



**THE EFFECT OF USING QUIZLET ON STUDENTS' VOCABULARY
MASTERY IN JUNIOR HIGH SCHOOL**

THESIS PROPOSAL

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF EDUCATION
JEMBER UNIVERSITY
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved mother, Sulami, who raised me alone from afar for 24 years.
2. My beloved grandparents, Wajio (the late) and Pains, who raised me since I was a baby
3. All of the lecturers who have guided me and given me knowledge
4. All my friends who helped me compile this thesis.

MOTTO

“The purpose of technology is not to confuse the brain but to serve the body.”

(William S. Burroughs)

STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by the author herself. All material incorporated from secondary sources has been fully acknowledged and referenced.

I certify that this thesis is the result of work that has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously in whole or in part to the quality control, ethics procedure, and guidelines of the thesis writing from the university and the faculty, and has followed.

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SUPERVISORS' APPROVAL

THE EFFECTIVENESS OF USING QUIZLET ON STUDENTS'
VOCABULARY MASTERY

THESIS

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English Education Program, Language and Arts Education Department,
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I believe that this thesis might have some weaknesses. Therefore, any criticism from those who want to improve this thesis will be wisely appreciated.

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SUMMARY

The Effectiveness of Using Quizlet on Students' Vocabulary Mastery,
Indri Kusuma Dewi, 200210401010; 166 pages, English Language Study Program,
Language and Arts Departments, Faculty of Education, Jember University.

The teaching and learning process in learning English as a second language involves mastering vocabulary (Moeller, 2009). Without grammar, there is very little that can be expressed; without vocabulary, there may not be anything that can be described (Thornbury, 2002). According to Merriam-Webster Dictionary (2002), vocabulary changes the language to make it more interesting and easier to understand by choosing the right words. The words that are used by a person are usually arranged alphabetically, to explain or define everything means that vocabulary is the total number of words in a particular language that a person uses or knows. One of the linguistic attributes that affects communicative ability is vocabulary knowledge.

A quasi-experimental research design with a posttest-only design was employed in this study, as its primary objective was to investigate whether using Quizlet has a significant impact on students' vocabulary mastery. The population of this research was seventh-grade students of the Junior High School in Banyuwangi. The research participants were determined based on the result of the homogeneity test, which showed that the population of the research was heterogeneous; hence, the experimental class and control class were determined by lottery. The number of participants was 65 in total. The experimental group consisted of 32 students, meanwhile the control group consisted of 33 students. The participants of this research were selected by choosing the similarity mean, VII D as the experimental class, meanwhile VII A as the control class. The experimental class received treatment by using Quizlet, while the control class used paper-based media.

The data of this research were collected from students' post-test scores of the vocabulary test to compare the students' vocabulary achievement of the two groups after treatment. Then, the researcher analyzed the results of the test by using

the independent sample t-test formula. The result of the t-test formula analysis showed that the value of the two-tailed significance was 0.000, which means it was lower than the significance level (0.05). Therefore, the null hypothesis, saying that “there is no significant effect of using Quizlet on students’ vocabulary mastery,” was rejected. Also, from the test, it showed that the mean score of the experimental class (82.97) was higher than the mean score of the control class 73.03).

From the results above, it is proven that there was a significant effect of using Quizlet on Students’ vocabulary mastery, and the mean score of the experimental group was higher than that of the control group. For teaching in the class, Quizlet is also highly recommended for students to learn vocabulary, for teachers to teach vocabulary, and for researchers to develop research using the Quizlet application.

CHAPTER I. INTRODUCTION

This chapter discusses the topics related to the introduction of this research. They are the research background, questions, objective, and contributions.

1.1 Research Background

The teaching and learning process in learning English as a second language involves mastering vocabulary (Moeller, 2009). As defined in terms of educational objectives, mastery is the level of achievement each student is expected to attain in a specific educational objective. James (1981) states: “mastering was defined in terms specific set of major objectives (content and cognitive-behaviors)”, then, Ray (1988) writes that vocabulary is the stack of word used by or known to particular person or group of person, a list or collection of the words or phrases of the language technical field. Vocabulary mastery refers to the student's ability to recognize and understand the total number of words (vocabulary) that are presented in the vocabulary test. Without grammar, there is very little that can be expressed; without vocabulary, there may not be anything that can be described (Thornbury, 2002). According to Merriam-Webster Dictionary (2002) explained that vocabulary changes the language to make it more interesting and easier to understand by choosing the right words. And the words that are used by a person are usually arranged alphabetically, to explain or define everything means that vocabulary is the total number of words in a particular language that a person uses or knows. One of the linguistic attributes that affects communicative ability is vocabulary knowledge. All words used in English are part of the vocabulary; thus, knowing it is essential for fluency in the language while speaking or writing in it. Baptist (2018) states that mastering vocabulary is difficult when the instructional technique is limited; it's even more difficult than reading comprehension for students' tasks.

Nowadays, the way to learn and teach vocabulary has not been upgraded properly in the era where everything is a bit complicated. Students should be able to learn by using upgraded technology to access more material, such as authentic material, interactive methods, and environmentally friendly materials (Barr, 2016).

Prayogi (2020) states that the way of teaching and learning vocabulary has not improved so far; students are still learning using a book and paper dictionary, while technology has provided more interactive methods. In addition, vocabulary learning also receives less attention and is seen as learning that generally only focuses on reading (Prayogi, 2020). For this reason, it is very necessary to change the way teachers teach students to master vocabulary.

According to Cinar and Asim (2019), Quizlet is one of the online vocabulary applications with Internet-based and mobile-based features that can be learn vocabulary through sites & applications for free. Additionally, Rejeki et al. (2020) state that Quizlet is an online flashcard creation and learning tool that can be accessed by smartphones and computers. This Application has some interesting feature models such as flashcard, match, learn, and test. Sari (2020) states that the main function of Quizlet is to develop students' or other people's linguistic intelligence for all subjects. Moreover, Quizlet has been regarded as a useful tools that make students interested in studying vocabulary through the application Dizon (2016). This is because Quizlet has an appropriate design for autonomous learners (Sanosi, 2018).

Based on a previous study conducted by Yu & Luo (2022), which applied a mixed method to students' vocabulary by using Quizlet. The previous research showed successful results. The second research by Setiawan (2020) demonstrates the effectiveness of the Quizlet Application in vocabulary learning, motivating students to master vocabulary. The third research conducted by Cinar & Ari (2019) showed that the Quizlet Application could increase the students' motivation in learning vocabulary. In this study, the researcher will investigate the impact of using Quizlet on vocabulary mastery, focusing on receptive vocabulary, by utilizing the Quizlet application.

1.2 Research Question

Based on the background above, the research question formulated is as follows:

Does Quizlet have a significant positive effect on the students' mastery of vocabulary in junior high school?

1.3 Research Objective

Based on the research question above, the research objective formulated is as follows:

This study aims to find out the significant effect of using Quizlet on the students' vocabulary mastery in junior high school.

1.4 Research Contribution

The result of this study is expected to give advantages for:

1.4.1 Practical contribution

The results of this research are expected to give a new, innovative learning experience for students in learning vocabulary through Quizlet. Furthermore, the treatment given is expected to be useful to improve their vocabulary mastery. Additionally, the result of this research may have a beneficial impact for English teachers as a consideration in selecting an appropriate medium to teach vocabulary.

1.4.2 Empirical contribution

The result is to provide knowledge and experiences for future researchers in the teaching and learning process, especially in the topic of using Quizlet to teach vocabulary in junior high school, which could help other future researchers in the same topic.

CHAPTER II. LITERATURE REVIEW

This chapter discusses the review of the theories related to the research problem. It consists of four topics that are related to this research.

2.1. Students' Vocabulary Mastery

According to Taslim (2019), vocabulary mastery is an activity that involves understanding the meaning of words, practicing with them, and applying terms from the language, both orally and in writing, correctly. This enables learners who master vocabulary easily to convey and receive information effectively. When a student demonstrates mastery of vocabulary, it indicates a thorough understanding of vocabulary, encompassing word meanings, spoken and written forms, grammatical behavior, word collocation, spoken and written registers, word associations, word frequency, and connotations (Thornbury, 2002). Vocabulary is an important aspect to improve skills in English because without comprehending vocabulary, the student will achieve fewer words, which makes it difficult to understand several contexts (Taslim, 2019).

As English learners in the English as a Foreign Language (EFL)/English as a Second Language (ESL) context, vocabulary plays a very important role for learners. This interest is highlighted in the Cambridge English course that 'as a student learning English, the biggest thing that must be mastered is vocabulary' (Thornbury, 2002). Students have to know the meaning of many words to master vocabulary, and to master other English skills such as listening, speaking, reading, and writing (Lestari & Wahjuningsih, 2018). Furthermore, Setiawan and Wiedarti (2020) stated that the main things to be mastered before they produce it through speaking and writing are vocabulary first. According to Yudha (2021), to speak English properly, students need to be masters in both language and component abilities, including production (speaking and writing) and reception (hearing and reading). Also, Neuman and Dwyer (2009) argue that the vocabulary we need to master for speaking is expressive, while for listening is receptive vocabulary.

According to Schmitt, N (1997), claimed that measuring Students' depth of vocabulary knowledge can only be assessed by looking at their receptive and productive knowledge. Words that learners recognize and comprehend, can pronounce correctly and use constructively in writing and speaking are referred to as productive, while receptive is the word that the learners can understand and recognize, especially through listening and reading. Furthermore, developing an English vocabulary is an essential process that serves as the foundation for learners' success in other abilities such as speaking, reading, listening, and writing. This is especially important for those learning that language, particularly second or foreign learners (Essays & Nation, 2018). The possession of thorough knowledge, abilities, or performance in a particular activity is known as mastery. The possession of thorough knowledge, abilities, or performance in a particular activity is known as mastery. The ability to govern, command, and manage one's vocabulary is known as vocabulary mastery, and it is regarded as vital for knowledge acquisition and communication (Taslim et al., 2019).

2.2 Receptive vocabulary

According to Fardhani and Puspa (2019), the receptive vocabulary is vocabulary that we use in understanding others' thoughts, both in listening and reading. Expressive vocabulary is used in both speaking and writing. Also, Sari (2021) states that receptive vocabulary means that we know the word through listening or reading to identify and understand the meaning of the word. Receptive vocabulary is the ability to perceive the form of a word while listening or reading (Nation, 2001). According to Hiebert and Kamil (1995), the set of words for which we know the meanings when we communicate or read verbally is referred to the term oral vocabulary. Second, printed vocabulary refers to terms for which we know the meaning when we are writing or reading silently. Some experts in language teaching have classified vocabulary differently. Receptive/passive vocabulary is easier to learn than active/expressive vocabulary (Fardhani & Puspa, 2019). According to Nation (2001), there are two types of vocabulary they are namely receptive vocabulary and productive vocabulary. When students read or listen to

anything, they use receptive vocabulary to refer to the words they know and comprehend. Words that students understand can be pronounced correctly and used constructively in speaking and writing are referred to as productive vocabulary. Students' listening vocabulary is larger than their speaking vocabulary, and their reading vocabulary is larger than their writing vocabulary (Nation, 2000).

Based on the types of vocabulary above, this study focused on receptive vocabulary. (Fardhani & Puspa, 2019) to measure how high your mastery of your receptive vocabulary is, you can use a synonym exercise. The context of the exercise will guide the students to identify the most appropriate word. For the following word, you can provide it in a column, or a complete word and match. Hence, this research will be conducted with receptive vocabulary for the teaching process focused on reading the available words, matching words, and learning features from flashcards. This study was conducted on 7th-grade students at a junior high school. The receptive vocabulary in this study was gained from the text that was prepared before.

2.3 Quizlet as Teaching Media

This application was created by Andrew Sutherland in 2005 to train students to learn vocabulary through flashcards. The features in this Quizlet can make the learning both interesting and attractive (Sari et al, 2020). The features of Quizlet are divided into two big parts there are study and play. First, the Study features consist of flashcards, learn, write, spell, and test. Second, Play consists of match (Baptiste, 2018).

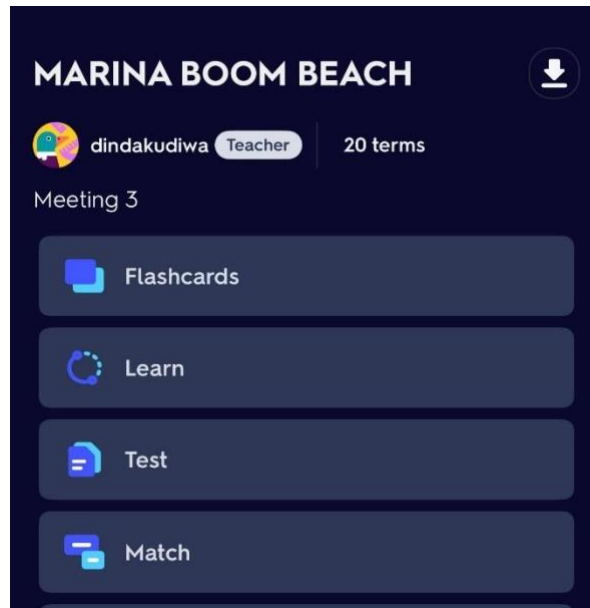
According to Prayogi (2021), in this era, the way to teach and learning vocabulary has not been improved so much. The students are mostly still learning vocabulary by using books and paper dictionaries, while the technology provides more effective, fun, and easy tools to learn. Moreover, Barr (2016) states that most vocabulary learning today receives very little attention during the learning activity. Based on Prayogi's (2021) research using a study was conducted to find out the students' perception of Quizlet applications. The result is highly recommended that teachers should start using Quizlet to teach vocabulary. Quizlet is one of the

applications to learn vocabulary that we can use together. The various features and modes help students to learning English easily and in fun. The first feature is flashcard, this feature shows the word and followed by definition and picture that can be seen only by tapping the screen. The other feature is learn, matching helps student to deepen their understanding of the word. And the last is a test feature, this feature could help the students to find out how far students have understood what they have learn so far from another feature of Quizlet.

Al-Malki (2020) stated that in the era of the Fourth Industrial Revolution, technology and its educational tools have emerged to be used in language learning effectively and sustainably. Among the many applications and websites that can be used, one application that is suitable for learning vocabulary is Quizlet (Al-Malki, 2020). Also, Pardede (2020) emphasizes that technology has revolutionized English as a Foreign Language (EFL) learning and teaching as it provides a growing range of possible solutions for developing the inputs, processes, and outcomes of teaching and learning. This causes teachers to start using various effective learning methods related to technology, such as various applications or websites.

Quizlet is an online vocabulary application with internet-based and mobile-supported vocabulary learning sites and apps that can be used for free (Çınar & Asım, 2019). It is similar to what Wahjuningsih (2018) states, that Quizlet is considered one of the effective vocabulary learning tools that enable learners to take control of their lexical learning. Additionally, Rejeki et al. (2020) state that Quizlet is an online flashcard creating and learning site that can be used on computers and smartphones. Additionally, Sari (2019) states that the main function of Quizlet is to develop the students' linguistic intelligence, or for other people who use it in terms of learning activities, and it can be used for all subjects. The Quizlet.com website is an online service that aims to assist students in quickly memorizing a large number of new foreign words. This establishes visual contact with the world, but also auditory (Ismailova et. al., 2017). Hence, Quizlet is one of the interesting and attractive learning media, and there are various digital features be used. There is an example Picture of Quizlet.

Figure 2. 1 Example of a feature on Flashcards



The first feature on the picture above is flashcards, which is the basic feature where you can study by flipping digital cards. One side shows a definition, and the other side shows a picture. The second feature is the Learn feature, which helps you study step by step. It starts with multiple choice, and you can learn to answer the set that you have studied before in flashcards. It adapts to your progress and repeats the cards you struggle with. The third is a test feature; this feature turns your flashcards into a quiz or a test. It includes different question types like multiple choice, true/false, and written answers. It can help check how much you have learned. Four is a match, match is a game quiz. You match terms with their correct definition as quickly as possible. It's an activity that makes learning fun and helps improve speed and memory.

2.4 The previous research related to Quizlet in students' vocabulary

There are five previous studies that support this research. First, the research conducted by Setiawan and Wiedarti (2020) found that Quizlet effectively increased students' motivation in learning vocabulary, with students showing more enthusiasm and independence compared to the traditional method. The students

who used the Quizlet application had higher motivation than those who did not use it.

Second, the effect of Quizlet on vocabulary mastery acquisition, Sanosi, B.A. (2018), demonstrates that Quizlet consistently improved vocabulary mastery more than classic methods. The effect of the application was more consistent and effective. The findings of this research imply that Quizlet can be a good application for teaching and learning process for vocabulary instruction and learning.

