberikan motivasi dan apersepsi</li> <li>• Menginformasi tujuan pembelajaran</li> <li>• Menyampaikan skenario pembelajaran</li> </ul>
Kegiatan Inti	a. Eksplorasi	Guru menyampaikan materi secara ringkas tentang fungsi social, struktur teks, dan unsur kebahasaan dalam teks deskriptif tentang orang dan binatang.
	b. Elaborasi 1. Numering	Guru membagi kelas dalam 4 kelompok dan memberikan nomor kepada setiap anggota kelompok. Satu kelompok beranggotakan 8 orang.
	2. Questioning combined with Quizlet	Guru memfasilitasi peserta didik dengan menggunakan media digital flashcard (Quizlet) untuk menyelesaikan soal berkaitan dengan fungsi social, struktur teks, dan unsur kebahasaan teks deskriptif tentang orang dan binatang yang telah dibahas sebelumnya.
	3. Home assignments	<ul style="list-style-type: none"> <li>• Guru mengarahkan siswa untuk bekerja sama dalam menyelesaikan tugas yang telah</li> </ul>

		<p>diberikan dengan tekun dan penuh tanggung jawab.</p> <ul style="list-style-type: none"> <li>• Selama siswa berdiskusi, guru mengamati kerja setiap kelompok secara bergantian dan memberikan bantuan secepatnya bila diperlukan siswa.</li> </ul>
	4. Answering	<ul style="list-style-type: none"> <li>• Guru memanggil salah satu nomor disetiap kelompok</li> <li>• Siswa yang nomornya terpilih mewakili kelompoknya berdiri untuk mempresentasikan hasil diskusi dengan percaya diri.</li> <li>• Guru memanggil nomor berikutnya sampai semua kelompok mempresentasikan hasil diskusinya.</li> </ul>
	c. Konfirmasi	<ul style="list-style-type: none"> <li>• Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik.</li> <li>• Guru mereview jawaban atau hasil dari setiap kelompok.</li> </ul>

Penutup	<ul style="list-style-type: none"> <li>• Guru dan peserta didik membuat rangkuman/simpulan pelajaran.</li> <li>• Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.</li> <li>• Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.</li> <li>• Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya</li> <li>• Guru mengakhiri mata pelajaran dengan mengucapkan salam</li> </ul>
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## H. Penilaian Hasil Pembelajaran

### 1. Sikap

- Teknik Penilaian : Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru.
- Kisi-kisi :

Variable	Indicator	Butir Instrumen
Penilaian diri	Berani presentasi di depan kelas	Lampiran penilaian sikap
	Berani berpendapat, bertanya, atau menjawab pertanyaan	



	Berpendapat atau melakukan kegiatan tanpa ragu-ragu	
	Mampu membuat keputusan dengan cepat	
	Tidak mudah putus asa/pantang menyerah	

- Instrument

Nama peserta didik : .....

Kelas : .....

Tanggal pengamatan : .....

Materi pokok : .....

No.	Aspek pengamatan	Skor			
		1	2	3	4
1.	Berani presentasi di depan kelas				
2.	Berani berpendapat, bertanya, atau menjawab pertanyaan				
3.	Berpendapat atau melakukan kegiatan tanpa ragu-ragu				
4.	Mampu membuat keputusan dengan cepat				
5.	Tidak mudah putus asa/pantang menyerah				
Jumlah skor					

Keterangan:

4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan

1 = tidak pernah, apabila tidak pernah melakukan

## 2. Pengetahuan

- Teknik Penilaian Siswa

Teknik	Bentuk	Tujuan
Tes Tertulis	Pilihan Ganda	Mengetahui penguasaan pengetahuan siswa untuk perbaikan proses pembelajaran dan/atau pengambilan nilai

- Kisi-kisi

No.	Kompetensi Dasar	Variable	Indicator	Nomor Soal
3.7	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks	Penilaian pengetahuan	Siswa mampu mengidentifikasi informasi sederhana yang ada di dalam teks	1, 6

deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	Siswa mampu mengidentifikasi generic structure teks	2
	Siswa mampu mengidentifikasi makna kata/kalimat yang terdapat dalam teks	4,5, 7, 8, 10
	Siswa mampu mengidentifikasi lawan kata pada teks	9

Read the following text to answer question number 1 – 5!

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. What is the text mostly about?
  - a. Peter
  - b. Peter's hobby
  - c. Peter's family

- d. Peter's elder brother
2. What is the generic structure of the text above?
- a. Description, identification
  - b. Orientation, resolution
  - c. Identification, description
  - d. Resolution, orientation
3. "but he usually does what he asked to do."  
The underlined phrase means?
- a. He does anything he wants
  - b. He always asks
  - c. He is lazy
  - d. He is diligent
4. "Peter is interested in sports very much, and at school he plays football and tennis."  
The underlined phrase can be replaced by ...
- a. Dislike sport
  - b. Really like sport
  - c. Hates sport very much
  - d. Finds sport not really entertaining
5. "He has long, straight hair, bright eyes and a friendly smile."  
What is the synonym of the underlined word?

- a. Cold
- b. Affable
- c. Surly
- d. Hostile

Read the following text to answer question number 6 – 10!

Milo is my pet. He is my lovely cat. He is not an expensive cat. I found him in front of my house. Though he is not a pricey cat, I love him so much.

Milo has long whiskers and green eyes. He is orange with two gradations of colors. He is not fat though he eats a lot because he is very active. He likes to play with balls, but his favorite toy is a ball of yarn. He likes to roll it and then chase it. Once he catches it, he throws it from one of his front paws to the other one. At night, he always sleeps with me.

- 6. What is the text about?
  - a. Instruction to have a cat
  - b. A description of cats in general
  - c. A description of the writer's cat
  - d. A story about cat's adventure
- 7. "He is my lovely cat."

What does the underlined word mean?

- a. Ordinary
  - b. Repulsive
  - c. Awful
  - d. Favorite
8. “Though he is not a pricey cat”  
What does the underlined word mean?
- a. Cheap
  - b. Expensive
  - c. Reasonable
  - d. Economical
9. “He is not fat though he eats a lot because he is very active.”  
What is the antonym of the underlined word?
- a. Energetic
  - b. Alive
  - c. Favourable
  - d. Quiet
10. “He likes to roll it and then chase it.”  
What is the synonym of the underlined word?
- a. Pursue
  - b. Escape
  - c. Retreat
  - d. Flee

- Panduan Penilaian

$$\text{Nilai} = \frac{\mathbf{B}}{\mathbf{N}} \times \mathbf{100}$$

Keterangan:

B : Banyaknya butir yang dijawab benar

N : Banyaknya butir soal

## **A. Kompetensi Inti**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengelola, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## **B. Kompetensi Dasar dan Indikator**



Kompetensi Dasar		Indicator	
2.2	Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1	Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi transaksional.
3.7	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1	Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan dari teks deskriptif sangat pendek dan sederhana.
		3.7.2	Mengidentifikasi informasi benda dan tempat yang terdapat dalam teks deskriptif.

### C. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan dengan benar
2. Mengidentifikasi informasi benda dan tempat dengan benar.

### D. Materi Pembelajaran

1. Fungsi social

Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum dilingkungan sekitar.

2. Struktur teks
  - a. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
  - b. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.
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  - a. Kata benda yang terkait dengan orang/benda/tempat/binatang
  - b. Kata sifat yang terkait dengan sifat orang/binatang/benda
  - c. Kata kerja bentuk pertama (present tense)
  - d. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
  - e. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
  - f. Rujukan kata
4. Contoh

#### My Dog

(Identification) My dad bought me a dog on my birthday. It is a male golden retriever dog. I really love him as my pet.

(Description) His name is Jiji. He has brown fur. His fur is really soft and he likes to be rubbed on his belly. He has a long tail and big body. I always take him for walk around because he really like it. Jiji is already as the part of our family.

### E. Metode Pembelajaran

Metode Numbered Head Together

### F. Media, Alat dan Sumber Pembelajaran

1. Media : Quizlet
2. Alat : Laptop
3. Sumber :
  - Buku Bahasa Inggris, When English Rings a bell Kelas 7
  - [https://www.academia.edu/38255901/RPP\\_K\\_D\\_3\\_7\\_docx](https://www.academia.edu/38255901/RPP_K_D_3_7_docx)
  - [https://www.academia.edu/40752917/TEKS\\_DESKRIPTIF](https://www.academia.edu/40752917/TEKS_DESKRIPTIF)

### G. Langkah-langkah Pembelajaran

Pertemuan Kedua

Kegiatan	Keterangan
Pendahuluan	<ul style="list-style-type: none"> <li>• Mengucapkan salam dan berdoa</li> <li>• Memberikan motivasi dan apersepsi</li> <li>• Menginformasi tujuan pembelajaran</li> <li>• Menyampaikan skenario pembelajaran</li> </ul>

Kegiatan Inti	a. Eksplorasi	Guru menyampaikan materi secara ringkas tentang fungsi social, struktur teks, dan unsur kebahasaan dalam teks deskriptif tentang benda dan tempat.
	b. Elaborasi 1. Numb ering	Guru membagi kelas dalam 4 kelompok dan memberikan nomor kepada setiap anggota kelompok. Satu kelompok beranggotakan 8 orang.
	2. Questioning combined with Quizlet	Guru memfasilitasi peserta didik dengan menggunakan media digital flashcard (Quizlet) untuk menyelesaikan soal berkaitan dengan fungsi social, struktur teks, dan unsur kebahasaan teks deskriptif tentang orang dan binatang yang telah dibahas sebelumnya.
	3. Heads together	<ul style="list-style-type: none"> <li>• Guru mengarahkan siswa untuk bekerja sama dalam menyelesaikan tugas yang telah diberikan dengan tekun dan penuh tanggung jawab.</li> <li>• Selama siswa berdiskusi, guru mengamati kerja setiap kelompok secara bergantian dan memberikan bantuan secepatnya bila diperlukan siswa.</li> </ul>
	4. Answering	<ul style="list-style-type: none"> <li>• Guru memanggil salah satu nomor disetiap kelompok</li> <li>• Siswa yang nomornya terpilih mewakili kelompoknya berdiri untuk mempresentasikan hasil diskusi dengan percaya diri.</li> <li>• Guru memanggil nomor berikutnya sampai semua kelompok mempresentasikan hasil diskusinya.</li> </ul>

	c. Konfirmasi	<ul style="list-style-type: none"> <li>• Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik.</li> </ul>
	Penutup	<ul style="list-style-type: none"> <li>• Guru dan peserta didik membuat rangkuman/simpulan pelajaran.</li> <li>• Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.</li> <li>• Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.</li> <li>• Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya</li> <li>• Guru mengakhiri mata pelajaran dengan mengucapkan salam</li> </ul>

## H. Penilaian Hasil Belajar

### 1. Sikap

- Teknik Penilaian : Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru.
- Kisi-kisi :

Variable	Indicator	Butir Instrumen
Penilaian diri	Berani presentasi di depan kelas	

	Berani berpendapat, bertanya, atau menjawab pertanyaan	Lampiran penilaian sikap
	Berpendapat atau melakukan kegiatan tanpa ragu-ragu	
	Mampu membuat keputusan dengan cepat	
	Tidak mudah putus asa/pantang menyerah	

- Instrument

Nama peserta didik : .....

Kelas : .....

Tanggal pengamatan : .....

Materi pokok : .....

No.	Aspek pengamatan	Skor			
		1	2	3	4
1.	Berani presentasi di depan kelas				
2.	Berani berpendapat, bertanya, atau menjawab pertanyaan				
3.	Berpendapat atau melakukan kegiatan tanpa ragu-ragu				
4.	Mampu membuat keputusan dengan cepat				

5.	Tidak mudah putus asa/pantang menyerah				
Jumlah skor					

Keterangan:

4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan

1 = tidak pernah, apabila tidak pernah melakukan

## 2. Pengetahuan

- Teknik penilaian

Teknik	Bentuk	Tujuan
Tes Tertulis	Pilihan Ganda	Mengetahui penguasaan pengetahuan siswa untuk perbaikan proses pembelajaran dan/atau pengambilan nilai

- Kisi-kisi

No.	Kompetensi Dasar	Variable	Indicator	Nomor Soal
3.7	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	Penilaian pengetahuan	Siswa mampu mengidentifikasi generic structure pada teks	1
			Siswa mampu mengidentifikasi informasi sederhana yang pada teks	8, 6
			Siswa mampu mengidentifikasi makna kata/kalimat yang terdapat dalam teks	2, 3, 4, 5, 7
			Siswa mampu mengidentifikasi lawan kata pada teks	9, 10

Read the following text to answer question number 1 – 5!

