

Appendix1. Lesson Plan First Meeting of Cycle I

Lesson Plan (First meeting)

Name of School : SMPN 4 Tempunak
 Grade/Semester : VII / II
 Subject : English
 Skill Focus : Vocabulary
 Time Allotment : 2 x 30

A. Kompetensi Inti

KI1: Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events.

KI2 : Trying, processing, and presenting in the concrete realm (using, parsing, assembling, modifying, and creating) and abstract realms (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources in the same perspective / theory.

B. Basic Competence and Indicators

Basic Competence	Indicators
Identify social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve giving and asking for information related to the names of objects and buildings in the school environment in students' daily lives.	Identify social functions and linguistic elements of spoken and written texts that involve actions in providing information about nouns in the school and classroom environment. Identify the form and meaning of nouns both orally and in writing which involve actions in providing information about some words found in the school and classroom environment.
Develop text transactional interactions oral and simple and simple that involves giving and requesting	State the number of objects in the classroom or school area with good and clear pronunciation and spelling

information related to the name and number of animals, objects, and public buildings close to the life of everyday students, by paying attention to social functions, text structures, and true elements and according to context.	and state their meaning
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C. Learning Purpose

1. Identify objects around the classroom or school environment.
2. Memorize the names of objects around the classroom and school environment.
3. Able to mention the words in the classroom or around the school with good and clear pronunciation, spelling and meaning of words.

D. Learning Material

1. Social function

Maintain the relationship between the teacher and student.

2. Discussion material

Improving the students ability in pronunciation, spelling, meaning and numbers of words

3. Linguistic elements

- Using mix methods in communicating with students.
- Using correct grammar in communicating.
- Good in pronunciation, spelling and the meaning of word.
- Book, white board, board marker, eraser, window, door, flagpole, hat, flag, shoes, fence, gate, bag, chair, desk, and clock.

E. Learning Method

Communicative approach

F. Media/Tool and Source

1. Media/Tool : Laptop, white board and flashcards
2. Source : Kementerian Pendidikan Dan Kebudayaan Republik Indonesia
2016, Bahasa Inggris When English Rings a Bell

G. Teaching Procedure

Teaching Activity	Students Activity
Pre-activity (10)	The students greet the teacher
	The students pray
	The students listen to a warming up
	The students listen to the teacher's instruction about the lesson
Main-activity (40)	The students listen to the teacher's explanation about vocabulary
	The students pay attention to what the teacher shows on the flashcard
	The students guess the picture on the flashcard
	The students listen to the teacher's drilling of the words
	The students repeat to the teacher's pronunciation, spelling and mention the meaning of the word one by one
	The students listen to the feedback giving by the teacher
Post-activity (10)	The students listen and pay attention about the teacher's instruction to the next meeting.
	The students listen to the motivation giving by the teacher
	The students pray

H. Assessment

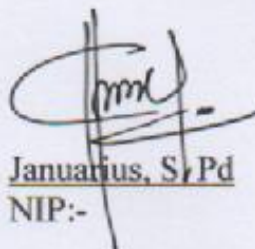
1. The assessment techniques through observation, writing, and practice.
2. Assessment of instrument (attached).
3. Performance in oral form.

Pulau Jaya, 18 Januari 2022

Researcher

Teacher

Antonius Yosep Wuring
NIM: 170107007


Januarius, S. Pd
NIP:-

Headmaster of SMPN 4
Tempunak



Daud, S. Pd
NIP. 197211162005021002

Appendix 2. Lesson Plan Second Meeting of Cycle I

Lesson Plan (Second meeting)

Name of School : SMPN 4 Tempunak
 Grade/Semester : VII / II
 Subject : English
 Skill Focus : Vocabulary
 Time Allotment : 2 x 30

A. Kompetensi Inti

KI1 : Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events.

KI2 : Trying, processing, and presenting in the concrete realm (using, parsing, assembling, modifying, and creating) and abstract realms (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources in the same perspective / theory.

B. Basic Competence and Indicators

Basic Competence	Indicators
Identify social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve giving and asking for information related to the names of objects and buildings in the school environment in students' daily lives.	Identify social functions and linguistic elements of spoken and written texts that involve actions in providing information about nouns in the school and classroom environment. Identify the form and meaning of nouns both orally and in writing which involve actions in providing information about some words found in the school and classroom environment.
Develop text transactional interactions oral and simple and simple that involves giving and requesting	State the number of objects in the classroom or school area with good and clear pronunciation and spelling

information related to the name and number of animals, objects, and public buildings close to the life of everyday students, by paying attention to social functions, text structures, and true elements and according to context.	and state their meaning
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C. Learning Purpose

1. Identify objects around the classroom or school environment.
2. Memorize the names of objects around the classroom and school environment.
3. Able to mention the words in the classroom or around the school with good and clear pronunciation, spelling and meaning of words.

D. Learning Material

1. Social function
Maintain the relationship between the teacher and student.
2. Discussion material
Improving the students ability in pronunciation, spelling, meaning and numbers of words
3. Linguistic elements
 - Using mix methods in communicating with students.
 - Using correct grammar in communicating.
 - Good in pronunciation, spelling and the meaning of word.
 - Book, white board, board marker, eraser, window, door, flagpole, hat, flag, shoes, fence, gate, bag, chair, desk, and clock.

