



**THE EFFECT OF USING FLASHCARDS ON VOCATIONAL HIGH SCHOOL  
STUDENTS' ENGLISH VOCABULARY ACHIEVEMENT**

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**2023**



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**THESIS**

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the English  
Education Study Program, Language and Arts Department, Faculty of Education, Jember  
University

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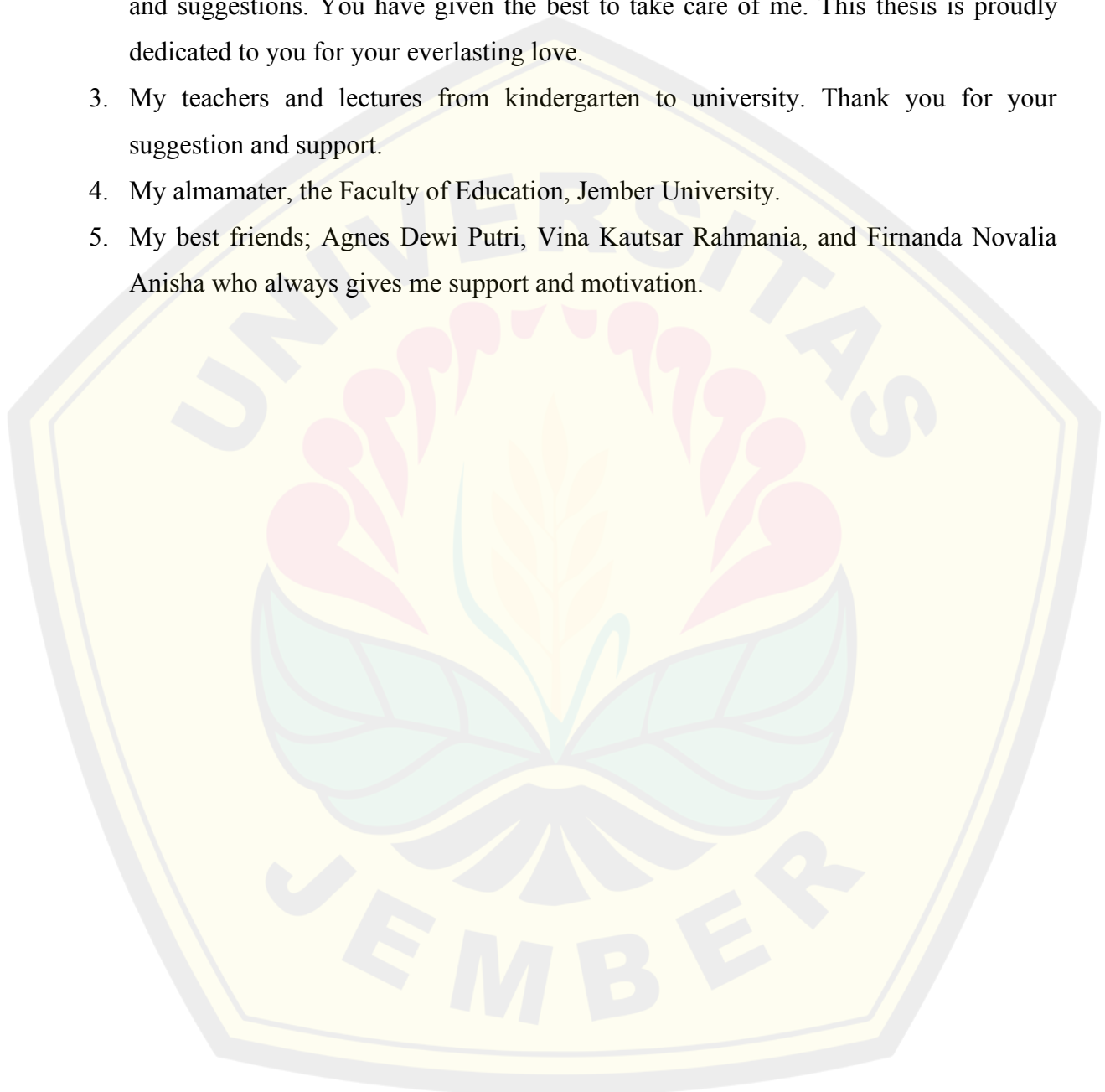
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LANGUAGE AND ARTS EDUCATION DEPARTMENT  
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JEMBER UNIVERSITY**

**2023**

## DEDICATION

This thesis is dedicated honorably to the following people:

1. I want to thank God for providing convenience and smoothness in every matter
2. My beloved parents, Sayu Setiobudi and Siti Khoiriyah. Thanks for your love, support and suggestions. You have given the best to take care of me. This thesis is proudly dedicated to you for your everlasting love.
3. My teachers and lectures from kindergarten to university. Thank you for your suggestion and support.
4. My almamater, the Faculty of Education, Jember University.
5. My best friends; Agnes Dewi Putri, Vina Kautsar Rahmania, and Firnanda Novalia Anisha who always gives me support and motivation.



**MOTTO**

“People need to be educated so that they can make intelligent moral choices.”

(Gary L. Francione)



**STATEMENT OF THESIS AUTHENTICITY**

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledge and referenced

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## ACKNOWLEDGMENT

First of all, I would like to express the greatest gratitude to Allah SWT for His mercy and blessing but still waiting to give me courage and patience so that I am finally able to finish the thesis entitled “The Effect Of Using Flashcards on Vocational High School Students’ English Vocabulary Achievement” in relation to the completion of this thesis, I would like to express my deepest sincerest thanks to:

- a. The Dean of the Faculty of Education, Jember University
- b. The Chairperson of the Language and Arts Education Department
- c. The Chairperson of English Education Study Program
- d. The first and second consultants, Dra. Zakiyah Tasnim, M.A and Areta Puspa S.Pd., M.Pd. for the plentiful time and patience that they spent in guiding me to compose this thesis.
- e. The first and second examiners, Dra. Siti Sundari, M.A and Siti Masrifatul Fitriyah S.Pd., M.A., Ph.D, for the plentiful and patience that they spent in examining me in the thesis examination.
- f. My academic supervisor Dr. Aan Erlyana F, M.Pd.
- g. The principal of SMKN 3 Jember and the English teachers who are involved in this research.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve this thesis will be wisely appreciated.

Jember, Januari 2023



The Writer



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**SUMMARY**

**THE EFFECT OF USING FLASHCARDS ON VOCATIONAL HIGH SCHOOL STUDENTS' ENGLISH VOCABULARY ACHIEVEMENT;**

Sittika Erdea Torun, 180210401031, 2023, 92 pages; English Education Study Program, Language and Arts Department, The Faculty of Education, Jember University.

This experimental research was conducted to explore the effect of using flashcard in teaching vocabulary through descriptive text on the tenth-grade students. This study was conducted at one of Vocational High School in Jember in the 2021/2022 academic year. The population of this research was five classes of 10<sup>th</sup> grade students. The participants of this research were selected based on the homogeneity test results conducted for the whole population. Based on the results on the homogeneity test, population was homogeneous. Therefore, the experimental and the control groups were chosen based on two classes cluster random sampling by using lottery. As a result, 36 students of X Culinary 2 and 35 students of X Culinary 3 were chosen as the participants of this research. The students in the experimental group were taught vocabulary by using Flashcards while the students in the control group were taught vocabulary by using book from their teachers. Then after the giving treatment to the experimental group by using Flashcards and teaching by using book from their teachers to the control group, the researcher administered the post-test in the third meeting to measure the students' vocabulary achievement, especially on descriptive text. The SPSS program was used to know the mean difference between the two groups.

Based on the data analysis, the result of this study revealed that there was significant effect of using Flashcards on the students' vocabulary achievement especially on the descriptive text on the tenth-grade students at one of Vocational High School in Jember. It was proven by the significant value of 0.02 which was lower than 0.05. this means that the hypothesis: "There was a significant effect of using Flashcards on the tenth-grade students' vocabulary achievement at one of Vocational High Schools in Jember" was accepted.

Based on the results of this study, it was proved that there was a significant effect of using Flashcards in teaching vocabulary through descriptive text on the tenth-grade students. Therefore, the researcher would like to give some suggestions to the English teachers and the future researchers. It is recommended for the English teacher to teach vocabulary especially on descriptive text by using Flashcards. In addition, the result of this research can be used by the

future researchers as guidance to investigate a further research on different skill, area, or design. Besides, due to the limitation of this research the future researchers are advised to arrange research using true experimental design to control all the variables



## CHAPTER I

### INTRODUCTION

This chapter presents information about the research topic which covers the research background, questions, objectives, and contributions.

#### 1.1 Research Background

Language education has a very important role in the era of globalization, especially the function of language as a communication tool, one of the languages that must be mastered is English. English subject is directed to develop speaking, listening, reading and writing skill so that students can communicate in English at a certain level of literacy. Vocabulary is a crucial component in learning English that non-native speakers should master. Harmer (2007) states that if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. If non-native speakers want to master the target language, they have to acquire vocabulary first, because it is the foundation that can guide them to understand the target language itself.

Learning vocabulary is the same as recognizing modern words. For the students who learn English as a foreign language, vocabulary plays an important role, because vocabulary is a prime basic to expand their ability in mastering the four language skills, such as; tuning in, talking, and composing. Without vocabulary, the students are not able to say or write anything in English. According to Iqbaria (2010) vocabulary is needed for expressing the meaning and using receptive skills (listening and reading) and productive skills (speaking and writing). It means that the students' ability in mastering the four language skills depends on their vocabulary. If the students have more vocabulary, they will easily learn the target language. Vocabulary is likely close with the term remembering. According to Hadfield (1999), words are difficult things: sometimes recently you know them, then they are absent and gone. Therefore, we require solid exertion to store them since vocabulary comes and goes easily. Without much practice with the vocabulary that has been learned, the students are not able to keep them in their long-term memory.

This research was conducted on the tenth-grade students of a vocational high school in Jember. The reason for choosing the school was because English learning in this school did not use any media in English learning process, especially for vocabulary learning. Based on my preliminary research from interview the English teacher, It's found that teacher did

not use any media for learning vocabulary. Therefore, the researcher expects that this research can be a reference for vocabulary learning methods. Uberman (2000) found that showing both the written and spoken translations simultaneously, together with a relevant image, was preferable to other arrangements and alternatives. While favoring visuals over translations, experiments by Borwn et al (2003) discovered that in various learning and teaching contexts, images and translations had various effects. It could be concluded that images were not encoded in the same way that words were in his experiment. One of the media that use images is flashcards. In addition to the image of this media also contains the caption that can be created as a card game. Flashcards allows students to be interested in understanding the vocabulary they are learning, according to Senzaki et al (2017). By using flashcards, students can learn while playing a game, so that their interest in learning vocabulary will be greater and more fun. The cards can contain questions or images related to certain problems. Such flashcards will make students more active in learning vocabulary. The use of flashcards is also expected to help teachers to motivate their students to learn vocabulary more effectively. Based on the previous study which was conducted by Wati and Oka (2021) showed the result that the Flashcard could improve learners' English vocabulary mastery. The initial average of learners only reached 59.65. In cycle I the average value increased to 65.29, in the second cycle there was another increase in the average learners from cycle I 65.29 to 70.63 in 2019. Cycle II then the overall result of improving the vocabulary mastery of learners after teachers used Flashcard as a medium in learning was 44.12% with details percentage of the initial value of learners who reached KKM (Minimum Completion Criteria) was 38.23. This increased to 82.35% after two cycles of research. Thus, the use of Flashcard media to improve the vocabulary mastery of learners was successful because it had achieved the indicator of the success of 75% of the number of learners in the class achieving KKM (Minimum Completion Criteria).

After looking at the previous studies above, the research entitled "The Effect of Using Flashcards on Students' English Vocabulary Achievement" was conducted. This research focused on the effect of using flashcards in the English learning process especially for learning vocabulary

## 1.2 Research Question

Is there any significant effect of using flashcards on the students' English vocabulary achievement at vocational high school?

## 1.3 Research Objective

This research aimed to investigate the effectiveness of using flashcards on the students' vocabulary achievement at vocational high school.

## 1.4 Research Contribution

The results of the research are expected to give meaningful contributions empirically and practically:

### 1.4.1 Empirical Contribution

The results of this study were expected to provide new information for teacher about the use of flashcards in teaching vocabulary, especially for vocational high school students. This study cannot control all variable because using quasi experimental design. It is hoped for further researcher could use true experimental design to control all variable.

### 1.4.2 Practical Contribution

The selection of the right learning method could support the teaching and learning process better and is expected to reach the learning target. The results of this study were expected to help teachers to have understanding about the effect of using flashcard. Moreover, the result of this research was intended to be an input for teachers to use flash cards as a media in teaching their students in order to improve students' vocabulary. They can modify or prepare better and more interesting teaching using flashcards in teaching vocabulary to help students in mastering English vocabulary.



## CHAPTER II

### LITERATURE REVIEW

This chapter highlights the discussion of some related literature to the research topics. It covers vocabulary in language learning, kinds of vocabulary, flashcards, and previous studies.

#### 2.1 Vocabulary in Language Learning

The vocabulary of a language is a set of words that speakers use to communicate with others. According to Hatch and Brown (1995), vocabulary refers to a list or a set of terms for a certain language, as well as a list or a set of words that individual language speakers may use. It means that vocabulary is a vehicle for delivering ideas into the target language, and it also means that anybody who communicates in English must have a working knowledge (vocabulary) of the language because it is strongly linked to listening, reading, speaking, writing, and grammar. Vocabulary, according to Thornbury (2002), refers to words or terms that have meaning. It is utilized to express and comprehend an idea. The speakers will be unable to comprehend any information provided if they do not understand the meaning of the words or vocabularies.

Therefore, vocabulary is crucial in language learning. According to Preszler (2006), one of the keys to comprehension is lexicon or word meaning. Because vocabulary is a very important part of learning and comprehending a language, one cannot master the language without having enough vocabulary. In addition, vocabulary is also a fundamental component of mastering a language, whether it is in spoken or written form. Students who learn English must be able to recognize, grasp, and retain English terminology to understand what they are learning and to readily absorb the content presented by their teachers. The greater the students' vocabulary, the better their understanding. Vocabulary has its kinds as explained in the following parts.

#### 2.2 Kinds of Vocabulary

Some experts in language teaching have classified vocabulary differently. 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. In addition, Fardhani & Puspa (2019) classified vocabulary into active and passive

vocabulary. Active vocabulary, also known as expressive vocabulary, refers to vocabulary that is the vocabulary you use or apply when you speak or write to express thoughts to others. Whereas, passive vocabulary, also known as receptive vocabulary that is the vocabulary you know when you listen or read. The receptive vocabulary is a group of words you know to comprehend other thoughts.

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 which are referred to productive vocabulary. Students listening vocabulary is larger than their speaking vocabulary, and their reading vocabulary is larger than their writing vocabulary. As a result, it can be stated that vocabulary is one aspect of the four language skills. They are vocabulary for reading, listening, speaking, and writing.

Based on the types of vocabulary presented above, this study focused on receptive vocabulary. As this study conducted on the tenth-grade students at a vocational high school, thus the receptive vocabulary in this study mainly included nouns, adjectives, and verbs.

### **2.3 Flashcards**

Teaching vocabulary needs an interesting and enjoyable way in which the students can easily learn new vocabulary without forcing them to remember. Several media can be used for teaching vocabulary. One of them is using Flashcards. Flashcards are cards with written or drowned words and/or pictures. By using flashcards, students can get more engaged in developing new words and sharing their ideas. According to Harmer (1991), Flashcards are cards that the teacher can hold up for the students to see. A flashcard is a card having words or numbers on it that the teacher shows to the class. Flashcards are a form of teaching tool that is designed to provide a single unique question or problem related to a specific topic. Each flashcard is usually only an index card or a piece of paper with the question, problem, or situation to consider on one side and the response to the question, problem, or evaluation of the situation on the other.