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight.

This was the first time I've spent much money on a bag and I don't regret it. The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps



the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket-sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school.

This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag.

1. What is the generic structure of the first paragraph?

- a. Description
- b. Orientation
- c. Resolution
- d. Identification

2. “This was the first time I've spent much money on a bag and I don't regret it.”

What is the underlined word mean?

- a. Contrition
- b. Delight
- c. Joy
- d. Happiness

3. “Its neutral color is fun and sporty”

What is the synonym of the underlined word?

- a. Disagreeable

- b. Boring
  - c. Unpleasant
  - d. Amusing
4. “The bag is very functional.”
- What does the word mean?
- a. Useful
  - b. Impractical
  - c. Useless
  - d. Worthless
5. “In overall I really satisfy with bag.”

What is the synonym of the underlined word?

- a. Disappoint
- b. Trouble
- c. Sadden
- d. Quench

Read the following text to answer question number 6 – 10!

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a

major attraction of people's coming to the Losari beach. Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

6. What is the text about?
  - a. Losari a beautiful beach
  - b. Losari is the longest café in Asia
  - c. Location of Losari beach
  - d. Population in Losari beach
7. "The beach used to be the longest café in Asia."  
What is the synonym of the underlined words?
  - a. The most lengthy
  - b. The shortest
  - c. The lowest
  - d. The curtest
8. In the evening when the sunset stands out, people are coming to see this ... attraction.
  - a. Beautiful
  - b. Charm
  - c. Popular
  - d. Major

9. "If the sky is sunny, the scenery is absolutely perfect."

What is the antonym of the underlined word?

- a. Bright
- b. Clear
- c. Cloudless
- d. Stormy

10. "Because of its location in a bay, the water of Losari is even often quiet as usual pool water."

What is the antonym of the underlined word?

- a. Calm
- b. Peaceful
- c. Roaring
- d. Serene

- Panduan penilaian

$$\text{Nilai} = \frac{\mathbf{B}}{\mathbf{N}} \times \mathbf{100}$$

Keterangan:

B : Banyaknya butir yang dijawab benar

N : Banyaknya butir soal

## **A. Kompetensi Inti**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengelola, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## **B. Kompetensi Dasar dan Indikator**

Kompetensi Dasar		Indicator	
2.2	Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1	Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi transaksional.
4.7.2	Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.7.2.1	Menyusun teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda, atau tempat secara benar dan sesuai konteks.

### C. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Menyusun teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda, atau tempat secara benar dan sesuai konteks.

### D. Materi Pembelajaran

1. Fungsi social  
Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum dilingkungan sekitar.
2. Struktur teks

- a. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
  - b. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.
3. Unsur kebahasaan
- a. Kata benda yang terkait dengan orang/benda/tempat/binatang
  - b. Kata sifat yang terkait dengan sifat orang/binatang/benda
  - c. Kata kerja bentuk pertama (present tense)
  - d. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
  - e. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
  - f. Rujukan kata
4. Contoh

#### My Dog

(Identification) My dad bought me a dog on my birthday. It is a male golden retriever dog. I really love him as my pet.

(Description) His name is Jiji. He has brown fur. His fur is really soft and he likes to be rubbed on his belly. He has a long tail and big body. I always take

him for walk around because he really like it. Jiji is already as the part of our family.

### E. Metode Pembelajaran

Metode Numbered Head Together

### F. Media, Alat dan Sumber Pembelajaran

4. Media :
5. Alat : Laptop
6. Sumber :
  - Buku Bahasa Inggris, When English Rings a bell Kelas 7
  - [https://www.academia.edu/38255901/RPP\\_K\\_D\\_3\\_7\\_docx](https://www.academia.edu/38255901/RPP_K_D_3_7_docx)
  - [https://www.academia.edu/40752917/TEKS\\_DESKRIPTIF](https://www.academia.edu/40752917/TEKS_DESKRIPTIF)

### G. Langkah-langkah Pembelajaran

Pertemuan Ketiga

Kegiatan		Keterangan
Pendahuluan		<ul style="list-style-type: none"> <li>• Mengucapkan salam dan berdoa</li> <li>• Memberikan motivasi dan apersepsi</li> <li>• Menginformasi tujuan pembelajaran</li> <li>• Menyampaikan skenario pembelajaran</li> </ul>
Kegiatan Inti	a. Eksplorasi	Guru menyampaikan materi secara ringkas tentang fungsi social, struktur teks, dan unsur kebahasaan dalam teks deskriptif.



	<p>b. Elaborasi</p> <p>1. Numbering</p>	<p>Guru membagi kelas dalam 4 kelompok dan memberikan nomor kepada setiap anggota kelompok. Satu kelompok beranggotakan 8 orang.</p>
	<p>2. Questioning</p>	<p>Guru meminta setiap kelompok untuk membuat teks deskriptif tentang orang, binatang, benda, atau tempat secara benar dan sesuai dengan konteks yang telah dibahas sebelumnya.</p>
	<p>3. Heads together</p>	<ul style="list-style-type: none"> <li>• Guru mengarahkan siswa untuk bekerja sama dalam menyelesaikan tugas yang telah diberikan dengan tekun dan penuh tanggung jawab.</li> <li>• Selama siswa berdiskusi, guru mengamati kerja setiap kelompok secara bergantian dan memberikan bantuan secepatnya bila diperlukan siswa.</li> </ul>
	<p>4. Answering</p>	<ul style="list-style-type: none"> <li>• Guru memanggil salah satu nomor disetiap kelompok</li> <li>• Siswa yang nomornya terpilih mewakili kelompoknya berdiri untuk mempresentasikan hasil diskusi dengan percaya diri.</li> <li>• Guru memanggil nomor berikutnya sampai semua kelompok mempresentasikan hasil diskusinya.</li> </ul>
	<p>c. Konfirmasi</p>	<ul style="list-style-type: none"> <li>• Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik.</li> </ul>

Penutup	<ul style="list-style-type: none"> <li>• Guru dan peserta didik membuat rangkuman/simpulan pelajaran.</li> <li>• Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.</li> <li>• Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.</li> <li>• Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya</li> <li>• Guru mengakhiri mata pelajaran dengan mengucapkan salam</li> </ul>
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## H. Penilaian Hasil Pembelajaran

### 1. Sikap

- Teknik Penilaian : Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru.
- Kisi-kisi :

Variable	Indicator	Butir Instrumen
Penilaian diri	Berani presentasi di depan kelas	Lampiran penilaian sikap
	Berani berpendapat, bertanya, atau menjawab pertanyaan	
	Berpendapat atau melakukan kegiatan tanpa ragu-ragu	

	Mampu membuat keputusan dengan cepat	
	Tidak mudah putus asa/pantang menyerah	

- Instrument

Nama peserta didik : .....

Kelas : .....

Tanggal pengamatan : .....

Materi pokok : .....

No.	Aspek pengamatan	Skor			
		1	2	3	4
1.	Berani presentasi di depan kelas				
2.	Berani berpendapat, bertanya, atau menjawab pertanyaan				
3.	Berpendapat atau melakukan kegiatan tanpa ragu-ragu				
4.	Mampu membuat keputusan dengan cepat				
5.	Tidak mudah putus asa/pantang menyerah				
Jumlah skor					

Keterangan:

4 = selalu, apabila selalu malkukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan

1 = tidak pernah, apabila tidak pernah melakukan

## 2. Ketrampilan

- Teknik penilaian

Teknik	Bentuk	Tujuan
Tes tertulis	Teks descriptive	Mengetahui penguasaan keterampilan siswa untuk perbaikan proses pembelajaran dan/ pengambilan nilai

- Kisi-kisi

No.	Kompetensi Dasar	Variable	Indicator
4.7. 2	Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda,	Penilaian Keterampilan	Siswa mampu menyusun teks deskriptif sangat pendek dan sederhana terkait orang, binatang,

	dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.		benda, atau tempat, dengan memperhatikan content, organization, vocabulary, language use, dan mechanics secara benar dan sesuai konteks.
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- Rubrik penilaian

Aspect	Criteria	Score
Content	Excellent to very good	30 – 27
	Good to average	26 – 22
	Fair to poor	21 – 17
	Poor	16 – 13
Organization	Excellent to very good	20 – 18
	Good to average	17 – 14
	Fair to poor	13 – 10
	Very poor	9 – 7
Vocabulary	Excellent to very good	20 – 18
	Good to average	17 – 14
	Fair to poor	13 – 10
	Very poor	9 – 7
Language use	Excellent to very good	25 – 22
	Good to average	21 – 19
	Fair to poor	17 – 11
	Very poor	10 – 5

Mechanics	Excellent to very good	5
	Good to average	4
	Fair to poor	3
	Very poor	2

Total scores = 100; minimal score = 34; maximal score = 100

The result of the test is then classified into categories of extremely good, good, fair, low, and extremely low.

The score classifications are:

- 0 – 44 = E / Extremely low
- 45 – 59 = D / Low
- 60 – 74 = C / Fair
- 75 – 89 = B / Good
- 90 – 100 = A / Extremely Good

## Appendix 2

### Lesson Plan for Control Group

#### RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMP Negeri 18 Semarang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/II
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 6 X 40 menit (3 pertemuan)

#### A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

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

## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar		Indikator	
2.2	Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1	Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi transaksional.
3.7	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai	3.7.1	Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan dari teks deskriptif sangat pendek dan sederhana.
		3.7.2	Mengidentifikasi informasi orang dan binatang yang terdapat dalam teks deskriptif.



	dengan konteks penggunaannya.		
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### C. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan dengan benar
2. Mengidentifikasi informasi orang dan binatang dengan benar.

### D. Materi Pembelajaran

#### 1. Fungsi sosial

Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum dilingkungan sekitar.

#### 2. Struktur teks

- a. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
- b. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

#### 3. Unsur kebahasaan

- a. Kata benda yang terkait dengan orang/benda/tempat/binatang
- b. Kata sifat yang terkait dengan sifat orang/binatang/benda

- c. Kata kerja bentuk pertama (present tense)
  - d. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
  - e. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
  - f. Rujukan kata
4. Contoh

### My Dog

(Identification) My dad bought me a dog on my birthday. It is a male golden retriever dog. I really love him as my pet.

(Description) His name is Jiji. He has brown fur. His fur is really soft and he likes to be rubbed on his belly. He has a long tail and big body. I always take him for walk around because he really like it. Jiji is already as the part of our family.

### **E. Metode Pembelajaran**

Metode Tanya Jawab

### **F. Alat dan Sumber Pembelajaran**

1. Alat : Laptop
2. Sumber :
  - Buku Bahasa Inggris, When English Rings a bell Kelas 7

- [https://www.academia.edu/38255901/RPP\\_KD\\_3\\_7\\_docx](https://www.academia.edu/38255901/RPP_KD_3_7_docx)
- [https://www.academia.edu/40752917/TEKS\\_DESKRIPTIF](https://www.academia.edu/40752917/TEKS_DESKRIPTIF)

## G. Langkah-langkah Pembelajaran

### Pertemuan Pertama

Kegiatan		Keterangan
<b>Pendahuluan</b>		<ol style="list-style-type: none"> <li>1. Mengucapkan salam dan berdoa</li> <li>2. Memberikan motivasi dan apersepsi</li> <li>3. Menginformasi tujuan pembelajaran</li> <li>4. Menyampaikan skenario pembelajaran</li> </ol>
<b>Kegiatan Inti</b>	<b>Mengamati</b>	<ol style="list-style-type: none"> <li>1. Siswa diminta untuk mengamati berbagai contoh teks descriptive tentang orang dan binatang dalam bentuk tulisan</li> <li>2. Siswa diminta untuk mengidentifikasi struktur teks dan unsur kebahasaan teks descriptive tentang orang dan binatang dalam bentuk tulisan</li> <li>3. Siswa diminta untuk menjelaskan fungsi social teks descriptive tentang orang dan binatang dalam bentuk tulisan</li> <li>4. Siswa diminta mengidentifikasi dan menjelaskan kosa kata yang ada dalam teks descriptive tentang orang dan binatang</li> </ol>

	<b>Mempertanyakan</b>	<ol style="list-style-type: none"> <li>1. Guru mengarahkan setiap siswa untuk membuat sebuah pertanyaan yang berhubungan dengan materi teks deskriptif tentang orang dan binatang</li> <li>2. Siswa mengajukan pertanyaan berdasarkan pada materi</li> <li>3. Guru mengarahkan setiap siswa untuk mencoba menjawab pertanyaan dari siswa yang lain</li> <li>4. Guru menjelaskan keseluruhan materi dan membenarkan pertanyaan dan jawaban yang ditanya dan dijawab oleh siswa</li> </ol>
	<b>Mengeksplorasi</b>	<ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk menganalisis dan mengerjakan tugas teks deskriptif tentang orang dan binatang secara individu</li> <li>2. Guru meminta siswa untuk menyampaikan hasil pekerjaannya dengan cara mengoreksi bersama</li> </ol>
<b>Penutup</b>	<ol style="list-style-type: none"> <li>1. Guru dan peserta didik membuat rangkuman/simpulan pelajaran.</li> <li>2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.</li> <li>3. Guru memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.</li> <li>4. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> <li>5. Guru mengakhiri pembelajaran dengan berdoa bersama dan mengucapkan salam.</li> </ol>	

## H. Penilaian Hasil Pembelajaran

### 1. Sikap

- Teknik Penilaian : Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru.
- Kisi-kisi :

Variable	Indicator	Butir Instrumen
Penilaian diri	Berani presentasi di depan kelas	Lampiran penilaian sikap
	Berani berpendapat, bertanya, atau menjawab pertanyaan	
	Berpendapat atau melakukan kegiatan tanpa ragu-ragu	
	Mampu membuat keputusan dengan cepat	
	Tidak mudah putus asa/pantang menyerah	

- Instrument

Nama peserta didik : .....