E. Learning Method

Communicative approach

F. Media/Tool and Source

1. Media/Tool : Laptop, white board and flashcards
2. Source : Kementerian Pendidikan Dan Kebudayaan Republik Indonesia 2016, Bahasa Inggris When English Rings a Bell

G. Teaching Procedure

Pre-activity	a. The students greet the teacher
	b. The students pray
	c. The students listen to a warming up
	d. The students listen to the teacher's instruction about the lesson
Main-activity	a. The students come in front of the class one by one
	b. The students conclude the lesson
Post-activity	a. The students listen and pay attention about the teacher's instruction to the next meeting
	b. The students listen to the motivation giving by the teacher
	students pray

H. Assessment

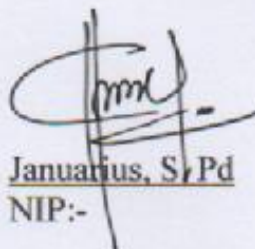
1. The assessment techniques through observation, writing, and practice.
2. Assessment of instrument (attached).
3. Performance in oral form.

Pulau Jaya, 21 Januari 2022

Researcher

Teacher

Antonius Yosep Wuring
NIM: 170107007


Januarius, S. Pd
NIP:-

Headmaster of SMPN 4
Tempunak



Daud, S. Pd
NIP. 197211162005021002

Appendix 3. Lesson Plan Third Meeting of Cycle II

Lesson Plan (Third meeting)

Name of School : SMPN 4 Tempunak
 Grade/Semester : VII / II
 Subject : English
 Skill Focus : Vocabulary
 Time Allotment : 2 x 30

A. Kompetensi Inti

KI1 : Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events.

KI2 : Trying, processing, and presenting in the concrete realm (using, parsing, assembling, modifying, and creating) and abstract realms (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources in the same perspective / theory.

B. Basic Competence and Indicators

Basic Competence	Indicators
Identify social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve giving and asking for information related to the names of objects and buildings in the school environment in students' daily lives.	Identify social functions and linguistic elements of spoken and written texts that involve actions in providing information about nouns in the school and classroom environment. Identify the form and meaning of nouns both orally and in writing which involve actions in providing information about some words found in the school and classroom environment.
Develop text transactional interactions oral and simple and simple that involves giving and requesting	1. State the number of objects in the classroom or school area with good and clear pronunciation and spelling

information related to the name and number of animals, objects, and public buildings close to the life of everyday students, by paying attention to social functions, text structures, and true elements and according to context.	and state their meaning
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C. Learning Purpose

1. Identify objects around the classroom or school environment.
2. Memorize the names of objects around the classroom and school environment.
3. Able to mention the words in the classroom or around the school with good and clear pronunciation, spelling and meaning of words.

D. Learning Material

1. Social function
Maintain the relationship between the teacher and student.
2. Discussion material
Improving the students ability in pronunciation, spelling, meaning and numbers of words
3. Linguistic elements
 - Using mix methods in communicating with students.
 - Using correct grammar in communicating.
 - Good in pronunciation, spelling and the meaning of word.
 - Book, white board, board marker, eraser, window, door, flagpole, hat, flag, shoes, fence, gate, bag, chair, desk, and clock.

E. Learning Method

Communicative approach

F. Media/Tool and Source

1. Media/Tool : Laptop, white board and flashcards

2. Source : Kementerian Pendidikan Dan Kebudayaan Republik Indonesia
2016, Bahasa Inggris When English Rings a Bell

G. Teaching Procedure

Teaching Activity	Students Activity
Pre-activity (10)	The students greet the teacher
	The students pray
	The students listen to a warming up
	The students listen to the teacher's instruction about the lesson
Main-activity (40)	The students listen to the teacher's explanation about vocabulary
	The students pay attention to what the teacher shows on the flashcard
	The students guess the picture on the flashcard
	The students listen to the teacher's drilling of the words
	The students repeat to the teacher's pronunciation, spelling and mention the meaning of the word one by one
	The students listen to the feedback giving by the teacher
Post-activity (10)	The students listen and pay attention about the teacher's instruction to the next meeting.
	The students listen to the motivation giving by the teacher
	The students pray

H. Assessment

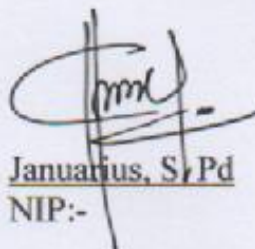
1. The assessment techniques through observation, writing, and practice.
2. Assessment of instrument (attached).
3. Performance in oral form.

Pulau Jaya, 25 Januari 2022

Researcher

Teacher

Antonius Yosep Wuring
NIM: 170107007


Januarius, S. Pd
NIP:-

Headmaster of SMPN 4
Tempunak



Daud, S. Pd
NIP. 197211162005021002

Appendix 4. Lesson Plan Fourth Meeting of Cycle II

Lesson Plan (Fourth meeting)

Name of School : SMPN 4 Tempunak
 Grade/Semester : VII / II
 Subject : English
 Skill Focus : Vocabulary
 Time Allotment : 2 x 30

A. Kompetensi Inti

KI1 : Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events.

KI2 : Trying, processing, and presenting in the concrete realm (using, parsing, assembling, modifying, and creating) and abstract realms (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources in the same perspective / theory.

B. Basic Competence and Indicators

Basic Competence	Indicators
Identify social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve giving and asking for information related to the names of objects and buildings in the school environment in students' daily lives.	Identify social functions and linguistic elements of spoken and written texts that involve actions in providing information about nouns in the school and classroom environment. Identify the form and meaning of nouns both orally and in writing which involve actions in providing information about some words found in the school and classroom environment.
Develop text transactional interactions oral and simple and simple that involves giving and requesting	State the number of objects in the classroom or school area with good and clear pronunciation and spelling

information related to the name and number of animals, objects, and public buildings close to the life of everyday students, by paying attention to social functions, text structures, and true elements and according to context.	and state their meaning
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C. Learning Purpose

1. Identify objects around the classroom or school environment.
2. Memorize the names of objects around the classroom and school environment.
3. Able to mention the words in the classroom or around the school with good and clear pronunciation, spelling and meaning of words.