It is one type of visual media that consists of a card with a word, a sentence, or a basic image on it Komachali & Khodareza, (2012). In this research, flashcards that were used as the media in teaching vocabulary were a set of cards bearing a word or phrase on one side and its meaning, generally in translation, on the other side is known as a Flashcard. Flashcards are

cards with a single image that the teacher can hold up. Flashcards have advantages and disadvantages as the following.

Furthermore, one of the most important aspects of learning a foreign language is developing vocabulary. For many foreign language learners, learning vocabulary is difficult. There is an excessive amount of new terminology that differs in form and sound from their native speech. Therefore, an English teacher must use appropriate media to teach vocabulary. Flashcard is one type of visual media that teachers can employ for teaching vocabulary. The following part focuses more on discussing flashcards.

## **2.3.1 Advantages and Disadvantages of Flashcard**

According to Senzaki et al (2017), there are some advantages and disadvantages of using Flashcards.

### **2.3.1.1 Advantages:**

#### **a. Flashcards Work by Stimulating Visual Memory**

Flashcards are visual aids. They make learning new facts simple for students. When students are taught about a new thing or topic, they tend to recall what they see. Flashcards have been shown in studies to help students to absorb concepts faster. When students see a certain image on a flashcard and then see it again, they correlate with the image and are more likely to retain the concept taught. This is because the brain receives information in a graphical format more quickly.

#### **b. Portable of Using Flashcards**

Flashcards are simple and portable. They are not as heavy as textbooks, and even children may comfortably hold them. They will prefer to carry these portable learning tools over notebooks or books. Flashcards can be used by parents to teach their children at home or on the way to school.

#### **c. Flashcards Increases the Learning Pace**

Flashcards make learning easier by speeding up the process. Because children are naturally drawn to flashcards, teachers can use them to keep them engaged during study and activity times. Furthermore, students may become motivated if they find dealing with the complexity of the difficult material. As a result, students must understand that, despite the

complexity of the syllabus, it can be simply broken down into parts; here is where flashcards are certainly useful.

#### d. Inexpensive Teaching Aids

Flashcards are one of the most cost-effective teaching approaches. Simple resources can be used to make them at home. The teacher just needs some regular paper, scissors, and materials. The teacher can work with the students to make them and ensure that they do it correctly. This will also instill in them the value of structure and discipline at a young age.

#### 2.3.1.2 Disadvantages of flashcards:

##### a. Possibility that the learning context will get lost

For in-depth learning, flashcards may not be the best approach when toddlers' students are taught using information-packed flashcards, there is a chance student will not be able to apply what they have learned in real life. They do not understand the concept or have not internalized it.

##### b. Flashcards encourage rote learning

Flashcards are only for memorizing information. It is not even close to learning from real-life situations. When teachers use flashcards with letters, words, and pictures on them, they are only drilling information. They do not help a student to learn reading or build literacy, communication, or language skills.

##### c. Overburden the brain

Some flashcards are picture-based, while others rely on keywords to help students learn. When a student is given too much information, however, they compete for synaptic connections within the brain, resulting in neurological congestion.

##### d. Unclear flashcards might cause confusion

A flashcard can help the student understand what a tiger looks like, but if the image is not clear it will not help the students to learn, or confuse them. Small, unclear flashcards can cause more issues than they solve. As a result, while using flashcards to teach students, teachers must ensure that are clear and concise to achieve the goal.

## 2.4 The procedure of Teaching Vocabulary by Using Flashcards

According to Harmer (2007), there are two stages of teaching vocabulary, and they are as follows:

### a. Introducing Vocabulary

The teachers introduce the new vocabulary in this stage using clear pronunciations. The teachers may make use of some images or actual objects, such as dictionaries. By using images of actual objects, it is hoped that the kids would quickly memorize the vocabulary and be able to pronounce it correctly because they already know the words.

### b. Practicing Vocabulary

The teachers introduce the new vocabulary in this stage using clear pronunciations. The teachers may make use of some images or actual objects, such as dictionaries. By using images of actual objects, it is hoped that the kids would quickly memorize the vocabulary and be able to pronounce it correctly because they already know the words.

Flashcards have various benefits as teaching tools, they can be used for presenting and practicing new words and structures and for revision. Flashcards are useful for teaching aid and can be used as part of various activities. According to Scrivener (2002), flashcards have few typical uses which teachers can do:

- a. to show the meaning of a vocabulary item
- b. to give visual image or presentations of language
- c. to tell a story, by providing particular images to help students' understanding
- d. to remind students of a specific grammar point
- e. as tools storytelling activities
- f. as tools for variety of games, and etc.

## 2.5 Previous Studies on the Use of Flashcards

Several studies on using flashcards in vocabulary teaching were carried out. A study conducted by Sholihat, et.al., (2014) entitled "The Use of Flashcards to Improve the Students' Vocabulary Achievement". The purpose of this study was to examine the use of flashcards in

teaching vocabulary and to see whether they can help the students attain higher levels of vocabulary achievement. The second-grade students of MTs were as the population. The experiment was conducted by the researcher using VIII D as the experimental class. In this study, the students received three different treatments using a one-group pretest-posttest design. The Repeated Measure t-test was used to evaluate the data. The outcomes showed that flashcards could be utilized to improve the students' vocabulary achievement.

The most recent study, "The Effect of Using Vocabulary Flashcards on Iranian Pre-University Students' Vocabulary Knowledge," was conducted by Komachali (2012). The study goal was to know whether using flashcards affected the vocabulary knowledge of Iranian pre-university students. 50 female students took part in the study. They were divided into two groups of 25 learners randomly. The standard treatment was given to the control group, whereas the use of vocabulary flashcard treatment was given to the experimental group. Two comparable tests were given as the pretest/posttest, revealing significant differences between the two groups. The research results showed that the experimental students outperformed the control group of the students dealing with vocabulary knowledge.

Barororh, et.al. (2014) in their study "Improving the Eighth Grade Students' Active Participation and Their Vocabulary Achievement by Flashcards at SMPN 4 Jember". The purpose of this study was to use flashcards to improve students' active participation and vocabulary achievement at SMPN 4 Jember. The study employed a Classroom Action Research (CAR) design, and the participants were students in classes VIII-B. The vocabulary test and observation were utilized to collect data, which were then quantitatively analyzed. The results, in cycle 1, 69.69 % of the students achieved the targeted score of 75, and in cycle 2, 76.47 % of them succeeded. Furthermore, the percentage of students who actively participated in the class increased from 63.23 % in cycle 1 to 79.41 % in cycle 2. It indicated that the students' active participation and vocabulary achievement could improve the usage of flashcards in teaching vocabulary.

Mayristanti (2016), in her study with title the using flashcards to students' vocabulary achievement. Specifically, the objective of this study was to investigate whether or not flashcards was effective on students' vocabulary achievement of noun words and adjective words at the seventh grade of SMPN 178 Jakarta. The research method used in this study was a quasi-experimental research. The samples were class 7.1 as experimental class and class 7.4 as controlled class taken from the seventh-grade students of SMPN 178 Jakarta by using

purposive sampling techniques. The experimental class was taught by using flashcards while the controlled class was taught without using flashcards. Both classes were given pre-test and post-test. Pre-test and post-test consisted of 30 multiple-choice questions. The collected data in this research were analyzed by using t-test. The result of data analysis showed, the t-value was 2,036 with degree of freedom 63 in the significant level 5% and the t-table was 1,998. It meant that t-value was higher than t-table. Therefore, the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. There was significant difference between students' vocabulary achievement by using flashcards and without flashcards. Thus, it could be concluded that the teaching vocabulary using flashcards was effective on students' vocabulary achievement (noun and adjective)

Based on the previous studies presented above, it can be understood that they have the same focus as the present study, which focused on teaching vocabulary by using flashcards. Those previous studies employed several methods for their investigations. The only distinction between the three studies mentioned previously are the location and the only focus of using flashcards. The flashcards were not compared to other methods in which it was conducted. Furthermore, the types of vocabulary that were taught was also different. The researcher used nouns, adjectives, verbs, and word meanings as the materials in this study. This research used Flashcards as a visual medium to teach vocabulary for the tenth-grade students of a vocational high school in Jember.

## **2.6 Research Hypothesis**

Based on the theories and the previous related studies above, the hypothesis in this study was formulated as the following: There is a significant effect of using flashcards in teaching vocabulary on the tenth-grade students of a vocational high school in Jember.

CHAPTER III

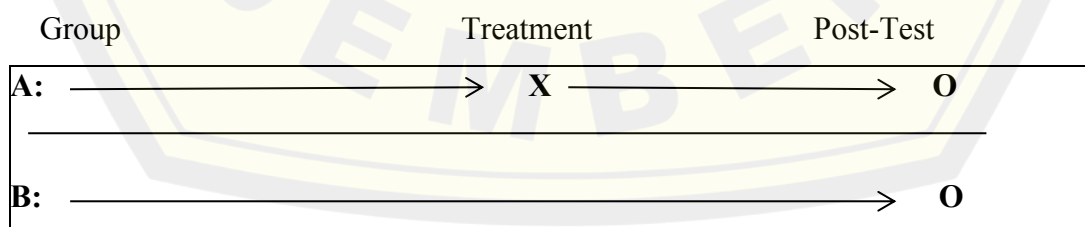
RESEARCH METHODOLOGY

This chapter presents research design, research context, research participants, data collection method, and data analysis method.

3.1 Research Design

This study employed a quasi-experimental design with the post-test-only control group design. According to Creswell (2012:309), "Quasi-experimental designs are used to determine possible cause and effect between independent variables when the availability of the participants or the setting disallows researcher to form particular groups, instead, the researcher needs to use intact group. The use of this method is based on the consideration that in carrying out this research design, the learning process takes place naturally and students did not feel experimented with, so that with such a situation it was hoped that it could contribute to the level of research validity. Furthermore, the researcher randomly selected two groups to become the experimental group and the control group after knowing the condition of the population.

Lodico, et.al. (2006: 183), explain that the experimental group is the group that would receive a treatment, whereas the control group was a separate group that received no treatments or a different treatment. The study included two intact classes, one of which was served as an experimental class and the other one as a control class. The experimental group in this research received treatment or was taught vocabulary using flashcards, while the control group did not receive treatment or was taught vocabulary by using reading books, identifying any challenging words, looking up the meaning, and writing the word in different books. Furthermore, the researcher used random sampling to determine the experimental group and control group if the population was homogeneous. The researcher only gave the treatment to the experimental group, but both groups received a post-test. The activities in the design can be seen in the following diagram.





Notes:

A: Experimental Group

B: Control Group

X: Treatment

O: Post-Test

In this research, the researchers took several steps as follows:

1. Conducted a homogeneity test to all the tenth-grade at one of the Vocational High schools in Jember.
2. Used Analysis of Variance to analyze the results of the homogeneity test (ANOVA)
3. Used the results of the homogeneity test to select the experimental and control groups as research participants. But, if the data were not homogeneous, the researcher would use the closest mean from the result of homogeneity test.
4. Created the lesson plans for the control group and the experimental group.
5. Provided different treatments for both groups; the experimental groups was taught using Flashcards as media while the control group was taught using books and internet for their learning
6. Conducted a post-test for the two groups after the treatment was done.
7. Analyzed the post-test results of both classes using the t-test formula on the SPSS application to know whether the mean difference was significant or not.
8. Concluded to answer the research problem.

### **3.2 Research Context**

This research was conducted in one of the Vocational High Schools in Jember and the participants were all the tenth-grade students. This school has ten classes with the total of tenth-grade are fifteen classes. The researcher decided two classes, they were the control group and experimental group based on the result of the homogeneity test.

English teachers in this school have never used the Flashcard media for learning. The learning strategy that were typically used in class activities are reading a book, identifying any challenging words, looking up the meaning, and then writing the word in a different book. therefore, the researcher introduced flashcards as media for teaching vocabulary.

### **3.3 Research Participants**

According to Ary, et.al., (2010), a sample is the small group that is observed, whereas a population is defined as all members of any well-defined class of individuals, events, or

objects that will be generalized. The population of this research were all in the tenth-grade at one of Vocational High Schools in Jember in the 2022/2023 academic year. The homogeneity of the population was examined by try out with 20 questions of multiple choice and then analyzed by using ANOVA. A random sampling technique was used to select the sample, the result showed that all the 5 classes were homogeneous. From the lottery, grade x culinary 2 and 3 were chosen to be experimental and control group.

### **3.4 Data Collection Method**

There were two kinds of data collection methods used in this research. Those were a vocabulary test and documentation.

#### **3.4.1 Vocabulary Tests**

In this research, the researcher used a test to collect data related to students' vocabulary achievement. Two kinds of vocabulary tests were used in this research; the homogeneity test and the vocabulary post-test. Before administering the post-test, the test was tried-out first. The test used multiple choice test items with four options. By using the test, the researcher obtained the data required. Both the test, the homogeneity test and the post-test were then explained in the following parts.

##### **a. Homogeneity Test**

The homogeneity test was given to all the tenth-grade students at one of vocational high schools in Jember to know the population's equality. The material of the homogeneity test was descriptive text about people. This test had a 30-minute time allocation and 20 multiple-choice questions with four options. This was administered before the different treatment was given to the experimental group and control groups. Analysis of Variance (ANOVA) in the SPSS application was used to analyze the results of the homogeneity test (appendix E).

##### **b. Try-Out Test**

The try-out test was conducted by the researcher as a part of this study to determine the validity, reliability, and appropriate time allotment for the vocabulary test that served as the post-test. The group that did not belong to both classes in the experimental and control groups participated in the try-out test. There were 40 test items that were given as try-out test with 50 minutes time allocation (appendix H).

##### **c. Post-Test**

The post-test was conducted to both groups, the experimental group and the control group after the treatment was given. There were 25 test items with a 40-minutes time allocation. The content consisted of text that described a person. The researcher also used the following justifications to analyze the Try Out test results (appendix M).

### 3.4.2 The Validity of the Test and The Reliability of the Test

Validity, according to Arikunto (2013), if an instrument is capable of measuring the variables the researcher intends to research, it is considered valid. Hughes (1996:22) claims that a test is considered valid if it is measuring accurately. In the meantime, Hughes (1996:29) adds that a test is regarded as reliable when it can provide consistent results. As a result, the test in this research was concentrated on content validity, and the test items were created by considering the information regarding the use of flashcards in the descriptive text based on Curriculum Merdeka. The material of a test is said to have content validity, according to Hughes (1996:29), if it contains representative samples of the language skills being tested. According to Arikunto (2013), a test is said to be reliable if it gives a constant result when tested many times, and a test is said to be reliable if the test results show determination. Then, a test is said to have high reliability if the test can be trusted, consistent and productive. Moreover, for the reliability test, in this research, the researcher analyzed it using the Split-Half Spearman-Brown test in the SPSS, if it has a value of more than 0.60 for decision-making, the research tool is reliable. The results from SPSS Cronbach's alpha presented 0.700 which was higher than 0.60. Therefore the test could be said as reliable.