Third, the researcher conducted by Aprilaini (2021) found that students had positive perceptions of Quizlet, describing it as easy to use, fun, and helpful for memorizing vocabulary. They found that most students consider the online device to be particularly effective in enhancing students' vocabulary in the early stages of vocabulary study, and they had positive perceptions about Quizlet. The students think that Quizlet is a better learning application for improving their vocabulary.

Fourth, the research conducted by Dewi (2020) showed significant improvement in students' post-test scores using Quizlet, proving its effectiveness as a learning medium. The mean of the posttest in the experimental group is higher than that of the control group. Quizlet is an effective language learning medium in teaching learning vocabulary to students.

Five, the last, is research conducted by Yu&Luo (2022). This study has analyzed the effect of using Quizlet by students and teachers. This research has mixed-methods design, the researchers found that Quizlet influenced the vocabulary learning achievement of experimental group learners, particularly for word recognition, whereas the control group students could not increase their vocabulary learning achievement score with traditional instruction. From the perspective of students, most of the participants considered that Quizlet worked best for reading, writing comprehension, and pronunciation.

All in all, the researcher will conduct this research by using an experimental design to find out where Quizlet is effective for students to learn vocabulary. This research will use four features of Quizlet, namely flashcard, learn, test, and match, because it is a suitable features for teaching receptive vocabulary. A flashcard is a card with a picture and a little descriptive clue for guessing what vocabulary it

represents in that picture. Learn and test are multiple-choice questions to check students' understanding of vocabulary. Also, a match is a game in which learners ask to match terms to their definitions as quickly as possible. After finishing it, the score is shown. Hence, the students can learn vocabulary in fun ways, also students can easily learn vocabulary not only with a book but also by using technology. By implementation of the research will be able to fill the gap from previous research.

According to Creswell (2012), "Hypothesis testing is a procedure for deciding the result by comparing an observed value of a sample with a population value to determine if no difference exists between the values. Based on the research problem and the theories of related literature above, the hypothesis is as follows:

- a. Null Hypothesis (H_0): There is no significant effect on students' vocabulary mastery of using the Quizlet application.
- b. Alternative Hypothesis (H_a): There is a significant effect on students' vocabulary mastery of using the Quizlet application.

CHAPTER III. RESEARCH METHOD

This chapter describes the research methods that cover the research design, research context, research participants, data collection method, and data analysis method.

3.1 Research Design

This research was conducted using a quasi-experimental research design. A quasi-experimental design is used to establish possible cause and effect between independent and dependent variables when the availability of participants or the setting disallows researchers from forming particular groups; instead, the researchers need to use intact groups (Creswell, 2012). The purpose of this research is to determine whether there is a significant effect of using Quizlet on students' vocabulary mastery or not. And the participant was in the form of an intact class. Instead of a conditioned sample, a quasi-experimental design with a posttest only was used.

For this experiment, the researcher has two groups: one as an experimental class that received experimental treatment with Quizlet, and the other is a control class that did not receive treatment with Quizlet, but they received teaching and learning vocabulary with a paper dictionary. Paper dictionary was used because it has been used by the teacher in the classroom for teaching and learning. The participants were selected by using a homogeneity test and taught for 3 meetings in the experimental class and 3 meetings in the control class. At the end of the research, a posttest was conducted to measure whether Quizlet has a significant effect on students' vocabulary mastery or not.

The study used a post-test only design. In addition to measuring students' initial vocabulary mastery, the homogeneity also served as a means to examine the fair comparison of the groups before treatment. The scheme of study is shown in the following table.

▼ Table 3. 1 Pattern of Post-test Design

Test	Class	Treatment	Test
Homogeneity test	Control Group	No Treatment	Posttest
Homogeneity test	Experimental Group	Treatment with Quizlet	Posttest

Creswell (2012)

In the control class, the teaching and learning process used the teacher-centered method. The teacher explained the material and instructed students to study the material, read, and answer questions. While in the experimental class, learning was also used by the teacher-centered method. The teacher explains the material and instructs the students to study the material, reading the text and answering the questions on Quizlet. Then the activity is carried out by the students via smartphone using the application/web.

3.2 Research Context

This research used Quizlet, and the researcher were focused on vocabulary in line with the indicators and Basic Competence of junior high school level. The curriculum is an Emancipated curriculum. This research was carried out in one of the junior high schools in Banyuwangi, seventh grade. In addition, this research involved two classes, an experimental class and a control class. The researcher was teaching 3 meetings for the experimental class and 3 meetings for the control class, each meeting lasting 90 minutes. For the posttest conducted in meeting 4. The experimental group was allowed to use smartphones for accessing the Quizlet link, while the control class was not allowed to bring smartphones because the control class used paper-based materials for learning vocabulary.

3.3 Research Participant

In this study, the researcher chose the participants from the 7th grade of junior high school in one of the schools in Banyuwangi. The researcher chose these participants because the school is a favorite school and has national standards, where a school like this should have started to be able to apply technology to learn

vocabulary in an easier and more up-to-date way. Another reason is about qualified facilities, such as free Wi-Fi and a projector in class. To select control and experimental classes, researchers used a homogeneity test. Before the homogeneity test was done, a normality test on the pre-test scores was conducted. The result is reported in the table below.

Table 3. 2 Test of Normality

	Mean score	Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Class A	67,27	.203	31	.002	.910	31	.013
Class B	68,61	.128	31	.200*	.955	31	.214
Class C	63,14	.130	31	.198	.958	31	.258
Class D	67,09	.117	31	.200*	.963	31	.360
Class E	58,88	.166	31	.029	.946	31	.119
Class F	59,32	.109	31	.200*	.964	31	.363
Class G	72,36	.133	31	.172	.955	31	.212
Class H	63,75	.177	31	.015	.939	31	.078
Class I	58,05	.128	31	.200*	.963	31	.349

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

a. Lilliefors Significance Correction

Normality tests are carried out before the research to ensure that the research meets the assumptions of normal distribution and to determine the next test steps that are used to process the research data.

Out of the 9 classes, only Class A shows a significant deviation from normality ($p < .05$). The other 8 classes can be considered approximately normally distributed, based on the Shapiro-Wilk test results. The normality test based on the pre-test scores of 9 classes showed that only data from class A were not normally distributed based on the Shapiro-Wilk test. Hence, it was better to use a non-parametric statistical test for the homogeneity test. The homogeneity test was conducted covering 9 classes with a total of 285 students. The result showed that the class was heterogeneous, with the significance level 0.03 tested by the ANOVA test, as reported in the figure below.

Table 3. 3 Homogeneity Test Using ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8000.568	8	1000.071	2.945	.003
Within Groups	107318.663	316	339.616		
Total	115319.231	324			

The test result showed that the classes were heterogeneous. Therefore, the researcher chose two classes with similar mean scores. In this case, Class A (M=67.27) and Class D (M=67.09) were chosen. The researcher selected the control and experimental classes by lottery, then gave different treatments to the 2 classes.

3.4 Data Collection Method

In order to find out the effect of using Quizlet in teaching vocabulary, the researcher collected the data by giving a Homogeneity test in the first session. The total number of questions is 20 multiple-choice questions with the theme of place, with 45 minutes to answer the test. The questions from the homogeneity and posttest are questions with the same theme but different content. The posttest questions are adapted from the homogeneity test and changed, but remain similar and have the same content.

After conducting the pre-test, the researcher conducted a test of the validity, reliability, and difficulty index of the pre-test items. This was to check the validity, reliability, and difficulty index of the tests as the basis for developing the post-test.

Table 3. 4 Reliability Test Statistic

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.758	.764	20

Reliability tests are conducted to assess the consistency of the instruments that will be used for research. This test ensures that the results are stable and

consistent in the research instruments that are used. The reliability test by Cronbach's alpha was 0.758. This value indicates an acceptable internal consistency reliability of 20 items. Hence, a value of 0.758 suggests that the items are reasonably consistent in measuring the same underlying construct. The result of the validity check showed that 2 items were invalid out of 20 questions.

The difficulty index showed the items with ideal difficulty (mean=0.30 to 0.70) with the number of questions Q5, Q7, Q8, Q9, Q12, Q14, Q15, Q17, Q20; these items are well-balanced in terms of difficulty. Items that are too easy (mean >0.80): Q1, Q3, Q6, Q16. Items that are too difficult (mean <0.30), Q19, Q20, and Q18 (see Appendix 8 to check the difficulty index).

The last data collection was a posttest, using test items adapted from the pretest. And the post-test was given to the two classes to see the scores of the experimental and control classes. The researcher thinks multiple choice is a good choice because easy to score. And the post-test was given to the two classes to see the scores of the experimental and control classes.

3.5 Data Analysis Method

To find out the significant effect of using Quizlet on students' vocabulary mastery, this research uses an experimental method that uses SPSS 26, an independent sample T-test. The independent sample T-test is a test used to compare the difference between the means of two samples from unrelated groups. This means that there are different people providing scores for each group. The purpose of this test is to determine if the samples are different from each other.

CHAPTER 4. RESULTS AND DISCUSSION

This chapter presents the research findings of the experimental treatment, the results of the post-test, an analysis of the post-test, and the discussion.

4.1 The Results of Post-Test

The normality of the posttest scores was assessed using both the Kolmogorov-Smirnov and Shapiro-Wilk tests. The results are shown in the table below:

Table 4. 1 Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Posttest results	.146	65	.001	.965	65	.065

a. Lilliefors Significance Correction

While the Kolmogorov-Smirnov test indicated non-normality ($p = .001$), the Shapiro-Wilk test, which is more suitable for the sample size ($n = 65$), showed a non-significant result ($p = .065$), suggesting the data were approximately normally distributed. Therefore, the Shapiro-Wilk test result was considered more reliable for determining normality for Classes A and D. The post-test results were analyzed statistically by using SPSS with an independent sample t-test to determine whether the mean difference between the experimental group and control group was significant or not. Post-test was administered to the Experimental group on May 24th, 2025, while the control group received it on May 23rd, 2025. For the experimental group, we used Quizlet applications and a projector; for the control group, we manually used paper for learning. The result of the post-test can be seen in the table below:

Table 4. 2 The Output of Group Statistics of Post-Test

Class	N	Mean	Std. Dev	Std. Error Mean
Experimental class	32	82.9688	8.21676	1.45253
Control class	33	73.0303	6.48790	1.12940

From the table above, the total number of test takers in the experimental group was 32 students, and the control group was 33 students. The mean score of the post-test of the experimental group was 82.96 with a standard deviation of 8.21676. Meanwhile, the mean score of the post-test of the control group was 73.03, with a standard deviation of 6.48790.

The analysis of the vocabulary post-test by using an independent t-test formula was to determine the significant effect of using Quizlet on students' vocabulary mastery. The significant value (2-tailed) was 0.000, which is lower than 0.05, meaning that there is a significant difference in the mean score between the groups. As the mean score of the experimental group (82.96) was higher than the mean score of the control group (73.03), this research has proved that the participants in the experimental group who were treated with Quizlet had acquired better abilities in vocabulary mastery than the control group.

After analyzing the post-test score, the researcher verified whether the null hypothesis was accepted or rejected. Based on the result of the t-test, the significance value was 0.000 (see Appendix 9 to check the t-test), which was less than 0.05. That means that there was a significant difference between the groups. Furthermore, it led to the rejection of the null hypothesis (H_0), "There is no significant effect of using Quizlet on students' vocabulary mastery in junior high school". In other words, the alternative hypothesis (H_1) was accepted: "There is a significant effect of using Quizlet on students' vocabulary mastery in junior high school".

4.2 Discussion

This quasi-experimental research was conducted to determine whether or not there was a significant effect of Quizlet on students' vocabulary mastery at a public junior high school in Banyuwangi in the 2024/2025 academic year. The result of the data analysis proved that the use of Quizlet had significantly affected the seventh-grade students' vocabulary mastery. The value of significance (2-tailed) was 0.000, which means that it was less than 0.05. Hence, it was demonstrated that there was a statistically significant difference between the

experimental and control groups.

The result of this research shows that students in the experimental group, who use technology, got better scores than the control group. My study supports the previous studies showed that Quizlet, as a digital learning tool to improve students' vocabulary mastery, is effective (Nur and Putri, 2023). Furthermore, this research is also in line with the study of Setiawan et al. (2021), who state, score that the scores achieved by students after learning vocabulary through Quizlet were higher than the scores who learn without Quizlet as a learning medium. Setiawan et al. (2021) students who use Quizlet for learning effectively acquired more words than students who do not use Quizlet. The scores of a group that used Quizlet were considerably higher than using paper. In other words, when we compare two groups to learn with Quizlet and paper, learning with Quizlet results in a higher score than paper learning (Ho & Kawaguchi, 2021). Tedorova (2023) also conducted a study that proved that Quizlet, in the integration of language learning, has a significant impact.

Based on the explanation above, it can be concluded that the use of Quizlet is effective for teaching vocabulary mastery. It was proved by the high mean score from the experimental group rather than the control group. Moreover, the statistical value of this research also proves that there is a significant effect of using Quizlet on seventh-grade students' vocabulary achievement at a public junior high school in Banyuwangi in the 2024/2025 academic year. From the research that has been conducted, the use of Quizlet can be effective when applied in the classroom for teaching and learning processes because Quizlet has multiple resources (text and picture) .

CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the findings and suggestions for English teachers and other researchers.

5.1 CONCLUSION

The t-test analysis using SPSS showed a significant positive effect of using Quizlet on the vocabulary mastery of seventh-grade students at a public junior high school in Banyuwangi, as evidenced by a p-value of 0.000 and higher mean scores in the experimental group (82.96) compared to the control group (73.03). It means that students who were learn vocabulary using Quizlet got better results than those who did not. The evidence shows that using Quizlet has a significant effect on students' vocabulary mastery at Public Junior High School in Banyuwangi.

Related to the results of the research that has been conducted, the researcher suggests that applying to students' learning using applications is also a good choice to help students master vocabulary. In addition to being effective for students, teachers also find it easier to learn in class by monitoring their learning outcomes using the Quizlet application, which appears after use. In addition, the existing features also resemble games; we only need to press to learn them. Quizlet supports contextual learning with text and pictures, and provides attractive, challenging, and interactive learning.

5.2 SUGGESTION

Since there is a significant effect of using Quizlet on students' vocabulary mastery in junior high school, Quizlet can be used in teaching English, especially teaching vocabulary. Thus, the researchers propose some suggestions for the following people:

5.2.1 The English Teachers

The English teachers of public junior high schools are suggested to use Quizlet to help the students master the vocabulary. The teacher could adapt the

activities in the study to make the teaching-learning process more fun for the students. For studying in this digital era, the researcher suggested that vocabulary teaching using Quizlet for students because the learning system, using a mobile device, is very easy for students to use. If teachers apply this learning to students, teachers are also greatly helped in the classroom; they do not need to be monotonous, reading books continuously.

It is suggested that the teachers use Quizlet to help students master vocabulary and improve their English skills because Quizlet is free and easily accessible via the web or a mobile application. The flashcards feature includes images and definitions that make vocabulary more memorable, while the match feature feels like playing a game. The test and learn feature is also user-friendly, requiring only simple taps, which makes studying easier and less stressful. This not only helps students in memorizing vocabulary more effectively but also trains them to be more active and independent learners.

5.2.3 The Future Researchers

The following recommendations are made for further research on this topic. One, this study focused on a foreign language in the seventh grade of junior high school. It is recommended that this study be reproduced at other educational levels, including other levels of junior high school, senior high school, and the college level. Two, this study was only conducted in three meetings. Hence, it will be more beneficial to do a longer treatment to see if it has a better effect. Three, this study had 65 participants.

A study with a larger sample size would increase the strength and reliability of the research. This can be used as a basis to compare the behavior of high-achieving and low-achieving students toward Quizlet. Also, as this research is the fact that not all vocabulary learned by the students is tested, there is a need for further research with a more thorough test that tests all the vocabulary learned.

