

Appendix 1

Results of Observation Checklist First Meeting In The First Cycle

OBSERVATION CHECKLIST

(Student)

Education units : SMP Negeri 03 Dedai

Subject : English

Class : VII C/seventh

Sub material : Family Relationship

Date : Monday, 7 November 2022

Cycle/meeting : Cycle 1/First Meeting

Time Allocation : 2x40 minute

No	Aspect	Description	Rating			
			1	2	3	4
1	Pre-activity	Students leads a pray before starting the lesson.				✓
		Students respond to attendance asks by teacher.				✓
		Students respond to teacher questions about teaching and learning.			✓	
		Students listens to the teachers explain of the motivation for learning about family relationship		✓		
2	Main-activity	Students listens to the learning material deliver by teacher.				✓
		Students pay attention to the teacher presenting the flashcard.				✓
		Students gives the opportunity to think about family relationship.			✓	
		Students asks to respond to the teacher question on family relationship.				✓
		Students asks by the teacher to come to the front of the class in turn.			✓	

		Students asks by the teacher to mention the vocabulary related to family relationships.	✓			
		Students are asks by the teacher to translate the vocabulary that has been mentioned.	✓			
		Students asks the teacher to spell the vocabulary that has been mentioned.	✓			
		Students asks by the teacher to recall the vocabulary that has been mentioned before..	✓			
3	Close – activity	Students asks to conclude the entire material that has been studied.		✓		
		Students listen to deliver from the teacher about learning in the text lesson plan.			✓	
		Students asks by the teacher to lead the closing prayer				✓

Dedai, 7 November 2022

Observer



ISNI RATNAWATI, S.Pd
NIP.

No	Description
4	Almost all of students do the activities (10-16 students)
3	Half students do the activities (7-9students)
2	There are some students do the ativities (4-6 students)
1	Only few students do the activities (0-3 students)

This the formula to calculate the percentages in this observation:

$$\text{Total score/percentages} = \frac{\text{obtain score}}{\text{Total score}} \times 100 \%$$

$$\text{Total score} = \text{number of aspect observed} \times \text{highest rating}$$

Appendix 2

Results of Observation Checklist Second Meeting In The First Cycle

OBSERVATION CHECKLIST

(Student)

Education units : SMP Negeri 03 Dedai

Subject : English

Class : VII C/seventh

Sub material : Family Relationship

Date : Wednesday, 9 November 2022

Cycle/meeting : Cycle I/ Second Meeting

Time Allocation : 2x40 minute

No	Aspect	Description	Rating			
			1	2	3	4
1.	Pre-activity	Students leads a pray before starting the lesson.				✓
		Students respond to attendance asks by teacher.			✓	
		Students respond to teacher questions about teaching and learning.		✓		
		Students listens to the teachers explain of the motivation for learning about family relationship	✓			
2.	Main-activity	Students listens to the learning material deliver by teacher.				✓
		Students pay attention to the teacher presenting the flashcard.				✓
		Students gives the opportunity to think about family relationship.		✓		
		Students asks to respond to the teacher question on family relationship.		✓		
		Students asks by the teacher to come to the front of the class in turn.			✓	

		Students asks by the teacher to mention the vocabulary related to family relationships.				✓
		Students are asks by the teacher to translate the vocabulary that has been mentioned.				✓
		Students asks the teacher to spell the vocabulary that has been mentioned.				✓
		Students asks by the teacher to recall the vocabulary that has been mentioned before..				✓
3.	Close – activity	Students asks to conclude the entire material that has been studied.			✓	
		Students listen to deliver from the teacher about learning in the text lesson plan.	✓			
		Students asks by the teacher to lead the closing prayer			✓	

Dedai, 9 November 2022

Observer



ISNI RATNAWATI, S.Pd
NIP.

No	Description
4	Almost all of students do the activities (10-16 students)
3	Half students do the activities (7-9students)
2	There are some students do the ativities (4-6 students)
1	Only few students do the activities (0-3 students)

This the formula to calculate the percentages in this observation:

$$\text{Total score/percentages} = \frac{\text{obtain score}}{\text{Total score}} \times 100 \%$$

$$\text{Total score} = \text{number of aspect observed} \times \text{highest rating}$$

Appendix 3

Results of Observation Checklist First Meeting In The Second Cycle

OBSERVATION CHECKLIST

(Student)

Education units : SMP Negeri 03 Dedai

Subject : English

Class : VII C/seventh

Sub material : Family Relationship

Date : Monday, 14 November 2022

Cycle/meeting : Cycle II/First Meeting

Time Allocation : 2x40 minute

No	Aspect	Description	Rating			
			1	2	3	4
1.	Pre-activity	Students leads a pray before starting the lesson.				✓
		Students respond to attendance asks by teacher.				✓
		Students respond to teacher questions about teaching and learning.			✓	
		Students listens to the teachers explain of the motivation for learning about family relationship				✓
2.	Main-activity	Students listens to the learning material deliver by teacher.			✓	
		Students pay attention to the teacher presenting the flashcard.				✓
		Students gives the opportunity to think about family relationship.		✓		
		Students asks to respond to the teacher question on family relationship.			✓	
		Students asks by the teacher to come to the front of the class in turn.			✓	