### 3.4.3 The difficulty Index of Test Items

The difficulty index of each item was obtained by calculating the number of correct answers divided by the number of test takers. The formula taken are described as follows:

$$FV = \frac{R}{N}$$

Notes:

FV : Facility Value (the index of difficulty)

R : The number of correct answers

N : The number of test taker

The level of difficulty index, as follows:

0.0 – 0.30: Difficult

1.0 0.31 – 0.80: Fair

2.0 0.81 – 1.00: Easy

(Heaton, 1979:144-145)

In this research, the try out test was given to one of the available classes. Thus, the class that was used as the try out class was not included in these research respondents. The total

number of tests was 40 items. The test was administered for 40 minutes. In terms of scoring, the total score for all the items was 100, and the correct answer received 2.5 points. The test item is enclosed in Appendix G Try-Out test.

### 3.5 Data Analysis Method

The collected data were analyzed by using the *t-test* formula with SPSS application v.20. According to Widiyanto (2013: 35), paired sample t-test is one of the test methods used to study the effectiveness of the treatment, indicated by the difference in the average before and the average after being given treatment. This was done to determine whether there is a significant effect of using Flashcards on the students' vocabulary achievement.

In this research, researcher took several steps of analyzing the data as the following:

1. Entered the data from the experimental and control groups into the SPSS application
2. Provided the different label to both groups; (1) for the experimental group and (2) for the control group.
3. Calculated the significant difference
4. Choose an interpretation for the results of the data analysis.

## CHAPTER IV

## DATA ANALYSIS AND DISCUSSION

The research schedule, the homogeneity test result, the teaching and learning process in the experimental and control groups, the try-out test results, the post-test results, the hypothesis verification, and a discussion of the research findings will be presented the following parts.

#### 4.1 Research Schedule

The schedules of administering this research were listed in Table 4.1 below.

Table 4.1 The Schedule of Administering the Research at One of Vocational High Schools in Jember

Note	Day	Date	Class
Homogeneity test	Tuesday	November, 1 <sup>st</sup> 2022	X Culinary 1
Homogeneity test	Wednesday	November, 2 <sup>nd</sup> 2022	X Culinary 2
Homogeneity test	Thursday	November, 3 <sup>rd</sup> 2022	X Culinary 3
Homogeneity test	Friday	November, 4 <sup>th</sup> 2022	X Tourism
Homogeneity test	Monday	November, 7 <sup>th</sup> 2022	X Cosmetology
1 <sup>st</sup> meeting	Wednesday	November, 9 <sup>th</sup> 2022	X Culinary 2 (Experimental class)
2 <sup>nd</sup> meeting	Thursday	November, 10 <sup>th</sup> 2022	X Culinary 3 (Control class)
Try Out test	Monday	November, 14 <sup>th</sup> 2022	X Cosmetology
Post-test	Wednesday	November, 16 <sup>th</sup> 2022	X Culinary 2 (Experimental class)
Post-test	Thursday	November, 17 <sup>th</sup> 2022	X Culinary 3 (Control class)

#### 4.2 Homogeneity Test Result

The homogeneity test was conducted on November 1<sup>st</sup> until November 4<sup>th</sup> and November 7<sup>th</sup> 2022. The test was administered to five classes of the 10th-grade students on one of Vocational High Schools in Jember. It was conducted to know the homogeneity of the

population by administering a vocabulary test. Their vocabulary tests were analyzed by using One-Way ANOVA with the SPSS computing system as described below:

Table 4.2 The Output of One-Way ANOVA of Homogeneity Test

**ANOVA**

Score of Homogeneity Test

	Sum Of Squares	df	Mean Square	F	Sig.
Between Groups	200.624	4	50.156	2.21	0.070
Within Groups	3926.865	173	22.699		
Total	4127.489	177			

Based on the calculation above, the value of significant column was 0.07 which was higher than 0.05. It implied that the population of five classes of the 10th grade students out one of Vocational High School class was homogeneous. Therefore, the two classes as the samples could be taken randomly from any classes of the population. To determine the experimental group and the control group, the researcher used a lottery. Based on the lottery, two classes were chosen as the respondents of the research. It was determined that grade X Culinary 2 as the experimental group and X Culinary 3 as the control group.

**4.3 The Teaching and Learning Process in the Experimental Groups and Control Groups**

**4.3.1 The Description of the Treatments in the Experimental Group**

In this study, the researcher gave the treatment to experimental groups, that was teaching descriptive texts by applying flashcards. The researcher explained and gave an example of descriptive text; then the researcher explained several kinds of vocabulary, namely verbs, adjective and noun. The researcher used one type task that is descriptive text. After the students understood what a descriptive text is and kinds of vocabulary, the researcher explained what a flashcard is and also how to use it. After that the researcher showed the shape of flashcard and how it is used. The researcher asked the students the meaning of vocabulary in the flashcard is. After students could understand and answer what is explained and asked by the researcher, the students were asked to do vocabulary practice by filling in the blanks and using vocabulary in the flashcard. The students asked a number of questions. For the answer of each question, it was given 2 pictures where one of the pictures was the correct answer. For 2 pictures of each questions used the same part of speech. For example, if the answer is a noun, then the 2 pictures that has been selected for the

answer also noun (same part of speech). Then the pictures that had been selected as the answer by students were discussed together in class.

#### 4.3.2 The Description of the Treatments in the Control Group

The students in the control group received the same materials about the descriptive texts as those in the experimental group. However, the control group was taught about a descriptive text using a school book. For this control group, the researcher gave the explanation about descriptive text to the students. The explanation was about generic structure of the descriptive text. After giving the explanation, the researcher provided a descriptive text and asked the students to read it individually. Then, the researcher gave multiple choice questions to the students about a descriptive text. After that the researcher asked the students what were the difficulties of the descriptive text material.

### 4.4 The Analysis of Try Out Test Results

The try out test, in this research was, administered on November 14th 2022 in order to know the validity, reliability, the difficulty index of the test items, and the time allocation. In this research, the vocabulary test was piloted to class X Cosmetology because it had the closest mean score of both classes X Culinary 2 and X Culinary 3.

#### 4.4.1 The Analysis of The Test Validity

Concerning with the validity of the test, content validity was established in this research. The test was arranged based on the Independent Curriculum. Furthermore, the test items were constructed based on the indicators of the vocabulary achievement. The test was also consulted to the English teacher to know whether the test was suitable with the level of the students or not. Therefore, it could be stated that the test had the content validity.

#### 4.4.2 Difficulty Index of the Try Out Test

The difficulty index analysis of the test items was used to categorize whether the test was included as: easy, fair, or difficult. The results of the difficulty index analysis of the test items could be known by counting the number of correct answers divided by the total number of the students doing the test.

The tryout test had 40 numbers in the form of multiple choice. The test was administered in 50 minutes. Based on the result of the difficulty index of the test items, it was known that the range of the difficulty index was from 0.27 to 1.00. From the result, it was found that there were 5 numbers of test items categorized as easy. They were number 1, 3, 13, 22, 25. In addition, 10 test items, number 9, 10, 17, 24, 28, 35, 37, 38, 39, 40 were categorized as difficult, and the rest of the test items were categorized as fair. The researcher eliminated 15 numbers of the test items which were categorized as easy and difficult. Thus, there were 25 test items categorized as fair and the researcher used 25 test items to conduct in the post test. Dealing with the

scoring, the total scores of the test items was 100, in which the gotten score was divided by the total number of test items and times 100.

#### 4.4.3 The Analysis of the Reliability Coefficient

In order to determine the reliability coefficient of the vocabulary test given in class X Cosmetology, SPSS 20.0 program was used to find out whether the vocabulary test was reliable or not.

Table 4.3. The reliability statistics of the vocabulary test of X Cosmetology students.

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
0.700	40

Based on the calculation above, it was shown that the score of Cronbach Alpha of the students' vocabulary test was 0.700 which was higher than 0.6 and it could be categorized as high. Therefore, the test could be said as reliable.

Dealing with the time allocation of the test, the researcher did not lengthen or shorten the time allocation, because the time available was already appropriate.

#### 4.5 The Analysis of Post-Test Results

The primary data were collected from the scores of vocabulary post-test which was given to the experimental group and the control group. The researcher administered the post test on November, 16<sup>th</sup> 2022 to experimental group (X Culinary 2) and November, 17<sup>th</sup> 2022 to control group (X Culinary 3) after giving the treatments to the two groups as the respondents. The scores of both groups were used as the data to find the effect of using flashcards for experimental group and using books for the control group. The researcher analyzed the students' scores of the vocabulary post-test by using Independent sample t-test in the SPSS computing system to know the mean difference between the two groups. Here is the results of the post-test analysis:



Table 4.4 The output of Group Statistic of Post-Test

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Experimental	3 6	52.39	27.720	4.620
	Control	3 5	39.66	18.185	3.074

The table above showed that the calculation of the scores of the post-test along with its standard deviation were as the following. The mean score of the experimental group was 52.38 with standard deviation 27.720 while the mean score of the control group was 39.65 with standard deviation 18.185. The standard error mean of each group was 4.620 and 3.073. The result of the analysis of the post-test score showed that the mean score of the experimental group was higher than the one of the control group. The analysis results can be seen in the following table.

Table 4.5 The Output of the Independent Sample t-test of Post-Test

Independent Sample Test									
Levene's Test for Equality of Variance		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
Equal variances assumed	7.755	0.007	2.28	69	0.026	12.73175	5.58086	1.59824	23.86525
Equal variances not assumed			2.29	60.617	0.025	12.73175	5.54919	1.63403	23.82946

Based on the output of Independent Sample T-test on SPSS above, it was found that the degree of freedom (df) of the post-test was 69. The value of significant column of Levene's Test was 0.07. This means that it was higher than the significant degree (0.05). The value of

sig (2-tailed) was 0.02 and it was less than 0.05. It could be revealed that there was a significant difference between the experimental group and the control group. In other words, there was a significant effect of using Flashcards on the tenth-grade students' vocabulary achievement at one of Vocational High Schools in Jember.

#### 4.6 The Hypothesis Verification

Based on the result of the independent sample t-test on SPSS program, the significant value (2-tailed) of the T-test analysis was 0.02 and it was less than 0.05 ( $0.02 < 0.005$ ). Hence, it could be concluded that the alternative hypothesis stating that "There was a significant effect of using Flashcards on the tenth-grade students' vocabulary achievement at one of Vocational High Schools in Jember" was accepted. Therefore, it could be claimed that the use of flashcards in teaching vocabulary significantly affected the students' vocabulary achievement.

#### 4.7 Discussion

The findings of this study showed that learning English vocabulary through the use of flashcard media causes better results. The results of the data collected from 36 students in the experimental and control groups were as follows. Table 4.5 showed that the control group's mean score was 39.66. In comparison to the experimental group, this mean score was lower. Additionally, the experimental group students' mean score was 52.39. This value was obtained because the students did the treatment that was given by the researcher. Therefore, the mean score of the students from experimental group was higher than the mean score of the control group.

The significant value (2-tailed) of the T-test analysis was 0.02 and it was less than 0.05 ( $0.02 < 0.005$ ) based on the outcome of the independent sample t-test on the SPSS program. The alternative hypothesis, "There was a significant effect of using Flashcards on the tenth-grade students' vocabulary achievement at the Vocational High Schools in Jember," might therefore be interpreted as having been accepted. Therefore, it could be said that the experimental groups' vocabulary achievement was considerably affected by the use of flashcards in vocabulary achievement.

This study supports the results of the research conducted by Sholihat (2014) In this study, the objective test one-group pretest-posttest with three different treatments. The data were analyzed using the Repeated Measure t-test. The result showed that the use of flashcards can raise students' vocabulary achievement.

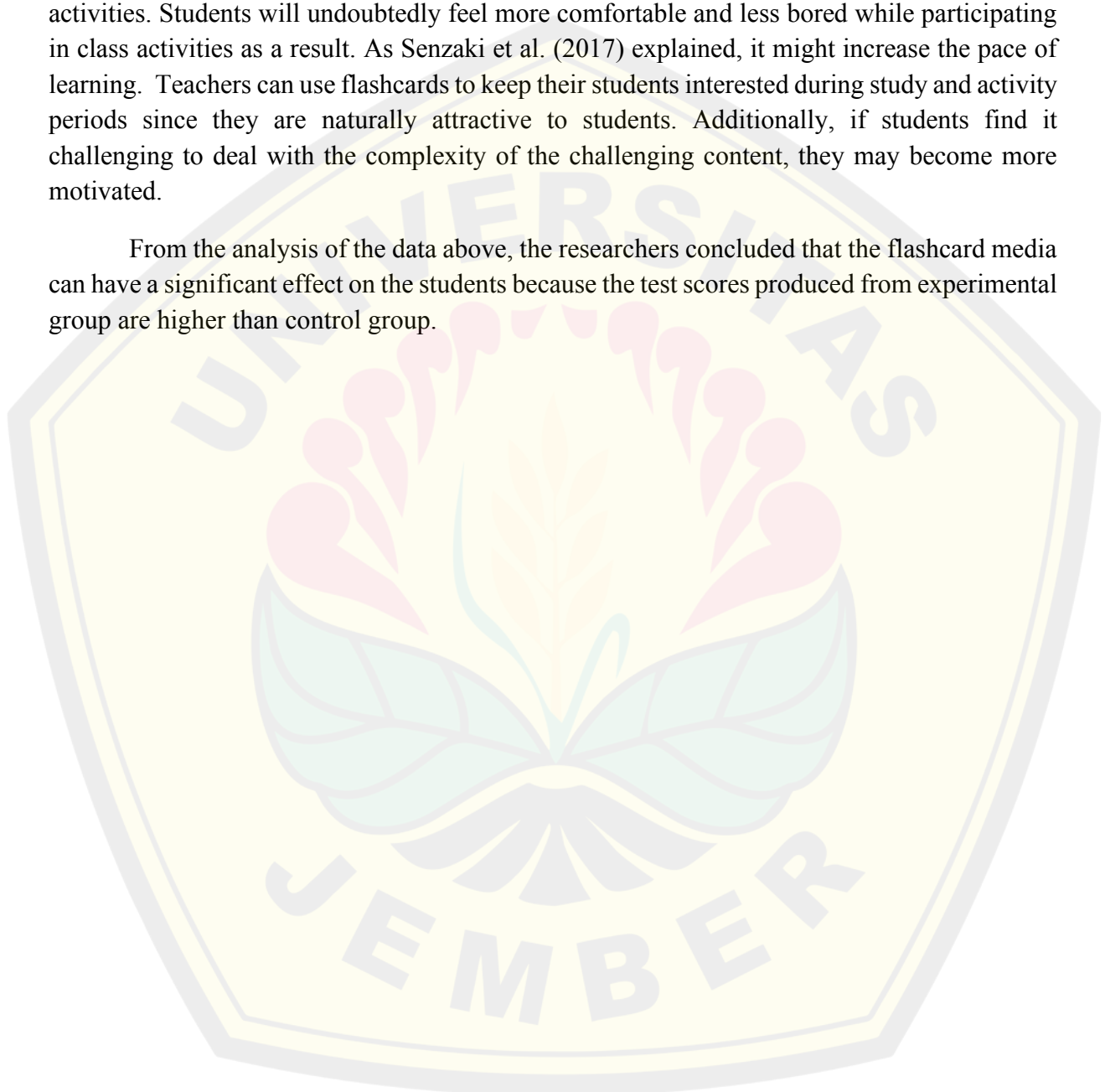
The study by Raudhatul (2020) also supports the results of this research. Experimental design was used for that study. The finding shows that students of experimental class improved their English vocabulary. Thus, it can be assumed that using flashcards can improve students' vocabulary.

The researcher gave the students access to the flashcards as part of the teaching and learning process, gave them a chance to demonstrate some of the pictures on the cards, and instructed them on how to create simple sentences using the vocabulary from the cards. As Harmer (2007) stated that everyone has their own strategy for learning English vocabulary.