Kelas : .....

Tanggal pengamatan : .....

Materi pokok : .....

No.	Aspek pengamatan	Skor			
		1	2	3	4
1.	Berani presentasi di depan kelas				
2.	Berani berpendapat, bertanya, atau menjawab pertanyaan				
3.	Berpendapat atau melakukan kegiatan tanpa ragu-ragu				
4.	Mampu membuat keputusan dengan cepat				
5.	Tidak mudah putus asa/pantang menyerah				
Jumlah skor					

Keterangan:

4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan

1 = tidak pernah, apabila tidak pernah melakukan

## 2. Pengetahuan

- Teknik Penilaian Siswa

Teknik	Bentuk	Tujuan
Tes Tertulis	Pilihan Ganda	Mengetahui penguasaan pengetahuan siswa untuk perbaikan proses pembelajaran dan/atau pengambilan nilai

- Kisi-kisi

No.	Kompetensi Dasar	Variable	Indicator	Nomor Soal
3.7	Membandingkan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	Penilaian pengetahuan	Siswa mampu mengidentifikasi informasi sederhana yang ada di dalam teks	1, 6
			Siswa mampu mengidentifikasi generic structure teks	2
			Siswa mampu mengidentifikasi makna kata/kalimat yang terdapat dalam teks	4, 5, 7, 8, 10
			Siswa mampu mengidentifikasi lawan kata pada teks	9

Read the following text to answer question number 1 – 5!

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. What is the text mostly about?
  - a. Peter
  - b. Peter's hobby
  - c. Peter's family
  - d. Peter's elder brother
2. What is the generic structure of the text above?
  - a. Description, identification
  - b. Orientation, resolution
  - c. Identification, description
  - d. Resolution, orientation
3. "but he usually does what he asked to do.

The underlined phrase means?

- a. He does anything he wants
- b. He always asks
- c. He is lazy



d. He is diligent

4. “Peter is interested in sports very much, and at school he plays football and tennis.”

The underlined phrase can be replaced by

...

- a. Dislike sport
  - b. Really like sport
  - c. Hates sport very much
  - d. Finds sport not really entertaining
5. “He has long, straight hair, bright eyes and a friendly smile.”

What is the synonym of the underlined word?

- a. Cold
- b. Affable
- c. Surly
- d. Hostile

Read the following text to answer question number 6 – 10!

Milo is my pet. He is my lovely cat. He is not an expensive cat. I found him in front of my house. Though he is not a pricey cat, I love him so much.

Milo has long whiskers and green eyes. He is orange with two gradations of colors. He is not fat though he eats a lot because he is very active. He likes to play with balls, but his favorite toy is a ball of yarn. He likes to roll it and then chase it. Once he catches it, he throws it from one of his front paws to the other one. At night, he always sleeps with me.

6. What is the text about?
- a. Instruction to have a cat
  - b. A description of cats in general
  - c. A description of the writer's cat
  - d. A story about cat's adventure

7. "He is my lovely cat."

What does the underlined word mean?

- a. Ordinary
- b. Repulsive
- c. Awful
- d. Favorite

8. "Though he is not a pricey cat"

What does the underlined word mean?

- a. Cheap
- b. Expensive
- c. Reasonable
- d. Economical

9. “He is not fat though he eats a lot because he is very active.”

What is the antonym of the underlined word?

- a. Energetic
- b. Alive
- c. Favourable
- d. Quiet

10. “He likes to roll it and then chase it.”

What is the synonym of the underlined word?

- a. Pursue
- b. Escape
- c. Retreat
- d. Flee

- Panduan Penilaian

$$\text{Nilai} = \frac{\mathbf{B}}{\mathbf{N}} \times \mathbf{100}$$

Keterangan:

B : Banyaknya butir yang dijawab benar

N : Banyaknya butir soal

## **A. Kompetensi Inti**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengelola, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## **B. Kompetensi Dasar dan Indikator**

Kompetensi Dasar		Indicator	
2.2	Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1	Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi transaksional.
3.7	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1	Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan dari teks deskriptif sangat pendek dan sederhana.
		3.7.2	Mengidentifikasi informasi benda dan tempat yang terdapat dalam teks deskriptif.

### C. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan dengan benar
2. Mengidentifikasi informasi benda dan tempat dengan benar.

### D. Materi Pembelajaran

1. Fungsi social

Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum dilingkungan sekitar.

2. Struktur teks
  - a. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
  - b. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.
3. Unsur kebahasaan
  - a. Kata benda yang terkait dengan orang/benda/tempat/binatang
  - b. Kata sifat yang terkait dengan sifat orang/binatang/benda
  - c. Kata kerja bentuk pertama (present tense)
  - d. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
  - e. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
  - f. Rujukan kata
4. Contoh

#### My Dog

(Identification) My dad bought me a dog on my birthday. It is a male golden retriever dog. I really love him as my pet.

(Description) His name is Jiji. He has brown fur. His fur is really soft and he likes to be rubbed on his belly. He has a long tail and big body. I always take him for walk around because he really like it. Jiji is already as the part of our family.

### E. Metode Pembelajaran

Metode Tanya Jawab

### F. Alat dan Sumber Pembelajaran

1. Alat : Laptop
2. Sumber :
  - Buku Bahasa Inggris, When English Rings a bell Kelas 7
  - [https://www.academia.edu/38255901/RPP\\_K\\_D\\_3\\_7\\_docx](https://www.academia.edu/38255901/RPP_K_D_3_7_docx)
  - [https://www.academia.edu/40752917/TEKS\\_DESKRIPTIF](https://www.academia.edu/40752917/TEKS_DESKRIPTIF)

### G. Langkah-langkah Pembelajaran

Pertemuan Kedua

Kegiatan	Keterangan
<b>Pendahuluan</b>	<ol style="list-style-type: none"> <li>1. Mengucapkan salam dan berdoa</li> <li>2. Memberikan motivasi dan apersepsi</li> <li>3. Menginformasi tujuan pembelajaran</li> <li>4. Menyampaikan skenario pembelajaran</li> </ol>

<b>Kegiatan Inti</b>	<b>Mengamati</b>	<ol style="list-style-type: none"> <li>1. Siswa diminta untuk mengamati berbagai contoh teks descriptive tentang benda dan tempat dalam bentuk tulisan</li> <li>2. Siswa diminta untuk mengidentifikasi struktur teks dan unsur kebahasaan teks descriptive tentang benda dan tempat dalam bentuk tulisan</li> <li>3. Siswa diminta untuk menjelaskan fungsi social teks descriptive tentang benda dan tempat dalam bentuk tulisan</li> <li>4. Siswa diminta mengidentifikasi dan menjelaskan kosa kata yang ada dalam teks descriptive tentang benda dan tempat</li> </ol>
	<b>Mempertanyakan</b>	<ol style="list-style-type: none"> <li>1. Guru mengarahkan setiap siswa untuk membuat sebuah pertanyaan yang berhubungan dengan materi teks deskriptif tentang benda dan tempat</li> <li>2. Siswa mengajukan pertanyaan berdasarkan pada materi</li> <li>3. Guru mengarahkan setiap siswa untuk mencoba menjawab pertanyaan dari siswa yang lain</li> <li>4. Guru menjelaskan keseluruhan materi dan membenarkan pertanyaan dan jawaban yang ditanya dan dijawab oleh siswa</li> </ol>
	<b>Mengeksplorasi</b>	<ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk menganalisis dan mengerjakan tugas teks deskriptif tentang benda dan tempat secara individu</li> <li>2. Guru meminta siswa untuk menyampaikan hasil pekerjaannya dengan cara mengoreksi bersama</li> </ol>



<b>Penutup</b>	<ol style="list-style-type: none"> <li>1. Guru dan peserta didik membuat rangkuman/simpulan pelajaran.</li> <li>2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.</li> <li>3. Guru memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.</li> <li>4. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> <li>5. Guru mengakhiri pembelajaran dengan berdoa bersama dan mengucapkan salam.</li> </ol>
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## H. Penilaian Hasil Belajar

### 1. Sikap

- Teknik Penilaian : Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru.
- Kisi-kisi :

<b>Variable</b>	<b>Indicator</b>	<b>Butir Instrumen</b>
Penilaian diri	Berani presentasi di depan kelas	Lampiran penilaian sikap
	Berani berpendapat, bertanya, atau menjawab pertanyaan	

	Berpendapat atau melakukan kegiatan tanpa ragu-ragu	
	Mampu membuat keputusan dengan cepat	
	Tidak mudah putus asa/pantang menyerah	

- Instrument

Nama peserta didik : .....

Kelas : .....

Tanggal pengamatan : .....

Materi pokok : .....

No.	Aspek pengamatan	Skor			
		1	2	3	4
1.	Berani presentasi di depan kelas				
2.	Berani berpendapat, bertanya, atau menjawab pertanyaan				
3.	Berpendapat atau melakukan kegiatan tanpa ragu-ragu				
4.	Mampu membuat keputusan dengan cepat				
5.	Tidak mudah putus asa/pantang menyerah				
Jumlah skor					

Keterangan:

4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan

1 = tidak pernah, apabila tidak pernah melakukan

## 2. Pengetahuan

- Teknik penilaian

Teknik	Bentuk	Tujuan
Tes Tertulis	Pilihan Ganda	Mengetahui penguasaan pengetahuan siswa untuk perbaikan proses pembelajaran dan/atau pengambilan nilai

- Kisi-kisi

No.	Kompetensi Dasar	Variable	Indicator	Nomor Soal
3.7	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan	Penilaian pengetahuan	Siswa mampu mengidentifikasi generic structure pada teks	1

beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	Siswa mampu mengidentifikasi informasi sederhana yang pada teks	8, 6
	Siswa mampu mengidentifikasi makna kata/kalimat yang terdapat dalam teks	2, 3, 4, 5, 7
	Siswa mampu mengidentifikasi lawan kata pada teks	9, 10

Read the following text to answer question number 1 – 5!

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight.

This was the first time I've spent much money on a bag and I don't regret it. The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket-sized wallet, a small book,

a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school.

This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag.

1. What is the generic structure of the first paragraph?
  - a. Description
  - b. Orientation
  - c. Resolution
  - d. Identification
2. "This was the first time I've spent much money on a bag and I don't regret it."

What is the underlined word mean?

- a. Contrition
  - b. Delight
  - c. Joy
  - d. Happiness
3. "Its neutral color is fun and sporty"

What is the synonym of the underlined word?

- a. Disagreeable
  - b. Boring
  - c. Unpleasant
  - d. Amusing
4. "The bag is very functional."

What does the word mean?

- a. Useful
  - b. Impractical
  - c. Useless
  - d. Worthless
5. “In overall I really satisfy with bag.”

What is the synonym of the underlined word?

- b. Disappoint
- c. Trouble
- d. Sadden
- e. Quench

Read the following text to answer question number 6 – 10!