		Students asks by the teacher to mention the vocabulary related to family relationships.	✓			
		Students are asks by the teacher to translate the vocabulary that has been mentioned.	✓			
		Students asks the teacher to spell the vocabulary that has been mentioned.	✓			
		Students asks by the teacher to recall the vocabulary that has been mentioned before..	✓			
3.	Close – activity	Students asks to conclude the entire material that has been studied.			✓	
		Students listen to deliver from the teacher about learning in the text lesson plan.		✓		
		Students asks by the teacher to lead the closing prayer				✓

Dedai, 14 November 2022

Observer



ISNI RATNAWATI, S.Pd
NIP.

No	Description
4	Almost all of students do the activities (10-16 students)
3	Half students do the activities (7-9students)
2	There are some students do the ativities (4-6 students)
1	Only few students do the activities (0-3 students)

This the formula to calculate the percentages in this observation:

$$\text{Total score/percentages} = \frac{\text{obtain score}}{\text{Total score}} \times 100 \%$$

Total score= number of aspect observed x highest rating

Appendix 4

Results of Observation Checklist Second Meeting In The Second Cycle

OBSERVATION CHECKLIST

(Student)

Education units : SMP Negeri 03 Dedai

Subject : English

Class : VII C/seventh

Sub material : Family Relationship

Date : Tuesday, 15 November 2022

Cycle/meeting : Cycle II /Second Meeting

Time Allocation : 2x40 minute

No	Aspect	Description	Rating			
			1	2	3	4
1.	Pre-activity	Students leads a pray before starting the lesson.				✓
		Students respond to attendance asks by teacher.				✓
		Students respond to teacher questions about teaching and learning.			✓	
		Students listens to the teachers explain of the motivation for learning about family relationship				✓
2.	Main-activity	Students listens to the learning material deliver by teacher.				✓
		Students pay attention to the teacher presenting the flashcard.				✓
		Students gives the opportunity to think about family relationship.			✓	
		Students asks to respond to the teacher question on family relationship.				✓
		Students asks by the teacher to come to the front of the class in turn.				✓

		Students asks by the teacher to mention the vocabulary related to family relationships.				✓
		Students are asks by the teacher to translate the vocabulary that has been mentioned.				✓
		Students asks the teacher to spell the vocabulary that has been mentioned.				✓
		Students asks by the teacher to recall the vocabulary that has been mentioned before..				✓
3.	Close – activity	Students asks to conclude the entire material that has been studied.			✓	
		Students listen to deliver from the teacher about learning in the text lesson plan.				✓
		Students asks by the teacher to lead the closing prayer				✓

Dedai, 15 November 2022

Observer



ISNI RATNAWATLS.Pd
NIP.

No	Description
4	Almost all of students do the activities (10-16 students)
3	Half students do the activities (7-9students)
2	There are some students do the ativities (4-6 students)
1	Only few students do the activities (0-3 students)

This the formula to calculate the percentages in this observation:

$$\text{Total score/percentages} = \frac{\text{obtain score}}{\text{Total score}} \times 100 \%$$

Total score= number of aspect observed x highest rating

Appendix 5

Result of Field Note First Meeting In The First Cycle

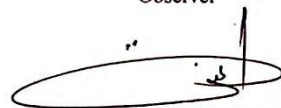
FIELD NOTE

Date and Time : Monday, 7 November 2022
 Education units : SMP NEGERI 03 DEDAI
 Class/Semester : VII C/Ganjil
 Sub materials : Family Relationships
 Cycle/meeting : Cycle I/ First Meeting
 Time Allocation : 2x40 minute

No	Description
1.	Some students are busy with classmate so the class situation not conducive
2.	Some student still be confused about the learning material.
3.	The learning media effectively and efficiently.

Dedai, 7 November 2022

Observer


ISNI RATNAWATLS.Pd

Appendix 6

Result of Field Note Second Meeting In The First Cycle

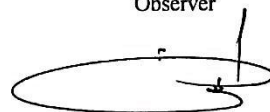
FIELD NOTE

Date and Time : Wednesday, 9 November 2022
 Education units : SMP NEGERI 03 DEDAI
 Class/Semester : VII C/Ganjil
 Sub materials : Family Relationships
 Cycle/meeting : Cycle 1/ Second Meeting
 Time Allocation : 2x40 minute

No	Description
1.	Enthusiastic students to follow the material today is very well.
2.	Some student are still lacking in spelling vocabulary.
3.	