Students only learn vocabulary at class and seldom practice to memorize it. By using pictures on it could help them to recall new vocabulary that they learn.

The researcher used flashcards in a way that demonstrates the picture on the card, describes what it means in English, and offers some activities that can liven up the classroom environment, such as giving students the chance to demonstrate pictures, construct simple sentences, guess words based solely on the appearance of pictures, and form groups in class to guess the word based on what their peers demonstrate in front. Flashcards are a very user-friendly learning tool that can assist students in better understanding language and learning activities. Students will undoubtedly feel more comfortable and less bored while participating in class activities as a result. As Senzaki et al. (2017) explained, it might increase the pace of learning. Teachers can use flashcards to keep their students interested during study and activity periods since they are naturally attractive to students. Additionally, if students find it challenging to deal with the complexity of the challenging content, they may become more motivated.

From the analysis of the data above, the researchers concluded that the flashcard media can have a significant effect on the students because the test scores produced from experimental group are higher than control group.



**CHAPTER V****CONCLUSION AND SUGGESTIONS**

This chapter presents the conclusion of the research findings and suggestions for the English teacher, the students, and the future researchers. Each topic is respectively written in the following section.

**5.1 Conclusion**

Based on the result of data analysis by using t-test with the SPSS program, it was found that there was a statistically significant effect of using Flashcards in teaching vocabulary through descriptive texts on the tenth-grade students' vocabulary achievement at one of Vocational High School in Jember. The students who were taught vocabulary through descriptive texts by using Flashcards gained higher scores with the mean of experimental group was 52.39 while the control group was 39.66.

**5.2 Suggestions****5.2.1 The English Teacher**

The English teachers are suggested to apply flashcards in teaching vocabulary through descriptive text and develop their way in the teaching learning process. Moreover, the teacher must be aware and provide the vocabulary materials as well as possible in order to prevent any obstacle that may occur in the vocabulary learning process

**5.2.2 The Students**

The students are suggested to participate actively when the teacher applies Flashcards in teaching vocabulary especially in descriptive text so that they can improve their understanding of the use of descriptive text from the examples of texts given by the teacher.

**5.2.3 The Future Researchers**

It is suggested that the result of this research can be used as a reference by the future researchers to investigate a further research about the use of Flashcards as a teaching technique either in different skills, area, or design such as using flashcard to improve the students' vocabulary achievement. Besides, the future researchers are suggested to use true experimental design to control all the variable.

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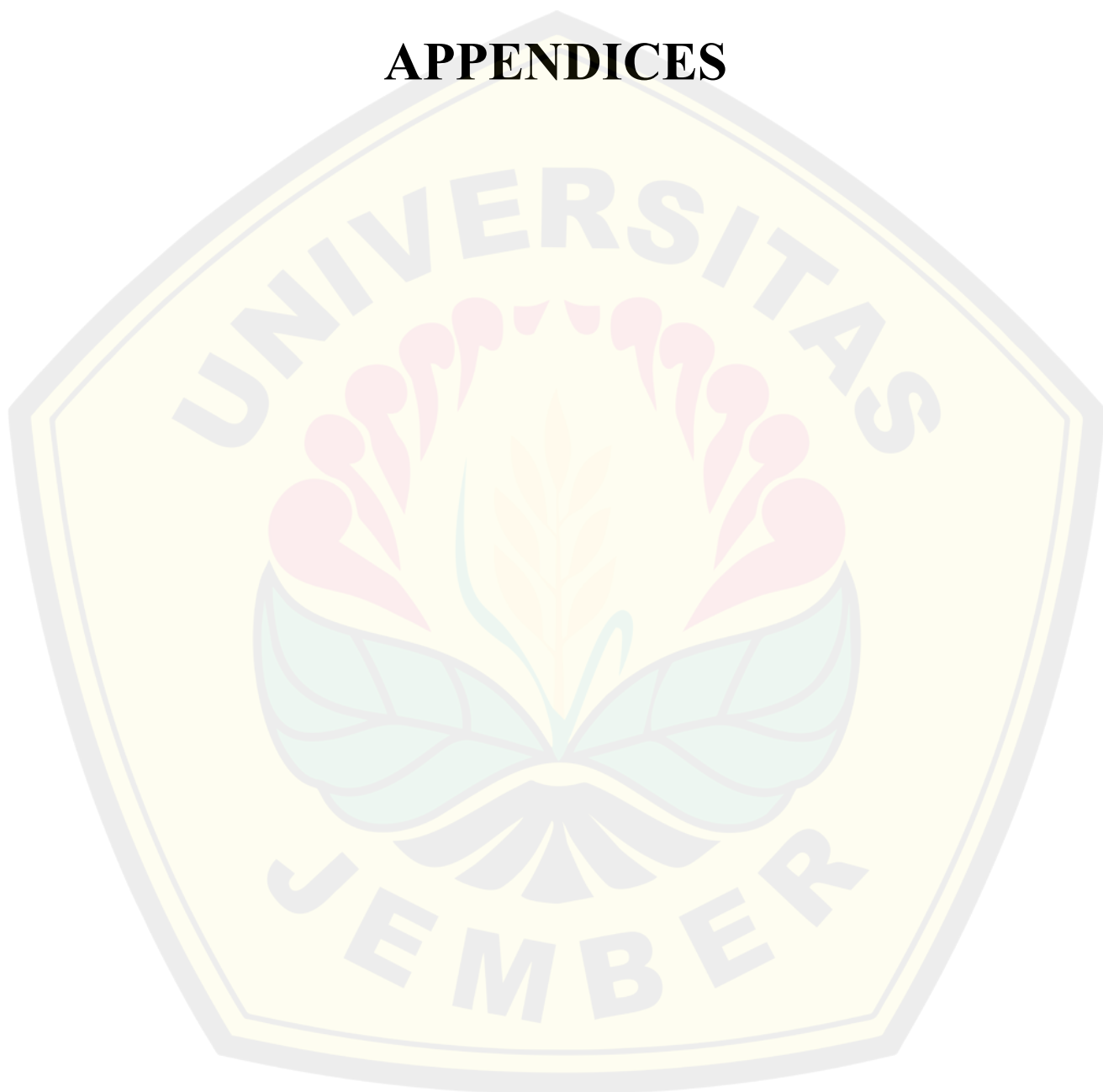
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## **APPENDICES**





## APPENDIX A: Research Matrix

Title	Research Question	Variables	Indicators	Data Research	Research Method
The Effect of Using Flashcards On Vocational High School Students' English Vocabulary Achievement.	Is there any significant effect of using flashcards on students' English vocabulary achievement at vocational high school in Jember?	<p><b>a. Independent Variable</b> The effect of using flashcard in teaching vocabulary.</p> <p><b>b. Dependent Variable</b> The students' vocabulary achievement through descriptive text</p>	<p>1. The students can understand the types of vocabulary taught by the teacher.</p> <p>2. The students can distinguish the types of vocabulary taught by the teacher.</p> <p>3. Students can use proper vocabulary in text descriptive learning.</p> <p>4. Students can do questions about the text given by the teacher about vocabulary in the descriptive text.</p>	<p><b>1. Population of the research:</b> The X grade students' in the academic year of 2022/2023</p> <p><b>2. Participants of the research:</b> 2 classes of the X grade students'</p> <p><b>3. Informant:</b> The English teacher of the tenth-grade students' at Vocational High School in Jember.</p> <p><b>4. Documents:</b> 1) The list of participants 2) Curriculum used by the teacher.</p>	<p><b>1) Research Design:</b> Quasi experimental research with group post-test only design</p> <p><b>2) Area Determination Method:</b> Purposive Method</p> <p><b>3) Respondent Determination Method:</b> Cluster Random Sampling</p> <p><b>4) Data Collection Method:</b> - Vocabulary post-test (The list of participants in the experimental group and control group)</p> <p><b>5. Data Analysis Method:</b> The collected data will be analyzed by using t-test with SPSS.</p>

**APPENDIX B. Interview Guide for Teacher**

Interviewer : Sittika Erdea Torun  
 Interviewee : Novaning Prahasti, S.Pd  
 Place of Interview : SMK N 3 Jember  
 Date of Interview : 26 Agustus 2021

No.	Question	Answer
1.	What does curriculum this school apply?	Independent Curriculum (Kurikulum Merdeka)
2.	How many times do you teach English in each class in a week?	1-2 times a week, because grade 12 still uses the K-13 curriculum. Hence the schedule of teaching English 2 times a week. But for grade 10 who already use the independent curriculum only 1 meeting a week.
3.	What English text book do you use in teaching English?	Rings the Bells
4.	How do you teach vocabulary, especially about descriptive text?	This learning uses package books that have been provided by the school.
5.	What method do you use in teaching vocabulary?	I use methods such as, reading a book, identifying a new vocabulary, rewriting a new vocabulary that is in the descriptive text in the notebook.
6.	Why did you choose that method in teaching vocabulary?	Because it is in accordance with the curriculum that has been implemented by the school.
7.	What media do you use in teaching vocabulary to students?	At the moment there is still nothing. Usually still use books.
8.	Do you integrate the teaching it with the language skills?	No, because I only use package books and materials from the internet for learning.

## APPENDIX C: Learning Flow and Objectives

## ENGLISH SUBJECTS

## Fase E

CAPAIAN PEMBELAJARAN: Pada akhir fase E, Peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya, dan orang lain dan terkait Text Descriptive. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang ditentukan.

ELEMEN	CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	PROFIL PELAJAR PANCASIL A	TOPIK	ALOKASI WAKTU
Membaca-memirsa, menyimak-berbicara, menulis-mempresentasikan	Pada akhir fase E, Peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya, dan orang lain dan terkait Text Descriptive. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang ditentukan.	<p>3 Menganalisis beberapa teks tentang deskripsi tempat wisata / orang dengan benar</p> <p>4 Menyimpulkan isi pesan teks dengan cara membaca atau mendengarkan teks Deskripsi dengan benar</p> <p>5 Menemukan fungsi sosial, struktur teks dan unsur kebahasaan dari teks deskripsi dengan benar</p> <p>6 Membuat teks dengan tulisan tangan yang rapi tentang teks deskripsi yang menggambarkan</p>	<p>7 Mandiri</p> <p>8 Kreatif</p> <p>9 Bernalar Kritis</p>	Tourism Place, Person	<p>2 JP</p> <p>2 JP</p>

		orang/tempat wisata menggunakan ketepatan ejaan dan tanda baca dengan baik.			2 JP
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CAPAIAN PEMBELAJARAN: Pada akhir fase E, Peserta didik menggunakan Bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya, dan orang lain dan terkait Teks Recount. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang ditentukan.

ELEMEN	CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	PROFIL PELAJAR PANCASIL A	TOPIK	ALOKASI WAKTU
Membaca-memirsa, menyimak-berbicara, menulis-mempresentasikan	Pada akhir fase E, Peserta didik menggunakan Bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya, dan orang lain dan terkait Teks Recount. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang ditentukan.	10 Menganalisis beberapa teks tentang pengalaman /kegiatan/ kejadian/peristiwa masa lampau dengan benar	14 Mandiri	Pengalaman Diri (My Experience)	2 JP
		11 Menyimpulkan isi pesan teks dengan cara membaca atau mendengarkan teks Recount dengan benar	15 Kreatif		2 JP
		12 Menemukan fungsi sosial, struktur teks dan unsur kebahasaan dari teks recount dengan benar	16 Bernalar Kritis		2 JP
		13 Membuat teks dengan tulisan tangan yang rapi tentang pengalaman/kegiatan/ kejadian/peristiwa waktu lampau			2 JP

		menggunakan ketepatan ejaan dan tanda baca dengan baik.			
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CAPAIAN PEMBELAJARAN: Pada akhir fase E, Peserta didik menggunakan bahasa inggris untuk berkomunikasi dengan guru, teman sebaya, dan orang lain dan terkait Teks naratif. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang ditentukan.

ELEMEN	CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	PROFIL PELAJAR PANCASIL A	TOPIK	ALOKAS I WAKTU
Membaca- memirsa, menyimak- berbicara, menulis- mempresenta sikan	Pada akhir fase E, Peserta didik menggunakan bahasa inggris untuk berkomunikasi dengan guru, teman sebaya, dan orang lain dan terkait Teks naratif. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang ditentukan.	17 Menganalisis beberapa teks tentang cerita rakyat (dongeng) dengan benar 18 Menyimpulkan isi pesan teks dengan cara membaca atau mendengarkan teks naratif dengan benar 19 Menemukan fungsi sosial, struktur teks dan unsur kebahasaan dari teks naratif dengan benar 20 Membuat teks dengan tulisan tangan yang rapi tentang cerita rakyat (dongeng) menggunakan ketepatan ejaan dan tanda baca dengan baik.	21 Mandiri 22 Kreatif 23 Bernalar Kritis	Fairy tale, legend	2 JP  2 JP  2 JP

CAPAIAN PEMBELAJARAN: Pada akhir fase E, Peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya, dan orang lain dan terkait Teks Report. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang ditentukan.

ELEMEN	CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	PROFIL PELAJAR PANCASIL A	TOPIK	ALOKASI WAKTU
Membaca	Pada akhir fase E, Peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya, dan orang lain dan terkait Teks Report. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang ditentukan.	24 Menganalisis beberapa teks tentang hewan, tumbuhan, fenomena alam dan topik-topik lain secara detail.	28 Mandiri 29 Kreatif 30 Bernalar Kritis 31 Gotong royong	General Nouns, Present tense	2 JP
Berbicara,		25 Mempresentasikan isi pesan teks dengan cara membaca kesimpulan teks Report			2 JP
Menulis		26 Menemukan fungsi sosial, struktur teks dan unsur kebahasaan dari teks Report dengan benar 27 Menyusun kembali paragraph acak Teks Report dengan benar			2 JP

**APPENDIX D. Homogeneity Test**

Name :

Class :

**BUKIT DUA BELAS NATIONAL PARK JAMBI**

Bukit Duabelas National Park in Jambi is a relatively small park, compared to Indonesia's large national parks. Covering only 60,500 hectares, the park was established in 2000, mainly to allow the regrowth of secondary forests and to protect the home of the forest people 'Suku Anak Dalam' or 'Orang Rimba'. The northern part of the park is primarily jungle, but the remainder is a tract of deforested land that was formerly a production forest, but allowed to revert as a tropical rainforest. The park is in fact the most important water catchment area in the province. Bukit Duabelas, or Twelve Hills, is a lowland park with undulating contours. This is the habitat of Sumatra's endangered species, such as tapirs, gibbons, clouded leopards, sun bears, wild cats and crested serpent eagles, including endangered plant species. Orang Rimba are an isolated tribe who have lived in these jungles for years and have maintained their simple, natural lifestyle. There are several theories and legends as to who they are and where they originate from. One story relates that when the Sultan of Palembang had feuds with the Sultan of Jambi, the Sultan of Jambi asked for help from the Sultan of Pagaruyung who in turn sent soldiers to Jambi. On their way in the dense jungles, never came back out, but instead settled in the Jambi jungles and adopted the natural lifestyle. Anak Dalam tribe live in and around the forest, and survive chiefly on hunting, gathering, agriculture and fishing.