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people’s coming to the Losari beach. Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari

beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

6. What is the text about?
  - a. Losari a beautiful beach
  - b. Losari is the longest café in Asia
  - c. Location of Losari beach
  - d. Population in Losari beach
7. “The beach used to be the longest café in Asia.”  
What is the synonym of the underlined words?
  - a. The most lengthy
  - b. The shortest
  - c. The lowest
  - d. The curtest
8. In the evening when the sunset stands out, people are coming to see this ... attraction.
  - a. Beautiful
  - b. Charm
  - c. Popular
  - d. Major
9. “If the sky is sunny, the scenery is absolutely perfect.”  
What is the antonym of the underlined word?
  - a. Bright
  - b. Clear

c. Cloudless

d. Stormy

10. "Because of its location in a bay, the water of Losari is even often quiet as usual pool water."

What is the antonym of the underlined word?

a. Calm

b. Peaceful

c. Roaring

d. Serene

- Panduan penilaian

$$\text{Nilai} = \frac{\mathbf{B}}{\mathbf{N}} \times \mathbf{100}$$

Keterangan:

B : Banyaknya butir yang dijawab benar

N : Banyaknya butir soal



## **A. Kompetensi Inti**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengelola, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## **B. Kompetensi Dasar dan Indikator**

Kompetensi Dasar		Indicator	
2.2	Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1	Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi transaksional.
4.7.2	Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.7.2.1	Menyusun teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda, atau tempat secara benar dan sesuai konteks.

### C. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Menyusun teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda, atau tempat secara benar dan sesuai konteks.

### D. Materi Pembelajaran

1. Fungsi social  
Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum dilingkungan sekitar.
2. Struktur teks

- a. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
  - b. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.
3. Unsur kebahasaan
- a. Kata benda yang terkait dengan orang/benda/tempat/binatang
  - b. Kata sifat yang terkait dengan sifat orang/binatang/benda
  - c. Kata kerja bentuk pertama (present tense)
  - d. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
  - e. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
  - f. Rujukan kata
4. Contoh

#### My Dog

(Identification) My dad bought me a dog on my birthday. It is a male golden retriever dog. I really love him as my pet.

(Description) His name is Jiji. He has brown fur. His fur is really soft and he likes to be rubbed on his belly. He has a long tail and big body. I always take

him for walk around because he really like it. Jiji is already as the part of our family.

### E. Metode Pembelajaran

Metode Tanya Jawab

### F. Alat dan Sumber Pembelajaran

1. Alat : Laptop
2. Sumber :
  - Buku Bahasa Inggris, When English Rings a bell Kelas 7
  - [https://www.academia.edu/38255901/RPP\\_K\\_D\\_3\\_7\\_docx](https://www.academia.edu/38255901/RPP_K_D_3_7_docx)
  - [https://www.academia.edu/40752917/TEKS\\_DESKRIPTIF](https://www.academia.edu/40752917/TEKS_DESKRIPTIF)

### G. Langkah-langkah Pembelajaran

Pertemuan Ketiga

Kegiatan		Keterangan
<b>Pendahuluan</b>		<ol style="list-style-type: none"> <li>1. Mengucapkan salam dan berdoa</li> <li>2. Memberikan motivasi dan apersepsi</li> <li>3. Menginformasi tujuan pembelajaran</li> <li>4. Menyampaikan skenario pembelajaran</li> </ol>
<b>Kegiatan Inti</b>	<b>Mengamati</b>	<ol style="list-style-type: none"> <li>1. Siswa diminta untuk mengamati berbagai contoh teks descriptive tentang orang, binatang, benda, dan tempat dalam bentuk tulisan</li> <li>2. Siswa diminta untuk mengidentifikasi struktur teks dan unsur kebahasaan teks descriptive tentang orang, binatang, benda, dan tempat dalam bentuk tulisan</li> </ol>

		<ol style="list-style-type: none"> <li>3. Siswa diminta untuk menjelaskan fungsi social teks descriptive tentang orang, binatang, benda, dan tempat dalam bentuk tulisan</li> <li>4. Siswa diminta mengidentifikasi dan menjelaskan kosa kata yang ada dalam teks descriptive tentang orang, binatang, benda, dan tempat.</li> </ol>
	<b>Mempertanyakan</b>	<ol style="list-style-type: none"> <li>1. Guru mengarahkan setiap siswa untuk membuat sebuah pertanyaan yang berhubungan dengan materi teks deskriptif tentang orang, binatang, benda, dan tempat.</li> <li>2. Siswa mengajukan pertanyaan berdasarkan pada materi</li> <li>3. Guru mengarahkan setiap siswa untuk mencoba menjawab pertanyaan dari siswa yang lain</li> <li>4. Guru menjelaskan keseluruhan materi dan membenarkan pertanyaan dan jawaban yang ditanya dan dijawab oleh siswa</li> </ol>
	<b>Mengeksplorasi</b>	<ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk menganalisis dan mengerjakan tugas teks deskriptif tentang orang, binatang, benda, atau tempat secara individu</li> <li>2. Guru meminta siswa untuk menyampaikan hasil pekerjaannya dengan cara mengoreksi bersama</li> </ol>
	<b>Penutup</b>	<ol style="list-style-type: none"> <li>1. Guru dan peserta didik membuat rangkuman/simpulan pelajaran.</li> <li>2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.</li> <li>3. Guru memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.</li> <li>4. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> <li>5. Guru mengakhiri pembelajaran dengan berdoa bersama dan mengucapkan salam.</li> </ol>

## H. Penilaian Hasil Pembelajaran

### 1. Sikap

- Teknik Penilaian : Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru.
- Kisi-kisi :

<b>Variable</b>	<b>Indicator</b>	<b>Butir Instrumen</b>
Penilaian diri	Berani presentasi di depan kelas	Lampiran penilaian sikap
	Berani berpendapat, bertanya, atau menjawab pertanyaan	
	Berpendapat atau melakukan kegiatan tanpa ragu-ragu	
	Mampu membuat keputusan dengan cepat	
	Tidak mudah putus asa/pantang menyerah	

- Instrument

Nama peserta didik : .....

Kelas : .....

Tanggal pengamatan : .....

Materi pokok : .....

No.	Aspek pengamatan	Skor			
		1	2	3	4
1.	Berani presentasi di depan kelas				
2.	Berani berpendapat, bertanya, atau menjawab pertanyaan				
3.	Berpendapat atau melakukan kegiatan tanpa ragu-ragu				
4.	Mampu membuat keputusan dengan cepat				
5.	Tidak mudah putus asa/pantang menyerah				
Jumlah skor					

Keterangan:

4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan

1 = tidak pernah, apabila tidak pernah melakukan

## 2. Ketrampilan

- Teknik penilaian

Teknik	Bentuk	Tujuan
Tes tertulis	Teks descriptive	Mengetahui penguasaan keterampilan siswa untuk perbaikan proses pembelajaran dan/ pengambilan nilai

- Kisi-kisi

No.	Kompetensi Dasar	Variable	Indicator
4.7.2	Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	Penilaian Keterampilan	Siswa mampu menyusun teks deskriptif sangat pendek dan sederhana terkait orang, binatang, benda, atau tempat, dengan memperhatikan content, organization, vocabulary, language use, dan mechanics secara benar dan sesuai konteks.

- Rubrik penilaian

Aspect	Criteria	Score
Content	Excellent to very good	30 – 27
	Good to average	26 – 22
	Fair to poor	21 – 17



	Poor	16 – 13
Organization	Excellent to very good	20 – 18
	Good to average	17 – 14
	Fair to poor	13 – 10
	Very poor	9 – 7
Vocabulary	Excellent to very good	20 – 18
	Good to average	17 – 14
	Fair to poor	13 – 10
	Very poor	9 – 7
Language use	Excellent to very good	25 – 22
	Good to average	21 – 19
	Fair to poor	17 – 11
	Very poor	10 – 5
Mechanics	Excellent to very good	5
	Good to average	4
	Fair to poor	3
	Very poor	2

Total scores = 100; minimal score = 34; maximal score = 100

The result of the test is then classified into categories of extremely good, good, fair, low, and extremely low.

The score classifications are:

- 0 – 44 = E / Extremely low
- 45 – 59 = D / Low
- 60 – 74 = C / Fair
- 75 – 89 = B / Good
- 90 – 100 = A / Extremely Good

### Appendix 3

#### Kisi-kisi Try-Out Test

No.	Kompetensi Dasar	Variable	Indicator	Nomor Soal
3.7	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	Pengetahuan	Siswa mampu mengidentifikasi informasi yang ada di dalam teks	1, 14
			Siswa mampu mengidentufikasi generic structure teks	2, 11
			Siswa mampu mengidentifikasi makna kata/kalimat yang terdapat dalam teks	3, 4, 5, 7, 8, 10, 12, 16, 18, 20, 21, 22, 24, 25, 26, 27, 28
			Siswa mampu mengidentifikasi lawan kata pada teks	6, 9, 13, 15, 17, 19, 23, 29
			Siswa mampu melengkapi kalimat yang rumpang	30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40
			Siswa mampu mengidentifikasi unsur kebahasaan pada teks	41, 42, 43, 44, 45, 46, 47, 48, 49, 50

## Instrument of Try-Out Test

Read the following text to answer question number 1 – 5!

### My best friend

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

1. According to the genre, the text above is ...
  - a. Narrative
  - b. Report
  - c. Descriptive
  - d. Recount
2. The generic structure of the text is ...
  - a. Description – identification
  - b. Identification – description
  - c. Orientation – events – reorientation
  - d. Reorientation – events – orientation

3. “Rohmi is a quite girl and very simple on the look.”

What does the underlined word mean?

- a. Beautiful
- b. Quiet.
- c. Pug
- d. Bad

4. “She is not only kind but also tough.”

What does the underlined word mean?

- a. Strong.
- b. Poor
- c. Soft
- d. Weak

5. “In order to help their father, Rohmi and her brother work part-time to earn some money.”

What does the underlined word mean?

- a. Work for the whole of working week
- b. Work for only part of each day or week
- c. Work for the purpose of getting money as much as possible
- d. Work for family

Read the following text to answer question number 6 – 8!

#### My Unique Pets

I’m used to having pets at home because my family is pet lovers. I have kept two turtles since February 2003. I put them all in one tank in my room.

The name of the male turtle is Donatello and the female one is called Rafael. It is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death!

The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

6. "I'm used to having pets at home because my family is pet lovers."

The underlined word has opposite meaning with ...

- a. Devotee
  - b. Sparker
  - c. Fan
  - d. Hater.
7. "However, they need a comfortable place to live."

What does the underlined word mean?

- a. Dirty
- b. Strict
- c. Cozy
- d. Uncomfortable

8. “Inadequate conditions can cause not only stress but also affect their growth.”

The underlined word can be best replaced by ...

- a. Insufficient.
- b. Indiscipline
- c. Ineffective
- d. Inedible

Read the following text to answer question number 9 & 10!

The Eiffel Tower is a famous landmark in Paris. The Eiffel Tower, La Tour Eiffel in French, was the main exhibit of the Paris Exposition – or World’s Fair of – 1889. It was constructed to commemorate the centennial of the French Revolution and to demonstrate France’s industrial prowess to the world. It is 300 metres tall, but this height does not include the 24 m aerial (antenna) on the top, the total height of the structure is 324 m.

9. “The Eiffel Tower is a famous landmark in Paris.”

The underlined word antonym with ...

- a. Unique
- b. Popular
- c. Unfamiliar.
- d. Celebrate

10. “It was constructed to commemorate the centennial of the French Revolution and to demonstrate France’s industrial prowess to the world.”

The underlined word has similar in meaning to ...

- a. Exposition.
- b. Facility
- c. Incapacity
- d. Failure

Read the following text to answer question number 11 – 13!

### My Favorite T-Shirt

Do you like to wear a T-shirt? Well, I do. One of my favorite T-shirt is the one that I bought when I was in Senior High School six years ago. At that time, I won a Scrabble competition, and the prize is money. I bought the T-shirt with this money. I like it because it is very comfy.

The color of my favorite T-shirt is yellow. It is made of cotton. Right now, the color is not as bright as it used to be, but the picture printed on the front side is still as good as it was. It is a picture of a microphone known as “Elvis Microphone”. The color of the picture is gray.

The condition of the T-shirt is not as perfect as it was, because right now there are some holes on the T-shirt. One of the biggest holes is located on my back. My sister said that I look like a homeless boy every time I wear this T-shirt.

11. What is the generic structure of the first paragraph?
- a. Description
  - b. Orientation
  - c. Resolution
  - d. Identification

12. What is the meaning of the word **favorite** in the title of the text?

- a. Dislike
- b. Hated
- c. Beloved
- d. Loathed

13. “I like it because it is very comfy.”

The antonym of the underlined word is ...

- a. Comfortable
- b. Cozy
- c. Hot
- d. Good

Read the following text to answer question number 14 – 16!