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APPENDICES

APPENDIX. 1

MEETING 1

(For Experimental Class)

English Language Teaching Module Phase D Class VII (Kurikulum Merdeka)

No.	Component	Description
1.	General information on teaching devices	
	Researcher Name	Indri Kusuma Dewi
	Institution Name	SMP Negeri 2 Genteng
	Year of Preparation of Teaching Modules	2025
	School Levels	Junior High School (SMP)
	Class Levels	VII (Seventh)
	Time	1x meeting 80 minutes
2.	Learning Achievement Phase D	
	Learning achievement phase/Fase Capaian Pembelajaran (CP)	Pada akhir fase D, siswa menggunakan teks deskriptif, dalam Bahasa Inggris untuk memahami struktur text dengan menggunakan teks autentik tentang suatu tempat yang berada di Indonesia. Teks tersebut menjadi rujukan untuk siswa agar berdiskusi, berpikir kritis dan kreatif dalam pemahaman teks sehingga mangasah

		<p>kemampuan dan keterampilan dalam memahami informasi tersirat dari teks tersebut. Peserta didik memahami struktur deskriptif teks dan memahami kosa kata yang lebih beragam yang ada di dalam teks tersebut</p>
	<p>Elements/Domains CP</p>	<p>Elemen Membaca – Memirsa</p> <p>At the end of Phase D, students are able to independently read and respond to familiar and unfamiliar texts that contain predictable structures and familiar vocabulary. They can find the main ideas and specific information in descriptive texts. These texts can be either print or digital. They can identify the purpose of the text and begin to make inferences to understand the implied information in the text.</p>

	Learning objectives	<ol style="list-style-type: none"> 1. The students can identify the meaning of words provided in a descriptive text. 2. Students can identify the structure of descriptive text. 3. Students can collaborate to use vocabulary in context with the mediation of Quizlet.
3.	Criteria for Measuring the Achievement of Learning Objectives and Assessment (Formative Assessment)	
	Assessment of Competence or Ability, and Knowledge	<p><u>Meeting 1</u></p> <p>Remembering (C1): The students can identify and recall specific vocabulary related to the descriptive text provided by the teacher.</p> <p>Understanding (C2): The students can recognize and explain the unfamiliar vocabulary from the text that they do not understand.</p> <p>Applying (C3): The students can determine and apply the correct meanings of vocabulary related to the descriptive text provided by the teacher.</p>
	How to do the assessment	<p>Read the text below carefully and then answer the question by choosing the right answer: a,b,c, or d.</p> <p>Title: Borobudur Temple</p> <p>Text:</p> <p>Borobudur temple is a temple which become a source of pride for Indonesian people because it has been included in the 7 wonders of the world. It also becomes the largest Buddhist temple in the world. This temple is located</p>

	<p>in Borobudur Village, Magelang, Central Java, Indonesia. It is approximately 100 km from Semarang, 86 km from Surakarta, and 40 km from Jogjakarta. It was found as a place of worship for the Mahayana Buddhists by the Sailendra dynasty in 800 AD. It was first discovered by Sir Thomas Stanford Raffles in 1814. At that time, it was found crushed and buried in the ground.</p> <p>Originally, it had 10 levels with have overall height of about 42 meters. However, after the reparation, the height of Borobudur became approximately 34.5 meters with an overall building area of about 15,129 m². The front side of the Borobudur temple faces eastwards, although each side of the temple has a similar form. There are 3 main levels of the realm in Borobudur. The third level is Kamadhatu (the realm of lust), Rupadhatu (the tangible realm), and Arupadhatu (the formless realm).</p>
	<p>Example assessment material from Quizlet:</p> <p><i>Remembering (C1):</i> Learning Objective: The students can identify and recall specific vocabulary related to the descriptive text the teacher provided.</p> <p>Assessment instrument: Vocabulary identification quiz</p> <p>Instruction: Below is a list of words. Select the words that were used in the text “Borobudur Temple”, and choose the correct answer by paying attention to the picture clues and descriptions provided. Format: Multiple choice</p> <p>Example: Something bigger than others.</p>

	<p>Smallest Highest Largest Reparations Answer: C. Largest Scoring: 1 point for each correctly identified word, 0 points for incorrect selections.</p>
	<p><i>1 Understanding (C2):</i></p> <p>Learning Objective: The students can recognize and explain the unfamiliar vocabulary from the text that they do not understand.</p> <p>Assessment Instrument: Vocabulary Identification Quiz</p> <p>Instruction: Below is a list of words. Select the words that were used in the text “Borobudur Temple”, and choose the correct answer by paying attention to the picture clues and descriptions provided. Format: Multiple choice</p> <p>Example: Sentences: "Relics by ancestors made of stone" Options:</p> <ul style="list-style-type: none"> A. Temple B. Mosque C. Steeple D. Tabernacle

		<p>Correct answer: A) Temple</p> <p>Scoring: 1 point for a correct answer.</p>
		<p><i>2 Applying (C3):</i></p> <p>Learning Objective: The students can collaborate using Quizlet to reinforce vocabulary learning.</p> <p>Assessment Instrument: Sentence Construction or Contextual Application Exercise</p> <p>Instructions: Use the following vocabulary words from the text <i>Borobudur Temple</i> in the box that correctly demonstrates their meanings. Ensure that the sentences are relevant to the context provided in the text.</p> <p>Format: Matching words with the definition</p> <p>Example:</p> <ul style="list-style-type: none"> • Vocabulary: "Buried" • Definition: " is underground." • Vocabulary: "Side" • Definition: "Something that is not visible from the back and the front." <p>Scoring: 1 point for each question that accurately uses the vocabulary word in the correct answer.</p>
		<p>These assessments now use the same text, <i>"Borobudur Temple,"</i> to evaluate different cognitive levels, ensuring consistency and relevance across the instruments.</p>
<p>Pancasila Students Profile</p>		

4.	Pancasila students' profile that is related.	<ul style="list-style-type: none"> ● Believe in and fear God and have noble character. ● Independent ● Work together ● Critical reasoning ● Creative
5.	Infrastructure	
	Facility	<ul style="list-style-type: none"> ● LCD <i>Projector</i> ● Laptop ● Internet Connection ● Quizlet link ● Handphone
6.	About Students	
	Students' category	Junior High School Students
	Number of Students	37 students
7.	Model and Learning Methods.	
	Learning models	Collaborative language learning. Guide individual investigation Develop and show the work Analyze and evaluate of problem-solving process.
	Learning Methods	Group work/ individual 1. Round Robin Brainstorming
8.	Assessment	
	Assessment method	4 Individual assessment rubric (terlampir)
	Type of assessment	Formative assessment in the form short quiz (<i>descriptive text</i>) Diagnostic assessment in the form matching quiz
	Teaching materials and tools	

9.	Teaching materials	<p>a) Picture of Borobudur temple</p> <p>b) Vocabulary related to descriptive text.</p> <p>5 Descriptive text Borobudur (semua materi terlampir)</p>
	Tools and materials	<p>1. Link Flashcard 1 (https://quizlet.com/id/1041401222/borobudur-temple-flash-cards/?i=6kb7wm&x=1jqt)</p> <p>2. Lembar Kerja Peserta Didik (LKPD) Lembar Refleksi</p>
	Media Pembelajaran	<p>Menggunakan media berbasis technology yaitu <i>Quizlet</i> https://quizlet.com/id/1041401222/borobudur-temple-flash-cards/?i=6kb7wm&x=1jqt</p>
10.	Sequence of learning activities	
	Pertemuan 1	<p><u>Opening (15 minutes)</u></p> <p>Greeting: Hi class, how are you today? Have you eaten your breakfast? Before we go to the material today, let me introduce myself. The teacher asks the leader of the class to guiding pray together before the class begins. The teacher will check students' attendance first.</p> <p>Setting the topic: Before we go to the material, I have a question for you. Do you know a popular beach in Banyuwangi after Red Island? Where is it? Who has been there?</p> <p>Raising a question: If we are talking about place, then what material will we discuss today? After the students answer the questions, the teacher asks about descriptive text. The teacher read the learning objectives.</p> <hr/> <p><u>Kegiatan Inti (60 menit)</u></p> <p>a) Orientation to the problem</p>

	<ol style="list-style-type: none">1. First, the teacher shows a picture of Borobudur Temple on the projector. Then the students observe the images given by the teacher (Borobudur temple) on the projector screen in front of the class.2. Students with the teacher do question and answer questions about the picture, such as” What <i>is it?</i>” “<i>Have you ever visited this place?</i>”3. The teacher shows the descriptive text on the projector and asks the students to see the descriptive text before the teacher explains.4. The teacher explains the material about descriptive text, and the kind of vocabulary, such as verbs, adjectives, nouns, prepositions, and adverbs.5. The teacher asks to students to read the descriptive text. After reading the text, students are guided by the teacher to remember (C1) some vocabulary found in the text.6. The teacher introduces what Quizlet is, what we will do with Quizlet, and how to learn vocabulary using Quizlet, also tells the rules of using Quizlet.7. The students and teacher are using Quizlet to learn vocabulary with the flashcards feature. Flashcards showing photos and descriptions before showing the vocabulary. Hence, students hone their ability to guess the vocabulary after the photo and description are shown.8. The teacher asks students to understand (C2) to determine what kind of vocabulary appears on the projector.9. The teacher guides students applying (C3) to using the “learn” feature to reinforce the student’s memory about vocabulary that has been shown in the “flashcards” feature by choosing the correct answer.
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		<p>10. The teacher guides the students to move to the “match” feature by matching the right vocabulary and the definition. The score will be shown at the end of the session.</p> <p>11. The last feature is a “test” feature that will give an assessment.</p> <hr/> <p><u>Closing (15 minutes)</u></p> <p>Q&A session:</p> <p>To check about students' understanding of the material, the teacher will ask what is the difficulty they found and which part they still don't understand.</p> <p>Guide the students to draw a conclusion about the material today.</p> <p>Inform students about the next material and ask them to learn a lot about the next material.</p> <p>Pray together to end the class by greeting the students.</p>
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Mengetahui,

Banyuwangi, 7 May 2025

Kepala Sekolah SMPN 2 Genteng

Researcher

English Teacher

Indri Kusuma Dewi

Material

Borobudur Temple

Borobudur temple is a temple that became a source of pride for Indonesian people because it has been included in the 7 wonders of the World. It also becomes the largest Buddhist temple in the world. This temple is located in Borobudur Village, Magelang, Central Java, Indonesia. It is approximately 100 km from Semarang, 86 km from Surakarta, and 40 km from Jogjakarta. It was found as a place of worship for the Mahayana Buddhists by the Sailendra dynasty in 800 AD. It was first discovered by Sir Thomas Stamford Raffles in 1814. At that time, it was found crushed and buried in the ground.

Originally, it had 10 levels with have overall height of about 42 meters. However, after the reparation, the height of Borobudur became approximately 34.5 meters with an overall building area of about 15,129 m². The front side of the Borobudur temple faces eastwards, although each side of the temple has a similar form. There are 3 main levels of the realm in Borobudur. The third level is Kamadhatu (the realm of lust), Rupadhatu (the tangible realm), and Arupadhatu (the formless realm).

Definition of Descriptive Text

Descriptive text is a text that describes a particular object in detail.

Purpose of Descriptive Text

The purpose of descriptive text is to describe an object in detail.

Structure of Descriptive Text

Identification and description

a. Verb (Kata Kerja)

Verb adalah kata kerja yang digunakan untuk menunjukkan tindakan atau keadaan. Verb dapat dibagi ke dalam beberapa jenis, seperti action verb dan linking verb.

Jenis-jenis verb dan contoh:

- Action Verb (Transitive) - Menunjukkan tindakan atau kepemilikan, dan dilanjutkan dengan direct object. Contoh: Have, Give, Ride
- Action Verb (Intransitive) - Menunjukkan tindakan, tidak diikuti dengan direct object. Contoh: Arrive, Rise, Wait
- Linking Verb - Penghubung subjek dan deskripsinya. Contoh: Be, Taste, Remain

b. Adverb (Kata Keterangan)

Sebagai kata keterangan, fungsi adverb adalah untuk memberikan keterangan tambahan pada verb, adjective, atau adverb itu sendiri. Adverb juga bisa dikelompokkan menjadi beberapa jenis, seperti manner, degree, frequency, place, dan time.

Jenis-jenis adverb dan contoh:

- Adverbs of Manner = Well, Softly, Quickly
- Adverb of Degree = Just, Almost, So
- Adverbs of Frequency = Usually, Always, Rarely
- Adverb of Place = In, Above, Below
- Adverb of Time = Annually, Daily, Yesterday

c. Noun (Kata Benda)

Noun atau kata benda digunakan untuk nama orang, benda, hewan, tempat, dan ide atau konsep. Noun sendiri dapat dibagi lagi ke berbagai jenis, seperti countable, uncountable / mass, common, proper, concrete, abstract, dan collective noun.

Jenis-jenis noun dan contoh:

- Countable (dapat dihitung) = Book, Elephant, Train
- Uncountable / Mass (tidak dapat dihitung) = Love, Sand, Happiness
- Common (Sesuatu yang umum) = Country, City, Month
- Proper (Sesuatu yang spesifik) = Switzerland, Jakarta, January
- Concrete (Sesuatu yang berwujud nyata) = Bag, Cake, Building
- Abstract (Menyatakan ide, konsep, keadaan, dan hal abstrak lainnya) = Friendship, Time, Imagination
- Collective (Merujuk ke sekelompok orang, hewan, atau benda) = Deer, Family, Government

d. Preposition (kata depan)

Fungsi preposition adalah untuk menunjukkan hubungan antara noun dan kata-kata lainnya dalam sebuah kalimat.

Contoh: In, On, At, Through, With, By, Of, Among

e. Adjective (Kata Sifat)

Adjective adalah kata sifat yang digunakan untuk memberi keterangan pada noun atau pronoun.

Contoh: Pretty, Sad, Faithful

MEETING 1 BOROBUDUR TEMPLE

MEETING 1 BOROBUDUR TEST

Nama:

Kelas:

Answer the question below with the correct answer!

1. Piles of stones arranged tall and neatly like a building

A Mosque

B Palace

C Apartment

D Temple

2. Something that happened

A Became

B Did

C Will

D Going

3. Something that becomes an identity that refers to achievement

A Diligent

B Winner

C Pride

D Champion

4. Synonyms of human in other words are

A Boys

B People

C Everyone

D Girls

5. The existence of a place is also called

A Visited

B Known

C Discovered

D Located

6. Something bigger than others is usually called

A Tiny

B Small

C Largest

D Little

7. Part an area around us that is far from the city

A Village

B City

C Town

D Kingdom

8. Looking for something

A Lost

B Shopping

C Touch

D Found

9. A destination you want to visit is usually called

A Beach

B Place

C Waterpark

D Mountain

10. Adoration and honor given to God, which is the first act of the virtue of religion.

- A Worship
- B Singing
- C Visiting
- D Bonding

11. Treatments for some building damage for better results

- A Maintenance
- B Service
- C Reparations
- D Improvement

12. Damage that causes an object to change its function

- A Broken
- B Destroyed
- C Crushed
- D Crack

13. Something is underground

- A Fall down
- B Stuck
- C Covered
- D Buried

14. Something towering

- A Length
- B Height
- C Weight
- D Width

15 Made by people with stone, sand, and cement, used by humans as a place to live.

- A Industry
- B House
- C Building
- D Studio

16. Something that is not visible from the back and front

- A Top
- B Front
- C Back
- D Side

17. Something almost the same as each other

- A Twin
- B Different
- C Similar
- D Sequentially

18 Locations that differentiate the position

- A Layers
- B Arrangement
- C Levels
- D Ladder

19 Pointing/visible

- A Sideways
- B Stare
- C Fight
- D Facing

20. Which direction does the sun rise from

- A Northward

2								
3								
4	Dst							

Petunjuk : Guru mengisi lembar observasi dengan menuliskan Nama Peserta Didik dan nilai sikap sesuai dengan rubrik yang disediakan.

Kriteria:

No.	Sikap	Indikator
1.	Jujur	Tidak menyontek dalam mengerjakan ujian/ulangan, tidak menjadi plagiat (mengambil/menyalin karya orang lain tanpa menyebutkan sumber).
2.	Disiplin	Datang tepat waktu, mengumpulkan tugas-tugas tepat waktu.
3.	Tanggung Jawab	Melaksanakan tugas individu dengan baik.
4.	Santun	Tidak berkata-kata kotor, kasar, dan takabur.
	Percaya Diri	Berpendapat atau melakukan kegiatan tanpa ragu-ragu.

Kriteria penilaian sikap diadaptasi dari buku Panduan Penilaian oleh Pendidik dan Satuan Pendidikan Sekolah Menengah Pertama.