<http://www.ekowahyudi.my.id/2019/03/descriptive-text-soal-descriptive-text.html>

**Choose the best answer by crossing a, b, c, or d. The duration is 30 minutes for you to complete the test. Good luck everyone!**

1. What is the synonym of the word "Park"?
  - a. Garden
  - b. Home
  - c. Pen
  - d. Pencil
2. What is the antonym of the word "Small"?
  - a. Big
  - b. Good
  - c. Bad
  - d. Thin
3. What is the synonym of the word "Large"?
  - a. Big
  - b. Thick
  - c. Eraser
  - d. Book
4. Endangered and protected are?
  - a. Synonym
  - b. Antonym
  - c. Acronym
  - d. House
5. What is the synonym of the word "Jungle"?
  - a. Home
  - b. Floor
  - c. Forest
  - d. Bottle
6. What is the antonym of the word "Theories"?
  - a. Fact
  - b. Principles
  - c. Plan
  - d. Ideology
7. What is the synonym of the word "Story"?
  - a. Tale
  - b. Paper
  - c. Floor
  - d. Bag
8. What is the synonym of the word "Habitat"?
  - a. Area
  - b. Park
  - c. Jungle
  - d. Comedy
9. What is antonym of the word "Never"?
  - a. Yes
  - b. Probably
  - c. At no time
  - d. Finally
10. What is the synonym of the word "Species"?
  - a. Zoo
  - b. Type
  - c. Animal
  - d. Plant
11. Natural and native are?
  - a. Synonym
  - b. Acronym
  - c. Antonym
  - d. Pen
12. Simple and easy are?
  - a. Antonym
  - b. Synonym
  - c. Sad



- d. Happy
13. Way and road are?
- a. True
  - b. False
  - c. Synonym
  - d. Antonym
14. What is the synonym of the word "Help"?
- a. Support
  - b. Angry
  - c. False
  - d. Quiet
15. What is the synonym of the word "Tropical"?
- a. Tropic
  - b. Land
  - c. Sand
  - d. South
16. What is the synonym of the word "Endangered"?
- a. Rare
  - b. Home
  - c. Plants
  - d. Sad
17. What is the antonym of the word "Protect"?
- a. Safeguard
  - b. Protection
  - c. Happy
  - d. Shield
18. What is the antonym of the word "Important"?
- a. Unimportant
  - b. Significant
  - c. Key
  - d. Great
19. Fact and reality are?
- a. Synonym
  - b. Antonym
  - c. Number
  - d. Rolling
20. What is the synonym of the word "Production"?
- a. Output
  - b. High
  - c. Low
  - d. Little

**ANSWER KEY**

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

- 11. A
- 12. B
- 13. C
- 14. A
- 15. A

- 16. A
- 17. C
- 18. A
- 19. A
- 20. A

**The formula to accumulate the students' scores**

$$\text{Final Score} = \frac{\text{Gotten Score}}{\text{Maximum Score}} \times 100$$



**APPENDIX E:** The Result and The Output of Homogeneity Test

<b>1</b>	<b>CULINAR Y 1</b>	<b>CULINAR Y 2</b>	<b>CULINAR Y 3</b>	<b>COSMETO LOGY</b>	<b>TOURISM</b>
1	85	85	80	80	80
2	80	90	80	80	80
3	80	90	90	90	85
4	82	80	85	90	85
5	90	85	85	90	70
6	90	90	85	80	90
7	85	85	80	80	80
8	90	80	80	85	80
9	85	80	90	80	75
10	85	80	80	85	75
11	80	90	80	90	90
12	85	85	90	85	90
13	90	85	90	85	80
14	80	80	90	85	85
15	80	90	85	80	85
16	85	85	80	90	80
17	85	80	85	90	85
18	80	90	85	90	80
19	80	80	85	80	85
20	85	85	90	80	90
21	90	90	90	80	90
22	85	85	80	85	70
23	90	80	80	85	80
24	85	90	90	80	80
25	90	80	80	90	70
26	85	80	85	90	80

27	85	80	80	80	90
28	90	90	80	85	90
29	80	85	90	90	90
30	90	85	85	80	85
31	90	90	90	80	85
32	85	80	80	80	70
33	85	80	80	90	90
34	80	90	90	85	80
35	80	85	90	85	70
36	80	80		85	

**ANOVA**

Score of Homogeneity Test

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	200.624	4	50.156	2.21	0.070
Within Groups	3926.865	173	22.699		
Total	4127.489	177			

**APPENDIX F: Class X English Teaching Module**

**DESCRIPTIVE TEXT**

**A. PART I: General Information**

Constituent Name	Sittika Erdea Torun
School Name	One of Vocational High School in Jember
Phase/Class	E / X
Learning Outcomes	At the end of phase E, Learners use English to communicate with teachers, peers, and others and related Text Descriptive. They understand and identify the main idea and relevant details of a discussion or presentation regarding a specified topic.
Number of Meetings	1
Time Allocation (minute)	2 x 45 minutes
Element/ Domain	Reading-listening, listening-speaking, writing-presenting
Initial Competence	Descriptive text
Pancasila Student Profile	Independent Creative Critical Reasoning
Infrastructure	Whiteboard Markers Worksheet Flashcard Power Point Computer / Laptop
Target Learners	2 classes out of a total of 15 X classes
Piracy Model	Offline
Media	<b><i>Experimental Group: Flashcard Method</i></b>

	<p><b>Control Group:</b> Reading a book, identifying any challenging words, looking up the meaning, and then writing the word in a different book.</p>
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**B. PART II: Core Components**

Learning Objectives	<ul style="list-style-type: none"> <li>● Students can understand and understand the types of vocabulary taught by the teacher properly and correctly.</li> <li>● Students can distinguish the types of vocabulary taught by the teacher properly and correctly.</li> <li>● Students can use the right vocabulary in text descriptive learning properly and correctly.</li> <li>● Students can do questions about the text given by the teacher about vocabulary in the descriptive text properly and correctly.</li> </ul>
Meaningful Understanding	<ul style="list-style-type: none"> <li>● Descriptive text is text used to describe someone or something</li> <li>● The purpose of descriptive texts is to provide information to the reader</li> </ul>
Lighter Question	<ul style="list-style-type: none"> <li>● How do you describe the person you like?</li> </ul>

**C. PART III: LEARNING ACTIVITIES**

<b>OPENING</b>			<b>TIME</b>
<ol style="list-style-type: none"> <li>1. The teacher greetings and asks the students how they are doing</li> <li>2. The teacher asks the students to pray together.</li> <li>3. The teacher checks the attendance of the students</li> <li>4. The teacher asks the students                             <ol style="list-style-type: none"> <li>a. What do you understand about descriptive texts?</li> <li>b. How do you describe the person you like?</li> </ol> </li> <li>5. The teacher provides information about competencies, materials, and learning objectives.</li> <li>6. The teacher tells to stay calm and raise your hand if you want to answer questions.</li> </ol>			<b>15 Minutes</b>
<b>MAIN ACTIVITIES</b>			
<b>Control Group</b>		<b>Experimental Group</b>	
<ol style="list-style-type: none"> <li>1. The teacher explains the material about a descriptive text to the students.</li> <li>2. The teacher gives examples of a descriptive texts to the students.</li> <li>3. The teacher asks the students to read the text individually.</li> <li>4. The teacher gives multiple choice questions to the students about descriptive texts.</li> <li>5. The teacher asks the students several questions:</li> </ol>	<b>30 minutes</b>	<ol style="list-style-type: none"> <li>1. The teacher explains the material and gives an example of descriptive text to the students</li> <li>2. The teacher explains the types of vocabulary such as verbs, adjectives, nouns and adverbs.</li> <li>3. The teacher gives an introduction and how to use the flashcard s</li> <li>4. The teacher asks the students to name the types of vocabulary in the text using Flashcards</li> <li>5. The teacher gives a descriptive text question in the form of fill in the blank</li> </ol>	<b>30 minutes</b>

<p>a. What do you understand about descriptive texts?</p> <p>b. Name the types of descriptive text you know.</p> <p>c. Mention the linguistic elements present in the descriptive text.</p> <p>6. The teacher asks the students about the difficulties of the descriptive text material.</p> <p>7. The vocabulary task was given in the end of activity</p>		<p>6. Students can work on filling in the blank on the descriptive text that has been given by the teacher using a flashcard.</p> <p>7. The teacher gives two flashcards with the same type of vocabulary and the student must choose which is the correct answer to the given question using flashcards.</p> <p>8. The teacher asks the students about the difficulties of the descriptive text material that has been taught.</p> <p>8. The vocabulary task was given in the end of activity</p> <p>9. The vocabulary task was given in the end of activity</p>	
<b>CLOSING</b>			
<p>1. The teacher guides the students to draw the conclusions about the material.</p> <p>2. Teachers provides feedback on the learning processes and the outcomes.</p> <p>3. The teacher asked the students to pray together.</p> <p>4. The teacher closes the learning session by greeting all students.</p>			<p><b>15</b> <b>minutes</b></p>
Assessment	<ul style="list-style-type: none"> <li>- Diagnostic assessment</li> <li>- Non-cognitive assessment</li> <li>- Cognitive Assessment</li> </ul>		
Students' Worksheets	Attached		
Glossary	Descriptive Text		
Bibliography	-		



ATTACHMENT

I. MATERIAL SUMMARY

**Descriptive Text**

**Descriptive Text**

**1. Social Functions**

Descriptive text is a type of English text in which it contains a detailed description or description of an object (person, thing or place).

**2. Text Structure**

1. Identification: usually located in the initial paragraph, to identify the object under discussion.
2. Description: describes the characteristics of the object that has been described in the text crew. The object is explained in detail so that the characteristics of the object can be clearly depicted.

**3. Linguistic Elements**

1. Using a specific Subject
2. Using adjectives
3. Using a simple present tense.

## II. STUDENTS WORKSHEETS

### ➤ EXPERIMENTAL GROUP

**Notes scheme for the use of Flashcards during the experiment:** In the provision of treatment in this study, the researcher will provide a flashcard that is displayed 2 vocabulary of the same type as an answer choice for students while working on fill in the blank.

**Please fill in the blank with the correct answers!**



Rowan Atkinson is an English comedian, actor and writer, \_\_\_ for his title roles in the British television comedies Blackadder, the Thin Blue Line and Mr. Bean. He has been listed in the Observer as one of the 50 funniest actors in British comedy. Atkinson is mostly well known as Mr. Bean. Rowan Atkinson is a quite thin man. He has fair complexion and \_\_\_ short hair. Some people considered Atkinson “the man with the rubber face.” In fact, he has really \_\_\_ face with unique \_\_\_. He is in medium height of European people. He has a pointed nose, big black \_\_\_ and thick \_\_\_. His \_\_\_ and sideburns are usually well shaved. He usually wears a man’s \_\_\_ with shirt, collar, trousers and a pair of shiny shoes. Rowan Atkinson was born in Consett, County Durham on 6th January 1955. He has two elder brothers. Atkinson studied electrical engineering at Newcastle University and continued with an MSc at the Queen’s College, Oxford. Atkinson married Sunetra Sastry in 1990. The couple has two children, Lily and Benjamin, and lives in England in the Northamptonshire. With an estimated \_\_\_ of \$100 million, Atkinson owns many \_\_\_ cars.

<https://englishadmin.com/2021/03/contoh-soal-descriptive-text-tentang-orang-beserta-jawabannya.html>

**Answer:**

1. Famous
2. Black
3. Funny
4. Smile
5. Eyes
6. Eyebrows
7. Moustache
8. Suit
9. Wealth
10. Expensive

➤ **CONTROL GROUP**

*Please read this descriptive text and answer the question from multiple choice based on this text*



Rowan Atkinson is an English comedian, actor and writer, famous for his title roles in the British television comedies *Blackadder*, *the Thin Blue Line* and *Mr. Bean*. He has been listed in the *Observer* as one of the 50 funniest actors in British comedy. Atkinson is mostly well known as *Mr. Bean*. Rowan Atkinson is a quite thin man. He has fair complexion and black short hair. Some people considered Atkinson “the man with the rubber face.” In fact, he has really funny face with unique smile. He is in medium height of European people. He has a pointed nose, big black eyes and thick eyebrows. His moustache and sideburns are usually well shaved. He usually wears a man’s suit with shirt, collar, trousers and a pair of shiny shoes. Rowan Atkinson was born in Consett, County Durham on 6th January 1955. He has two elder brothers. Atkinson studied electrical engineering at Newcastle University and continued with an MSc at the Queen’s College, Oxford. Atkinson married Sunetra Sastry in 1990. The couple has two children, Lily and Benjamin, and lives in England in the Northamptonshire. With an estimated wealth of \$100 million, Atkinson owns many expensive cars.

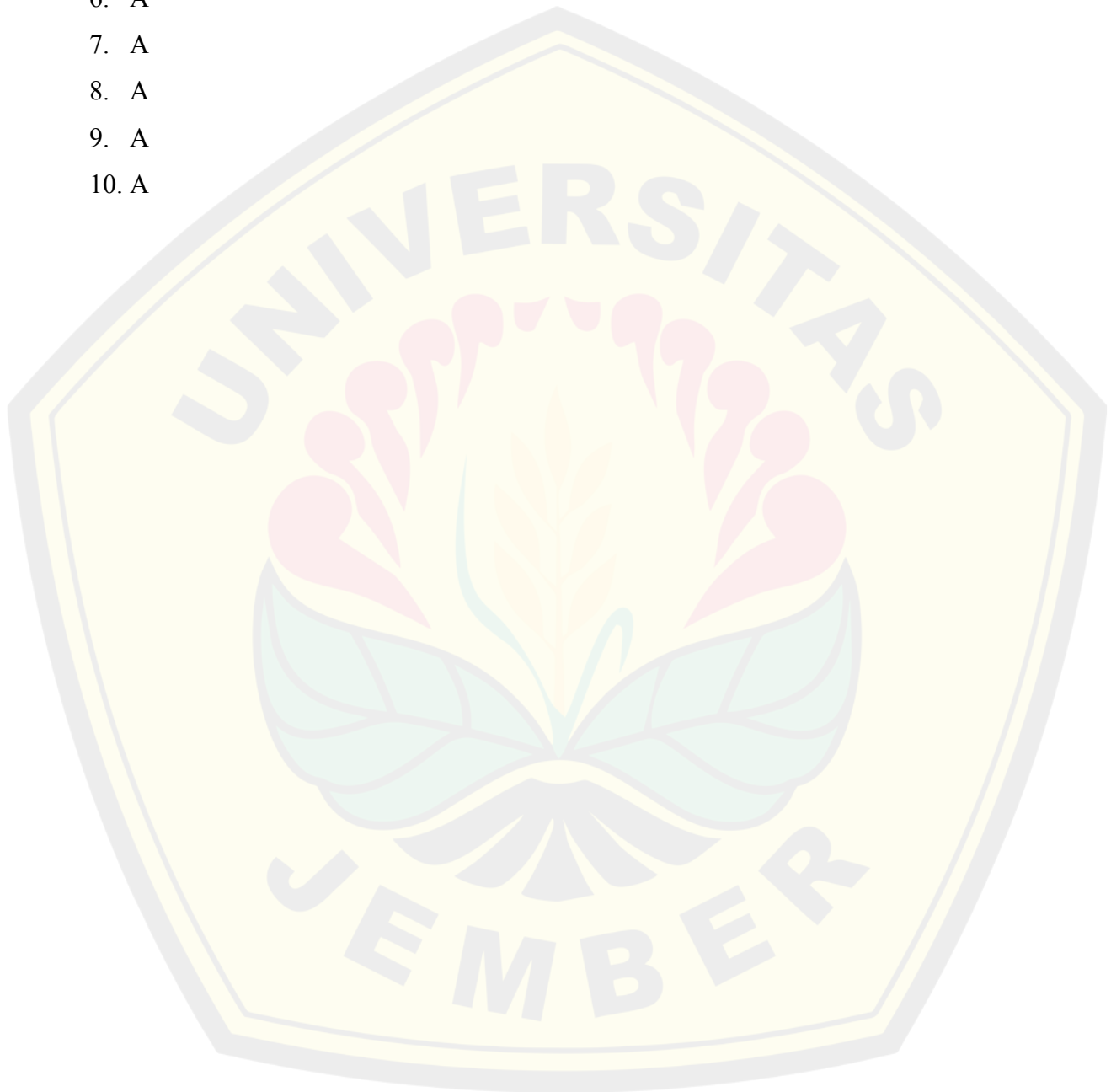
<https://englishadmin.com/2021/03/contoh-soal-descriptive-text-tentang-orang-beserta-jawabannya.html>