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called yojigen-pocket, or fourth-dimensional pocket. Doraemon’s favorite food is dorayaki, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.



14. What does the text mainly talk about?
- a. Doraemon
  - b. Fujiko Fijio
  - c. Robotic cats
  - d. Nobita
15. “Doraemon possesses a large pocket that can produce many gadgets from the future.”

What is the antonym of the underlined word?

- a. Big
  - b. Major
  - c. Substantial
  - d. Small
16. “In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket.”

The underline word can be best replaced by ...

- a. Happily
- b. Calmly
- c. Worriedly
- d. Diligently

Read the following text to answer question number 17 & 18!

#### My Big Dolphin Doll

On my previous birthday, my friend gave me a dolphin doll. The size of the doll is big. It’s about 1.6 metres. The color is white and blue. It is very soft and fluffy. I feel really comfortable

when I hug it. My sister also likes to hug my big dolphin doll. I love dolphins because they are very intelligent marine mammals.

17. “It is very soft and fluffy.”

What is the antonym of the underlined word?

- a. Rough
- b. Downy
- c. Smooth
- d. Gossamer

18. “I love dolphins because they are very intelligent marine mammals.”

What does the underlined word mean?

- a. Stupid
- b. Ignorant
- c. Brainy
- d. Idiotic

Read the following text to answer question number 19 – 21!

I have a teacher at my school who I respect. She is Mrs. Susi, an English teacher. Mrs. Susi is still young so she is popular among students, she is still 30 years old. Although still young, Mrs. Susi is a disciplined teacher. Although firm, Mrs. Susi is actually very kind to each of her students. Mrs. Susi has short hair and always looks neat at school. He wears glasses because he has an eye problem. Many male students really like her. According to many male students, Mrs. Susi is an authoritative and cool woman

with a sharp nose. Mrs. Susi's skin is also white which makes it more attractive to many students.

Mrs. Susi is very concerned about all her students at school. He always tries to give proper and positive advice to the students. Mrs. Susi also succeeded in making all her students like English as a compulsory subject. He is very good at explaining difficult material and can create a comfortable atmosphere.

19. "Although still young, Mrs. Susi is a disciplined teacher."

What is the antonym of the underlined word?

- a. Diligent
- b. Lazy
- c. Painstaking
- d. Persistent

20. "Mrs. Susi has short hair and always looks neat at school."

What does the underlined word mean?

- a. Tidy
- b. Dirty
- c. Disorganized
- d. Messy

21. "Mrs. Susi also succeeded in making all her students like English as a compulsory subject."

What does the underlined word mean?

- a. Obligatory
- b. Inessential
- c. Unnecessary

d. Optional

Read the following text to answer question number 22 & 23!

The Cow

Cows are very useful to mankind, in supplying them with milk from which both butter and cheese are made. Their young ones are called calves, and the flesh of calves is veal. A good Cow will give about fifteen or more quarts of milk a day, but much depends upon the quality of the pasture she feeds upon.

Her age is told by her horns; after she is three years old a ring is formed every year at the root of the horn, so that by counting the number of circles, her age may be exactly known. Cows are sometimes prettily marked with black, brown, and yellow spots, and, as they lie scattered about a green meadow, add much to the charms of a landscape.

22. “Cows are very useful to mankind, in supplying them with milk from which both butter and cheese are made.”

What does the underlined word mean?

- a. Fruitful
  - b. Disadvantageous
  - c. Hurtful
  - d. Harmful
23. “..... her age may be exactly known.”

What is the antonym of the underlined word?

- a. Precisely
- b. Directly

- c. Properly
- d. Doubtfully

Read the following text to answer question number 24 & 25!

Milo is my pet. He is my lovely cat. He is not an expensive cat. I found him in front of my house. Though he is not a pricey cat, I love him so much.

Milo has long whiskers and green eyes. He is orange with two gradations of colors. He is not fat though he eats a lot because he is very active. He likes to play with balls, but his favorite toy is a ball of yarn. He likes to roll it and then chase it. Once he catches it, he throws it from one of his front paws to the other one. At night, he always sleeps with me.

24. “Though he is not a pricey cat”

What does the underlined word mean?

- a. Cheap
- b. Expensive
- c. Reasonable
- d. Economical

25. “He likes to roll it and then chase it.”

What is the synonym of the underlined word?

- a. Pursue
- b. Escape
- c. Retreat
- d. Flee

26. Bejo is one of my good friends. He is a **fat** boy. He has short curly hair. He has a pointed nose. He is not short or tall. He is about 13 years old. The synonym of bold word is ...
- Thin
  - Slim
  - Big
  - Slight
27. I have a stray cat as my pet. He is really playful. He loved to play with me and the new things he found. He has orange and white fur. His fur is so soft and I like to rub it for him. The synonym of the underlined word is ...
- Lazy
  - Cheerful
  - Dispirited
  - Depressed
28. My aunt is a Science teacher in Junior High School. Her students like her so much because she is kind and friendly. She is patient too. She doesn't get angry even if her students are naughty. The synonym of the underlined word is ...
- Calm
  - Troubled
  - Rough
  - Agitated
29. The mount Merapi is located in Yogyakarta. It is a dangerous mount, a thousand of people must be careful in their homes to

safe from mount Merapi. The underlined word has opposite meaning with ...

- a. Risk
- b. Safe.
- c. Endangering
- d. Harmful

Complete the blank with the appropriate words!

Niagara Falls is one of the most (30). ... waterfalls in the world. It is a roaring waterfall between the state of New York and Canada. It is the place where the Niagara River flows over the edge of a cliff at a rate of 150.000 gallons per second. Almost 30 million people (31) ... it very year. it is really three waterfalls: the American, Bridal waterfalls, and Horseshoe falls. You might (32) ... that would frighten most people, yet from time to time, daredevils have ridden the falls inside strong barrels or giant, reinforced balls.

30. Niagara Falls is one of the most ..... waterfalls in the world.

- a. Famous.
- b. Usual
- c. Common
- d. Ordinary

31. Almost 30 million people ..... it very year.

- a. Enjoy
- b. See
- c. Live

- d. Visit.
32. You might ..... that would frighten most people, yet from time to time, daredevils have ridden the falls inside strong barrels or giant, reinforced balls.
- a. Give
  - b. Tell
  - c. Think.
  - d. Allow

Complete the blank with the appropriate words!

Mr. Bambang is an English teacher. He speaks English fluently. His wife, Mrs. Vanya is a (33) .... She helps sick people. She doesn't speak English. Mr. Bambang has two children. They study English not only at school but also at home. They are (34) ... students. Their father teaches them every night, so they can speak English (35) .... He is very proud of them.

33. His wife, Mrs. Vanya is a ....
- a. Teacher
  - b. Janitor
  - c. Doctor
  - d. Chef
34. They are ... students.
- a. Lazy
  - b. Proud
  - c. Stupid
  - d. Diligent



35. Their father teaches them every night, so they can speak English ....
- Fluently
  - Silently
  - Slowly
  - Badly

Complete the blank with the appropriate words!

There is a new department store in our town. It is at the end of the main road. I ... (36) a newspaper there everyday. This big store is opened everyday, even Sunday. It is always busy on Sunday. A lot of people like to get ... (37) on Sunday.

They sell milk, eggs, biscuits, tea, sugar, and coffee. You can ... (38) aspirin and toothpaste. You can also get other things such as clothes, shoes, and cosmetics. You can even buy fruits and vegetables.

Although there are many things in the store, you can find the things you need easily. You can find ... (39) in the shoe department and vegetables at the vegetable stalls. You can use a trolley when you need to ... (40) many things. It is really a very big store in our town.

36. I ... a newspaper there everyday.
- Buy.
  - Watch
  - Reply
  - Assigne

37. A lot of people like to get ... on Sunday.
- a. Hunting
  - b. Shopping.
  - c. Cooking
  - d. Studying
38. You can ... aspirin and toothpaste.
- a. Give
  - b. Get.
  - c. Stop
  - d. Sell
39. You can find ... in the shoe department and vegetables at the vegetable stalls.
- a. Jacket
  - b. Pocket
  - c. Dress
  - d. Shoes.
40. You can use a trolley when you need to ... many things.
- a. Pay
  - b. Cook
  - c. Sell
  - d. Carry.
41. My father ... coffee every morning.
- a. Drink
  - b. Drinks
  - c. Drinking

- d. Drinked
42. Penguins live in the Antarctic. They cannot fly, but they ... well.
- a. Swim
  - b. Swam
  - c. Swims
  - d. Swimming
43. On 17<sup>th</sup> August, we always ... our independence-day in city park.
- a. Celebrate
  - b. Celebrates
  - c. Celebrating
  - d. Celebrated
44. There is a recreational park near my house. It is ... with many big and shady trees.
- a. Cool
  - b. Cools
  - c. Cooled
  - d. Cooling
45. A watering can is useful to ... plants.
- a. Water
  - b. Waters.
  - c. Watered
  - d. Watering
46. Every twelve months, the earth ... the sun.

- a. Circle
  - b. Circles.
  - c. Is circle
  - d. Are circle
47. We have to be careful with the lion. It is a ... animal.
- a. Wilds
  - b. Wilded
  - c. Wild
  - d. Wilding
48. Reza doesn't ... much money to go to London.
- a. Has
  - b. Have
  - c. Had
  - d. Having
49. The bucket can ... a lot of water. It is a big bucket.
- a. Hold
  - b. Held
  - c. Holding.
  - d. Holds
50. The knife is very sharp. It . . . fruits easily.
- a. Was cut
  - b. Cutting
  - c. Cuts.
  - d. Cut

## Appendix 4

### Instrument of Test

**Choose the best answer below!**

Read the following text to answer question number 1 – 3!

#### My Best Friend

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

1. According to the genre, the text above is ...
  - a. Narrative
  - b. Report
  - c. Descriptive
  - d. Recount
2. “Rohmi is a quite girl and very simple on the look.”

What does the underlined word mean?

- a. Beautiful

- b. Quiet
  - c. Pug
  - d. Bad
3. “She is not only kind but also tough.”  
What does the underlined word mean?
- a. Strong
  - b. Poor
  - c. Soft
  - d. Weak

Read the following text to answer question number 4 – 5!

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called yojigen-pocket, or fourth-dimensional pocket. Doraemon’s favorite food is dorayaki, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

4. What does the text mainly talk about?
- a. Doraemon
  - b. Fujiko Fijio

- c. Robotic cats
  - d. Nobita
5. “Doraemon possesses a large pocket that can produce many gadgets from the future.”

What is the antonym of the underlined word?

- a. Big
  - b. Major
  - c. Substantial
  - d. Small
6. Read the text below!

### **The Cow**

Cows are very useful to mankind, in supplying them with milk from which both butter and cheese are made. Their young ones are called calves, and the flesh of calves is veal. A good Cow will give about fifteen or more quarts of milk a day, but much depends upon the quality of the pasture she feeds upon.

Her age is told by her horns; after she is three years old a ring is formed every year at the root of the horn, so that by counting the number of circles, her age may be exactly known. Cows are sometimes prettily marked with black, brown, and yellow spots, and, as they lie scattered about a green meadow, add much to the charms of a landscape.

What does the underlined word mean?

- a. Fruitful
- b. Disadvantageous

- c. Hurtful
- d. Harmful

Read the following text to answer question number 7 – 9!

I have a teacher at my school who I respect. She is Mrs. Susi, an English teacher. Mrs. Susi is still young so she is popular among students, she is still 30 years old. Although still young, Mrs. Susi is a disciplined teacher. Although firm, Mrs. Susi is actually very kind to each of her students. Mrs. Susi has short hair and always looks neat at school. He wears glasses because he has an eye problem. Many male students really like her. According to many male students, Mrs. Susi is an authoritative and cool woman with a sharp nose. Mrs. Susi’s skin is also white which makes it more attractive to many students.

Mrs. Susi is very concerned about all her students at school. He always tries to give proper and positive advice to the students. Mrs. Susi also succeeded in making all her students like English as a compulsory subject. He is very good at explaining difficult material and can create a comfortable atmosphere.

7. “Although still young, Mrs. Susi is a disciplined teacher.”

What is the antonym of the underlined word?

- a. Diligent
  - b. Lazy
  - c. Painstaking
  - d. Persistent
8. “Mrs. Susi has short hair and always looks neat at school.”



What does the underlined word mean?

- a. Tidy
  - b. Dirty
  - c. Disorganized
  - d. Messy
9. “Mrs. Susi also succeeded in making all her students like English as a compulsory subject.”