D. Learning Material

1. Social function
Maintain the relationship between the teacher and student.
2. Discussion material
Improving the students ability in pronunciation, spelling, meaning and numbers of words
3. Linguistic elements
 - Using mix methods in communicating with students.
 - Using correct grammar in communicating.
 - Good in pronunciation, spelling and the meaning of word.
 - Book, white board, board marker, eraser, window, door, flagpole, hat, flag, shoes, fence, gate, bag, chair, desk, and clock.

E. Learning Method

Communicative approach

F. Media/Tool and Source

1. Media/Tool : Laptop, white board and flashcards
2. Source : Kementerian Pendidikan Dan Kebudayaan Republik Indonesia 2016, Bahasa Inggris When English Rings a Bell

G. Teaching Procedure

Pre-activity	a. The students greet the teacher
	b. The students pray
	c. The students listen to a warming up
	d. The students listen to the teacher's instruction about the lesson
Main-activity	a. The students come in front of the class one by one
	b. The students conclude the lesson
Post-activity	a. The students listen and pay attention about the teacher's instruction to the next meeting
	b. The students listen to the motivation giving by the teacher
	students pray

H. Assessment

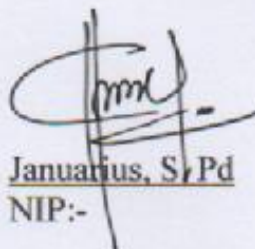
1. The assessment techniques through observation, writing, and practice.
2. Assessment of instrument (attached).
3. Performance in oral form.

Pulau Jaya, 28 Januari 2022

Researcher

Teacher

Antonius Yosep Wuring
NIM: 170107007


Januarius, S. Pd
NIP:-

Headmaster of SMPN 4
Tempunak



Daud, S. Pd
NIP. 197211162005021002

Appendix 5. The Result of Observation Sheet Cycle I

The Result of Observation Sheet Cycle I

Class : VII A Date : 18 Januari 2022
 Observer : Januarius, M. Pd Meeting : 1

No	Aspect	Indicators	Score			
			1	2	3	4
1.	Pre-activity	a. The students greet the teacher				√
		b. The students pray				√
		c. The students listen to a warming up			√	
		d. The students listen to the teacher's instruction about the lesson			√	
2.	Main-activity	a. The students listen to the teacher's explanation about vocabulary		√		
		b. The students pay attention to what the teacher shows on the flashcard		√		
		c. The students guess the picture on the flashcard		√		
		d. The students listen to the teacher's drilling of the words		√		
		e. The students repeat to the teacher's pronounce, spell and the meaning of the word one by one.			√	
		f. The students listen to the feedback giving by the teacher		√		
3.	Post-activity	a. The students listen and pay attention about the teacher's		√		

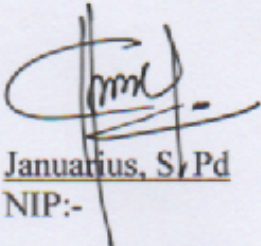
		instruction to the next meeting				
		b. The students listen to the motivation giving by the teacher		√		
		c. The students pray				√
Total Score			35			

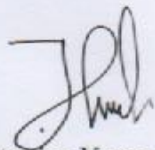
$$\text{Percentage} = \frac{\text{Obtain score} \times 100}{\text{total score}} =$$

$$\frac{35 \times 100}{52} = 67,30$$

Pulau Jaya, 18 Januari 2022

Collaborator


Januarius, S.Pd
 NIP:-

Researcher

Antonius Yosep Wuring
 NIM: 170107007

Appendix 6. The Result of Observation Sheet Cycle I

The Result of Observation Sheet Cycle I

Class : VII A Date : 21 Januari 2022
 Observer : Januarius, M. Pd Meeting : 2

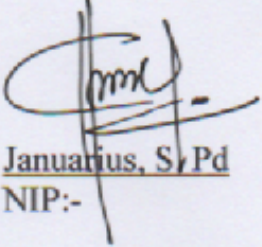
No	Aspects	Indicators	Score			
			1	2	3	4
1.	Pre-activity	a. The students greet the teacher				√
		b. The students pray				√
		c. The students listen to a warming up			√	
		d. The students listen to the teacher's instruction about the lesson		√		
2.	Main-activity	a. The students come in front of the class one by one				√
		b. The students conclude the lesson		√		
3.	Post-activity	a. The students listen and pay attention about the teacher's instruction to the next meeting			√	
		b. The students listen to the motivation giving by the teacher			√	
		students pray				√
Total Score			29			

$$\text{Percentage} = \frac{\text{Obtain score} \times 100}{\text{total score}} =$$

$$\frac{29 \times 100}{36} = 80,55$$

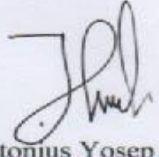
Pulau Jaya, 21 Januari 2022

Collaborator



Januarius, S. Pd
NIP:-

Researcher



Antonius Yosep Wuring
NIM: 170107007

Appendix 7. The Result of Observation Sheet Cycle II

The Result of Observation Sheet Cycle II

Class : VII A Date : 25 Januari 2022
 Observer : Januarius, M. Pd Meeting : 3

No	Aspect	Indicators	Score			
			1	2	3	4
1.	Pre-activity	a. The students greet the teacher				√
		b. The students pray				√
		c. The students listen to a warming up				√
		d. The students listen to the teacher's instruction about the lesson				√
2.	Main-activity	a. The students listen to the teacher's explanation about vocabulary			√	
		b. The students pay attention to what the teacher shows on the flashcard			√	
		c. The students guess the picture on the flashcard			√	
		d. The students listen to the teacher's drilling of the words				√
		e. The students repeat to the teacher's pronounce, spell and the meaning of the word one by one.				√
		f. The students listen to the feedback giving by the teacher			√	
3.	Post-activity	a. The students listen and pay attention about the teacher's			√	