Rubrik penilaian sikap

Aspek yang dinilai	Kriteria	Skor
Jujur	Selalu menunjukkan sikap jujur	5
	Sering menunjukkan sikap jujur	4
	Jarang menunjukkan sikap jujur	3
	Pernah menunjukkan sikap jujur	2
	Tidak pernah menunjukkan sikap jujur	1
Disiplin	Selalu menunjukkan sikap disiplin	5
	Sering menunjukkan sikap disiplin	4
	Jarang menunjukkan sikap disiplin	3
	Pernah menunjukkan sikap disiplin	2

	Tidak pernah menunjukkan sikap disiplin	1
Tanggung jawab	Selalu menunjukkan sikap tanggung jawab	5
	Sering menunjukkan sikap tanggung jawab	4
	Jarang menunjukkan sikap tanggung jawab	3
	Pernah menunjukkan sikap tanggung jawab	2
	Tidak pernah menunjukkan sikap tanggung jawab	1
Santun	Selalu menunjukkan sikap santun	5
	Sering menunjukkan sikap santun	4
	Jarang menunjukkan sikap santun	3
	Pernah menunjukkan sikap santun	2
	Tidak pernah menunjukkan sikap santun	1
Percaya diri	Selalu menunjukkan sikap percaya diri	5
	Sering menunjukkan sikap percaya diri	4
	Jarang menunjukkan sikap percaya diri	3
	Pernah menunjukkan sikap percaya diri	2
	Tidak pernah menunjukkan sikap percaya diri	1

Pedoman penskoran

Nilai = skor yang diperoleh X 4 Skor maksimal = 100

Kategori nilai sikap

No.	Rentang Nilai	Predikat
1	81-100	Sangat baik (A)
2	61-80	Baik (B)
3	40-60	Cukup (C)
4	20-39	Kurang (D)

b) Penilaian Pengetahuan Kisi-kisi LKPD 1

Tujuan Pembelajaran	Kriteria Pengukuran Ketercapaian Tujuan Pembelajaran	Kisi-kisi soal	Soal	Ranah	No. Soal
<p>The students are able to found some words in a text that they don't know the meaning of, then we will discuss in a flashcard about the words that they don't understand.</p> <p>And then the students are expected to know more about various</p>	<p>Setelah membaca diharapkan, peserta didik dapat menuliskan (C1) 10 kosa kata terkait dengan kosa kata yang belum mereka pahami pada soal dengan benar.</p>	<p>Diberikan tayangan descriptive text, peserta didik dapat menuliskan (C1) 10 kosa kata terkait text.</p>	<p><i>Write down verbs you found from the text.</i></p>	<p>C1</p>	<p>1-10</p>

vocabulary using flashcard in Quizlet					
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Pedoman penskoran:

Nilai = skor yang diperoleh X 10
= 100

Modul Ajar Bahasa Inggris Fase D Kelas VII (Kurikulum Merdeka)

MEETING 2

EXPERIMENTAL CLASS

No.	Component	Description
1.	General information on teaching devices	
	Researcher Name	Indri Kusuma Dewi
	Institution Name	SMP Negeri 2 Genteng
	Year of Preparation of Teaching Modules	2025
	School Levels	Junior High School (SMP)
	Class Levels	VII (Tujuh)
	Time	1x meeting 80 minutes
2.	Learning Achievement Phase D	
	Learning achievement phase/Fase Capaian Pembelajaran (CP)	<p>Pada akhir fase D, siswa menggunakan teks deskriptif Bahasa Inggris untuk memahami struktur text dengan menggunakan teks autentik tentang suatu tempat yang berada di Indonesia. Teks tersebut menjadi rujukan siswa agar berdiskusi, berpikir kritis dan kreatif dalam pemahaman teks sehingga mengasah kemampuan dan keterampilan dalam memahami informasi tersirat dari teks tersebut. Peserta didik memahami struktur deskriptif teks dan memahami kosa kata yang lebih beragam yang ada di dalam teks tersebut.</p>

	<p>Elements/Domains CP</p>	<p><u>Elemen Membaca – Memirsa</u></p> <p><i>At the end of Phase D, students are able to independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They can locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal, or interactive texts. They can identify the purpose of texts and begin to make inferences to comprehend implicit information in the text.</i></p> <p><u>Elemen Menyimak – Berbicara</u></p> <p><i>By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions, and views with teachers, peers, and others in an increasing variety of familiar formal and informal contexts.</i></p> <p><i>With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on various general</i></p>
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		<i>interest topics. They engage in discussions such as giving opinions, making comparisons, and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.</i>
	Learning objectives	<ol style="list-style-type: none"> 1. The students can identify the meaning of words provided in a descriptive text. 2. Students can identify the noun and adjective, verb, adverb, and preposition provided in the descriptive text. <p>Students can collaborate to use vocabulary in context with the mediation of Quizlet.</p>
3.	Criteria for Measuring the Achievement of Learning Objectives and Assessment (Formative Assessment)	
	Assessment of Competence or Ability and Knowledge.	<u>Meeting 1</u> <ol style="list-style-type: none"> 4. Remembering (C1): The students can identify and recall specific vocabulary related to the descriptive text provided by the teacher. 5. Understanding (C2): The students can recognize and explain the unfamiliar vocabulary from the text that they do not understand. <p>Applying (C3): The students can</p>

		determine and apply the correct meanings of vocabulary related to the descriptive text provided by the teacher.
4.	Pancasila Students Profile	
	Pancasila students' profile that is related.	<ul style="list-style-type: none"> ● Believe in and fear God and have a noble character. ● Independent ● Work together ● Critical reasoning ● Creative
5.	Infrastructure	
	Facility	<i>LCD Projector</i> Laptop Internet Connection Quizlet link Handphone
6.	About Students	
	Students' category	Students
	Number of Students	37 students
7.	Model and Learning Methods.	
	Learning models	a. Collaborative language learning b. Guide the individual to investigate c. Develop and show the workAnalyze and evaluate of problem-solving process
	Learning Methods	Group work/ individual Round Robin Brainstorming
8.	Assessment	

	Assessment method	Individual assessment rubric (terlampir)
	Type of assessment	Formative in the form short quiz (<i>descriptive text</i>) Diagnostic assessment in the form matching quiz
9.	Teaching Materials and Tools	
	Teaching materials	Picture Red Island Beach. Vocabulary related to descriptive text. Descriptive text Beach (semua materi terlampir)
	Tools and materials	Link Flashcard Red Island (https://quizlet.com/id/1041442201/red-island-flash-cards/?i=6kb7wm&x=1jqt) Lembar Kerja Peserta Didik (LKPD) Lembar Refleksi
	Media Pembelajaran	Menggunakan media berbasis technology yaitu <i>Quizlet</i> https://quizlet.com/id/1041442201/red-island-flash-cards/?i=6kb7wm&x=1jqt)
	Sequence of learning activities	
	Meeting 1	<u>Opening (10 minutes)</u> <u>Greeting:</u> Hi class, how are you today? Have you eaten your breakfast this morning? Before we go to the material today, I

		<p>want to check your attendance first.</p> <p>After checking the attendance, let us pray together, guided by the leader of the class.</p> <p>Setting the topic:</p> <p>Before we go to the material, I have a question for all of you. Do you know what the most popular beach with a gorgeous sunset view is in Banyuwangi? Where is it? Who can answer? Who has been there?</p> <p>Raising the question:</p> <p>If we are talking about place, then what material will we discuss today?</p> <p>After the students answer the question then the teacher asks about descriptive text.</p> <p>After that, the teacher read the learning objectives.</p> <p>Motivation</p> <hr/> <p><u>Kegiatan Inti (30 menit)</u></p> <p>a) Orientation to the problem</p> <ol style="list-style-type: none"> 1. First of all, the teacher shows the picture of Red Island Beach on the projector. Then the students observe the images given by the teacher (Red Island Beach) on the projector screen in front of the class. 2. Students with the teacher
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		<p>questions and answer about the picture, such as” What is it?” “Have you ever visited this place?”</p> <ol style="list-style-type: none">3. The teacher shows the descriptive text on the projector and asks students to see the descriptive text before the teacher explains.4. The teacher explains the material about descriptive text, and the kind of vocabulary, such as verbs, adjectives, nouns, prepositions, and adverbs.5. The teacher asks to students to read the descriptive text. After reading the text, students are guided by the teacher to Remembering (C1) some vocabulary found in the text.6. The teacher introduced what Quizlet is and what we will do with Quizlet, and how to learn vocabulary using Quizlet, also explained the rules of using Quizlet.7. The students and teacher use Quizlet to learn vocabulary with the flashcards feature. Flashcards showing photos and
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		<p>descriptions before showing the vocabulary. Hence, students hone their ability to guess the vocabulary after photo and description showed.</p> <p>8. The teacher asks students to understand (C2) to determine what kind of vocabulary appears on the projector.</p> <p>9. The teacher guides the student applying (C3) to using the “learn” feature to reinforce the student’s memory about vocabulary that has been shown in the “flashcards” feature by choosing the correct answer.</p> <p>10. The teacher guides the students to move to the “match” feature by matching the right vocabulary and the definition. The score will be shown at the end of the session.</p> <p>11. The last feature is a “test” feature that will be given as an assessment.</p> <p><u>Closing (10 minutes)</u></p> <p>1. Q&A session:</p> <p>2. To check students' understanding of the material, the teacher will ask what difficulties they found and</p>
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		<p>which part they still don't understand.</p> <p>3. Guide the students to conclude the material today.</p> <p>4. Inform students about the next material and ask them to learn a lot about the next material.</p> <p>5. Pray together to end the class by greeting the students.</p>
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Mengetahui,

Kepala Sekolah SMPN 2 Genteng

Banyuwangi, 7 May 2025

Researcher

English Teacher

NIP

Indri Kusuma Dewi

1. Material

Red Island Beach

Red Island Beach is one of the leading destinations in Banyuwangi, located in Sumberagung Village, Pesanggaran District, 60 km from the city center towards the south of Banyuwangi. It takes a 2.5-hour' drive when reached by car.

Before being named the Red Island Beach, the beach was named Ringin Pitu. There are two reasons why this beach is known as the Red Beach, the first because there was pink reddish soil at the beach, while the second version is because it supposedly emitted red light around the shoreline. Many people chase the sunset on this beach, which is caused by the red light around the shoreline.

With waves as high as 4 meters when the tide, and the waves as far as 3km long, it makes the Red Sea is a destination for surfers. It has been proved that the International Surfing Championship Competition in 2013 was attended by surfers from 20 countries was opened by the minister of tourism.

MEETING 2 RED ISLAND

Nama :

Kelas :

Answer the question below with the correct answer!

1. People looking for waves to surf

- A. Tourist
- B. Surfers
- C. Fisherman
- D. Skateboard

2. A vehicle that is usually used to transport more than one person

- A. Plane
- B. Car

C. Bicycle

D. Train

3. The line along which a large body of water meet the land

A. Estuary

B. Beach

C. Island

D. Shoreline

4. Time meassuring instrument

A. Day

B. Hours

C. Months

D. Years

5. Theres is the light shinning

A. Emmited

B. Radiated

C. Absorbed

D. Dazzled

6. A large town

A. Village

B. District

C. World

D. City

7. The number after one / usually used to be sign peace

A. Two

B. One

C. Three

D. Four

8. Sea water rising and rolling over each other

A. Tide

B. Water

C. Wind

D. Waves

9. A community of people smaller than town

A. Area

B. Village

C. Forest

D. Association

10. Where is the myth of the sea queen

A. South

B. East

C. West

D. North

11. Land area, small and surrounded by water

A. Island

B. Village

C. City

D. Sea

12. The time in the afternoon approaching evening when the sun goes down

A. Sea

B. Sunset

C. Sun

D. Sunrise

13. Water rises to land during strong winds usually in the afternoon approaching evening

- A. Flood
- B. Tsunami
- C. Tide
- D. Eartquake

14. Places people to go or visit

- A. Market
- B. Zoo
- C. Destinations
- D. Mall

15. A color that is almost like pink but not pink

- A. Yellow
- B. Black
- C. Reddish
- D. Green

16. Land area located on edge of the sea

- A. Beach
- B. Island
- C. Lake
- D. Sky

17. Every day you step on it while you are walking

- A. Water
- B. Soil
- C. Slippers
- D. Wood

18. Synonym of number two or position after number one

- A. Fourth
- B. First
- C. Third
- D. Second

19. An area that has been covered becomes smaller

- A. Town
- B. City
- C. District
- D. Country

20. Going somewhere with a car or bicycle

- A. Car
- B. Drive
- C. Road
- D. Steering wheel

2. Instrumen Penilaian

Nama Sekolah : SMP Negeri 2 Genteng

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/2

Tahun Ajaran : 2025

a) Penilaian Sikap

Teknik : Observasi

Instrumen : Lembar Observasi Guru

LEMBAR OBSERVASI GURU

Kelas :

Hari/Tanggal :

Pertemuan Ke :

Materi :

Petunjuk : Guru mengisi lembar observasi dengan menuliskan Nama Peserta Didik dan nilai

Aspek yang dinilai	Kriteria	Skor
Jujur	Selalu menunjukkan sikap jujur	5
	Sering menunjukkan sikap jujur	4
	Jarang menunjukkan sikap jujur	3
	Pernah menunjukkan sikap jujur	2
	Tidak pernah menunjukkan sikap jujur	1
Disiplin	Selalu menunjukkan sikap disiplin	5
	Sering menunjukkan sikap disiplin	4
	Jarang menunjukkan sikap disiplin	3
	Pernah menunjukkan sikap disiplin	2
	Tidak pernah menunjukkan sikap disiplin	1
Tanggung jawab	Selalu menunjukkan sikap tanggung jawab	5
	Sering menunjukkan sikap tanggung jawab	4
	Jarang menunjukkan sikap tanggung jawab	3
	Pernah menunjukkan sikap tanggung jawab	2
	Tidak pernah menunjukkan sikap tanggung jawab	1
Santun	Selalu menunjukkan sikap santun	5
	Sering menunjukkan sikap santun	4
	Jarang menunjukkan sikap santun	3
	Pernah menunjukkan sikap santun	2
	Tidak pernah menunjukkan sikap santun	1

Percaya diri	Selalu menunjukkan sikap percaya diri	5
	Sering menunjukkan sikap percaya diri	4
	Jarang menunjukkan sikap percaya diri	3
	Pernah menunjukkan sikap percaya diri	2
	Tidak pernah menunjukkan sikap percaya diri	1

No	Nama Peserta Didik	Jujur	Disiplin	Tanggung Jawab	Santun	Percaya Diri	Skor	Nilai
1								
2								
3								
4	Dst							

Kriteria:

Kriteria penilaian sikap diadaptasi dari buku Panduan Penilaian oleh Pendidik dan Satuan Pendidikan Sekolah Menengah Pertama.

No.	Sikap	Indikator
1.	Jujur	Tidak menyontek dalam mengerjakan ujian/ulangan, tidak menjadi plagiat (mengambil/menyalin karya orang lain tanpa menyebutkan sumber).
2.	Disiplin	Datang tepat waktu, mengumpulkan tugas-tugas tepat waktu.
3.	Tanggung Jawab	Melaksanakan tugas individu dengan baik.
4.	Santun	Tidak berkata-kata kotor, kasar, dan takabur.
5.	Percaya Diri	Berpendapat atau melakukan kegiatan tanpa ragu-ragu.

Rubrik penilaian sikap

Pedoman penskoran

Nilai = skor yang diperoleh X 4 Skor maksimal = 100

Kategori nilai sikap

No.	Rentang Nilai	Predikat
1	81-100	Sangat baik (A)
2	61-80	Baik (B)
3	40-60	Cukup (C)
4	20-39	Kurang (D)

b) Penilaian Pengetahuan Kisi-kisi LKPD 1

Tujuan Pembelajaran	Kriteria Pengukuran Ketercapaian Tujuan Pembelajaran	Kisi-kisi soal	Soal	Ranah	No. Soal	Skor
The students can read the vocabulary that the teacher has given. The students know the meaning of words. The students can listen to the words with the right pronunciation. The students can guess what the vocabulary behind	Setelah membaca tayangan text, peserta didik dapat mengingat (C1) 10-20 kosa kata terkait dengan kosa kata yang belum mereka pahami dengan benar.	Diberikan tayangan text, peserta didik dapat mengingat (C1) 10-20 kosakata terkait text.	<i>Write down the verbs you found in the text.</i>	C1	1-10	10

<p>the clue and the picture on flashcard The students are able to read the vocabulary that teacher given. The students know the meaning of words The students are able to listen the words with the right pronounce. The students can guest what the vocabular y behind the clue and the picture on flashcard and the picture on flashcard</p>						
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Pedoman penskoran:

Nilai = skor yang diperoleh X 10

= 100

MEETING 3
EXPERIMENTAL CLASS

No.	Component	Description
1.	General information on teaching devices	
	Researcher Name	Indri Kusuma Dewi
	Institution Name	SMP Negeri 2 Genteng
	Year of Preparation of Teaching Modules	2025
	School Levels	Junior High School (SMP)
	Class Levels	VII (Tujuh)
	Time	1x meeting 80 minutes
2.	Learning Achievement Phase D	
	Learning achievement phase/Fase Capaian Pembelajaran (CP)	<p>Pada akhir fase D, siswa menggunakan teks deskriptif Bahasa Inggris untuk memahami struktur text dengan menggunakan teks autentik tentang suatu tempat yang berada di Indonesia. Teks tersebut menjadi rujukan siswa agar berdiskusi, berpikir kritis dan kreatif dalam pemahaman teks sehingga mengasah kemampuan dan keterampilan dalam memahami informasi tersirat dari teks tersebut. Peserta didik memahami struktur deskriptif teks dan memahami kosa kata yang lebih beragam yang ada di dalam teks tersebut.</p>