**Please read carefully and choose appropriate answer!**

1. What is the story about?
  - a. Rowan Atkinson
  - b. Rachel Venya
  - c. Ronaldo
  - d. Messi
2. What is the antonym of “famous”?
  - a. Unknown
  - b. Famed
  - c. Celebrated
  - d. Leading
3. Who is in the photo?
  - a. Maudy Ayunda
  - b. Lionel
  - c. Agnes Monica
  - d. Rowan Atkinson
4. What is the other name of Robet Atkinson?
  - a. Mr. Bean
  - b. Mr. Potato
  - c. Mr. Simple
  - d. Mr. Good
5. What is the antonym of the word “Black”?
  - a. White
  - b. Blue
  - c. Grey
  - d. Green
6. What is the synonym of the word “Thick”?
  - a. Heavy
  - b. Thin
  - c. Pause
  - d. Stop
7. Born and Die are?
  - a. Antonym
  - b. Synonym
  - c. Acronym
  - d. False
8. What is the synonym of the word “College”?
  - a. University
  - b. Home
  - c. Land
  - d. Park
9. Unique and Specific are?
  - a. Synonym
  - b. Antonym
  - c. Acronym
  - d. True
10. What is the synonym of the word “Comedian”?
  - a. Joker
  - b. Police
  - c. Nurse
  - d. Doctor

**Answer:**

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



**3.5 DIAGNOSTIC ASSESSMENT**

<b>Level / Class</b>	One of the Vocational High School in Jember
<b>Learning Outcomes</b>	At the end of phase E, Learners use English to communicate with teachers, peers, and others and related Text Descriptive. They understand and identify the main idea and relevant details of a discussion or presentation regarding a specified topic.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Analyze some text about the description of tourist attractions / people correctly</li> <li>● Infer the content of a text message by reading or listening to the Description text correctly</li> <li>● Find the social function, text structure and linguistic elements of the description text correctly</li> <li>● Create neatly handwritten text about description text that describes people/tourist attractions using spelling accuracy and punctuation well.</li> </ul>
<b>Pancasila Student Profile</b>	<ul style="list-style-type: none"> <li>● Self-sufficient</li> <li>● Creative</li> <li>● Critical Reasoning</li> </ul>

**3.6 NON-COGNITIVE ASSESSMENT**

<b>What information do you want to reach?</b>	<b>Key questions to ask</b>
Student activities during study at home	1. What are some of your activities throughout the day at home?

	<ol style="list-style-type: none"> <li>2. Is it enough to have enough time to study?</li> <li>3. Name 3 things from the most fun to the most unpleasant when studying.</li> <li>4. What is your ideal?</li> </ol>
Activities at home support the interests and talents of students	<ol style="list-style-type: none"> <li>1. Is your hobby?</li> <li>2. Is your hobby related to the chosen skill program?</li> <li>3. Are you forced by parents to choose your skill program?</li> <li>4. Did you follow a friend's advice/invitation to choose the skill program?</li> </ol>
<b>What steps will be taken?</b>	<b>What tools are needed?</b>
Preparation	Prepare a few sheets of paper if learners want to write and/or draw the answer
Implementation <ol style="list-style-type: none"> <li>1. Provide reinforcement and/or follow-up questions as learners answer questions.</li> <li>2. Direct and answer immediately if the learner asks back.</li> <li>3. Give learners time to answer questions using easier-to-understand language</li> </ol>	
Not continued <ol style="list-style-type: none"> <li>1. If the learner raises a problem, invite them to discuss to determine the solution.</li> <li>2. If necessary, communicate the problem with parents.</li> </ol>	

3. Conduct periodic non-cognitive diagnostic assessments as needed.	
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**3.7 COGNITIVE ASSESSMENT**

<b>Assessment Time</b>	End after the teacher explains about the descriptive text	<b>Assessment Duration</b>	5'-10' everyone
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<b>Identify the material to be tested</b>	<b>Question</b>	<b>Possible Answers</b>	<b>Score (Category)</b>	<b>Follow-up Plan</b>
Learners are able to identify descriptive texts based on generic structure, social function	1. What do you know about descriptive texts	Text whose content identifies and describes a living or inanimate object	Complete understanding	Learning can proceed to the next unit.
		Text describing a person or thing	Some understanding	Provides remedial learning
		Text describing people, things, animals and places	Don't understand	Provides remedial learning
	2. What is the generic structure of the	Identification and description	Complete understanding	Learning can proceed to the next unit.



	descriptive text?			
		Description	Some understanding	Provides remedial learning
		Did not answer	Don't understand	Provides remedial learning
	3. Mention the Language features of the descriptive text	Simple present, Action verb, specific subject, adjective	Complete understanding	Learning can proceed to the next unit.
		There are adjectives, etc.	Some understanding	Provides remedial learning
		Don't know	Don't understand	Provides remedial learning

What steps will be taken?	What tools are needed
<p>Preparation and Implementation:</p> <ol style="list-style-type: none"> <li>1. Drawing up an implementation schedule</li> <li>2. Identify test materials that represent the entire learning material.</li> <li>3. Compose 2 simple questions accordingly</li> </ol>	<p>At the time of implementation prepare:</p> <ol style="list-style-type: none"> <li>1. Different types of text.</li> <li>2. Learning videos about related materials.</li> <li>3. Record sheet.</li> </ol>

<p>1. Assessment is given by all students.</p>	
<p>Follow-up:</p> <ol style="list-style-type: none"> <li>1. Processing the results of the assessment and calculating the average class.</li> <li>2. For students who get an average score, they will follow the next unit learning.</li> <li>3. For students who get remedial teaching and assistance from teachers.</li> <li>4. For students who get above-average grades will get enrichment from the teacher.</li> <li>5. Repeat this diagnosis assessment process according to the needs in the classroom.</li> </ol>	

**APPENDIX G: Grids of Try Out Test**

Education Unit : Vocational Highschool

Subjects : Discuss English

Class/Semester : X/Odd

Curriculum : Freedom to Learn

Time Allocation : 50 Minutes

Number of Questions : 40 Multiple Choice Items

Basic Competence	Indicator's Question	Question's Number	Key Answer	Type of Task
At the end of phase E, Learners use English to communicate with teachers, peers, and others and related Text Descriptive. They understand and identify the main idea and relevant details of a discussion or presentation regarding a specified topic.	Presented with a descriptive text, students can use the most appropriate words to fill in sentences	1,3,4,7,8,11,12,14,16,20,28,29,30,33,34,39	A,B,C,C,B,C,A, D,B,D,B,C,D,A ,B,D	Multiple Choice
	Presented sentence snippets, students can analyze the type of vocabulary provided	2,5,6,9, 10,17,18,21,23,27,32,36,37,40	C,D,C,D,B,C,A, A,C,D,D,B,A,A	
	Presented with a sentence, students can determine the right word equation for a predetermined word	13,26	B,B	
	Presented with a sentence, students can determine the similarity of meanings / words in the text	15,22,25,31,35,38	C,D,A,C,A,D	
	Presented with a sentence, students can determine the right opposite for a predetermined word	19,24	A,A	

**APPENDIX H: TRY OUT TEST**

*This paragraph is for answering question number 1-6!*

*Please chose the correct answer based on the text below.*

My Best Friend, Ernesto

My best friend is Ernesto and he is my classmate. We (..1..) to school together. Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher. He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed (..3..) well-behaved. All teachers have a high opinion of him.

Ernesto (..4..) a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient. He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend.

Scr: <https://englishadmin.com/2015/12/8-contoh-descriptive-text-tentang-orang.html>

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| <p>1. What is the most appropriate word to complete the sentence?</p> <p>A. Go<br/>B. Went<br/>C. Run<br/>D. Walk</p>                                      | <p>4. What is the most appropriate word to complete the sentence?</p> <p>A. Have<br/>B. Is<br/>C. Has<br/>D. Had</p>   |
| <p>2. “Ernesto <u>comes</u> from ...”<br/>The underlined word belongs to the type of word...</p> <p>A. Noun<br/>B. Adjective<br/>C. Verb<br/>D. Adverb</p> | <p>5. “He is <u>gentle</u> but fearless”<br/>The underlined word belongs to the type of word...</p> <p>A. Verb<br/>B. Noun<br/>C. Adverb<br/>D. Adjective</p>    |
| <p>3. What is the most appropriate word to complete the sentence?</p> <p>A. Or<br/>B. And<br/>C. Then<br/>D. After</p>                                     | <p>6. “<u>He</u> keeps me away from bad company.” <i>He</i> in the sentence refers to ...</p> <p>A. The writer<br/>B. Classmate<br/>C. Ernesto<br/>D. Parent</p> |

*This paragraph is for answering question number 7-12!*

*Please choose the correct answer based on the text below.*

My Friend, Jacques

Jacques has been my close friend for two years. I first met (..7..) on a school exchange trip to Calais, France. I asked him the way to the library and we started talking. We've been friends ever since.

Jacques is quite good-looking. He's tall (..8..) slim, with olive skin and curly dark hair. Like many French people, he has a great sense of style, so he always looks well-dressed even in casual clothes.

Jacques is very outgoing. He is always friendly and loves to have fun. He's got a fantastic sense of humour and he always makes me laugh. However, he can be a bit immature at times. For example, when he doesn't get what he wants, he acts childishly and stamps his feet.

Jacques is very keen on water sports. He likes sailing and he spends a lot of time on his boat. He enjoys scuba diving, too, and loves exploring life under sea.

All in all, I'm glad to have Jacques as my friend. It's a pleasure to be with him and I really enjoy his company. I'm sure we'll always be close friends.

Scr: <https://englishadmin.com/2015/12/8-contoh-descriptive-text-tentang-orang.html>

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| <p>7. What is the most appropriate word to complete the sentence?</p> <p>A. Him<br/>B. He<br/>C. His<br/>D. You</p> <p>8. What is the most appropriate word to complete the sentence?</p> <p>A. Or<br/>B. And<br/>C. Then<br/>D. After</p> <p>9. "... and <u>curly dark</u> hair." The underlined word belongs to the type of word...</p> <p>A. Adverb<br/>B. Verb<br/>C. Noun</p> | <p>D. Adjective</p> <p>10. "... he always <u>makes</u> me laugh." The underlined word belongs to the type of word...</p> <p>A. Adverb<br/>B. Verb<br/>C. Noun<br/>D. Adjective</p> <p>11. What is the most appropriate word to complete the sentence?</p> <p>A. Hates<br/>B. Can<br/>C. Enjoys<br/>D. Like</p> <p>12. What is the most appropriate word to complete the sentence?</p> <p>A. Have<br/>B. Has</p> |
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C. Has

D. See

*This paragraph is for answering question number 13-18!*

*Please choose the correct answer based on the text below.*

Mark Zuckerberg

Mark Elliot Zuckerberg is an American computer programmer & internet entrepreneur. He is a co-founder of Facebook, a famous social media. His name was in the list of 100 wealthiest and (..14..) influential people since 2010 by Time Magazine.

About his physical appearance, Mark's body is 170 centimeters tall with 76 kilograms weight. His hair color is red while his eyes are blue. Mark Zuckerberg (..16..) born on 14th May 1984 in New York, USA. Therefore, he is 35 years old by 2019. Mark Zuckerberg has married to Priscilla Chan; they have one daughter named Maxima Chan Zuckerberg.

Src: <https://englishcoo.com/contoh-descriptive-text-about-someone/>

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| <p>13. "... a <u>famous</u> social media." synonyms of the underline word is ...</p> <p>A. Unknown<br/>B. Popular<br/>C. Rich<br/>D. Big</p> <p>14. What is the most appropriate word to complete the sentence?</p> <p>A. Famous<br/>B. Like<br/>C. Least<br/>D. Most</p> <p>15. "About <u>his</u> physical appearance, ..." <i>His</i> in the sentence refers to ...</p> <p>A. Me<br/>B. He<br/>C. Mark<br/>D. Jacques</p> <p>16. What is the most appropriate word to complete the sentence?</p> | <p>A. Had<br/>B. Was<br/>C. Is<br/>D. Are</p> <p>17. "Mark Zuckerberg <u>has</u> married to Priscilla Chan; ..." The underlined word belongs to the type of word...</p> <p>A. Adjectives<br/>B. Adverb<br/>C. Verb<br/>D. Noun</p> <p>18. "... they have one <u>daughter</u> named Maxima Chan Zuckerberg." The underlined word belongs to the type of word...</p> <p>A. Noun<br/>B. Adverb<br/>C. Adjective<br/>D. Verb</p> |
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*This paragraph is for answering question number 19-24!*

*Please choose the correct answer based on the text below.*

J.K. Rowlings

J. K. Rowling is a British novelist who writes phenomenal fantasy book series of Harry Potter. The books have got worldwide attention. They have become the best-selling book series in history. They were (..20..) more than 400 million copies.

Joanne Rowling was born on 31th July 1965 in Yate, Gloucestershire, England. So, she is 54 years old by 2019. About her physical appearance, her height is 165 centimeters, while her weight is 54 kilograms. She has blonde hair & blue eyes. She's married two times; she's got three children.

JK. Rowling is a terrific & successful novelist that becomes the richest woman in England. In fact, once she had become unemployed with a destitute life. By writing Harry Potter books which are loaded with spectacular high imagination, she turns to be very famous and wealthy.

Src: <https://englishcoo.com/contoh-descriptive-text-about-someone/>

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| <p>19. "... novelist who writes <u>fenomal</u> fantasy book series of Harry Potter" Antonyms of the underline word is ...</p> <p>A. Unique<br/>B. Amazing<br/>C. Usual<br/>D. Extraordinary</p> <p>20. What is the most appropriate word to complete the sentence?</p> <p>A. Sell<br/>B. Love<br/>C. Like<br/>D. Sold</p> <p>21. "Joanne Rowling was <u>born</u> on ..." The underlined word belongs to the type of word...</p> <p>A. Adverb</p> | <p>B. Verb<br/>C. Noun<br/>D. Adjective</p> <p>22. "... while <u>her</u> weight is 54 kilograms." The underline word refers to ...</p> <p>A. Ernesto<br/>B. Mark Zuckerberg<br/>C. She<br/>D. Joanne Rowlling</p> <p>23. The adjective word below is ..</p> <p>A. Writes<br/>B. Sell<br/>C. Blonde<br/>D. Novelist</p> <p>24. Antonym of "Wealthy" is ...</p> <p>A. Rich<br/>B. Poor<br/>C. Healthy<br/>D. Happy</p> |
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*This paragraph is for answering question number 25 -30!*

*Please choose the correct answer based on the text below.*

Taylor Swift

Taylor Alison Swift is an American singer & song writer. She is known for narrative songs about her personal life. Her songs are very popular, namely Shake It Off, Blank Space, Bad Blood. Taylor Swift has appeared as one of the most influential and powerful women by Forbes as well as Time Magazines.