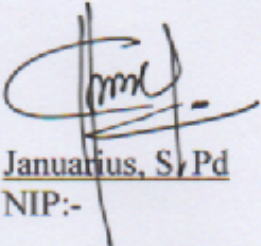
		instruction to the next meeting				
		b. The students listen to the motivation giving by the teacher			√	
		c. The students pray				√
Total Score			46			

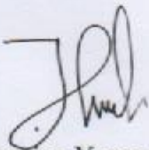
$$\text{Percentage} = \frac{\text{Obtain score} \times 100}{\text{total score}} =$$

$$\frac{46 \times 100}{52} = 88,46$$

Pulau Jaya, 25 Januari 2022

Collaborator


Januarius, S.Pd
 NIP:-

Researcher

Antonius Yosep Wuring
 NIM: 170107007

Appendix 8. The Result of Observation Sheet Cycle II

The Result of Observation Sheet Cycle II

Class : VII A Date : 28 Januari 2022
 Observer : Januarius, M. Pd Meeting : 4

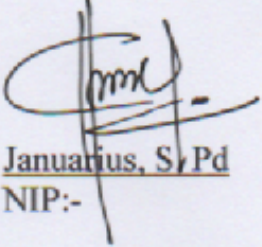
No	Aspects	Indicators	Score			
			1	2	3	4
1.	Pre-activity	a. The students greet the teacher				√
		b. The students pray				√
		c. The students listen to a warming up				√
		d. The students listen to the teacher's instruction about the lesson			√	
2.	Main-activity	a. The students come in front of the class one by one				√
		b. The students conclude the lesson			√	
3.	Post-activity	a. The students listen and pay attention about the teacher's instruction to the next meeting				√
		b. The students listen to the motivation giving by the teacher			√	
		students pray				√
Total Score			33			

$$\text{Percentage} = \frac{\text{Obtain score} \times 100}{\text{total score}} =$$

$$\frac{33 \times 100}{36} = 91,66$$

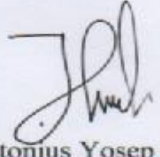
Pulau Jaya, 28 Januari 2022

Collaborator



Januarius, S. Pd
NIP:-

Researcher



Antonius Yosep Wuring
NIM: 170107007

Appendix 9. The Result of Field Note

The Result of Field Note

No	: First meeting
Name of school	: SMPN 4 Tempunak
Grade/semester	: VII A/II
Subject	: English
Skill Focus	: Vocabulary
Time Allotment	: 2 x 30

On Tuesday, April 18, 2021, the researcher arrived at the school at 09.40 WIB. After arriving at the teacher's room, the researcher greeted the teachers and talked with them. At the first meeting in the first cycle at 10.15 WIB, the researcher entered the VII A class room together with the collaborator, before the researcher introduced himself, the collaborator explained to the students about the purpose of the researcher's coming to this school. Then, the researcher introduced himself and continued to teach them. At the first meeting, the researcher found that almost all students did not pay attention when the researcher explained the material and they were busy talking with their own friends. When the researcher showed the flashcard, many of the students did not pay attention when the researcher showed the flashcard. At the first meeting, the class situation became increasingly unfavorable when students from other classes paid attention while the researcher was teaching. Then the class got louder as it was almost time to go home. At that time, at 11.15 WIB, the researcher rang the bell to go home and all students left the class. Next, the researcher entered the teacher's room and told stories for a while and then all the teachers and researchers went home.

Appendix 10. The Result of Field Note

The Result of Field Note

No	: Second meeting
Name of school	: SMPN 4 Tempunak
Grade/semester	: VII A/II
Subject	: English
Skill Focus	: Vocabulary
Time Allotment	: 2 x 30

On Friday, April 21, 2021, the researcher came to the school at 08.30 WIB and the researcher entered the teacher's room and then greeted and talked to them about many things. Furthermore, at 09.00 WIB the researcher and collaborator entered the class to give tests to students. At the second meeting in the first cycle the researcher gave instructions to the students before they took the test. During the test session, when one student came forward to take the test, almost all of the students did not pay attention and listened to what student A said. This was repeated until all students finished taking the test. This problem is what makes it difficult for researcher to give an assessment to students who are taking the test. After all students took the test, there was still time left before the time ran out, the researcher used this opportunity to invite students to repeat the words that had been taught by the researcher. After everything was done and the lesson was over, the researcher and students left the room. Next, the researcher returned to the teacher's room and told the teacher in the room. After that the teachers and researcher left the room and went home.