	<p>Elements/Domains CP</p>	<p><u>Elemen Membaca – Memirsa</u></p> <p><i>At the end of Phase D, students are able to independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They are able to locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal, or interactive texts. They can identify the purpose of texts and begin to make inferences to comprehend implicit information in the text.</i></p> <p><u>Elemen Menyimak – Berbicara</u></p> <p><i>By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions, and views with teachers, peers, and others in an increasing variety of familiar formal and informal contexts.</i></p> <p><i>With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on various general interest topics. They engage in discussions such as giving opinions,</i></p>
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		<i>making comparisons, and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.</i>
	Learning objectives	<p>3. The students can identify the meaning of words provided in a descriptive text.</p> <p>4. Students can identify the noun and adjective, verb, adverb, and preposition provided in the descriptive text.</p> <p>Students can collaborate to use vocabulary in context with the mediation of Quizlet.</p>
3.	Criteria for Measuring the Achievement of Learning Objectives and Assessment (Formative Assessment)	
	Assessment of Competence or Ability and Knowledge	<p><u>Meeting 1</u></p> <p>6. Remembering (C1): The students can identify and recall specific vocabulary related to the descriptive text provided by the teacher.</p> <p>7. Understanding (C2): The students can recognize and explain the unfamiliar vocabulary from the text that they do not understand.</p> <p>8. Applying (C3): The students can determine and apply the correct meanings of vocabulary related to the descriptive text provided by the teacher.</p>

4.	Pancasila Students Profile	
	Pancasila students' profile that is related.	<ul style="list-style-type: none"> ● Believe in and fear God and have a noble character. ● Independent ● Work together ● Critical reasoning ● Creative
5.	Infrastructure	
	Facility	LCD Projector Laptop Internet Connection Quizlet link Handphone
6.	About Students	
	Students' category	Students
	Number of Students	37 students
7.	Model and Learning Methods.	
	Learning models	d. Collaborative language learning e. Guide the individual to investigate, develop, and show the work Analyze and evaluate of problem-solving process.
	Learning Methods	Group work/ individual Round Robin Brainstorming
8.	Assessment	
	Assessment method	Individual assessment rubric (terlampir)
	Type of assessment	Formative in the form short quiz (<i>descriptive text</i>) Diagnostic assessment in the form

		matching quiz
9.	Teaching Materials and Tools	
	Teaching materials	Picture Marina Boom Beach. Vocabulary related to descriptive text. Descriptive text Beach (semua materi terlampir)
	Tools and materials	Link Flashcard Marina Boom Beach (https://quizlet.com/id/1044848093/marina-boom-beach-flash-cards/?i=6kb7wm&x=1jqY) Lembar Kerja Peserta Didik (LKPD) Lembar Refleksi
	Media Pembelajaran	Menggunakan media berbasis technology yaitu <i>Quizlet</i> https://quizlet.com/id/1044848093/marina-boom-beach-flash-cards/?i=6kb7wm&x=1jqY
	Sequence of learning activities	
	Meeting 3	<u>Opening (10 minutes)</u> <u>Greeting:</u> Hi class, how are you today? Have you eaten your breakfast this morning? Before we go to the material today, I wanna check your attendance first. After checking the attendance, let us pray together, guided by the leader of the class. <u>Setting the topic:</u> Before we go to the material, I have a

		<p>question for all of you. Do you know what the most popular beach with a gorgeous sunset view in Banyuwangi is? Where is it? Who can answer? Who has been there?</p> <p>Raising the question:</p> <p>If we are talking about place, then what material will we discuss today?</p> <p>After the students answer the question then the teacher asks about descriptive text.</p> <p>After that, the teacher read the learning objectives.</p> <p>Motivation</p> <hr/> <p><u>Kegiatan Inti (30 menit)</u></p> <p>a) Orientation to the problem</p> <ol style="list-style-type: none"> 1. First of all, the teacher shows the picture of Marina Boom Beach on the projector. Then the students observe the images given by the teacher (Marina Boom Beach) on the projector screen in front of the class. 2. Students work with the teacher to discuss questions and answer sessions about the picture, such as” What is it?” “Have you ever visited this place?” 3. The teacher shows the descriptive text on the projector and asks students to see the descriptive text before the teacher explains.
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	<p>4. The teacher explains the material about descriptive text, and the kind of vocabulary, such as verbs, adjectives, nouns, prepositions, and adverbs.</p> <p>5. The teacher asks to students to read the descriptive text. After reading the text, students are guided by the teacher to Remembering (C1) some vocabulary found in the text.</p> <p>6. The teacher introduced what Quizlet is and what we will do with Quizlet, and how to learn vocabulary using Quizlet, also explained the rules of using Quizlet.</p> <p>7. The students and teacher use Quizlet to learn vocabulary with the flashcards feature. Flashcards showing photos and descriptions before showing the vocabulary. Hence, students hone their ability to guess the vocabulary after a photo and a description are shown.</p> <p>8. The teacher asks students to understand (C2) to determine what kind of vocabulary appears on the projector.</p> <p>9. The teacher guides the student applying (C3) to using the “learn” feature to reinforce the student’s memory about vocabulary that has been shown in the “flashcards” feature by choosing the correct answer.</p> <p>10. The teacher guides the students to</p>
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		<p>move to the “match” feature by matching the right vocabulary and the definition. The score will be shown at the end of the session.</p> <p>11. The last feature is a “test” feature that will be used as an assessment.</p> <p><u>Closing (10 minutes)</u></p> <ol style="list-style-type: none"> 1. Q&A session: 2. To check students' understanding of the material, the teacher will ask what difficulties they found and which part they still don't understand. 3. Guide the students to conclude the material today. 4. Inform students about the next material and ask them to learn a lot about the next material. 5. Pray together to end the class by greeting the students.
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Mengetahui,
Kepala Sekolah SMPN 2 Genteng

Banyuwangi, 7 May 2025
Researcher

English Teacher

Indri Kusuma Dewi

9. Material & questions

MARINA BOOM BEACH

Marina Boom is one of the beaches located in the middle of Banyuwangi city. This is one of the beaches that has complete facilities and is easy to access. Until now, Marina Boom has become the busiest beach that people often visit because the facilities are very complete, there is a cafe, a yacht club, a circuit area, a scooter play area, a beach, a pier, a night market, a sports area, and many others. This beach used to be a pier, but over time, this beach was built and became viral and busy because all corners of the beach are very aesthetic. Lots of visitors come to refresh their eyes and minds. Boom Beach is quite famous among children and adults, so it is not surprising that this beach is a favorite to this day.

By only paying IDR 7,500 for 1 person, we can enjoy the beauty of Boom Beach and everything in it. The first time we enter, we will be presented with a play area and a bamboo bridge typical of Boom Beach. Next to the bridge, there is a beautiful view of the yacht club, which is sparkling with lights at night and looks beautiful during the day. Yacht boats are neatly parked next to the bridge. Then there are several cafes which are very beautiful and also serve delicious food. At the end of the road, there is a beach with street food that fills the road to the beach.

MEETING 3 MARINA BOOM BEACH

Nama :

Kelas :

Answer the question below with the correct answer!

1. A place full of people
 - A. Busiest
 - B. Quiet
 - C. Pleasant
 - D. Silent

2. In the middle of

- A. Under
- B. Among
- C. Besides
- D. In front

3. Structure built over a river, road, etc

- A. Building
- B. Garden
- C. Ornament
- D. Bridge

4. When will we start visiting a place

- A. Close
- B. Open
- C. Enter
- D. Go

5. Area for riding a motorcycle

- A. Rail
- B. Road
- C. Space
- D. Circuit

6. Add something to an empty item

- A. Fills
- B. Throw
- C. Take
- D. Kick

7. People who come to visit a place

- A. resident
- B. Tourist
- C. Visitors
- D. Foreigner

8. People in their middle age

- A. Adults
- B. Old
- C. Children
- D. Newborn

9. A beautiful object to see is usually called?

- A. Mountain
- B. Beach
- C. View
- D. Flower

10. Sea or water transportation

- A. Train
- B. Boat
- C. Busway
- D. Plane

11. Provide something refreshing to the eyes

- A. Sell
- B. Take
- C. Give
- D. Serve

12. A place to walk or ride

- A. Field

- B. Roads
- C. Garden
- D. Jungle

13. When we use money to redeem something

- A. Giving
- B. Paying
- C. Reducing
- D. Working

14. Something that is shining, clear, and bright

- A. Sparkling
- B. Sun
- C. Torch
- D. Candle

15. When you use your brain to think

- A. Expression
- B. Body language
- C. Minds
- D. Emotional

16. Emitted something bright at night

- A. Light
- B. Star
- C. Moon
- D. Lamp

17. Underage people like to play

- A. Adult
- B. Old

- C. Children
- D. Newborn

18. Known by many people

- A. Extrovert
- B. Famous
- C. Introvert
- D. Hyperactive

19. The place where the ship docks

- A. Pier
- B. Airport
- C. Station
- D. Taxi base

20. A place that provides a playground area and street food at night

- A. Night market
- B. Bazar
- C. Mall
- D. Cafe

10. Instrumen Penilaian

Nama Sekolah : SMP Negeri 2 Genteng
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/2
Tahun Ajaran : 2025

✓ Penilaian Sikap

Teknik : Observasi

Instrumen : Lembar Observasi Guru

LEMBAR OBSERVASI GURU

Kelas :

Hari/Tanggal :

Pertemuan Ke :

Materi :

Petunjuk : Guru mengisi lembar observasi dengan menuliskan Nama Peserta Didik dan nilai

Aspek yang dinilai	Kriteria	Skor
Jujur	Selalu menunjukkan sikap jujur	5
	Sering menunjukkan sikap jujur	4
	Jarang menunjukkan sikap jujur	3
	Pernah menunjukkan sikap jujur	2
	Tidak pernah menunjukkan sikap jujur	1
Disiplin	Selalu menunjukkan sikap disiplin	5
	Sering menunjukkan sikap disiplin	4
	Jarang menunjukkan sikap disiplin	3
	Pernah menunjukkan sikap disiplin	2
	Tidak pernah menunjukkan sikap disiplin	1
Tanggung jawab	Selalu menunjukkan sikap tanggung jawab	5
	Sering menunjukkan sikap tanggung jawab	4
	Jarang menunjukkan sikap tanggung jawab	3
	Pernah menunjukkan sikap tanggung jawab	2
	Tidak pernah menunjukkan sikap tanggung jawab	1
Santun	Selalu menunjukkan sikap santun	5
	Sering menunjukkan sikap santun	4
	Jarang menunjukkan sikap santun	3

	Pernah menunjukkan sikap santun	2
	Tidak pernah menunjukkan sikap santun	1
Percaya diri	Selalu menunjukkan sikap percaya diri	5
	Sering menunjukkan sikap percaya diri	4
	Jarang menunjukkan sikap percaya diri	3
	Pernah menunjukkan sikap percaya diri	2
	Tidak pernah menunjukkan sikap percaya diri	1

No	Nama Peserta Didik	Jujur	Disiplin	Tanggung Jawab	Santun	Percaya Diri	Skor	Nilai
1								
2								
3								
4	Dst							

Kriteria:

Kriteria penilaian sikap diadaptasi dari buku Panduan Penilaian oleh Pendidik dan Satuan Pendidikan Sekolah Menengah Pertama.

No.	Sikap	Indikator
1.	Jujur	Tidak menyontek dalam mengerjakan ujian/ulangan, tidak menjadi plagiat (menggambil/menyalin karya orang lain tanpa menyebutkan sumber).
2.	Disiplin	Datang tepat waktu, mengumpulkan tugas-tugas tepat waktu.
3.	Tanggung Jawab	Melaksanakan tugas individu dengan baik.
4.	Santun	Tidak berkata-kata kotor, kasar, dan takabur.
5.	Percaya Diri	Berpendapat atau melakukan kegiatan tanpa ragu-ragu.

Rubrik penilaian sikap

Pedoman penskoran

Nilai = skor yang diperoleh X 4 Skor maksimal

= 100

Kategori nilai sikap

No.	Rentang Nilai	Predikat
1	81-100	Sangat baik (A)
2	61-80	Baik (B)
3	40-60	Cukup (C)
4	20-39	Kurang (D)

b) Penilaian Pengetahuan Kisi-kisi LKPD 1

11. Tujuan Pembelajaran	Kriteria Pengukuran Ketercapaian Tujuan Pembelajaran	Kisi-kisi soal	Soal	Ranah	No. Soal
<p>The students can find some word in a text that they don't know the meaning of, then we will discuss in a flashcard about the words that they don't understand.</p> <p>And then the students are expected to know more about various vocabulary using flashcard in Quizlet</p>	<p>Setelah membaca diharapkan, peserta didik dapat menuliskan (C1) 10 kosa kata terkait dengan kosa kata yang belum mereka pahami pada soal dengan benar.</p>	<p>Diberikan tayangan descriptive text, peserta didik dapat menuliskan (C1) 10 kosa kata terkait text.</p>	<p><i>Write down verbs you found from the text.</i></p>	<p>C1</p>	<p>1-10</p>

Pedoman penskoran:

Nilai = skor yang diperoleh X 10

= 100

MODUL
(For Control Class)
MEETING 1

Modul Ajar Bahasa Inggris Fase D Kelas VII (Kurikulum Merdeka)

No.	Component	Description
1.	General information on teaching devices	
	Researcher Name	Indri Kusuma Dewi
	Institution Name	SMP Negeri 2 Genteng
	Year of Preparation of Teaching Modules	2025
	School Levels	Junior High School (SMP)
	Class Levels	VII (Seventh)
	Time	1x meeting 80 minutes
2.	Learning Achievement Phase D	
	Learning achievement phase/Fase Capaian Pembelajaran (CP)	Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa

		<p>Inggris di fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan.</p> <p>Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.</p>
	<p>Elements/Domains CP</p>	<p>Elemen Membaca – Memirsa</p> <p><i>At the end of Phase D, students are able to independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They can locate and evaluate main</i></p>

		<p><i>ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal, or interactive texts. They can identify the purpose of texts and begin to make inferences to comprehend implicit information in the text.</i></p> <p>Elemen Menyimak – Berbicara</p> <p><i>By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions, and views with teachers, peers, and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussions such as giving</i></p>
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		<p><i>opinions, making comparisons, and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.</i></p>
	Learning objectives	<p>The students can find some words in a text that they don't know the meaning of, and then we will discuss the words they don't understand in class. Then, the students are expected to learn more about various vocabulary words using a dictionary.</p>
3.	<p>Criteria for Measuring the Achievement of Learning Objectives and Assessment (Formative Assessment)</p>	
	<p>Assessment of Competence or Ability, and Knowledge</p>	<p><u>Meeting 1</u></p> <p>1. Remembering (C1): The students can identify and recall specific vocabulary related to the descriptive text provided by the teacher.</p> <p>2. Understanding (C2): The students can recognize and explain the unfamiliar vocabulary from the text that they do not understand.</p> <p>3. Applying (C3): The students can determine and apply the correct meanings of vocabulary related to the descriptive text provided by the teacher.</p>

	How to do the assessment	Read, listen, and write
	Product	Write down vocabulary that students don't understand.
4.	Pancasila Students Profile	
	Pancasila students' profile that is related.	<ul style="list-style-type: none"> ● Believe in and fear God and have a noble character. ● Independent ● Work together ● Critical reasoning ● Creative
5.	Infrastructure	
	Facility	<ul style="list-style-type: none"> ● Book ● Dictionary ● Paper
6.	About Students	
	Students' category	Students
	Number of Students	36 students
7.	Model and Learning Methods.	
	Learning models	<ul style="list-style-type: none"> a) Face to face b) Problem-Based Learning (PBL) <ul style="list-style-type: none"> a) Orientation to the problem b) Coordinate students to learn

		<p>c) Guide individual investigation</p> <p>d) Develop and show the work</p> <p>e) Analyze and evaluate of problem-solving process</p>
	Learning Methods	Group work/ individual
8.	Assessment	
	Assessment method	Individual assessment rubric (terlampir)
	Type of assessment	Formative in written form (<i>descriptive text</i>)
9.	Teaching materials and tools	
	Teaching materials	<p>Picture of Borobudur Temple</p> <p>Descriptive text Borobudur (semua materi terlampir)</p> <p>Structure of descriptive text</p>
	Tools and materials	<p>Lembar Kerja Peserta Didik (LKPD)</p> <p>Lembar Refleksi</p>
	Media Pembelajaran	Menggunakan media berbasis paper.
10.	Sequence of learning activities	
	Pertemuan 1	<p><u>Opening (15 minutes)</u></p> <p>Greeting:</p> <p>Hi class, how are you today? Have you eaten your breakfast?</p> <p>Before we go to the material today, let me introduce myself.</p> <p>The teacher asks the leader of the class to guiding pray together before the class begins.</p> <p>The teacher will check students' attendance first.</p> <p>Setting the topic:</p> <p>Before we go to the material, I have a question for you. Do you know the popular Temple in Central Java? Where is it? Who has been there?</p>

	<p>Raising a question:</p> <p>If we are talking about place, then what material will we discuss today? After the students answer the questions, the teacher asks about descriptive text.</p> <p>The teacher read the learning objectives.</p> <hr/> <p><u>Kegiatan Inti (50 menit)</u></p> <p>a) Orientation to Problem</p> <ol style="list-style-type: none"> 1. First, the teacher shows a picture of Borobudur Temple on the Paper. Then the students observe the images given by the teacher (Borobudur Temple) on the paper in front of the class. 2. Students work with the teacher doing questions and answers, questions about the picture, such as” <i>What is it?</i>” <i>“Have you ever visited this place?”</i> 3. The teacher shares the descriptive text and asks the students to see the descriptive text before the teacher explains. 4. The teacher explains the material about descriptive text, and the kind of vocabulary, such as verbs, adjectives, nouns, prepositions, and adverbs. 5. The teacher asks the students to read the descriptive text. After reading the text, students are guided by the teacher to Remembering (C1) some vocabulary found in the text. 6. The teacher guides the students to remember and write the vocabulary that they don’t understand in the text. 7. The teacher asks students to understand (C2) to determine what kind of vocabulary appears in the text. 8. The teacher guides students applying (C3) the material that they have learn into a test at the end of the session <hr/> <p><u>Closing (15 minutes)</u></p> <p>Q&A session:</p> <ol style="list-style-type: none"> 6. To check about students' understanding of the material,
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		<p>the teacher will ask what is the difficulties they found and which parts they still don't understand.</p> <p>7. Guide the students to conclude the material today.</p> <p>8. Inform students about the next material and ask them to learn a lot about the next material.</p> <p>Pray together to end the class by greeting the students.</p>
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Mengetahui,

Banyuwangi, 7 May 2025

Kepala Sekolah SMPN 2 Genteng

Researcher

English Teacher

Indri Kusuma Dewi

NIP

1. Material

Borobudur Temple

Borobudur temple is a temple which become a source of pride for Indonesian people because it has been included in the 7 wonders of the world. It also becomes the largest Buddhist temple in the world. This temple is located in Borobudur Village, Magelang, Central Java, Indonesia. It is approximately 100 km from Semarang, 86 km from Surakarta, and 40 km from Jogjakarta. It was found as a place of worship for the Mahayana Buddhists by the Sailendra dynasty in 800 AD. It was first discovered by Sir Thomas Stanford Raffles in 1814. At that time, it was found crushed and buried in the ground.