What does the underlined word mean?

- a. Obligatory
- b. Inessential
- c. Unnecessary
- d. Optional

Read the following text to answer question number 10 & 11!

### **My Unique Pets**

I’m used to having pets at home because my family is pet lovers. I have kept two turtles since February 2003. I put them all in one tank in my room.

The name of the male turtle is Donatello and the female one is called Rafael. It is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death!

The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

10. "I'm used to having pets at home because my family is pet lovers."

The underlined word has opposite meaning with ...

- a. Devotee
  - b. Sparker
  - c. Fan
  - d. Hater
11. "However, they need a comfortable place to live."

What does the underlined word mean?

- a. Dirty
- b. Strict
- c. Cozy
- d. Uncomfortable

Read the following text to answer question number 12 & 13!

### **My Big Dolphin Doll**

On my previous birthday, my friend gave me a dolphin doll. The size of the doll is big. It's about 1.6 metres. The color is white and blue. It is very soft and fluffy. I feel really comfortable when I hug it. My sister also likes to hug my big dolphin doll. I love dolphins because they are very intelligent marine mammals.

12. "It is very soft and fluffy."

What is the antonym of the underlined word?

- a. Rough
- b. Downy
- c. Smooth
- d. Gossamer

13. "I love dolphins because they are very intelligent marine mammals."

What does the underlined word mean?

- a. Stupid
- b. Ignorant
- c. Brainy
- d. Idiotic

Read the following text to answer question number 14 & 15!

Milo is my pet. He is my lovely cat. He is not an expensive cat. I found him in front of my house. Though he is not a pricey cat, I love him so much.

Milo has long whiskers and green eyes. He is orange with two gradations of colors. He is not fat though he eats a lot because he is very active. He likes to play with balls, but his favorite toy is a ball of yarn. He likes to roll it and then chase it. Once he catches it, he throws it from one of his front paws to the other one. At night, he always sleeps with me.

14. "Though he is not a pricey cat"

What does the underlined word mean?

- a. Cheap
- b. Expensive

- c. Reasonable
- d. Economical

15. “He likes to roll it and then chase it.”

What is the synonym of the underlined word?

- a. Pursue
- b. Escape
- c. Retreat
- d. Flee

16. Bejo is one of my good friends. He is a **fat** boy. He has short curly hair. He has a pointed nose. He is not short or tall. He is about 13 years old. The synonym of bold word is ...

- a. Thin
- b. Slim
- c. Big
- d. Slight

17. The Eiffel Tower is a famous landmark in Paris. The Eiffel Tower, La Tour Eiffel in French, was the main exhibit of the Paris Exposition – or World’s Fair of – 1889. It was constructed to commemorate the centennial of the French Revolution and to demonstrate France’s industrial prowess to the world. It is 300 metres tall, but this height does not include the 24 m aerial (antenna) on the top, the total height of the structure is 324 m.

The underlined word antonym with ...

- a. Unique

- b. Popular
  - c. Unfamiliar
  - d. Celebrate
18. I have a stray cat as my pet. He is really playful. He loved to play with me and the new things he found. He has orange and white fur. His fur is so soft and I like to rub it for him. The synonym of the underlined word is ...
- a. Lazy
  - b. Cheerful
  - c. Dispirited
  - d. Depressed
19. My aunt is a Science teacher in Junior High School. Her students like her so much because she is kind and friendly. She is patient too. She doesn't get angry even if her students are naughty. The synonym of the underlined word is ...
- a. Calm
  - b. Troubled
  - c. Rough
  - d. Agitated
20. Penguins live in the Antarctic. They cannot fly, but they ... well.
- a. Swim
  - b. Swam
  - c. Swims
  - d. Swimming

21. Every twelve months, the earth ... the sun.

- a. Circle
- b. Circles
- c. Is circle
- d. Are circle

Complete the blank with the appropriate words!

Mr. Bambang is an English teacher. He speaks English fluently. His wife, Mrs. Vanya is a doctor. She helps sick people. She doesn't speak English. Mr. Bambang has two children. They study English not only at school but also at home. They are (22) ... students. Their father teaches them every night, so they can speak English (23) .... He is very proud of them.

22. They are ... students.

- a. Lazy
- b. Proud
- c. Stupid
- d. Diligent

23. Their father teaches them every night, so they can speak English ....

- a. Fluently
- b. Silently
- c. Slowly
- d. Badly

Complete the blank with the appropriate words!

Niagara Falls is one of the most (24). ... waterfalls in the world. It is a roaring waterfall between the state of New York and Canada. It is the place where the Niagara River flows over the edge of a cliff at a rate of 150,000 gallons per second. Almost 30 million people (25) ... it every year. It is really three waterfalls: the American, Bridal waterfalls, and Horseshoe falls. You might think that would frighten most people, yet from time to time, daredevils have ridden the falls inside strong barrels or giant, reinforced balls.

24. Niagara Falls is one of the most ..... waterfalls in the world.

- a. Famous
- b. Usual
- c. Common
- d. Ordinary

25. Almost 30 million people ..... it every year.

- a. Enjoy
- b. See
- c. Live
- d. Visit

Complete the blank with the appropriate words!

There is a new department store in our town. It is at the end of the main road. I ... (26) a newspaper there everyday. This big store is opened everyday, even Sunday. It is always busy on Sunday. A lot of people like to get ... (27) on Sunday.

They sell milk, eggs, biscuits, tea, sugar, and coffee. You can ... (28) aspirin and toothpaste. You can also get other things

such as clothes, shoes, and cosmetics. You can even buy fruits and vegetables.

Although there are many things in the store, you can find the things you need easily. You can find ... (29) in the shoe department and vegetables at the vegetable stalls. You can use a trolley when you need to ... (30) many things. It is really a very big store in our town.

26. I ... a newspaper there everyday.
- a. Buy
  - b. Watch
  - c. Reply
  - d. Assigned
27. A lot of people like to get ... on Sunday.
- a. Hunting
  - b. Shopping
  - c. Cooking
  - d. Studying
28. You can ... aspirin and toothpaste.
- a. Give
  - b. Get
  - c. Stop
  - d. Sell
29. You can find ... in the shoe department and vegetables at the vegetable stalls.
- a. Jacket



- b. Pocket
  - c. Dress
  - d. Shoes
30. You can use a trolley when you need to ... many things.
- a. Pay
  - b. Cook
  - c. Sell
  - d. Carry

## Appendix 5

### The Result of the Test

#### Pre-test

Pre-Test

Name	: Annisa Mughnisa . S.
Class	: 7F
No.	: 6

Choose the best answer below!

Read the following text to answer question number 1 – 3!

#### My Best Friend

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

1. According to the genre, the text above is ...
  - a. Narrative
  - b. Report
  - c. Descriptive
  - d. Recount
2. "Rohmi is a quite girl and very simple on the look."  
What does the underlined word mean?
  - a. Beautiful
  - b. Quiet
  - c. Pug
  - d. Bad
3. "She is not only kind but also tough."  
What does the underlined word mean?
  - a. Strong
  - b. Poor
  - c. Soft



Cows are sometimes prettily marked with black, brown, and yellow spots, and, as they lie scattered about a green meadow, add much to the charms of a landscape.

What does the underlined word mean?

- a. Fruitful
- b. Disadvantageous
- c. Hurtful
- d. Harmful

Read the following text to answer question number 7 – 9!

I have a teacher at my school who I respect. She is Mrs. Suii, an English teacher. Mrs. Suii is still young so she is popular among students, she is still 30 years old. Although still young, Mrs. Suii is a disciplined teacher. Although firm, Mrs. Suii is actually very kind to each of her students. Mrs. Suii has short hair and always looks neat at school. He wears glasses because he has an eye problem. Many male students really like her. According to many male students, Mrs. Suii is an authoritative and cool woman with a sharp nose. Mrs. Suii's skin is also white which makes it more attractive to many students.

Mrs. Suii is very concerned about all her students at school. He always tries to give proper and positive advice to the students. Mrs. Suii also succeeded in making all her students like English as a compulsory subject. He is very good at explaining difficult material and can create a comfortable atmosphere.

7. "Although still young, Mrs. Suii is a disciplined teacher."  
What is the antonym of the underlined word?

- a. Diligent
- b. Lazy
- c. Painsaking
- d. Persistent

8. "Mrs. Suii has short hair and always looks neat at school."

- What does the underlined word mean?
- a. Tidy
  - b. Dirty
  - c. Disorganized
  - d. Messy

### My Big Dolphin Doll

On my previous birthday, my friend gave me a dolphin doll. The size of the doll is big. It's about 1.6 metres. The color is white and blue. It is very soft and fluffy. I feel really comfortable when I hug it. My sister also likes to hug my big dolphin doll. I love dolphins because they are very intelligent marine mammals.

"It is very soft and fluffy."

What is the antonym of the underlined word?

- a. Rough
- b. Downy
- c. Smooth
- d. Coarser

11. "I love dolphins because they are very intelligent marine mammals."

What does the underlined word mean?

- a. Stupid
- b. Ignorant
- c. Brainsy
- d. Idiote

Read the following text to answer question number 14 & 15!

Milo is my pet. He is my lovely cat. He is not an expensive cat. I found him in front of my house. Though he is not a pretty cat, I love him so much.

Milo has long whiskers and green eyes. He is orange with two gradations of colors. He is not fat though he eats a lot because he is very active. He likes to play with balls, but his favorite toy is a ball of yarn. He likes to roll it and then chase it. Once he catches it, he throws it from one of his four paws to the other one. At night, he always sleeps with me.

14. "Though he is not a pretty cat"

What does the underlined word mean?

- a. Cheap
- b. Expensive
- c. Reasonable
- d. Economical

15. "He likes to roll it and then chase it."

What is the synonym of the underlined word?

d. Weak

Read the following text to answer question number 4 – 5!

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called 'yo-yogi-pocket', or fourth-dimensional pocket. Doraemon's favorite food is dorayaki, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

4. What does the text mainly talk about?

- a. Doraemon
- b. Fujiko Fujio
- c. Robotic cats
- d. Nobita

"Doraemon possesses a large pocket that can produce many gadgets from the future."

What is the antonym of the underlined word?

- a. Big
- b. Major
- c. Substantial
- d. Small

6. Read the text below!

### The Cow

Cows are very useful to mankind, in supplying them with milk from which both butter and cheese are made. Their young ones are called calves, and the flesh of calves is veal. A good Cow will give about fifteen or more quarts of milk a day, but much depends upon the quality of the pasture she feeds upon.

Her age is told by her horns; after she is three years old a ring is formed every year at the root of the horn, so that, by counting the number of circles, her age may be exactly known.

- a. Pursue
- b. Escape
- c. Retreat
- d. Flee

16. Bejo is one of my good friends. He is a fat boy. He has short curly hair. He has a pointed nose. He is not short or tall. He is about 13 years old. The synonym of bold word is ...

- a. Thin
- b. Slim
- c. Big
- d. Slight

17. The Eiffel Tower is a famous landmark in Paris. The Eiffel Tower, La Tour Eiffel in French, was the main exhibit of the Paris Exposition – or World's Fair of – 1889. It was constructed to commemorate the centennial of the French Revolution and to demonstrate France's industrial prowess to the world. It is 300 metres tall, but this height does not include the 24 m aerial (antenna) on the top, the total height of the structure is 324 m.

The underlined word antonym with ...

- a. Unique
- b. Popular
- c. Unfamiliar
- d. Celebrate

18. I have a stray cat as my pet. He is really playful. He loved to play with me and the new things he found. He has orange and white fur. His fur is so soft and I like to rubs it for him. The synonym of the underlined word is ...

- a. Lasy
- b. Cheerful
- c. Dispirited
- d. Depressed

19. My aunt is a Science teacher in Junior High School. Her students like her so much because she is kind and friendly. She is patient too. She doesn't get angry even if her students are naughty. The synonym of the underlined word is ...

- a. Calm
- b. Troubled
- c. Rough
- d. Agitated

19. "Mrs. Sasi also succeeded in making all her students like English as a compulsory subject."

What does the underlined word mean?

- a. Obligatory
- b. Inessential
- c. Unnecessary
- d. Optional

Read the following text to answer question number 10 & 11!

#### My Unique Pets

I'm used to having pets at home because my family is pet lovers. I have kept two turtles since February 2003. I put them all in one tank in my room.

The name of the male turtle is Donatello and the female one is called Raphael. It is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death!

The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

20. "I'm used to having pets at home because my family is pet lovers."

The underlined word has opposite meaning with ...