Appendix 11. The Result of Field Note

The Result of Field Note

No	: Thirth meeting
Name of school	: SMPN 4 Tempunak
Grade/semester	: VII A/II
Subject	: English
Skill Focus	: Vocabulary
Time Allotment	: 2 x 30

At the first meeting in the second cycle which was held on Tuesday, April 25, 2021, the researcher arrived at the school at 09.45 WIB, when he arrived at the teacher's room, the researcher talked to the teachers in the office. At 10.15 WIB, researcher and collaborator entered the classroom. When the researcher showed the flashcard to students, almost all students paid attention when the flashcard was shown, only a few students did not pay attention. In the first meeting in the second cycle the students were more enthusiastic in following the lesson because in the second cycle the researcher gave a game in mentioning the words that had been learned, so that students were more active in following the learning process. At the second meeting, students were also active in answering the questions given by the researcher. In this cycle the class situation became more active than the first meeting cycle in the first cycle. Until they didn't feel the bell for going home was rung and all the students and researcher left the room, then the researcher returned to the teacher's room and told stories about many things and then the teachers and researcher went home.

Appendix 12. The Result of Field Note

The Result of Field Note

No	: Fourth meeting
Name of school	: SMPN 4 Tempunak
Grade/semester	: VII A/II
Subject	: English
Skill Focus	: Vocabulary
Time Allotment	: 2 x 30

At the second meeting in the second cycle which was held on Friday, April 28, 2021, the researcher arrived at the school at 08.45 WIB. Arriving at the teacher's room, the researcher asked the collaborator many things about this research. After that, at 09.00 WIB the researcher and collaborator entered the class and the researcher gave instructions on getting to know the test. After that, when the test was being given when student A came to the front of the class to take the test, almost all students paid attention to student A who was taking the test. At the second meeting in the second cycle, the researcher found that almost all students took the test well, so the class situation became more conducive until all students finished taking the test. After that, at the end of the lesson the researcher asked the students to repeat the words that the researcher had taught together. Until the lesson ended the researcher and all students left the classroom and the researcher returned to the room and went home.

Appendix 9. The Result of Student Test in The First Cycle

The Result of Students Test in Cycle I

No	Students Name	Aspect				Score
		Q	P	S	M	
1	Students 1	2	2	1	3	52,5
2	Students 2	3	3	2	4	77,5
3	Students 3	2	3	2	4	70
4	Students 4	3	3	3	4	75
5	Students 5	3	3	2	4	70
6	Students 6	2	2	1	4	52,5
7	Students 7	2	2	1	3	52,5
8	Students 8	2	3	2	3	62,5
9	Students 9	2	3	1	3	57,5
10	Students 10	3	3	2	4	70
11	Students 11	2	2	2	3	57,5
12	Students 12	3	3	2	4	77,5
13	Students 13	2	3	2	3	62,5
14	Students 14	3	3	2	3	70
15	Students 15	3	3	2	4	77,5
16	Students 16	3	3	2	4	77,5
17	Students 17	2	3	2	3	62,5
18	Students 18	2	3	1	2	50

19	Students 19	2	3	2	2	55
20	Students 20	2	3	1	3	57,5
21	Students 21	1	2	1	2	37,5
22	Students 22	2	2	1	3	52,5
23	Students 23	1	2	1	2	37,5
24	Students 24	3	3	3	4	67,5
25	Students 25	1	2	1	3	45
Total Score						1.527,5
Mean Score						61,1

Appendix 10. The Result of Students Test In The Second Cycle

The Result of Students Test in Cycle II

No	Students Name	Aspect				Score
		Q	P	S	M	
1	Students 1	3	3	2	3	70
2	Students 2	4	4	3	4	95
3	Students 3	3	3	2	4	77,5
4	Students 4	4	4	4	4	100
5	Students 5	4	4	3	4	95
6	Students 6	4	3	3	4	90
7	Students 7	3	3	2	4	77,5
8	Students 8	3	4	2	4	82,5
9	Students 9	3	4	2	4	82,5
10	Students 10	4	4	4	4	100
11	Students 11	3	3	2	3	70
12	Students 12	4	4	2	4	90
13	Students 13	3	3	2	3	70
14	Students 14	4	3	2	4	85
15	Students 15	4	4	2	4	90
16	Students 16	4	3	2	4	85
17	Students 17	3	4	2	4	82,5
18	Students 18	3	3	2	3	70

19	Students 19	3	4	2	3	75
20	Students 20	3	4	2	3	75
21	Students 21	2	3	1	3	57,5
22	Students 22	3	3	2	4	77,5
23	Students 23	2	3	2	4	70
24	Students 24	4	4	4	4	100
25	Students 25	2	3	2	3	62,5
Total Score						1.947,5
Mean Score						77,9

Appendix 11. The Comparison of Students Score In Every Cycle

Comparison of Students Test Result in Every Cycle

No	Students Name	Cycle I					Cycle II				
		Aspect				Score	Aspect				Score
		Q	P	S	M		Q	P	S	M	
1	Students 1	2	2	1	3	52,5	3	3	2	3	70
2	Students 2	3	3	2	4	77,5	4	4	3	4	95
3	Students 3	2	3	2	4	70	3	3	2	4	77,5
4	Students 4	3	3	3	4	75	4	4	4	4	100
5	Students 5	3	3	2	4	70	4	4	3	4	95
6	Students 6	2	2	1	4	52,5	4	3	3	4	90
7	Students 7	2	2	1	3	52,5	3	3	2	4	77,5
8	Students 8	2	3	2	3	62,5	3	4	2	4	82,5
9	Students 9	2	3	1	3	57,5	3	4	2	4	82,5
10	Students 10	3	3	2	4	70	4	4	4	4	100
11	Students 11	2	2	2	3	57,5	3	3	2	3	70
12	Students 12	3	3	2	4	77,5	4	4	2	4	90
13	Students 13	2	3	2	3	62,5	3	3	2	3	70
14	Students 14	3	3	2	3	70	4	3	2	4	85
15	Students 15	3	3	2	4	77,5	4	4	2	4	90
16	Students 16	3	3	2	4	77,5	4	3	2	4	85
17	Students 17	2	3	2	3	62,5	3	4	2	4	82,5