By 2019, Taylor Swift's age is 30 years old. She was born on December 13, 1989 in Reading, Pennsylvania, United States. This beautiful girl has 178 centimeters tall & weighs 54 kilograms. Her hair is blonde while her eye (..28..) is blue. Her lips are usually red as she likes red color very much.

Taylor Swift is a famous wealthy woman but her life was not always so sweet. She suffered bullying in Junior High School. She (..29..) that she got dumped by a group of popular girls in the school. They (..30..) that she was weird because she liked country music. This changed after she moved to Nashville; she becomes a successful singer.

Src: <https://englishcoo.com/contoh-descriptive-text-about-someone/>

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| <p>25. "<u>Her</u> songs are very popular, ..." <i>Her</i> in the sentence refers to ...</p> <p>A. Taylor Alison Swift<br/>B. J.K Rowling<br/>C. Jacques<br/>D. Ernesto</p> <p>26. "... <u>powerful</u> women by Forbes as well as Time Magazines." Synonym of the underline word is ...</p> <p>A. Unknown<br/>B. Important<br/>C. Incapable<br/>D. Popular</p> <p>27. "This <u>beautiful</u> girl has ..." The underlined word belongs to the type of word...</p> <p>A. Adverb<br/>B. Verb<br/>C. Noun</p> | <p>D. Adjective</p> <p>28. What is the most appropriate word to complete the sentence?</p> <p>A. Shape<br/>B. Color<br/>C. Bright<br/>D. Shine</p> <p>29. What is the most appropriate word to complete the sentence?</p> <p>A. Saw<br/>B. Met<br/>C. Said<br/>D. Moved</p> <p>30. What is the most appropriate word to complete the sentence?</p> <p>A. Think<br/>B. Speak<br/>C. Imagine<br/>D. Thought</p> |
|---|---|



*This paragraph is for answering question number 31 -36!*

*Please choose the correct answer based on the text below.*

Tulus

Tulus is a singer who is unique and liked by many people. He has a fairly fat body and has a distinctive voice. So Tulus is very distinguishable from other Indonesian singers. Apart from being a singer, Tulus (...33...) also a songwriter.

Tulus is also an architect (...34...) from the Catholic Parahyangan University in Bandung. Tulus started his career by singing jazz music. Through several events such as community events and campus events, Tulus further honed his talents. Through Sikuai Band, Tulus further developed his musical ability with other band members.

Tulus has the first album made by a famous producer, Ari Renaldi. The Tulus album was released by its own company, Tulus Record. Many of Tulus' songs have been able to become the top pop songs on many Indonesian radios. Even well-known magazines such as "Rolling Stone Indonesia" also named him Rookie Editor of the Year 2013.

Scr: <https://deckarenas.com/contoh-descriptive-text-tentang-orang/>

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| <p>31. "Tulus is a singer who is <u>unique ...</u>" what is the meaning of the underline word ?</p> <p>A. being the only one of its kind; unlike anything else</p> <p>B. liked, admired, or enjoyed by many people or by a particular person or group.</p> <p>C. known about by many people.</p> <p>D. not known or familiar.</p> <p>32. "... has a <u>distinctive</u> voice." The underlined word belongs to the type of word...</p> <p>A. Adverb</p> <p>B. Verb</p> <p>C. Noun</p> <p>D. Adjective</p> | <p>33. What is the most appropriate word to complete the sentence?</p> <p>A. Is</p> <p>B. Are</p> <p>C. His</p> <p>D. She</p> <p>34. What is the most appropriate word to complete the sentence?</p> <p>A. School</p> <p>B. Graduated</p> <p>C. Go</p> <p>D. Walk</p> <p>35. "... started <u>his</u> career by singing jazz music." <i>His</i> in the sentence refers to ...</p> <p>A. Mark</p> <p>B. Ernesto</p> <p>C. Tulus</p> <p>D. Pamungkas</p> <p>36. "... top pop <u>songs</u> on many Indonesian radios." The underlined</p> |
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word belongs to the type  
of word...  
A. Adjective

B. Noun  
C. Verb  
D. Adverb

*This paragraph is for answering question number 37 -40!*

*Please choose the correct answer based on the text below.*

My Teacher

I have a teacher at my school who I respect. She is Mrs. Susi, an English teacher. Mrs. Susi is still young so she is popular among students, she is still 30 years old. Although still young, Mrs. Susi is a disciplined teacher. Although firm, Mrs.

Susi is actually very kind to each of her students. Mrs. Susi has short hair and always looks neat at school. She wears glasses because her has an eye problem. Many male students really like her. According to many male students, Mrs. Susi is an authoritative and cool woman with a (...39..) nose. Mrs. Susi's skin is also white which makes it more attractive to many students.

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

Scr: <https://deckarenas.com/contoh-descriptive-text-tentang-orang/>

37. "... Mrs. Susi is a disciplined teacher." The underlined word belongs to the type of word...  
A. Adjective  
B. Noun  
C. Verb  
D. Adverb

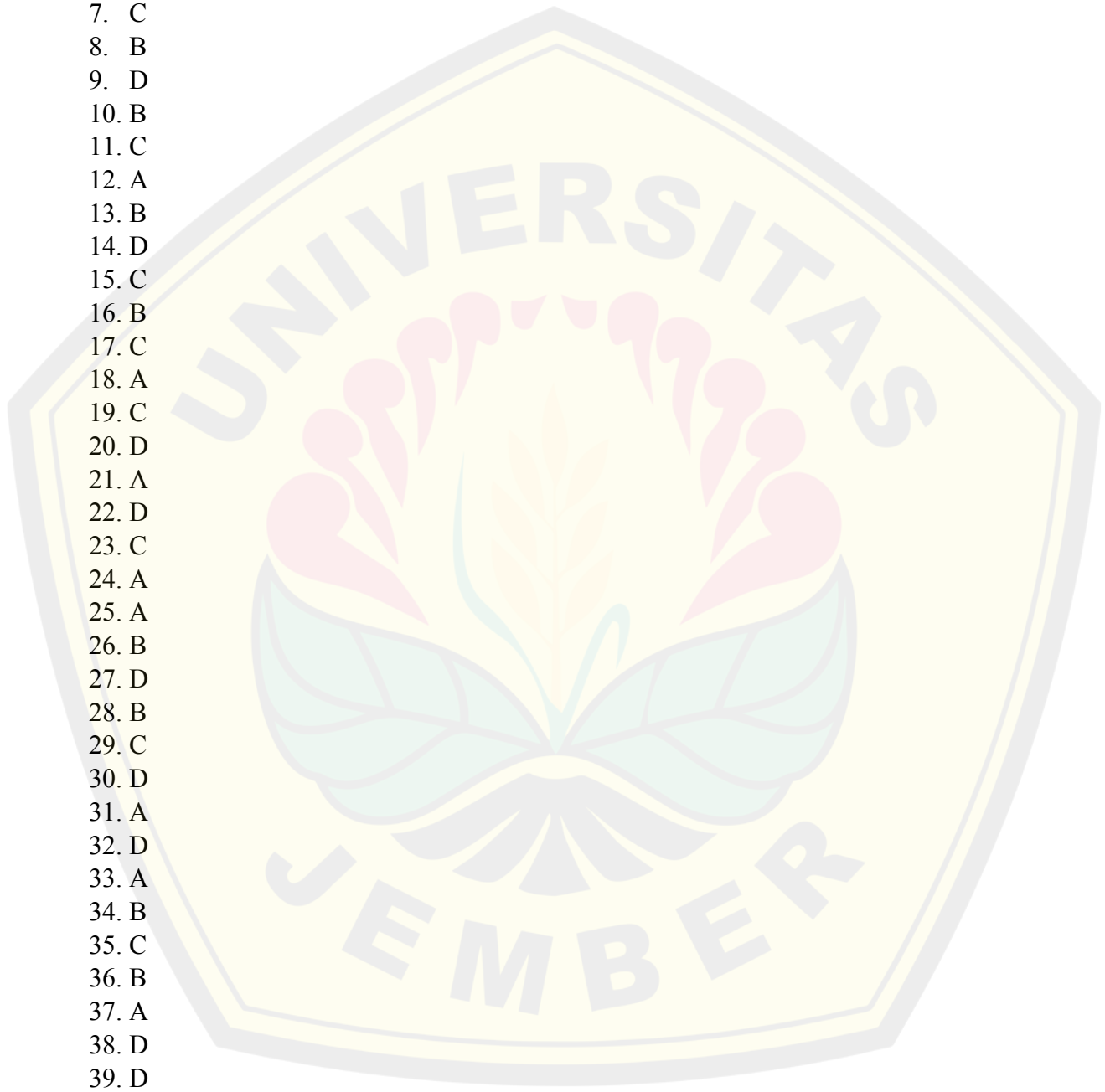
38. "...because her has an eye problem." *Her* in the sentence refers to ...  
A. He  
B. Tulus  
C. They  
D. Mrs. Susi

39. What is the most appropriate word to complete the sentence?  
A. Thin  
B. Fat  
C. Tall  
D. Sharp

40. "She always tries to give proper ..." The underlined word belongs to the type of word...  
A. Verb  
B. Adverb  
C. Adjective  
D. Noun

Key Answer

1. A
2. C
3. B
4. C
5. D
6. C
7. C
8. B
9. D
10. B
11. C
12. A
13. B
14. D
15. C
16. B
17. C
18. A
19. C
20. D
21. A
22. D
23. C
24. A
25. A
26. B
27. D
28. B
29. C
30. D
31. A
32. D
33. A
34. B
35. C
36. B
37. A
38. D
39. D
40. A



# DIGITAL REPOSITORY UNIVERSITAS JEMBER

## APPENDIX I: The Distribution of Odd Numbers

NO	NAMA	THE RESULT OF ODD NUMBER (X)																				TOTAL
		1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35	37	39	
1	RPA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
2	ANP	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	18
3	ANNA	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	16	
4	APR	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	14	
5	CAT	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	17	
6	DJBJ	1	1	1	1	1	1	1	1	0	0	0	0	1	1	0	0	0	0	1	11	
7	DJD	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19	
8	DIA	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	16	
9	DN	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	17	
10	DNA	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	16	
11	FRA	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	17	
12	IS	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	17	
13	IMH	1	1	0	1	1	1	1	1	0	0	1	1	1	0	1	0	0	1	1	13	
14	JTW	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	0	0	15	
15	LA	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	17	

## DIGITAL REPOSITORY UNIVERSITAS JEMBER

16	LA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	17
17	LA	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	16
18	MVNC	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	15	
19	MFH	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	16	
20	NWT	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	17	
21	NPA	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	13
22	NMW	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	17	
23	ND	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	17	
24	PSD	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	0	1	1	1	1	1	14
25	PL	1	1	1	1	0	1	1	1	0	0	1	1	1	1	0	1	1	1	0	1	14	
26	RES	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	18
27	RKN	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	18
28	RWA	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	1	14
29	SAS	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	16
30	SZI	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	0	14
31	SAE	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	15	
32	STM	1	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	1	1	1	1	1	8
33	UA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	17	
34	VRA	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0	0	1	1	14	
35	ZSB	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	16	

## DIGITAL REPOSITORY UNIVERSITAS JEMBER

36	ZHM	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	17
TOTAL		33	36	30	31	22	31	33	32	24	32	32	30	33	32	29	31	30	22	22	21	565	

### APPENDIX J: The Distribution of Even Numbers

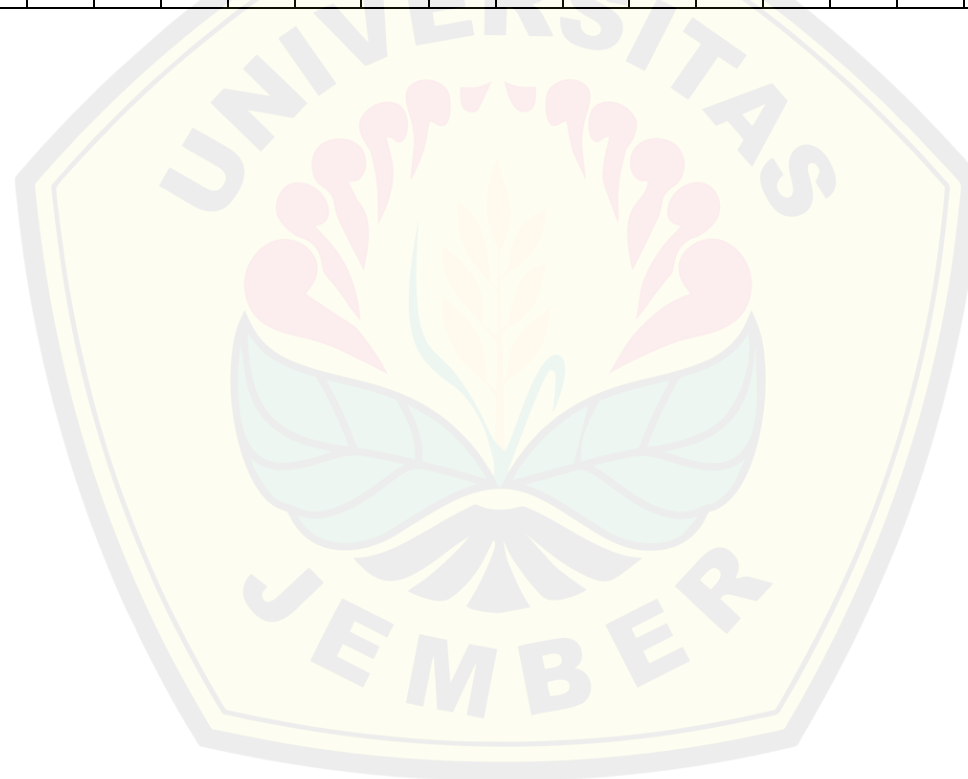
NO	NAMA	THE RESULT OF EVEN NUMBER (Y)																				TOTAL
		2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	
1	RPA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
2	ANP	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
3	ANNA	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	0	1	0	1	0	12
4	APR	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	16
5	CAT	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	18
6	DJBJ	1	0	1	1	1	0	0	0	0	1	1	1	0	1	0	1	1	0	0	1	10
7	DJD	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	17
8	DIA	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	17
9	DN	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	18
10	DNA	1	1	1	0	0	0	1	1	1	1	1	1	1	1	0	1	1	0	0	0	14
11	FR A	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	16
12	IS	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	16
13	IMH	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	17

## DIGITAL REPOSITORY UNIVERSITAS JEMBER

14	JTW	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	15
15	LA	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	15
16	LA	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	15
17	LA	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18
18	MVNC	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19
19	MFH	0	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	15
20	NWT	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	17
21	NPA	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	17
22	NMW	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	16
23	ND	1	1	1	0	0	1	1	0	1	1	1	0	1	0	1	1	0	0	1	0	0	12
24	PSD	1	1	1	1	1	1	1	0	0	0	1	1	1	1	0	0	1	1	0	1	0	13
25	PL	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	0	15
26	RES	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	16
27	RKN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
28	RWA	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	18
29	SAS	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	0	0	0	0	13
30	SZI	0	1	1	1	0	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	14
31	SAE	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	15
32	STM	1	0	1	1	1	0	0	0	0	1	1	0	0	0	0	1	0	0	1	1	0	8
33	UA	0	1	0	0	0	1	1	1	1	0	0	1	1	0	0	1	1	0	0	1	0	9

## DIGITAL REPOSITORY UNIVERSITAS JEMBER

34	VRA	1	1	1	1	0	1	1	1	1	1	0	1	1	0	0	1	0	1	1	0	14
35	ZSB	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	0	16
36	ZHM	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
TOTAL		29	28	31	32	24	32	32	31	31	30	33	25	32	21	31	30	32	29	22	20	555