- a. Devotee
- b. Sparker
- c. Fan
- d. Hater

21. "However, they need a comfortable place to live."

What does the underlined word mean?

- a. Dirty
- b. Strict
- c. Cozy
- d. Uncomfortable

Read the following text to answer question number 12 & 13!

22. Penguins live in the Antarctic. They cannot fly, but they ... well.

- a. Swim
- b. Swam
- c. Swims
- d. Swimming

21. Every twelve months, the earth ... the sun.

- a. Circle
- b. Circles
- c. Is circle
- d. Are circle

Complete the blank with the appropriate word!

Mr. Bambang is an English teacher. He speaks English fluently. His wife, Mrs. Vanya is a doctor. She helps sick people. She doesn't speak English. Mr. Bambang has two children. They study English not only at school but also at home. They are (22) ... students. Their father teaches them every night, so they can speak English (23) .... He is very proud of them.

22. They are ... students.

- a. Lazy
- b. Proud
- c. Stupid
- d. Diligent

23. Their father teaches them every night, so they can speak English ....

- a. Fluently
- b. Silently
- c. Slowly
- d. Badly

Complete the blank with the appropriate word!

Niagara Falls is one of the most (24) ... waterfalls in the world. It is a roaring waterfall between the state of New York and Canada. It is the place where the Niagara River flows over the edge of a cliff at a rate of 150,000 gallons per second. Almost 30 million people (25) ... it every year. It is really three waterfalls: the American, Bridal waterfall, and Horseshoe falls. You might think that would frighten most people, yet from time to time, daredevils have ridden the falls inside strong barrels or giant, reinforced balls.

24. Niagara Falls is one of the most ..... waterfalls in the world.

- a. Famous
- b. Usual
- c. Common
- d. Ordinary

25. Almost 30 million people ..... it every year.

- a. Enjoy
- b. See
- c. Live
- d. Visit

Complete the blank with the appropriate word!

There is a new department store in our town. It is at the end of the main road. I ... (26) a newspaper there everyday. This big store is opened everyday, even Sunday. It is always busy on Sunday. A lot of people like to get ... (27) on Sunday.

They sell milk, eggs, biscuits, tea, sugar, and coffee. You can ... (28) aspirin and toothpaste. You can also get other things such as clothes, shoes, and cosmetics. You can even buy fruits and vegetables.

Although there are many things in the store, you can find the things you need easily. You can find ... (29) in the shoe department and vegetables at the vegetable stalls. You can use a trolley when you need to ... (30) many things. It is really a very big store in our town.

26. I ... a newspaper there everyday.

- a. Buy
- b. Watch
- c. Reply
- d. Assigned

27. A lot of people like to get ... on Sunday.

- a. Hunting
- b. Shopping
- c. Cooking
- d. Studying

28. You can ... aspirin and toothpaste.

- a. Give

b. Get

c. Strip

d. Sell

29. You can find ... in the shoe department and vegetables at the vegetable stalls.

- a. Jacket
- b. Pocket
- c. Dress
- d. Shoes

30. You can use a trolley when you need to ... many things.

- a. Fry
- b. Cook
- c. Sell
- d. Carry

## Post-test

Post-Test

Name	: Davino Setyo Putra Laksmang
Class	: 7F
No.	: 10

Choose the best answer below!

Read the following text to answer question number 1 – 3!

### My Best Friend

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

1. According to the genre, the text above is ...
  - a. Narrative
  - b. Report
  - c. Descriptive
  - d. Recount
2. "Rohmi is a quite girl and very simple on the look."  
What does the underlined word mean?
  - a. Beautiful
  - b. Quiet
  - c. Pug
  - d. Bad
3. "She is not only kind but also tough."  
What does the underlined word mean?
  - a. Strong
  - b. Poor
  - c. Soft

d. Weak

Read the following text to answer question number 4 – 5:

Duramont is one of the characters in a Japanese manga series created by Fujiko Fujio. Duramont is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Duramont has no ears.

Duramont possesses a large pocket that can produce many gadgets from the future. The pocket is called yujigon-pocket, or fourth-dimensional pocket. Duramont's favorite food is dorayaki, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Duramont is a good cat. He always helps Nobita.

4. What does the text mainly talk about?

- a. Duramont
- b. Fujiko Fujio
- c. Robotic cats
- d. Nobita

5. "Duramont possesses a large pocket that can produce many gadgets from the future."

What is the antonym of the underlined word?

- a. Big
- b. Major
- c. Substantial
- d. Small

6. Read the text below!

#### The Cow

Cows are very useful to mankind, in supplying them with milk from which both butter and cheese are made. Their young ones are called calves, and the flesh of calves is used. A good cow will give about fifteen or more quarts of milk a day, but much depends upon the quality of the pasture she feeds upon.

Her age is told by her horns; after she is three years old a ring is formed every year at the root of the horn, so that by counting the number of circles, her age may be exactly known.

Cows are sometimes prettily marked with black, brown, and yellow spots, and, as they lie scattered about a green meadow, add much to the charms of a landscape.

What does the underlined word mean?

- a. Fruitful
- b. Disadvantages
- c. Hurtful
- d. Harmful

Read the following text to answer question number 7 – 9:

I have a teacher at my school who I respect. She is Mrs. Susi, an English teacher. Mrs. Susi is still young so she is popular among students, she is still 30 years old. Although still young, Mrs. Susi is a disciplined teacher. Although firm, Mrs. Susi is actually very kind to each of her students. Mrs. Susi has short hair and always looks neat at school. He wears glasses because he has an eye problem. Many male students really like her. According to many male students, Mrs. Susi is an authoritative and cool woman with a sharp nose. Mrs. Susi's skin is also white which makes it more attractive to many students.

Mrs. Susi is very concerned about all her students at school. He always tries to give proper and positive advice to the students. Mrs. Susi also succeeded in making all her students like English as a compulsory subject. He is very good at explaining difficult material and can create a comfortable atmosphere.

7. "Although still young, Mrs. Susi is a disciplined teacher."

What is the antonym of the underlined word?

- a. Diligent
- b. Lazy
- c. Pains-taking
- d. Persistent

8. "Mrs. Susi has short hair and always looks neat at school."

What does the underlined word mean?

- a. Tidy
- b. Dirty
- c. Disorganized
- d. Messy

9. "Mrs. Susi also succeeded in making all her students like English as a compulsory subject."

What does the underlined word mean?

- a. Obligatory
- b. Inessential
- c. Unnecessary
- d. Optional

Read the following text to answer question number 10 & 11!

#### My Unique Pets

I'm used to having pets at home because my family is pet lovers. I have kept two turtles since February 2003. I put them all in one tank in my room.

The name of the male turtle is Donatello and the female one is called Raphael. It is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death!

The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

10. "I'm used to having pets at home because my family is pet lovers."

The underlined word has opposite meaning with ...

- a. Devotee
- b. Sparker
- c. Fan
- d. Hater

11. "However, they need a comfortable place to live."

What does the underlined word mean?

- a. Dirty
- b. Strict
- c. Cozy
- d. Uncomfortable

Read the following text to answer question number 12 & 13!

#### My Big Dolphin Doll

On my previous birthday, my friend gave me a dolphin doll. The size of the doll is big. It's about 1.6 metres. The color is white and blue. It is very soft and fluffy. I feel really comfortable when I hug it. My sister also likes to hug my big dolphin doll. I love dolphins because they are very intelligent marine mammals.

12. "It is very soft and fluffy."

What is the antonym of the underlined word?

- a. Rough
- b. Downy
- c. Smooth
- d. Gossamer

13. "I love dolphins because they are very intelligent marine mammals."

What does the underlined word mean?

- a. Stupid
- b. Ignorant
- c. Brainy
- d. Idiotic

Read the following text to answer question number 14 & 15!

Milo is my pet. He is my lovely cat. He is not an expensive cat. I found him in front of my house. Though he is not a pricey cat, I love him so much.

Milo has long whiskers and green eyes. He is orange with two gradations of colors. He is not fat though he eats a lot because he is very active. He likes to play with balls, but his favorite toy is a ball of yarn. He likes to roll it and then chase it. Once he catches it, he throws it from one of his front paws to the other one. At night, he always sleeps with me.

14. "Though he is not a pricey cat"

What does the underlined word mean?

- a. Cheap
- b. Expensive
- c. Reasonable
- d. Economical

15. "He likes to roll it and then chase it."

What is the synonym of the underlined word?

20. Penguins live in the Antarctic. They cannot fly, but they ... well.

- a. Swim
- b. Swam
- c. Swims
- d. Swimming

21. Every twelve months, the earth ... the sun.

- a. Circle
- b. Circles
- c. Is circle
- d. Are circle

Complete the blank with the appropriate word!

Mr. Bambang is an English teacher. He speaks English fluently. His wife, Mrs. Vanya is a doctor. She helps sick people. She doesn't speak English. Mr. Bambang has two children. They study English not only at school but also at home. They are (22) ... students. Their father teaches them every night, so they can speak English (23) .... He is very proud of them.

22. They are ... students.

- a. Lazy
- b. Proud
- c. Stupid
- d. Diligent

23. Their father teaches them every night, so they can speak English ....

- a. Fluently
- b. Silently
- c. Slowly
- d. Badly

Complete the blank with the appropriate word!

Niagara Falls is one of the most (24) ... waterfalls in the world. It is a roaring waterfall between the state of New York and Canada. It is the place where the Niagara River flows over the edge of a cliff at a rate of 150,000 gallons per second. Almost 30 million people (25) ... it every year. It is really three waterfalls: the American, Bridal waterfall, and Horseshoe Falls. You might think that would frighten most people, yet from time to time, daredevils have ridden the falls inside strong barrels or giant, reinforced balls.

24. Niagara Falls is one of the most ..... waterfalls in the world.

- a. Famous
- b. Usual
- c. Common
- d. Ordinary

25. Almost 30 million people ..... it every year.

- a. Enjoy
- b. See
- c. Live
- d. Visit

Complete the blank with the appropriate word!

There is a new department store in our town. It is at the end of the main road. I ... (26) a newspaper there everyday. This big store is opened everyday, even Sunday. It is always busy on Sunday. A lot of people like to get ... (27) on Sunday.

They sell milk, eggs, biscuits, tea, sugar, and coffee. You can ... (28) aspirin and toothpaste. You can also get other things such as clothes, shoes, and cosmetics. You can even buy fruits and vegetables.

Although there are many things in the store, you can find the things you need easily. You can find ... (29) in the shoe department and vegetables at the vegetable stalls. You can use a trolley when you need to ... (30) many things. It is really a very big store in our town.

26. I ... a newspaper there everyday.

- a. Buy
- b. Watch
- c. Reply
- d. Assigned

27. A lot of people like to get ... on Sunday.

- a. Hunting
- b. Shopping
- c. Cooking
- d. Studying

28. You can ... aspirin and toothpaste.

- a. Give

- a. Pursue
- b. Escape
- c. Retreat
- d. Flee

16. Bejo is one of my good friends. He is a fat boy. He has short curly hair. He has a pointed nose. He is not short or tall. He is about 13 years old. The synonym of bold word is ...

- a. Thin
- b. Slim
- c. Big
- d. Slight

17. The Eiffel Tower is a famous landmark in Paris. The Eiffel Tower, La Tour Eiffel in French, was the main exhibit of the Paris Exposition – or World's Fair of – 1889. It was constructed to commemorate the centennial of the French Revolution and to demonstrate France's industrial prowess to the world. It is 300 metres tall, but this height does not include the 24 m aerial (antenna) on the top, the total height of the structure is 324 m. The underlined word antonym with ...

- a. Unique
- b. Popular
- c. Unfamiliar
- d. Celebrate

18. I have a stray cat as my pet. He is really playful. He loved to play with me and the new things he found. He has orange and white fur. His fur is so soft and I like to rubs it for him. The synonym of the underlined word is ...

- a. Lazy
- b. Cheerful
- c. Displeased
- d. Depressed

19. My aunt is a science teacher in Junior High School. Her students like her so much because she is kind and friendly. She is patient too. She doesn't get angry even if her students are naughty. The synonym of the underlined word is ...