Originally, it had 10 levels with have overall height of about 42 meters. However, after the reparation, the height of Borobudur became approximately 34.5 meters with an overall building area of about 15,129 m². The front side of the Borobudur temple faces eastwards, although each side of the temple has a similar form. There are 3 main levels of the realm in Borobudur. The third level is Kamadhatu (the realm of lust), Rupadhatu (the tangible realm), and Arupadhatu (the formless realm).

MEETING 1 BOROBUDUR TEMPLE

MEETING 1 BOROBUDUR TEST

Nama:

Kelas:

Answer the question below with the correct answer!

1. Piles of stones arranged tall and neatly like a building

A Mosque

B Palace

C Apartment

D Temple

2. Something that happened

- A Became
- B Did
- C Will
- D Going

3. Something that becomes an identity that refers to achievement

- A Diligent
- B Winner
- C Pride
- D Champion

4. Synonyms of human in other words are

- A Boys
- B People
- C Everyone
- D Girls

5. The existence of a place is also called

- A Visited
- B Known
- C Discovered
- D Located

6. Something bigger than others is usually called

- A Tiny
- B Small
- C Largest
- D Little

7. Part an area around us that is far from the city

A Village

B City

C Town

D Kingdom

8. Looking for something

A Lost

B Shopping

C Touch

D Found

9. A destination you want to visit is usually called

A Beach

B Place

C Waterpark

D Mountain

10. Adoration and honor given to God, which is the first act of the virtue of religion.

A Worship

B Singing

C Visiting

D Bonding

11. Treatments for some building damage for better results

A Maintenance

B Service

C Reparations

D Improvement

12. Damage that causes an object to change its function

- A Broken
- B Destroyed
- C Crushed
- D Crack

13. Something is underground

- A Fall down
- B Stuck
- C Covered
- D Buried

14. Something towering

- A Length
- B Height
- C Weight
- D Width

15 Made by people with stone, sand, and cement, used by humans as a place to live.

- A Industry
- B House
- C Building
- D Studio

16. Something that is not visible from the back and front

- A Top
- B Front
- C Back
- D Side

17. Something almost the same as each other

A Twin

B Different

C Similar

D Sequentially

18 Locations that differentiate the position

A Layers

B Arrangement

C Levels

D Ladder

19 Pointing/visible

A Sideways

B Stare

C Fight

D Facing

20. Which direction does the sun rise from

A Northward

B Eastward

C Westward

D Southward

2. Instrumen Penilaian

Nama Sekolah : SMP Negeri 2 Genteng

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/2

Tahun Ajaran : 2025

c) Penilaian Sikap

Teknik : Observasi

Instrumen : Lembar Observasi Guru

LEMBAR OBSERVASI GURU

Kelas :

Hari/Tanggal :

Pertemuan Ke :

Materi :

Petunjuk : Guru mengisi lembar observasi dengan menuliskan Nama Peserta

Didik dan nilai sikap sesuai dengan rubrik yang disediakan.

	Nama Peserta Didik	Jujur	Disiplin	Tanggung Jawab	Santun	Percaya Diri	Skor	Nilai
1								
2								
3								
4	Dst							

Kriteria:

No.	Sikap	Indikator
1.	Jujur	Tidak menyontek dalam mengerjakan ujian/ulangan, tidak menjadi plagiat (mengambil/menyalin karya orang lain tanpa menyebutkan sumber).
2.	Disiplin	Datang tepat waktu, mengumpulkan tugas-tugas tepat waktu.
3.	Tanggung Jawab	Melaksanakan tugas individu dengan baik.
4.	Santun	Tidak berkata-kata kotor, kasar, dan takabur.
5	Percaya Diri	Berpendapat atau melakukan kegiatan tanpa ragu-ragu.

Kriteria penilaian sikap diadaptasi dari buku Panduan Penilaian oleh Pendidik dan Satuan Pendidikan Sekolah Menengah Pertama.

Rubrik penilaian sikap

Aspek yang dinilai	Kriteria	Skor
Jujur	Selalu menunjukkan sikap jujur	5
	Sering menunjukkan sikap jujur	4
	Jarang menunjukkan sikap jujur	3
	Pernah menunjukkan sikap jujur	2
	Tidak pernah menunjukkan sikap jujur	1
Disiplin	Selalu menunjukkan sikap disiplin	5
	Sering menunjukkan sikap disiplin	4
	Jarang menunjukkan sikap disiplin	3
	Pernah menunjukkan sikap disiplin	2
	Tidak pernah menunjukkan sikap disiplin	1
Tanggung jawab	Selalu menunjukkan sikap tanggung jawab	5
	Sering menunjukkan sikap tanggung jawab	4
	Jarang menunjukkan sikap tanggung jawab	3
	Pernah menunjukkan sikap tanggung jawab	2
	Tidak pernah menunjukkan sikap tanggung jawab	1
Santun	Selalu menunjukkan sikap santun	5
	Sering menunjukkan sikap santun	4
	Jarang menunjukkan sikap santun	3
	Pernah menunjukkan sikap santun	2
	Tidak pernah menunjukkan sikap santun	1
Percaya diri	Selalu menunjukkan sikap percaya diri	5
	Sering menunjukkan sikap percaya diri	4
	Jarang menunjukkan sikap percaya diri	3
	Pernah menunjukkan sikap percaya diri	2
	Tidak pernah menunjukkan sikap percaya diri	1

Pedoman penskoran

Nilai = skor yang diperoleh X 4 Skor maksimal
= 100

Kategori nilai sikap

No.	Rentang Nilai	Predikat
1	81-100	Sangat baik (A)
2	61-80	Baik (B)
3	40-60	Cukup (C)
4	20-39	Kurang (D)

b). Penilaian Pengetahuan Kisi- kisi LKPD 1

Tujuan Pembelajaran	Kriteria Pengukuran Ketercapaian Tujuan Pembelajaran	Kisi-kisi soal	Soal	Ranah	No. Soal
<p>The students can find some words in a text that they don't know the meaning, then we will discuss in a flashcard about the words that they don't understand. And then the students are expected to know more about various vocabulary using flashcard in Quizlet</p>	<p>Setelah membaca diharapkan, peserta didik dapat menuliskan (C1) 10 kosa kata terkait dengan kosa kata yang belum mereka pahami pada soal dengan benar.</p>	<p>Diberikan tayangan descriptive text, peserta didik dapat menuliskan (C1) 10 kosa kata terkait text.</p>	<p><i>Write down verbs you found from the text.</i></p>	<p>C1</p>	<p>1-10</p>

Pedoman penskoran:

$$\text{Nilai} = \text{skor yang diperoleh} \times 10$$

$$= 100$$

(For Control Class)

MEETING 2**Modul Ajar Bahasa Inggris Fase D Kelas VII (Kurikulum Merdeka)**

No.	Component	Description
1.	General information on teaching devices	
	Researcher Name	Indri Kusuma Dewi
	Institution Name	SMP Negeri 2 Genteng
	Year of Preparation of Teaching Modules	2025
	School Levels	Junior High School (SMP)
	Class Levels	VII (Seventh)
	Time	1x meeting 80 minutes
2.	Learning Achievement Phase D	
	Learning achievement phase/Fase Capaian Pembelajaran (CP)	Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa

		<p>menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.</p>
	Elements/Domains CP	<p>Elemen Membaca – Memirsa</p> <p><i>At the end of Phase D, students are able to independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They can locate and evaluate main ideas and specific inform</i></p>

		<p><i>ation in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal, or interactive texts. They can identify the purpose of texts and begin to make inferences to comprehend implicit information in the text.</i></p> <p>Elemen Menyimak – Berbicara</p> <p><i>By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions, and views with teachers, peers, and others in an increasing variety of familiar formal and informal contexts.</i></p> <p><i>With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussions such as giving opinions, making</i></p>
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		<p><i>comparisons, and stating preferences.</i></p> <p><i>They explain and clarify their answers using basic sentence structure and verb tenses.</i></p>
	Learning objectives	The students can read the vocabulary that the teacher gave. The students know the meaning of words. The students can listen to the words with the right pronunciation. The students can answer the teacher's question.
	Knowledge or Competence	Understand the vocabulary with the meaning of words.
3.	Criteria for Measuring the Achievement of Learning Objectives and Assessment (Formative Assessment)	
	Assessment of Competence or Ability, and Knowledge	<p><u>Meeting 1</u></p> <p>1. Remembering (C1): The students can identify and recall specific vocabulary related to the descriptive text provided by the teacher.</p> <p>2. Understanding (C2): The students can recognize and explain the unfamiliar vocabulary from the text that they do not understand.</p> <p>3. Applying (C3): The students can determine and apply the correct meanings of vocabulary related to the descriptive text provided by the teacher.</p>

	How to do the assessment	Read, listen, and write.
	Product	Write down vocabulary that students don't understand.
4.	Pancasila Students Profile	
	Pancasila students' profile that is related.	<ul style="list-style-type: none"> ● Believe in and fear God and have a noble character. ● Independent ● Work together ● Critical reasoning ● Creative
5.	Infrastructure	
	Facility	<ul style="list-style-type: none"> ● Book ● Dictionary ● Paper
6.	About Students	
	Students' category	Students
	Number of Students	36 students
7.	Model and Learning Methods.	
	Learning models	a) Face to face b) Problem-Based Learning (PBL) f) Orientation to the problem g) Coordinate students to learn h) Guide individual investigation i) Develop and show the work j) Analyze and evaluate of problem-solving process
	Learning Methods	Group work/ individual
	Assessment	

8.	Assessment method	Individual assessment rubric (terlampir)
	Type of Assessment	Formative in written form (<i>descriptive text</i>)
9.	Teaching materials and tools	
	Teaching materials	Picture of Red Island Beach Descriptive text Beach (semua materi terlampir) Structure of descriptive text
	Tools and materials	Lembar Kerja Peserta Didik (LKPD) Lembar Refleksi
	Media Pembelajaran	Menggunakan media berbasis paper.
10.	Sequence of learning activities	
	Pertemuan 1	<p><u>Opening (15 minutes)</u></p> <p>Greeting: Hi class, how are you today? Have you eaten your breakfast? Before we go to the material today, let me introduce myself. The teacher asks the leader of the class to guiding pray together before the class begins. The teacher will check students' attendance first.</p> <p>Setting the topic: Before we go to the material, I have a question for you. Do you know the most popular beach with a gorgeous sunset in Banyuwangi? Where is it? Who has been there?</p> <p>Raising a question: If we are talking about place, then what material will we discuss today? After the students answer the questions, the teacher asks about descriptive text. The teacher read the learning objectives.</p>

	<p><u>Kegiatan Inti (50 menit)</u></p> <p>a) Orientation to Problem</p> <ol style="list-style-type: none"> 1. First, the teacher shows a picture of Red Island on the Paper. Then the students observe the images given by the teacher (Red Island) on the paper in front of the class. 2. Students work with the teacher doing questions and answers, questions about the picture, such as” <i>What is it?</i>” <i>“Have you ever visited this place?”</i> 3. The teacher shares the descriptive text and asks the students to see the descriptive text before the teacher explains. 4. The teacher explains the material about descriptive text, and the kind of vocabulary, such as verbs, adjectives, nouns, prepositions, and adverbs. 5. The teacher asks the students to read the descriptive text. After reading the text, students are guided by the teacher to Remembering (C1) some vocabulary found in the text. 6. The teacher guides the students to remember and write the vocabulary that they don’t understand in the text. 7. The teacher asks students to understand (C2) to determine what kind of vocabulary appears in the text. 8. The teacher guides students applying (C3) the material that they have learn into a test at the end of the session <p><u>Closing (15 minutes)</u></p> <ol style="list-style-type: none"> 1. Q&A session to check about understanding of the material. 2. Guide the students to conclude the material today. 3. Inform students about the next material and ask them to learn a lot about the next material. 4. Pray together to end the class
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Mengetahui,
Kepala Sekolah SMPN 2 Genteng

Banyuwangi, 7 May 2025
Researcher

English Teacher

Indri Kusuma Dewi

NIP

LAMPIRAN

1. Material & question

Red Island Beach

Red Island Beach is one of the leading destinations in Banyuwangi that located in Sumberagung Village, Pesanggaran District, 60 km from the city center towards the south of Banyuwangi. It takes a 2.5-hour drive when reached by car.

Before being named the Red Island Beach, the beach was named Ringin Pitu. There are two reasons why this beach is known as the Red Beach, the first because there was pink reddish soil at the beach, while the second version is because it supposedly emitted red light around the shoreline.

With waves as high as 4 meters when the tide, and the waves as far as 3km long, it makes the Red Sea is a destination for surfers. It has been proved by the International Surfing Championship Competition in 2013, and was followed by surfers from 20 countries was opened by the Minister of Tourism.

MEETING 2 RED ISLAND

Nama :

Kelas :

Answer the question below with the correct answer!

1. People looking for waves to surf

A. Tourist

B. Surfers

C. Fisherman

D. Skateboard

2. A vehicle that is usually used to transport more than one person

A. Plane

- B. Car
- C. Bicycle
- D. Train

3. The line along which a large body of water meet the land

- A. Estuary
- B. Beach
- C. Island
- D. Shoreline

4. Time meassuring instrument

- A. Day
- B. Hours
- C. Months
- D. Years

5. Theres is the light shinning

- A. Emmited
- B. Radiated
- C. Absorbed
- D. Dazzled

6. A large town

- A. Village
- B. District
- C. World
- D. City

7. The number after one / usually used to be sign peace

- A. Two
- B. One

C. Three

D. Four

8. Sea water rising and rolling over each other

A. Tide

B. Water

C. Wind

D. Waves

9. A community of people smaller than town

A. Area

B. Village

C. Forest

D. Association

10. Where is the myth of the sea queen

A. South

B. East

C. West

D. North

11. Land area, small and surrounded by water

A. Island

B. Village

C. City

D. Sea

12. The time in the afternoon approaching evening when the sun goes down

A. Sea

B. Sunset

C. Sun

D. Sunrise

13. Water rises to land during strong winds usually in the afternoon approaching evening

A. Flood

B. Tsunami

C. Tide

D. Earthquake

14. Places people to go or visit

A. Market

B. Zoo

C. Destinations

D. Mall

15. A color that is almost like pink but not pink

A. Yellow

B. Black

C. Reddish

D. Green

16. Land area located on edge of the sea

A. Beach

B. Island

C. Lake

D. Sky

17. Every day you step on it while you are walking

A. Water

B. Soil

C. Slippers

D. Wood

18. Synonym of number two or position after number one

A. Fourth

B. First

C. Third

D. Second

19. An area that has been covered becomes smaller

A. Town

B. City

C. District

D. Country

20. Going somewhere with a car or bicycle

A. Car

B. Drive

C. Road

D. Steering wheel

2. Instrumen Penilaian

Nama Sekolah : SMP Negeri 2 Genteng

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/2

Tahun Ajaran : 2025

a) Penilaian Sikap

Teknik : Observasi

Instrumen : Lembar Observasi Guru

LEMBAR OBSERVASI GURU

Kelas :
 Hari/Tanggal :
 Pertemuan Ke :
 Materi :

Petunjuk : Guru mengisi lembar observasi dengan menuliskan Nama Peserta Didik dan nilai sikap sesuai dengan rubrik yang disediakan.