18	Students 18	2	3	1	2	50	3	3	2	3	70
19	Students 19	2	3	2	2	55	3	4	2	3	75
20	Students 20	2	3	1	3	57,5	3	4	2	3	75
21	Students 21	1	2	1	2	37,5	2	3	1	3	57,5
22	Students 22	2	2	1	3	52,5	3	3	2	4	77,5
23	Students 23	1	2	1	2	37,5	2	3	2	4	70
24	Students 24	3	3	3	4	67,5	4	4	4	4	100
25	Students 25	1	2	1	3	45	2	3	2	3	62,5
Total Score						1.527,5	1.947,5				
Mean Score						61,1	77,9				

Appendix 12. Interview Transcript Student I

INTERVIEW TRANSCRIPT

Name : AB
 Day/Date : On Friday, April 28, 2022
 Time : 10.15 WIB
 Place : VII A Classroom

Note:

R : Researcher

I : Informan

R: Good morning

I: Good morning sir

R: Well, thank you for being willing to take the time to be interviewed about several things related to the learning process that has been done before.

I: Yes it's okey sir.

R: May we start to the first question?

I: Yes please sir.

R: Well for the first question are you happy in learning English using flashcard?

I: Yes, I'm happy, sir, because using flashcards makes me more relaxed in studying.

R: The next question is did you interested in learning vocabulary using flashcard?

I: Yes, I did, sir, because the pictures on the flashcards make the lessons more interesting and don't get bored easily.

R: Okey for the nex question is do you agree that flashcard can improve your vocabulary?

I: Yes, I do sir, because with the flashcard, my vocabulary has improved compared to before.

R: The next question is can you remember vocabulary easily using flashcard?

I: Yes i can sir, because the pictures and writing on the flashcard can make it easier for me to remember the vocabulary that has been taught.

R: Well the last question is do you have difficulty in learning vocabulary using flascard?

I: I don't think so sir ,because flashcards are very helpful and make it easier for me to learn vocabulary.

R: Okey i think that's all that i want to ask you. Keep spirit and thank you.

I: Yes you're welcome sir.

Appendix 13. Interview Transcript Student II

INTERVIEW TRANSCRIPT

Name : DFA
 Day/Date : On Friday, April 28, 2022
 Time : 10.20 WIB
 Place : VII A Classroom

Note:

R : Researcher

I : Informan

R: Good morning

I: Good morning sir

R: Okay, thank you for taking the time to be interviewed about the learning process that has been carried out.

I: Yes no problem sir

R: So, can we start to the first question?

I: Yes sure sir

R: Well, for the first question are you happy in learning English using flashcard?

I: Yes I'm happy, sir, because learning English using flashcards makes lessons more relaxed.

R: Okey the next question is did you interested in learning vocabulary using flashcard?

I: Yes i did sir, because the pictures on the flashcards make me interested in learning vocabulary.

R: The next question is do you agree that flashcard can improve your vocabulary?

I: Yes i do sir, because with the flashcard, my vocabulary has increased.

R: The next question is can you remember vocabulary easily using flashcard?

I: Yes, I can, sir, because with the pictures and writing on the flashcard, it can make it eas

ier for me to remember the vocabulary I have learned.

R: Well, the last question is do you have difficulty in learning vocabulary using flashcard?

I: Yes i do sir, because the flashcard was shown quickly so I had a hard time guessing the image on the flashcard.

R: Well i think just it that i want to ask you. Thank you and never stop learning.

I: Yes thank you very much sir.

Appendix 14. Interview Transcript Student III

INTERVIEW TRANSCRIPT

Name : PPP
 Day/Date : On Friday, April 28, 2022
 Time : 10.25 WIB
 Place : VII A Classroom

Note:

R : Researcher

I : Informan

R: Good morning

I: Good morning sir

R: Well, thank you for being willing to be interviewed.

I: Yes it's okey sir

R: Can we start to the first question?

I: Yes please sir

R: Well for the first question is are you happy in learning English using flashcard?

I: Yes, I am happy, sir, because learning to use flashcards makes the classroom situation more relaxed.

R: The second question is did you interested in learning vocabulary using flashcard?

I: Yes i did sir, because the image display on the flashcard makes me more relaxed in learning vocabulary.

R: The next question is do you agree that flashcard can improve your vocabulary?

I: Yes i do sir, because after learning to use flashcards, my vocabulary has increased compared to before.

R: The next question is can you remember vocabulary easily using flashcard?

I: No sir, because I need time to memorize vocabulary well.

R: Okey the last question is do you have difficulty in learning vocabulary using flashcard?

I: Yes i do sir, because the flashcard was shown quickly, so it was difficult for me to clearly see what picture was being shown.

R: Well i think that's all that i want to ask you. Thank you and keep spirit.

I: Yes you're welcome sir.

Appendix 15. Interview Transcript Student IV

INTERVIEW TRANSCRIPT

Name : VY
 Day/Date : On Friday, April 28, 2022
 Time : 10.30 WIB
 Place : VII A Classroom

Note:

R : Researcher

I : Informan

R: Good morning

I: Good morning sir

R: Thank you for being willing to be interviewed

I: Yes never mind sir.