- a. Calm
- b. Troubled
- c. Rough
- d. Agitated

- b. Get
- c. Stop
- d. Sell

29. You can find ... in the shoe department and vegetables at the vegetable stalls.

- a. Jacket
- b. Pocket
- c. Dress
- d. Shoes

30. You can use a trolley when you need to ... many things.

- a. Pay
- b. Cook
- c. Sell
- d. Carry



# Appendix 6

## Test of Validity

### Correlations

	Soal1	Soal2	Soal3	Soal4	Soal5	Soal6	Soal7	Soal8	Soal9	Soal10	Soal11	Soal12	Soal13
Soal1													
Pearson Correlation	1	.015	-.004	.103	.189	.158	.158	.273	.056	.004	.168	.281	.216
Sig. (2-tailed)		.938	.982	.582	.309	.395	.395	.138	.786	.982	.365	.125	.242
N	31	31	31	31	31	31	31	31	31	31	31	31	31
Soal2													
Pearson Correlation	.015	1	.063	-.025	-.239	-.314	.128	-.063	-.091	.006	-.259	-.084	-.377
Sig. (2-tailed)	.938		.777	.894	.195	.085	.481	.777	.627	.606	.160	.652	.036
N	31	31	31	31	31	31	31	31	31	31	31	31	31
Soal3													
Pearson Correlation	-.004	.063	1	.736	.246	.485	.485	.060	.377	-.338	.017	.080	-.033
Sig. (2-tailed)	.982	.777		.000	.183	.006	.006	.749	.036	.083	.927	.869	.882
N	31	31	31	31	31	31	31	31	31	31	31	31	31
Soal4													
Pearson Correlation	.103	-.025	.736	1	.131	.361	.226	-.063	.131	-.190	-.041	.149	-.120
Sig. (2-tailed)	.582	.894	.000		.482	.046	.221	.778	.482	.307	.825	.425	.521
N	31	31	31	31	31	31	31	31	31	31	31	31	31
Soal5													
Pearson Correlation	.189	-.239	.246	.131	1	.360	-.029	-.246	.349	-.114	-.045	-.046	.278
Sig. (2-tailed)	.309	.195	.183	.482		.047	.876	.183	.065	.540	.808	.769	.132
N	31	31	31	31	31	31	31	31	31	31	31	31	31
Soal6													
Pearson Correlation	.158	-.314	.485	.361	.360	1	.096	.038	.490	.038	-.102	.343	.050
Sig. (2-tailed)	.395	.085	.006	.046	.047		.608	.839	.005	.839	.585	.059	.787
N	31	31	31	31	31	31	31	31	31	31	31	31	31
Soal7													
Pearson Correlation	.168	.128	.485	.226	-.029	.006	1	.300	.360	.038	.249	.179	.183
Sig. (2-tailed)	.395	.481	.006	.221	.876	.808		.102	.047	.839	.177	.335	.289
N	31	31	31	31	31	31	31	31	31	31	31	31	31
Soal8													
Pearson Correlation	.273	-.063	.060	-.063	-.246	.038	.300	1	-.114	.073	.516	.416	.033
Sig. (2-tailed)	.138	.777	.749	.778	.183	.839	.102		.540	.688	.003	.020	.882
N	31	31	31	31	31	31	31	31	31	31	31	31	31
Soal9													
Pearson Correlation	.056	-.091	.377	.131	.349	.480	.360	-.114	1	-.246	.131	-.048	.278
Sig. (2-tailed)	.766	.627	.036	.482	.065	.005	.047	.540		.183	.483	.769	.132
N	31	31	31	31	31	31	31	31	31	31	31	31	31
Soal10													
Pearson Correlation	.004	.086	-.338	-.180	-.114	.038	.038	.073	-.246	1	-.165	.085	-.111
Sig. (2-tailed)	.982	.606	.063	.307	.540	.839	.839	.668	.183		.283	.648	.560
N	31	31	31	31	31	31	31	31	31	31	31	31	31
Soal11													
Pearson Correlation	.168	-.259	.017	-.041	-.046	-.102	.249	.616	.131	-.195	1	.215	.269
Sig. (2-tailed)	.365	.160	.927	.825	.808	.585	.177	.003	.483	.283		.246	.102
N	31	31	31	31	31	31	31	31	31	31	31	31	31

## Appendix 7

### Reliability Test

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Soal1	16.29	78.746	.307	.941
Soal3	16.32	75.826	.643	.937
Soal4	16.26	76.598	.570	.938
Soal6	16.39	77.445	.446	.939
Soal7	16.39	75.578	.663	.937
Soal9	16.45	77.189	.478	.939
Soal12	16.10	78.757	.389	.940
Soal14	16.10	78.157	.475	.939
Soal15	16.39	76.312	.577	.938
Soal17	16.45	75.323	.696	.937
Soal18	16.29	76.146	.613	.938
Soal19	16.32	77.826	.408	.940
Soal20	16.45	74.789	.759	.936
Soal21	16.52	73.991	.875	.935
Soal22	16.48	74.991	.742	.936
Soal24	16.42	75.918	.623	.938
Soal25	16.45	74.656	.775	.936
Soal26	16.35	77.370	.457	.939
Soal27	16.23	76.381	.612	.938
Soal28	16.35	74.303	.818	.935

Soal30	16.16	77.006	.575	.938
Soal31	16.39	75.045	.726	.936
Soal34	16.29	75.946	.637	.937
Soal35	16.35	77.903	.395	.940
Soal36	16.29	78.013	.392	.940
Soal37	16.13	78.049	.461	.939
Soal38	16.39	78.445	.332	.941
Soal39	16.48	75.991	.623	.938
Soal40	16.32	76.159	.603	.938
Soal42	16.71	79.413	.296	.941
Soal46	16.58	78.118	.398	.940

## Appendix 8

### The Level of Difficulty

		Statistics									
		Soal1	Soal2	Soal3	Soal4	Soal5	Soal6	Soal7	Soal8	Soal9	Soal10
N	Valid	31	31	31	31	31	31	31	31	31	31
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		.61	.26	.58	.65	.45	.52	.52	.42	.45	.42

		Statistics									
		Soal11	Soal12	Soal13	Soal14	Soal15	Soal16	Soal17	Soal18	Soal19	Soal20
N	Valid	31	31	31	31	31	31	31	31	31	31
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		.16	.81	.29	.81	.52	.35	.45	.61	.58	.45

		<b>Statistics</b>									
		Soal21	Soal22	Soal23	Soal24	Soal25	Soal26	Soal27	Soal28	Soal29	Soal30
N	Valid	31	31	31	31	31	31	31	31	31	31
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		.39	.42	.39	.48	.45	.55	.68	.55	.55	.74

		<b>Statistics</b>									
		Soal31	Soal32	Soal33	Soal34	Soal35	Soal36	Soal37	Soal38	Soal39	Soal40
N	Valid	31	31	31	31	31	31	31	31	31	31
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		.52	.42	.58	.61	.55	.61	.77	.52	.42	.58

		<b>Statistics</b>									
		Soal41	Soal42	Soal43	Soal44	Soal45	Soal46	Soal47	Soal48	Soal49	Soal50
N	Valid	31	31	31	31	31	31	31	31	31	31
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		.13	.19	.35	.48	.19	.32	.45	.23	.35	.16

## Appendix 9

### Discriminating Power Test

		Variables												
Statistics		Soal1	Soal2	Soal3	Soal4	Soal5	Soal6	Soal7	Soal8	Soal9	Soal10	Soal11	Soal12	Soal13
Soal1	Pearson Correlation	1	.015	-.004	-.103	.189	.168	.168	.273	.066	.004	.168	.281	.216
	Sig. (2-tailed)		.938	.982	.582	.309	.395	.395	.138	.786	.982	.365	.125	.242
N		31	31	31	31	31	31	31	31	31	31	31	31	31
Soal2	Pearson Correlation	.015	1	.053	-.025	-.239	-.314	.128	-.053	-.091	.096	-.249	-.084	-.377
	Sig. (2-tailed)	.938		.777	.894	.195	.085	.491	.777	.627	.606	.160	.652	.036
N		31	31	31	31	31	31	31	31	31	31	31	31	31
Soal3	Pearson Correlation	-.004	.053	1	.736**	.246	.485**	.465**	.060	.377*	-.338	.017	.080	-.033
	Sig. (2-tailed)	.982	.777		.000	.183	.006	.006	.749	.036	.063	.927	.669	.882
N		31	31	31	31	31	31	31	31	31	31	31	31	31
Soal4	Pearson Correlation	.103	-.025	.736**	1	.131	.361*	.226	-.053	.131	-.190	-.041	1.49	-.120
	Sig. (2-tailed)	.582	.894	.000		.482	.046	.221	.778	.482	.307	.825	.425	.521
N		31	31	31	31	31	31	31	31	31	31	31	31	31
Soal5	Pearson Correlation	.189	-.239	.246	.131	1	.360*	-.029	-.246	.349	-.114	-.045	-.048	.276
	Sig. (2-tailed)	.309	.195	.183	.482		.047	.876	.183	.055	.540	.808	.799	.132
N		31	31	31	31	31	31	31	31	31	31	31	31	31
Soal6	Pearson Correlation	.168	-.314	.485**	.361*	.360*	1	.096	.038	.490*	.038	-.102	.343	.050
	Sig. (2-tailed)	.395	.085	.006	.046	.047		.608	.839	.005	.839	.595	.059	.787
N		31	31	31	31	31	31	31	31	31	31	31	31	31
Soal7	Pearson Correlation	.168	.128	.485**	.226	-.029	.096	1	.300	.360*	.038	.249	.179	.193
	Sig. (2-tailed)	.395	.491	.006	.221	.876	.608		.102	.047	.839	.177	.335	.299
N		31	31	31	31	31	31	31	31	31	31	31	31	31
Soal8	Pearson Correlation	.273	-.053	.060	-.053	-.246	.038	.300	1	-.114	.073	.516**	.416*	.033
	Sig. (2-tailed)	.138	.777	.749	.778	.183	.839	.102		.540	.698	.003	.020	.882
N		31	31	31	31	31	31	31	31	31	31	31	31	31
Soal9	Pearson Correlation	.056	-.091	.377*	.131	.349	.490*	.360*	-.114	1	-.246	.131	-.048	.276
	Sig. (2-tailed)	.766	.627	.036	.482	.055	.005	.047	.540		.183	.463	.799	.132
N		31	31	31	31	31	31	31	31	31	31	31	31	31
Soal10	Pearson Correlation	.004	.096	-.338	-.190	-.114	.038	.038	.073	-.246	1	-.195	.085	-.111
	Sig. (2-tailed)	.982	.606	.063	.307	.540	.839	.839	.698	.183		.293	.648	.550
N		31	31	31	31	31	31	31	31	31	31	31	31	31

## Appendix 10

### Normality Test

#### Tests of Normality

		Kolmogorov- Smirnov <sup>a</sup>			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	Kontrol	.091	32	.200*	.978	32	.741
	Eksperimen	.137	32	.134	.940	32	.075
Posttest	Kontrol	.134	32	.150	.958	32	.249
	Eksperimen	.130	32	.182	.944	32	.095

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



## Appendix 11

### Homogeneity Test

#### Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	1.993	1	62	.163
	Based on Median	1.617	1	62	.208
	Based on Median and with adjusted df	1.617	1	61.776	.208
	Based on trimmed mean	1.934	1	62	.169
Posttest	Based on Mean	2.438	1	62	.123
	Based on Median	2.129	1	62	.150
	Based on Median and with adjusted df	2.129	1	57.835	.150
	Based on trimmed mean	2.607	1	62	.111

## Appendix 12

### Hypothesis Test

#### Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Kontrol	32	39.1344	11.64141	2.05793
	Eksperimen	32	49.2313	13.64796	2.41264
Posttest	Kontrol	32	73.8188	9.46843	1.67380
	Eksperimen	32	78.1969	7.12766	1.26000

#### Independent Samples Test

		t-test for Equality of Means								
		F	Sig. g.	t	df	Sig. (2- taile d)	Mean Differe nce	Std. Error Differe nce	95% Confidence Interval of the Difference	
									Lower	Upper
Pre- test	Equal varianc es assume d	1.993	.163	-3.184	62	.002	-10.09688	3.17111	-16.43582	-3.75793



## Appendix 13

### Documentation



## CURRICULUM VITAE

### A. Personal Identity

1. Full Name : Risma Mahmudah
2. Place & Date of Birthday : Jepara, 1 February 1999
3. Home Address : Dubang RT 09 RW 02 Klepu  
Kec. Keling Kab. Jepara
4. HP : 085810450520
5. E-mail : [rismamahmudah99@gmail.com](mailto:rismamahmudah99@gmail.com)

### B. Educational Background

Formal Education:

- a. SD N 03 Klepu (2005-2010)
- b. SMP Nurual Amal Keling (2010-2013)
- c. MA Mathaliul Falah (2013-2018)
- d. UIN Walisongo Semarang (2018-Now)