	Nama Peserta Didik	Jujur	Disiplin	Tanggung Jawab	Santun	Percaya Diri	Skor	Nilai
1								
2								
3								
4	Dst							

Kriteria:

No.	Sikap	Indikator
1.	Jujur	Tidak menyontek dalam mengerjakan ujian/ulangan, tidak menjadi plagiat (menggambil/menyalin karya orang lain tanpa menyebutkan sumber).
2.	Disiplin	Datang tepat waktu, mengumpulkan tugas-tugas tepat waktu.
3.	Tanggung Jawab	Melaksanakan tugas individu dengan baik.
4.	Santun	Tidak berkata-kata kotor, kasar, dan takabur.
5	Percaya Diri	Berpendapat atau melakukan kegiatan tanpa ragu-ragu.

Kriteria penilaian sikap diadaptasi dari buku Panduan Penilaian oleh Pendidik dan Satuan Pendidikan Sekolah Menengah Pertama.

Rubrik penilaian sikap

Aspek yang dinilai	Kriteria	Skor
Jujur	Selalu menunjukkan sikap jujur	5
	Sering menunjukkan sikap jujur	4
	Jarang menunjukkan sikap jujur	3
	Pernah menunjukkan sikap jujur	2
	Tidak pernah menunjukkan sikap jujur	1
Disiplin	Selalu menunjukkan sikap disiplin	5
	Sering menunjukkan sikap disiplin	4
	Jarang menunjukkan sikap disiplin	3
	Pernah menunjukkan sikap disiplin	2
	Tidak pernah menunjukkan sikap disiplin	1
Tanggung jawab	Selalu menunjukkan sikap tanggung jawab	5
	Sering menunjukkan sikap tanggung jawab	4
	Jarang menunjukkan sikap tanggung jawab	3
	Pernah menunjukkan sikap tanggung jawab	2
	Tidak pernah menunjukkan sikap tanggung jawab	1
Santun	Selalu menunjukkan sikap santun	5
	Sering menunjukkan sikap santun	4
	Jarang menunjukkan sikap santun	3
	Pernah menunjukkan sikap santun	2
	Tidak pernah menunjukkan sikap santun	1
Percaya diri	Selalu menunjukkan sikap percaya diri	5
	Sering menunjukkan sikap percaya diri	4
	Jarang menunjukkan sikap percaya diri	3
	Pernah menunjukkan sikap percaya diri	2
	Tidak pernah menunjukkan sikap percaya diri	1

Pedoman penskoran

Nilai = skor yang diperoleh X 4 Skor maksimal
= 100

Kategori nilai sikap

No.	Rentang Nilai	Predikat
1	81-100	Sangat baik (A)
2	61-80	Baik (B)
3	40-60	Cukup (C)
4	20-39	Kurang (D)

b). Penilaian Pengetahuan Kisi- kisi LKPD 1

Tujuan Pembelajaran	Kriteria Pengukuran Ketercapaian Tujuan Pembelajaran	Kisi-kisi soal	Soal	Ranah	No. Soal
<p>The students can found some words in a text that they don't know the meaning, then we will discuss in a flashcard about the words that they don't understand. And then the students are expected to know more about various vocabulary using flashcard in Quizlet</p>	<p>Setelah membaca diharapkan, peserta didik dapat menuliskan (C1) 10 kosa kata terkait dengan kosa kata yang belum mereka pahami pada soal dengan benar.</p>	<p>Diberikan tayangan descriptive text, peserta didik dapat menuliskan (C1) 10 kosa kata terkait text.</p>	<p><i>Write down verbs you found from the text.</i></p>	<p>C1</p>	<p>1-10</p>

Pedoman penskoran:

Nilai = skor yang diperoleh X 10 = 100

MEETING 3
(For Control Class)

Modul Ajar Bahasa Inggris Fase D Kelas VII (Kurikulum Merdeka)

No.	Component	Description
1.	General information on teaching devices	
	Researcher Name	Indri Kusuma Dewi
	Institution Name	SMP Negeri 2 Genteng
	Year of Preparation of Teaching Modules	2025
	School Levels	Junior High School (SMP)
	Class Levels	VII (Seventh)
	Time	1x meeting 80 minutes
2.	Learning Achievement Phase D	
	Learning achievement phase/Fase Capaian Pembelajaran (CP)	Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa

		<p>Inggris di fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.</p>
	Elements/Domains CP	<p>Elemen Membaca – Memirsa</p> <p><i>At the end of Phase D, students are able to independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They can locate and evaluate</i></p>

	<p><i>main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal, or interactive texts. They can identify the purpose of texts and begin to make inferences to comprehend implicit information in the text.</i></p> <p>Elemen Menyimak – Berbicara</p> <p><i>By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions, and views with teachers, peers, and others in an increasing variety of familiar formal and informal contexts.</i></p> <p><i>With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They</i></p>
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		<p><i>engage in discussions such as giving opinions, making comparisons, and stating preferences.</i></p> <p><i>They explain and clarify their answers using basic sentence structure and verb tenses.</i></p>
	Learning objectives	The students can read the vocabulary that the teacher gave. The students know the meaning of words. The students can listen to the words with the right pronunciation. The students can answer the teacher's question.
	Knowledge or Competence	Understand the vocabulary with the meaning of words.
3.	Criteria for Measuring the Achievement of Learning Objectives and Assessment (Formative Assessment)	
	Assessment of Competence or Ability, and Knowledge	<p><u>Meeting 1</u></p> <p>1. Remembering (C1): The students can identify and recall specific vocabulary related to the descriptive text provided by the teacher.</p> <p>2. Understanding (C2): The students can recognize and explain the unfamiliar vocabulary from the text that they do not understand.</p> <p>3. Applying (C3): The students can determine and apply the correct meanings of vocabulary related to the</p>

		descriptive text provided by the teacher.
	How to do the assessment	Read, listen, and write
	Product	Write down vocabulary that students don't understand.
4.	Pancasila Students Profile	
	Pancasila students' profile that is related.	<ul style="list-style-type: none"> ● Believe in and fear God and have a noble character. ● Independent ● Work together ● Critical reasoning ● Creative
5.	Infrastructure	
	Facility	<ul style="list-style-type: none"> ● Textbook ● Dictionary ● Paper
6.	About Students	
	Students' category	Students
	Number of Students	36 students
7.	Model and Learning Methods.	
	Learning models	<ul style="list-style-type: none"> a) Collaborative language learning b) Guide individual investigation

		c) Develop and show the work d) Analyze and evaluate the problem-solving process
	Learning Methods	Group work/ individual
8.	Assessment	
	Assessment method	Individual assessment rubric (terlampir)
	Type of Assessment	Formative in written form (<i>descriptive text</i>)
9.	Teaching materials and tools	
	Teaching materials	Picture of Marina Boom Beach Descriptive text Marina Boom Beach (semua materi terlampir) Structure of descriptive text
	Tools and materials	Lembar Kerja Peserta Didik (LKPD) Lembar Refleksi
	Media Pembelajaran	Menggunakan media berbasis paper.
10.	Sequence of learning activities	
	Pertemuan 1	<u>Opening (15 minutes)</u> Greeting: Hi class, how are you today? Have you eaten your breakfast? Before we go to the material today, let me introduce myself. The teacher asks the leader of the class to guiding pray together before the class begins. The teacher will check students' attendance first. Setting the topic: Before we go to the material, I have a question for you. Do you know the popular beach in the central city of Banyuwangi? Where is it? Who has been there?

	<p>Raising a question:</p> <p>If we are talking about place, then what material will we discuss today? After the students answer the questions, the teacher asks about descriptive text.</p> <p>The teacher read the learning objectives.</p> <hr/> <p><u>Kegiatan Inti (50 menit)</u></p> <p>a) Orientation to Problem</p> <ol style="list-style-type: none"> 1. First, the teacher shows a picture of Marina Boom Beach on the Paper. Then the students observe the images given by the teacher (Marina Boom Beach) on the paper in front of the class. 2. Students work with the teacher doing questions and answers, questions about the picture, such as” <i>What is it?</i>” <i>“Have you ever visited this place?”</i> 3. The teacher shares the descriptive text and asks the students to see the descriptive text before the teacher explains. 4. The teacher explains the material about descriptive text, and the kind of vocabulary, such as verbs, adjectives, nouns, prepositions, and adverbs. 5. The teacher asks the students to read the descriptive text. After reading the text, students are guided by the teacher to Remembering (C1) some vocabulary found in the text. 6. The teacher guides the students to remember and write the vocabulary that they don’t understand in the text. 7. The teacher asks students to understand (C2) to determine what kind of vocabulary appears in the text. 8. The teacher guides students applying (C3) the material that they have learn into a test at the end of the session <hr/> <p><u>Closing (15 minutes)</u></p> <p>Q&A session:</p>
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		<p>10. To check about students' understanding of the material, the teacher will ask what is the difficulty they found and which part they still don't understand.</p> <p>11. Guide the students to conclude the material today.</p> <p>12. Inform students about the next material and ask them to learn a lot about the next material.</p> <p>Pray together to end the class by greeting the students.</p>
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Mengetahui,

Kepala Sekolah SMPN 2 Genteng

Banyuwangi, 7 May 2025

Researcher

English Teacher

NIP

Indri Kusuma Dewi

LAMPIRAN

1. Material & Questions

MARINA BOOM BEACH

Marina Boom is one of the beaches located in the middle of Banyuwangi city. This is one of the beaches that has complete facilities and is easy to access. Until now, Marina Boom has become the busiest beach that people often visit because the facilities are very complete, there is a cafe, a yacht club, a circuit area, a scooter play area, a beach, a pier, a night market, a sports area, and many others. This beach used to be a pier, but over time, this beach was built and became viral and busy because all corners of the beach are very aesthetic. Lots of visitors come to refresh their eyes and minds. Boom Beach is quite famous among children and adults, so it is not surprising that this beach is a favorite to this day.

By only paying IDR 7,500 for 1 person, we can enjoy the beauty of Boom Beach and everything in it. The first time we enter, we will be presented with a play area and a bamboo bridge typical of Boom Beach. Next to the bridge, there is a beautiful view of the yacht club, which is sparkling with lights at night and looks beautiful during the day. Yacht boats are neatly parked next to the bridge. Then there are several cafes which are very beautiful and also serve delicious food. At the end of the road, there is a beach with street food that fills the road to the beach.

MEETING 3 MARINA BOOM BEACH

Nama :

Kelas :

Answer the question below with the correct answer!

1. A place full of people
 - A. Busiest
 - B. Quiet

C. Pleasant

D. Silent

2. In the middle of

A. Under

B. Among

C. Besides

D. In front

3. Structure built over a river, road, etc

A. Building

B. Garden

C. Ornament

D. Bridge

4. When will we start visiting a place

A. Close

B. Open

C. Enter

D. Go

5. Area for riding a motorcycle

A. Rail

B. Road

C. Space

D. Circuit

6. Add something to an empty item

A. Fills

B. Throw

C. Take

D. Kick

7. People who come to visit a place

A. resident

B. Tourist

C. Visitors

D. Foreigner

8. People in their middle age

A. Adults

B. Old

C. Children

D. Newborn

9. A beautiful object to see is usually called?

A. Mountain

B. Beach

C. View

D. Flower

10. Sea or water transportation

A. Train

B. Boat

C. Busway

D. Plane

11. Provide something refreshing to the eyes

A. Sell

B. Take

C. Give

D. Serve

12. A place to walk or ride

- A. Field
- B. Roads
- C. Garden
- D. Jungle

13. When we use money to redeem something

- A. Giving
- B. Paying
- C. Reducing
- D. Working

14. Something that is shining, clear, and bright

- A. Sparkling
- B. Sun
- C. Torch
- D. Candle

15. When you use your brain to think

- A. Expression
- B. Body language
- C. Minds
- D. Emotional

16. Emmitted something bright at night

- A. Light
- B. Star
- C. Moon
- D. Lamp

17. Underage people like to play

- A. Adult
- B. Old
- C. Children
- D. Newborn

18. Known by many people

- A. Extrovert
- B. Famous
- C. Introvert
- D. Hyperactive

19. The place where the ship docks

- A. Pier
- B. Airport
- C. Station
- D. Taxi base

20. A place that provides a playground area and street food at night

- A. Night market
- B. Bazar
- C. Mall
- D. Cafe

2. Instrumen Penilaian

Nama Sekolah : SMP Negeri 2 Genteng
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/2
Tahun Ajaran : 2025

a) Penilaian Sikap

Teknik : Observasi

Instrumen : Lembar Observasi Guru

LEMBAR OBSERVASI GURU

Kelas :

Hari/Tanggal :

Pertemuan Ke :

Materi :

Petunjuk : Guru mengisi lembar observasi dengan menuliskan Nama Peserta

Didik dan nilai sikap sesuai dengan rubrik yang disediakan.

	Nama Peserta Didik	Jujur	Disiplin	Tanggung Jawab	Santun	Percaya Diri	Skor	Nilai
1								
2								
3								
4	Dst							

Kriteria:

No.	Sikap	Indikator
1.	Jujur	Tidak menyontek dalam mengerjakan ujian/ulangan, tidak menjadi plagiat (menggambil/menyalin karya orang lain tanpa menyebutkan sumber).
2.	Disiplin	Datang tepat waktu, mengumpulkan tugas-tugas tepat waktu.
3.	Tanggung Jawab	Melaksanakan tugas individu dengan baik.
4.	Santun	Tidak berkata-kata kotor, kasar, dan takabur.
5	Percaya Diri	Berpendapat atau melakukan kegiatan tanpa ragu-ragu.

Kriteria penilaian sikap diadaptasi dari buku Panduan Penilaian oleh Pendidik dan Satuan Pendidikan Sekolah Menengah Pertama.