R: Well can we start to the first question?

I: Yes of course sir.

R: Okey for the first question is are you happy in learning English using flashcard?

I: Yes, I'm happy, sir, because learning to use flashcards makes the learning atmosphere relax.

R: The second question is did you interested in learning vocabulary using flashcard?

I: Yes i did sir, because the image display on the flashcard makes me interested in learning vocabulary.

R: The next question is do you agree that flashcard can improve your vocabulary?

I: Yes i do sir, because after learning to use flashcards, my vocabulary has improved.

R: The next question is can you remember vocabulary easily using flashcard?

I: Yes, I can, sir, because the image display on the flashcard makes it easier for me to remember the vocabulary that I have learned.

R: The last question is do you have difficulty in learning vocabulary using flashcard?

I: I don't think so, sir, because after I learn vocabulary using flashcards I can follow the lesson well.

R: Well i feel just it that i want to ask you. Thank you and good morning.

I: Yes you're welcome sir and good morning.

Appendix 16. Interview Transcript Student V

INTERVIEW TRANSCRIPT

Name : MVN
 Day/Date : On Friday, April 28, 2022
 Time : 10.35 WIB
 Place : VII A Classroom

Note:

R : Researcher

I : Informan

R: Good morning

I: Good morning sir

R: Thank you for taking the time to be interviewed.

I: Yes that's okey sir

R: Can we start to the first question?

I: Yes please sir

R: Well for the first question are you happy in learning English using flashcard?

I: Yes, I'm happy, sir, because learning to use flashcards is something new for me.

R: The next question is did you interested in learning vocabulary using flashcard?

I: Yes i did sir, because I saw that there were pictures and writings on the flashcards, which made me interested in learning vocabulary using flashcards.

R: The next question is do you agree that flashcard can improve your vocabulary?

I: Yes i do sir, because after learning to use flashcards, my vocabulary has improved a little more than before.

R: The next question is can you remember vocabulary easily using flashcard?

I: Yes i can sir, because the display of pictures and writing on the flashcard can make it easier for me to remember the vocabulary that I have learned.

R: Well the last question is do you have difficulty in learning vocabulary using flashcard?

I: Yes i do sir, I'm having trouble because the flashcard is shown quickly, making it difficult for me to clearly see the image on the flashcard.

R: Okey i think that's all that i want to ask you. Thank you and never stop learning.

I: Yes you're welcome sir.

Appendix 21. Documentations



Picture 1. Fence of SMPN 4 Tempunak



Picture 2. Students listen to the teacher's explanation



Picture 3. Researcher shows flashcards to the students



Pictiure 4. Students follow the test



Picture 5. Students follow the test



Picture 6. Researcher ask to the students



Picture 7. Researcher conducts the interview



Picture 8. Researcher conducts the interview



**PEMERINTAH KABUPATEN SINTANG
DINAS PENDIDIKAN DAN KEBUDAYAAN**

Jalan Dr. Wahidin Sudirohusodo, Sintang 78611, Kalimantan Barat
Telepon : (0565) 21606 Fax. (0565) 21605
Web site : www.disdik-sintang.org Email : disdiksintang@gmail.com

SURAT IJIN PENELITIAN
Nomor : 423.4 / 422 / DISDIKBUD-A2

Bedasarkan Surat dari Perkumpulan Badan Pendidikan Karya Bangsa Sekolah Tinggi Keguruan dan Ilmu Pendidikan Persada Khatulistiwa Nomor 055/B-6/G1/IX/2021 Tanggal 09 Januari 2022, tentang Ijin Penelitian dalam rangka Penyusunan Skripsi guna menempuh ujian Sarjaan Pendidikan STKIP Khatulistiwa atas nama :

Nama : **ANTONIUS YOSEP WURING**

NPM : **170107007**

Program Studi : **PENDIDIKAN BAHASA INGGRIS**

Judul Penelitian/Riset : **TEACHING VOCABULARY THROUGH FLASHCARD AT SEVENTH GRADE STUDENTS OF SMPN 4 TEMPUNAK**

Dengan ini Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Sintang memberikan ijin kepada yang bersangkutan untuk melakukan penelitian tersebut, dengan catatan :

1. Penelitian ini, untuk Kepentingan Penelitian Ilmiah
2. Berkoordinasi dengan Kepala Sekolah yang bersangkutan.
3. Kegiatan yang dilakukan tidak mengganggu proses pembelajaran.
4. Hasil Penelitian berupa Tesis agar disampaikan kepada Pengawas dan Sekolah yang bersangkutan.

Demikian Surat Ijin Penelitian ini di buat untuk dapat dipergunakan seperlunya.

Sintang, 9 Februari 2022

KEPALA DINAS PENDIDIKAN DAN KEBUDAYAAN
KABUPATEN SINTANG





Drs. LINDRA AZMAR, M.Si
Pembina Utama Muda

NIP.19640416 19990031 019

Tembusan :

Yth. Kabag. Administrasi Umum IKIP PGRI

FAKULTAS PENDIDIKAN JASMANI KESEHATAN DAN REKREASI

	PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN PERSADA KHATULISTIWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS SINTANG – KALIMANTAN BARAT Jl. Pertamina Sengkuang KM. 4 Kotak Pos 126 Telp (0565) 2022386, 2022387 Email: elepersada@gmail.com Website: www.stkippersada.ac.id	
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Nomor : 055/B-6/G1/IX/2021

Lampiran : 1 (satu) lembar

Perihal : Izin Penelitian

Kepada

Yth. Kepala SMPN 4 Tempunak

Di Tempat

Dengan hormat,

Berkenaan dengan tugas akhir mahasiswa atau skripsi, kami mohon kepada Bapak untuk memberikan izin kepada mahasiswa kami:

Nama : Antonius Yosep Wuring

NIM : 170107007

Jurusan : Pendidikan Bahasa dan Seni

Program Studi : Pendidikan Bahasa Inggris

Untuk melakukan penelitian di sekolah yang Bapak pimpin dengan judul:

“Teaching Vocabulary Through Flashcard At Seventh Grade Students Of SMPN 4 Tempunak”. Adapun tanggal dan waktu penelitian sepenuhnya adalah hasil koordinasi kedua belah pihak.