## DIGITAL REPOSITORY UNIVERSITAS JEMBER



**APPENDIX K: The Division of Odd and Even Numbers**

NO	TEST NUMBER		(X) <sup>2</sup>	(Y) <sup>2</sup>	(X) x (Y)
	ODD(X)	ODD(Y)			
1	19	19	361	361	361
2	18	19	324	361	342
3	16	12	256	144	192
4	14	16	196	256	224
5	17	18	289	324	306
6	11	10	121	100	110
7	19	17	361	289	323
8	16	17	256	289	272
9	17	18	289	324	306
10	16	14	256	196	224
11	17	16	289	256	272
12	17	16	289	256	272
13	13	17	169	289	221
14	15	15	225	225	225
15	17	15	289	225	255
16	17	15	289	225	255
17	16	18	256	324	288
18	15	19	225	361	285
19	16	15	256	225	240
20	17	17	289	289	289
21	13	17	169	289	221
22	17	16	289	256	272
23	17	12	289	144	204
24	14	13	196	169	182
25	14	15	196	225	210
26	18	16	324	256	288
27	18	19	324	361	342
28	14	18	196	324	252
29	16	13	256	169	208
30	14	14	196	196	196
31	15	15	225	225	225
32	8	8	64	64	64

33	17	9	289	81	153
34	14	14	196	196	196
35	16	16	256	256	256
36	17	17	289	289	289
<b>TOTAL</b>	565	555	9039	8819	8820

**APPENDIX L:** The Result of Difficulty Index Analysis of the Test Items of X Cosmetology Students

NUMBER OF TEST ITEMS	R	N	FV	CRITERIA
1	33	36	0.92	<i>EASY</i>
2	29	36	0.81	FAIR
3	36	36	1.00	<i>EASY</i>
4	28	36	0.78	FAIR
5	30	36	0.83	FAIR
6	31	36	0.86	FAIR
7	31	36	0.86	FAIR
8	32	36	0.89	FAIR
9	22	36	0.61	<i>DIFFICULT</i>
10	24	36	0.67	<i>DIFFICULT</i>
11	31	36	0.86	FAIR
12	32	36	0.89	FAIR
13	33	36	0.92	<i>EASY</i>
14	32	36	0.89	FAIR
15	32	36	0.89	FAIR
16	31	36	0.86	FAIR
17	24	36	0.67	<i>DIFFICULT</i>
18	31	36	0.86	FAIR
19	32	36	0.89	FAIR
20	30	36	0.83	FAIR
21	32	36	0.89	FAIR
22	33	36	0.92	<i>EASY</i>
23	30	36	0.83	FAIR
24	25	36	0.69	<i>DIFFICULT</i>

25	33	36	0.92	<i>EASY</i>
26	32	36	0.89	FAIR
27	32	36	0.89	FAIR
28	21	36	0.58	<i>DIFFICULT</i>
29	29	36	0.81	FAIR
30	31	36	0.86	FAIR
31	31	36	0.86	FAIR
32	30	36	0.83	FAIR
33	30	36	0.83	FAIR
34	32	36	0.89	FAIR
35	22	36	0.61	<i>DIFFICULT</i>
36	29	36	0.81	FAIR
37	22	36	0.61	<i>DIFFICULT</i>
38	22	36	0.61	<i>DIFFICULT</i>
39	21	36	0.58	<i>DIFFICULT</i>
40	20	36	0.56	<i>DIFFICULT</i>

**APPENDIX M: POST-TEST**

*This paragraph is for answering question number 1-4!*

*Please choose the correct answer based on the text below.*

**My Best Friend, Ernesto**

My best friend is Ernesto and he is my classmate. We go to school together. Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher. He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him.

Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient. He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend.

Scr: <https://englishadmin.com/2015/12/8-contoh-descriptive-text-tentang-orang.html>

1. “Ernesto comes from ...” The underlined word belongs to the type of word...
  - A. Noun
  - B. Adjective
  - C. Verb
  - D. Adverb
2. What is the most appropriate word to complete the sentence?
  - A. Have
  - B. Is
  - C. Has
  - D. Had
3. “He is gentle but fearless” The underlined word belongs to the type of word...
  - A. Verb
  - B. Noun
  - C. Adverb
  - D. Adjective
4. “He keeps me away from bad company.” *He* in the sentence refers to ...
  - A. The writer
  - B. Classmate
  - C. Ernesto
  - D. Parent

*This paragraph is for answering question number 5-8!*

*Please choose the correct answer based on the text below.*

My Friend, Jacques

Jacques has been my close friend for two years. I first met (..5..) on a school exchange trip to Calais, France. I asked him the way to the library and we started talking. We've been friends ever since.

Jacques is quite good-looking. He's tall (..6..) slim, with olive skin and curly dark hair. Like many French people, he has a great sense of style, so he always looks well-dressed even in casual clothes.

Jacques is very outgoing. He is always friendly and loves to have fun. He's got a fantastic sense of humour and he always makes me laugh. However, he (..7..) be a bit immature at times. For example, when he doesn't get what he wants, he acts childishly and stamps his feet.

Jacques is very keen on water sports. He likes sailing and he spends a lot of time on his boat. He enjoys scuba diving, too, and loves exploring life under sea.

All in all, I'm glad to (..8..) Jacques as my friend. It's a pleasure to be with him and I really enjoy his company. I'm sure we'll always be close friends.

Scr: <https://englishadmin.com/2015/12/8-contoh-descriptive-text-tentang-orang.html>

- |  |  |
|--|--|
| 5. What is the most appropriate word to complete the sentence?<br>A. Him<br>B. He<br>C. His<br>D. You    | 7. What is the most appropriate word to complete the sentence?<br>A. Hates<br>B. Can<br>C. Enjoys<br>D. Like |
| 6. What is the most appropriate word to complete the sentence?<br>A. Or<br>B. And<br>C. Then<br>D. After | 8. What is the most appropriate word to complete the sentence?<br>A. Have<br>B. Had<br>C. Has<br>D. See      |

*This paragraph is for answering question number 9-12!*

*Please choose the correct answer based on the text below.*

Mark Zuckerberg

Mark Elliot Zuckerberg is an American computer programmer & internet entrepreneur. He is a co-founder of Facebook, a famous social media. His name was in the list of 100 wealthiest and (.9..) influential people since 2010 by Time Magazine.

About his physical appearance, Mark's body is 170 centimeters tall with 76 kilograms weight. His hair color is red while his eyes are blue. Mark Zuckerberg (.11..) born on 14th May 1984 in New York, USA. Therefore, he is 35 years old by 2019. Mark Zuckerberg has married to Priscilla Chan; they have one daughter named Maxima Chan Zuckerberg.

Src: <https://englishcoo.com/contoh-descriptive-text-about-someone/>

9. What is the most appropriate word to complete the sentence?  
(sentence 3)

- A. Famous
- B. Like
- C. Least
- D. Most

10. "About his physical appearance, ..." ( sentence 4)  
4) *His* in the sentence refers to ...

- A. Me
- B. He
- C. Mark
- D. Jacques

11. What is the most appropriate word to complete the sentence?  
(sentence 6)

- A. Had
- B. Was
- C. Is
- D. Are

12. "... they have one daughter named Maxima Chan Zuckerberg." The underlined word belongs to the type of word...

- A. Noun
- B. Adverb
- C. Adjective
- D. Verb

*This paragraph is for answering question number 13-16!*

*Please choose the correct answer based on the text below.*

J.K Rowlings

J. K. Rowling is a British novelist who writes fenomal fantasy book series of Harry Potter. The books have got worldwide attention. They have become the best selling book series in history. They were (.14..) more than 400 million copies.

Joanne Rowling was born on 31th July 1965 in Yate, Gloucestershire, England. So, she is 54 years old by 2019. About her physical appearance, her height is 165 centimeters, while her weight is 54 kilograms. She has blonde hair & blue eyes. She's married two times; she's got three children.

JK. Rowling is a terrific & successful novelist that becomes the richest woman in England. In fact, once she had become unemployed with a destitute life. By writing Harry Potter books which are loaded with spectacular high imagination, she turns to be very famous and wealthy.

Src: <https://englishcoo.com/contoh-descriptive-text-about-someone/>

13. "... novelist who writes fenomal fantasy book series of Harry Potter" Antonyms of the underline word is ...
- Unique
  - Amazing
  - Usual
  - Extraordinary
14. What is the most appropriate word to complete the sentence? (sentence 4)
- Sell
  - Love
  - Like
  - Sold
15. "Joanne Rowling was born on ..." The underlined word belongs to the type of word...
- Adverb
  - Verb
  - Noun
  - Adjective
16. The adjective word below is ..
- Writes
  - Sell
  - Blonde
  - Novelist

*This paragraph is for answering question number 17 - 20!*

*Please choose the correct answer based on the text below.*

#### Taylor Swift

Taylor Alison Swift is an American singer & song writer. She is known for narrative songs about her personal life. Her songs are very popular, namely Shake It Off, Blank Space, Bad Blood. Taylor Swift has appeared as one of the most influential and powerful women by Forbes as well as Time Magazines.

By 2019, Taylor Swift's age is 30 years old. She was born on December 13, 1989 in Reading, Pennsylvania, United States. This beautiful girl has 178 centimeters tall & weighs 54 kilograms. Her hair is blonde while her eye (..19..) is blue. Her lips are usually red as she likes red color very much.

Taylor Swift is a famous wealthy woman but her life was not always so sweet. She suffered bullying in Junior High School. She (..20..) that she got dumped by a group of popular girls in the school. She was weird because she liked country music. This changed after she moved to Nashville; she becomes a successful singer.

Src: <https://englishcoo.com/contoh-descriptive-text-about-someone/>

17. "... powerful women by Forbes as well as Time Magazines." Synonym of the underline word is ...
- Unknown
  - Important
  - Incapable
  - Popular
18. "This beautiful girl has ..."
- The underlined word belongs to the type of word...
- Adverb
  - Verb
  - Noun
  - Adjective
19. What is the most appropriate word to complete the sentence?
- Saw
  - Met
  - Said
  - Moved
20. What is the most appropriate word to complete the sentence?
- Think
  - Speak
  - Imagine
  - Thought

*This paragraph is for answering question number 21 - 25!*

*Please choose the correct answer based on the text below.*

#### Tulus

Tulus is a singer who is unique and liked by many people. He has a fairly fat body and has a distinctive voice. So Tulus is very distinguishable from other Indonesian singers. Apart from being a singer, Tulus (..23..) also a songwriter.

Tulus is also an architect (..24..) from the Catholic Parahyangan University in Bandung. Tulus started his career by singing jazz music. Through several events such as community events and campus events, Tulus further honed his talents. Through Sikuai Band, Tulus further developed his musical ability with other band members.

Tulus has the first album made by a famous producer, Ari Renaldi. The Tulus album was released by its own company, Tulus Record. Many of Tulus' songs have been able to become the top pop songs on many Indonesian radios. Even well-known magazines such as "Rolling Stone Indonesia" also named him Rookie Editor of the Year 2013.

Scr: <https://deckarenas.com/contoh-descriptive-text-tentang-orang/>



21. "Tulus is a singer who is unique ..." what is the meaning of the underline word ?
- being the only one of its kind; unlike anything else
  - liked, admired, or enjoyed by many people or by a particular person or group.
  - known about by many people.
  - not known or familiar.
22. "... has a distinctive voice." The underlined word belongs to the type of word...
- Adverb
  - Verb
  - Noun
  - Adjective
23. What is the most appropriate word to complete the sentence? (sentence 4)
- Is
  - Are
  - His
  - She
24. What is the most appropriate word to complete the sentence? (sentence 5)
- School
  - Graduated
  - Go
  - Walk
25. "... top pop songs on many Indonesian radios." The underlined word belongs to the type of word...
- Adjective
  - Noun
  - Verb
  - Adverb

**ANSWER KEY**

- |      |       |       |
|------|-------|-------|
| 1. C | 10. C | 19. C |
| 2. C | 11. B | 20. D |
| 3. D | 12. A | 21. A |
| 4. C | 13. C | 22. D |
| 5. C | 14. D | 23. A |
| 6. B | 15. A | 24. B |
| 7. C | 16. D | 25. B |
| 8. A | 17. C |       |
| 9. D | 18. D |       |

**APPENDIX N: The Result of Pos-Test**

**Group Statistics**

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Experimental	36	52.39	27.720	4.620
	Control	35	39.66	18.185	3.074

**Independent Sample Test**

Levene's Test for Equality of Variance		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
Equal variances assumed	7.755	0.007	2.28	69	0.026	12.73175	5.58086	1.59824	23.86525
Equal variances not assumed			2.29	60.617	0.025	12.73175	5.54919	1.63403	23.82946

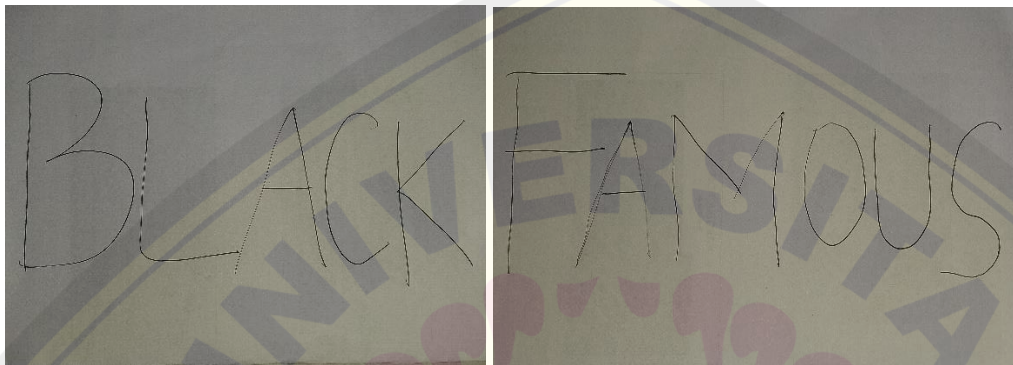
**APPENDIX O: The Names and The Scores of the Participants**

N O	EXPERIMENTAL CLASS		CONTROL CLASS	
	NAME	SCORE	NAME	SCORE
1	A A M	85	A A P	80
2	A R F P	90	A S R	80
3	A A	90	A T	90
4	A W A	80	A D Y	85
5	A N S	85	A N C A	85
6	A N B	90	A J J	85
7	A O P	85	A A	80
8	A S C D A P	80	A W S	80
9	A R A	80	B P S	90
10	C D F	80	C P S	80
11	C A R	90	C G G P	80
12	D F	85	D P A	90
13	D B P	85	D P G	90
14	D C	80	D P A S	90
15	D O S	90	E A M	85
16	E A B	85	F I D	80
17	F H	80	F Z	85
18	F N S	90	H O P R	85
19	F H	80	I Z A	85
20	K N P	85	L B C	90
21	L P	90	L A	90
22	L D P H	85	M D A	80
23	M D P	80	N Y R S	80
24	N H N H	90	N Z A	90
25	N P H	80	N Z B R	80
26	N A D M	80	N A	85
27	N A F	80	N U	80
28	P H A S	90	P L	80
29	R L A	85	R I	90
30	R I N M	85	S G R	85

31	SDS	90	SNEA	90
32	SRAA	80	SSNH	80
33	TM	80	UPR	80
34	WGM	90	WMA	90
35	YPTA	85	YNW	90

**APPENDIX P: Documentations**

The images of Flashcards



The image of Control Group



The image of Experimental Group