Rubrik penilaian sikap

Aspek yang dinilai	Kriteria	Skor
Jujur	Selalu menunjukkan sikap jujur	5
	Sering menunjukkan sikap jujur	4
	Jarang menunjukkan sikap jujur	3
	Pernah menunjukkan sikap jujur	2
	Tidak pernah menunjukkan sikap jujur	1
Disiplin	Selalu menunjukkan sikap disiplin	5
	Sering menunjukkan sikap disiplin	4
	Jarang menunjukkan sikap disiplin	3
	Pernah menunjukkan sikap disiplin	2
	Tidak pernah menunjukkan sikap disiplin	1
Tanggung jawab	Selalu menunjukkan sikap tanggung jawab	5
	Sering menunjukkan sikap tanggung jawab	4
	Jarang menunjukkan sikap tanggung jawab	3
	Pernah menunjukkan sikap tanggung jawab	2
	Tidak pernah menunjukkan sikap tanggung jawab	1
Santun	Selalu menunjukkan sikap santun	5
	Sering menunjukkan sikap santun	4
	Jarang menunjukkan sikap santun	3
	Pernah menunjukkan sikap santun	2
	Tidak pernah menunjukkan sikap santun	1
Percaya diri	Selalu menunjukkan sikap percaya diri	5
	Sering menunjukkan sikap percaya diri	4
	Jarang menunjukkan sikap percaya diri	3

	Pernah menunjukkan sikap percaya diri	2
	Tidak pernah menunjukkan sikap percaya diri	1

Pedoman penskoran

Nilai = skor yang diperoleh X 4 Skor maksimal

= 100

Kategori nilai sikap

No.	Rentang Nilai	Predikat
1	81-100	Sangat baik (A)
2	61-80	Baik (B)
3	40-60	Cukup (C)
4	20-39	Kurang (D)

b). Penilaian Pengetahuan Kisi- kisi LKPD 1

Tujuan Pembelajaran	Kriteria Pengukuran Ketercapaian Tujuan Pembelajaran	Kisi-kisi soal	Soal	Ranah	No. Soal
<p>The students can find some words in a text that they don't know the meaning, then we will discuss in flashcard about the words that they don't understand. And then the students are expected to know more about various vocabulary using flashcard in Quizlet</p>	<p>Setelah membaca diharapkan, peserta didik dapat menuliskan (C1) 10 kosa kata terkait dengan kosa kata yang belum mereka pahami pada soal dengan benar.</p>	<p>Diberikan tayangan descriptive text, peserta didik dapat menuliskan (C1) 10 kosa kata terkait text.</p>	<p><i>Write down verbs you found from the text.</i></p>	<p>C1</p>	<p>1-10</p>

Pedoman penskoran:

$$\begin{aligned} \text{Nilai} &= \text{skor yang diperoleh} \times 10 \\ &= 100 \end{aligned}$$

APPENDIX. 2**Homogeneity Test Theme Place**

1. What place do we usually go to study with the teacher?

- A. Mosque
- B. Mall
- C. School
- D. River

2. I usually go to... when I am hungry

- A. Living room
- B. Canteen
- C. Garden
- D. Field

3. What is a zoo?

- A. Place to play football
- B. Place to study
- C. A place to see various animals
- D. Place to save money

4. If your mom were sick, where would you go to visit?

- A. Hospital
- B. Sport area
- C. Beach
- D. Bank

5. The beach is far from Andi's house. What is the antonym of bold word?

- A. Long
- B. Easy

C. Short

D. Near

6. Ryan dreams of becoming a pilot. Where can Ryan see a plane?

A. Train station

B. Airport

C. Road

D. Dock

7. Which objects that are on the beach can't we find in other places?

A. Shell

B. Water

C. Sand

D. Coconut

8. What is the most beautiful sunset beach in Banyuwangi?

A. Red Island

B. Green Bay

C. Watudodol

D. Wedi Ireng Beach

9. What is the name of the place where ships anchor?

A. Train station

B. Harbor

C. Field

D. Home

10. Where does your mother usually go to shop for vegetables?

A. Traditional market

B. Jungle

C. Rice field

D. Street

11. Does Banyuwangi have an airport? Where is it?

- A. Muncar
- B. Blimbingsari
- C. Pesanggaran
- D. Glenmore

12. I am happy to beach with my family

- A. Visit
- B. Join
- C. Running
- D. Walking

13. Ijen crater has a cold climate every day. What is the antonym of cold?

- A. Hot
- B. Windy
- C. Rainy
- D. Spring

14. Where do fishermen usually catch fish?

- A. Sea
- B. Mountain
- C. Market
- D. Jungle

15. Read the text below. 15-20

Umbule Bening Water Park

Umbul Bening Water Park is one of the water tourism spots in Banyuwangi. Umbul Bening has a pool with the cleanest water in Banyuwangi because the water comes from spring water without using chlorine. The location is in the middle of Sumbergondo village. This place is at an altitude of 350 to 340 above

sea level and has an area of 8 hectares. Umbul Bening has various types of pools, rides, and play areas that can be tried. In addition, there are various types of pools for children to adults.

15. Where is umbul bening located?

- A. Genteng
- B. Jajag
- C. Sumbergondo
- D. Sempu

16. What kind of place is Umbul Bening?

- A. Village
- B. Garden
- C. Waterpark
- D. Mall

17. How big is the area of Umbul Bening?

- A. 5 hectares
- B. 7 hectares
- C. 8 hectares
- D. 9 hectares

18. How many meters above sea level is Umbul Bening located?

- A. 400-450
- B. 350-340
- C. 300-350
- D. 400-500

19. How many types of pools in Umbul Bening?

- A. 2
- B. 3
- C. 4

D. 5

20. Where does the water come from?

A. Village

B. Springs

C. Sumbergondo

D. Umbul Bening

APPENDIX. 3**Material****Borobudur Temple**

Borobudur temple is a temple which become a source of pride for Indonesian people because it has been included in the 7 wonders of the world. It also becomes the largest Buddhist temple in the world. This temple is located in Borobudur Village, Magelang, Central Java, Indonesia. It is approximately 100 km from Semarang, 86 km from Surakarta, and 40 km from Jogjakarta. It was found as a place of worship for the Mahayana Buddhists by the Sailendra dynasty in 800 AD. It was first discovered by Sir Thomas Stanford Raffles in 1814. At that time, it was found crushed and buried in the ground.

Originally, it had 10 levels with have overall height of about 42 meters. However, after the reparation, the height of Borobudur became approximately 34.5 meters with an overall building area of about 15,129 m². The front side of the Borobudur temple faces eastwards, although each side of the temple has a similar form. There are 3 main levels of the realm in Borobudur. The third level is Kamadhatu (the realm of lust), Rupadhatu (the tangible realm), and Arupadhatu (the formless realm).

2. Material**a. Verb (Kata Kerja)**

Verb adalah kata kerja yang digunakan untuk menunjukkan tindakan atau keadaan. Verb dapat dibagi kedalam beberapa jenis, seperti action verb dan linking verb.

Jenis-jenis verb dan contoh:

Action Verb (Transitive) - Menunjukkan tindakan atau kepemilikan, dan dilanjutkan dengan direct object. Contoh: Have, Give, Ride

Action Verb (Intransitive) - Menunjukkan tindakan, tidak diikuti dengan direct object. Contoh: Arrive, Rise, Wait

Linking Verb - Penghubung subjek dan deskripsinya. Contoh: Be, Taste, Remain

b. Adverb (Kata Keterangan)

Sebagai kata keterangan, fungsi adverb adalah untuk memberikan keterangan tambahan pada verb, adjective, atau adverb itu sendiri. Adverb juga bisa dikelompokkan menjadi beberapa jenis, seperti manner, degree, frequency, place, dan time.

Jenis-jenis adverb dan contoh:

Adverbs of Manner = Well, Softly, Quickly

Adverbs of Degree = Just, Almost, So

Adverbs of Frequency = Usually, Always, Rarely

Adverbs of Place = In, Above, Below

Adverb of Time = Annually, Daily, Yesterday

c. Noun (Kata Benda)

Noun atau kata benda digunakan untuk nama orang, benda, hewan, tempat, dan ide atau konsep. Noun sendiri dapat dibagi lagi ke berbagai jenis, seperti countable, uncountable / mass, common, proper, concrete, abstract, dan collective noun.

Jenis-jenis noun dan contoh:

Countable (dapat dihitung) = Book, Elephant, Train

Uncountable / Mass (tidak dapat dihitung) = Love, Sand, Happiness

Common (Sesuatu yang umum) = Country, City, Month

RED ISLAND BEACH

Red Island Beach is one of the leading destinations in Banyuwangi, located in Sumberagung Village, Pesanggaran District, 60 km from the city center towards the south of Banyuwangi. It takes a 2.5-hour drive when reached by car.

Before being named Red Island Beach, the beach was known as Ringin Pitu. There are two reasons why this beach is known as the Red Beach, the first because there was pink reddish soil at the beach, while the second version because it supposedly emitted red light around the shoreline. Many people chase the sunset on

this beach, which is caused by the red light around the shoreline.

With waves as high as 4 meters when the tide, and the waves as far as 3km long, it makes the Red Sea is a destination for surfers. It has been proved that the International Surfing Championship Competition in 2013 was attended by surfers from 20 countries was opened by the minister of tourism.

MARINA BOOM BEACH

Marina Boom is one of the beaches located in the middle of Banyuwangi city. This is one of the beaches that has complete facilities and is easy to access. Until now, Marina Boom has become the busiest beach that people often visit because the facilities are very complete, there is a cafe, a yacht club, a circuit area, a scooter play area, a beach, a pier, a night market, a sports area, and many others. This beach used to be a pier, but over time, this beach was built and became viral and busy because all corners of the beach are very aesthetic. Lots of visitors come to refresh their eyes and minds. Boom Beach is quite famous among children and adults, so it is not surprising that this beach is a favorite to this day.

By only paying IDR 7,500 for 1 person, we can enjoy the beauty of Boom Beach and everything in it. The first time we enter, we will be presented with a play area and a bamboo bridge typical of Boom Beach. Next to the bridge, there is a beautiful view of the yacht club, which is sparkling with lights at night and looks beautiful during the day. Yacht boats are neatly parked next to the bridge. Then there are several cafes which are very beautiful and also serve delicious food. At the end of the road, there is a beach with street food that fills the road to the beach.

APPENDIX. 4**Post Test Theme Place**

Nama:

Kelas:

Answer the question below with the correct answer!

1. Where do you go when you are sick?
 - A. Library
 - B. Hospital
 - C. Supermarket
 - D. Restaurant

2. A place where you buy food and household items is a?
 - A. Bank
 - B. Caffee
 - C. Post office
 - D. Supermarket

3. Where do you borrow books when you need to read?
 - A. Park
 - B. Library
 - C. Hotel
 - D. Lobby

4. Where can you see historical things?
 - A. Coast
 - B. Palace
 - C. Museum
 - D. Island

5. Andi wants his body to be healthy and athletic. Where should he go?
 - A. Field

- B. GYM
- C. Stadion
- D. Road

6. A place where you can sleep while on holiday/vacation is usually called?

- A. Bedroom
- B. Bathroom
- C. Hotel
- D. Cinema

7. Where must you go when you need to see the shell?

- A. Mountain
- B. Beach
- C. Glenn
- D. Mall

8. Where do people usually swim?

- A. Waterpark
- B. Cinema
- C. Zoo
- D. River

9. Ryan is a soldier. Where does Ryan usually do combat training?

- A. Jungle
- B. Garden
- C. Waterpark
- D. Ricefield

10. Mr. Yoga is a teacher. Where does Mr. Yoga work?

- A. Mosque
- B. Temple

C. School

D. Police Station

11. You go to buy a medicine

A. Bakery

B. Post office

C. Pharmacy

D. Stadium

12. A place where people usually pray is called?

A. Place of worship

B. Cinema

C. Lounge

D. Bar

13. Cheril wants to watch the latest movie. Where can she watch it?

A. Studio

B. Cinema

C. Mall

D. City

14. Where do fishermen usually earn a living?

A. Beach

B. Sea

C. Shoreline

D. Island

15. Aliya wants to buy some food and play kora-kora. Where should Aliyah go?

A. Night market

B. Traditional market

C. Supermarket

D. Playground

16. Davian likes to play football. Where should he play football?

- A. Aula
- B. Field
- C. Library
- D. Terrace

17. What is a place to wait for a train to arrive?

- A. Busway station
- B. Pier
- C. Train station
- D. Airport

18. Synonyms of place?

- A. Location
- B. Destination
- C. Vacation
- D. Holiday

19. People send letters in the?

- A. Mosque
- B. Ricefield
- C. Police officer
- D. Post office

20. My mother usually cooks in the kitchen.

- A. Kitchen
- B. Bathroom
- C. Livingroom
- D. Bedroom

APPENDIX. 5

The Result of Post-Test

No.	Experimental Class (D)	Control Class (A)
1	80	80
2	95	70
3	90	80
4	85	75
5	80	80
6	95	70
7	90	80
8	100	85
9	80	80
10	75	65
11	90	75
12	75	80
13	80	60
14	85	65
15	80	75
16	90	70
17	95	75
18	85	70
19	90	80
20	95	75
21	75	80
22	85	65
23	70	60
24	75	75
25	70	70
26	75	80
27	85	80
28	80	75
29	75	70
30	70	60
31	90	80
32	85	75
33	80	65
34	85	75
35	70	75
36	75	70
37	85	
Total	3.065	2.645

APPENDIX. 6

Research Permission Letter



KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: 0331-334988, 330738 Fax: 0331-332475
Laman: <http://fkip.unej.ac.id> e-mail: fkip@unej.ac.id

Nomor : 4539/UN25.1.5/SP/2025
Perihal : Permohonan Izin Penelitian

28 April 2025

Yth. Kepala Sekolah
SMP Negeri 2 Genteng
di
Banyuwangi

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini:

Nama : Indri Kusuma Dewi
NIM : 200210401010
Jurusan : Pend. Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Rencana Pelaksanaan : April - Mei 2025

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di SMP Negeri 2 Genteng yang Saudara pimpin dengan judul "Judul Pembimbing No Surat Aksi 200210401010 Indri Kusuma Dewi THE EFFECTIVENESS OF USING QUIZLET ON STUDENTS' VOCABULARY MASTERY". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasama yang baik kami sampaikan terima kasih.



Wakil Dekan,
Bidang Akademik,
Drs. Nurman, Ph.D.
NIP. 196506011993021001



APPENDIX. 7

Research Implementation Letter



PEMERINTAH KABUPATEN BANYUWANGI
DINAS PENDIDIKAN

SMP NEGERI 2 GENTENG

SEKOLAH WISATA, RAMAH ANAK, BEBAS POLUSI, PENUH PRESTASI
NSS : 201052510141 NIS : 200600 NPSN : 20525647

Jl. Angrek No. 86 Kalligondo, Kec. Genteng, Kab. Banyuwangi, Prov. Jawa Timur
Telp. (0333) 821509 Website: <https://smpn2genteng.sch.id> Email: smpn2gentengbw@gmail.com



SURAT KETERANGAN

Nomor : 400.3.5/207/429.101.20525647/2025

Yang bertanda tangan di bawah ini Plt. Kepala SMP Negeri 2 Genteng Kabupaten Banyuwangi menerangkan dengan sebenarnya bahwa :

Nama : Indri Kusuma Dewi
NIM : 200210401010
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Universitas Jember, Fakultas Keguruan dan Ilmu Pendidikan, Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121 Telepon 0331.334988, 3307387 Fax. 0331-332475 Laman: <http://fkip.unej.ac.id> e-mail: fkip@unej.ac.id

Yang bersangkutan benar – benar telah melaksanakan Penelitian di SMP Negeri 2 Genteng Kabupaten Banyuwangi dengan Judul “ THE EFECTIVENESS OF USING QUIZLET ON STUDENTS VOCABULARY MASTERY” pada tanggal 18 Februari s/d 24 Mei 2025.

Demikian surat keterangan ini, dibuat untuk dipergunakan sebagaimana mestinya.

Genteng, 24 Mei 2025
Plt. Kepala Sekolah,

Wiyono, S.Pd.
Pembina Utama Muda, (IV/c)
NIP 196603211990031007

APPENDIX. 8

Item Statistics			
	Mean	Std. Deviation	N
Q1	.9266	.26129	286
Q2	.7797	.41516	286
Q3	.8392	.36803	286
Q4	.7902	.40787	286
Q5	.4266	.49545	286
Q6	.8636	.34378	286
Q7	.4231	.49491	286
Q8	.6294	.48382	286
Q9	.6503	.47770	286
Q10	.7587	.42860	286
Q11	.7832	.41278	286
Q12	.4790	.50044	286
Q13	.7273	.44614	286
Q14	.6888	.46379	286
Q15	.5035	.50086	286
Q16	.8601	.34745	286
Q17	.6434	.47985	286
Q18	.3776	.48564	286
Q19	.2448	.43070	286
Q20	.3252	.46926	286

APPENDIX. 9

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest _results	Equal variances assumed	2.148	.148	5.421	63	.000	9.93845	1.83328	6.27492	13.60197
	Equal variances not assumed			5.401	58.943	.000	9.93845	1.83994	6.25666	13.62024

APPENDIX. 10

7th Grade Data

PRE-TEST SCORE								
Kelas A	Kelas B	Kelas C	Kelas D	Kelas E	Kelas F	Kelas G	Kelas H	Kelas I
80	95	80	65	95	85	75	65	65
70	60	80	65	50	55	40	60	70
90	85	35	70	40	75	90	60	65
90	35	50	65	75	85	100	60	40
90	35	40	50	85	40	60	35	50
50	50	45	65	60	55	90	40	40
80	85	45	70	50	65	80	60	100
70	70	40	70	40	85	85	75	30
35	80	75	45	90	60	85	35	80
75	95	60	90	30	70	60	85	25
80	90	70	65	80	30	100	35	85
50	90	55	45	50	75	90	75	75
75	40	90	75	60	40	75	80	80
70	80	75	50	80	90	80	85	85
70	55	85	45	50	45	55	70	60
80	75	60	65	55	70	75	75	30
85	75	40	50	60	65	65	95	75
75	50	95	95	45	70	55	80	60
35	70	60	75	70	40	80	65	35
50	65	70	85	95	50	55	60	65
45	95	60	60	55	35	60	35	70
65	55	65	75	50	75	50	70	35
80	65	85	80	100	50	75	25	50
85	75	75	75	45	25	100	70	30
90	75	55	55	50	70	80	80	50
70	60	40	85	75	30	90	65	60
50	90	60	80	80	60	55	50	60
65	25	80	65	50	60	65	65	55
35	75	75	85	50	50	30	75	35
70	60	60	60	55	75	95	45	40
75	50	60	55	20	65	55	75	60
60	55	70	80	50	75	90	50	95
65	65	80	65	50	50	45	65	40
75	80	35	85	50	80	100	80	75
60	80	60	60	50	40	55	75	65
65	85			30	55	65	75	55
			55		50			
67,27273	68,61111	63,14286	67,09677	58,88889	59,32432	72,36111	63,75	58,05556

APPENDIX. 11

Documentation of the Research