Demikian surat permohonan ini kami sampaikan, atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Sintang, 09 Januari 2022

Mengetahui

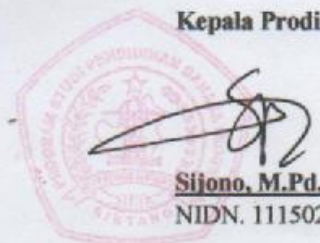
Ketua STKIP Persada Khatulistiwa



Didin Syahrudin, S.P., M.Si

NIDN. 102066603

Kepala Prodi PBI



Sijono, M.Pd.

NIDN. 1115028901



**PEMERINTAH KABUPATEN SINTANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 4 TEMPUNAK**

Alamat : Jalan Lalang Pedarak Desa Pulau Jaya Kecamatan Tempunak Kabupaten Sintang

SURAT IJIN PENELITIAN

NOMOR : 421.3/035/SMPN 4-F 2022

Berdasarkan surat dari Sekolah Tinggi Keguruan dan Ilmu Pendidikan Persada Khatulistiwa Sintang Program Studi Pendidikan Bahasa Inggris : 055/B-6/G1/IX/2021 tanggal 9 Januari 2022 tentang ijin melakukan penelitian dalam rangka Menyusun skripsi guna menempuh ujian sarjana (S1) atas nama :

Nama	: ANTONIUS YOSEP WURING
NIM	: 170107007
Fakultas	: Pendidikan Bahasa dan Seni
Prodi	: Pendidikan Bahasa Inggris
Sekolah Tinggi/Universitas	: STKIP Persada Khatulistiwa Sintang
Judul Skripsi	: <i>"Teaching Vocabulary Through Flashcard at Seventh Grade Students of SMP Negeri 4 Tempunak".</i>

Maka dengan ini kepala SMP Negeri 4 Tempunak memberikan ijin kepada yang bersangkutan untuk melakukan penelitian dengan catatan :

- ~ Berkoordinasi dengan guru pamong penelitian
 - ~ kegiatan yang dilakukan tidak mengganggu kegiatan belajar mengajar di sekolah
- Demikian surat ijin penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pulau Jaya, 22 Februari 2022

Kepala Sekolah



DAUD, S.Pd

Pembina/TV A

NIP. 19721116 200502 100 2



**PEMERINTAH KABUPATEN SINTANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 4 TEMPUNAK**

Alamat : Jalan Lalang Pedarak Desa Pulau Jaya Kecamatan Tempunak Kabupaten Sintang

SURAT KETERANGAN

NOMOR : 421.3/036/SMPN 4-F 2022

Yang bertanda tangan di bawah ini kepala Sekolah Menengah Pertama Negeri 4 Tempunak kecamatan Tempunak Kabupaten Sintang :

Nama : **DAUD, S.PD**
NIP : 19721116 200502 100 2
Pangkat/golongan : Pembina / IV A
Unit Kerja : SMP Negeri 4 Tempunak

Menerangkan dengan sebenarnya bahwa :

Nama : **ANTONIUS YOSEP WURING**
NIM : 170107007
Prodi : Pendidikan Bahasa Inggris
Sekolah Tinggi/Universitas : STKIP Persada Khatulistiwa Sintang

Telah melakukan penelitian ilmiah terhitung mulai tanggal 18 Januari 2022 sampai dengan 18 Februari 2022 dengan judul Skripsi *"Teaching Vocabulary Through Flashcard at Seventh Grade Students of SMP Negeri 4 Tempunak"*.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya agar dapat dipergunakan sebagaimana mestinya.

Pulau Jaya, 22 februari 2022

Kepala Sekolah



DAUD, S.Pd

Pembina/IV A

NIP. 19721116 200502 100 2

BIOGRAPHY



Antonius Yosep Wuring, was born in Pulau Mandong on May 7, 1999. The first of three children, the result of love from the couple Mr. Mathias Kinu Wuring and Mrs. Marsiana Bia. The author first studied at the age of 6 at SDN 08 Pulau Mandong in 2006 and finished in 2011, and in the same year the author continued his study at junior high school at SMPN 4 Tempunak and finished in 2014, and in the same year the author continued his study to high school at Nusantara Indah Sintang High School and finished in 2017. In 2017 the writer continued his study at the Sekolah Tinggi Keguruan dan Ilmu Pendidikan Persada Khatulistiwa Sintang and chose to major in the English Education Study Program and finish in 2022.

Thanks to the help of God Almighty and the efforts and prayers, the researcher was able to carry out academic activities at the STKIP Persada Khatulistiwa Sintang. And in the end the researcher was able to complete the final assignment with a thesis entitled "Teaching Vocabulary Through Flashcards At Seventh Grade Students Of SMPN 4 Tempunak".