Dedai, 9 November 2022

Observer



ISNI RATNAWATI.S.Pd

Appendix 7

Result of Field Note First Meeting In The Second Cycle

FIELD NOTE

Date and Time : Monday, 14 November 2022
 Education units : SMP NEGERI 03 DEDAI
 Class/Semester : VII C/Ganjil
 Sub materials : Family Relationships
 Cycle/meeting : Cycle 2 / First Meeting
 Time Allocation : 2x40 minute

No	Description
1.	Interaction is Very good between teacher and student so make the student enjoy the follow activities in the class room
2.	Students pay attention to the teacher explaining well enough.
3.	

Dedai, 14 November 2022

Observer


ISNI RATNAWATI.S.Pd

Appendix 8

Result of Field Note Second Meeting In The Second Cycle

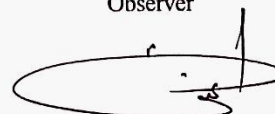
FIELD NOTE

Date and Time : Tuesday, 15 November 2022
 Education units : SMP NEGERI 03 DEDAI
 Class/Semester : VII C/Ganjil
 Sub materials : Family Relationships
 Cycle/meeting : Cycle 2 / Second Meeting
 Time Allocation : 2x40 minute

No	Description
1.	Student progress is quite good and student easily understand learning well.
2.	Class situation is very noisy.
3.	

Dedai, 15 November 2022

Observer



ISNI RATNAWATI S. Pd

Appendices 9

RESULT OF TEST CYCLE 1										
No	Name	Pronounciation	Score	Spelling	Score	Meaning	Score	Memorizing	Score	Total score
1.	AM	Father Mother Uncle Brother Aunt	4	The student cannot spelling	1	Ayah Ibu Paman Abang Bibi	4	Father/Ayah Mother/Ibu Uncle/Paman Brother /Abang Aunt/Bibi	4	81
2.	AJK	Father Mother GrandMother GrandFather Uncle	4	The student cannot spelling	1	Ayah Ibu Nenek Kakek paman	4	Father /ayah Mother /ibu Grandmother/nenek Grandfather/kakek Uncle/paman	4	81
3.	AL	Father Mother Uncle Sister	3	The student cannot spelling	1	Ayah Ibu paman kakak	4	Father/ayah Mother/ibu Uncle/paman Sister/kakak	3	68
4.	AZ	Father Mother Brother	3	The student cannot spelling.	1	Ayah Ibu Kakak	3	Father/ayah Mother/ibu Brother/abang	4	68

		Uncle Aunt				Paman Bibi		Uncle/paman Aunt /bibi		
5.	DF	Father Mother Brother	3	The student cannot spelling.	1	Ayah Ibu Abang	3	Father/ayah Mother/ ibu Brother/abang	3	62
6.	DA	Father Brother Mother	3	The student cannot spelling.	1	Ayah Abang Ibu	3	Father/ayah Brother/abang Mother/ibu	3	62
7.	F	Father Mother Brother Sister Aunt	4	The student cannot spelling.	1	Ayah Ibu abang Kakak Bibi	4	Father/ ayah Mother/ibu Brother/kakak Sister/kakak aunt/bibi	3	75
8.	IS	Father Mother Uncle	3	The student cannot spelling	1	Ayah Ibu Paman	3	Father/ayah Mother/ibu Uncle/paman	3	62
9.	LA	Father Mother Uncle Aunt Brother	3	The student cannot spelling	1	Ayah Ibu Paman Bibi Abang	4	Father/ayah Mother/ibu Uncle/paman Aunt/bibi Brother/abang	4	75

10	Mk	Father Mother Brother Sister	3	The student cannot spelling.	1	Ayah Ibu Abang Kakak	3	Father/ayah Mother/ibu Brother/abang Sister/kakak	3	62
11.	RE	Father Mother Brother Aunt Uncle	4	The student cannot to spelling.	1	Ayah Ibu Abang paman bibi	3	Father/ayah Mother/ibu Brother/abang aunt/paman uncle/bibi	3	68
12.	RD	Father Mother Uncle Brother Aunt	3	The student cannot to spelling.	1	Ayah Ibu Paman Abang Bibi	3	Father/ayah Mother/ibu Uncle/paman Brother/abang Aunt/bibi	3	62
13.	RH	Father Mother Uncle Brother Sister	3	The student cannot to spelling	1	Ayah Ibu Paman Abang Bibi	3	Father/ayah Mother/ibu Uncle/paman Brother/abang Sister/kakak	3	62
14.	SA	Father Mother Brother Sister	3	The student cannot to spelling.	1	Ayah Ibu Abang Kakak	3	Father/ayah Mother/ibu Brother/abang Sister/kakak	3	62

		Uncle				Paman		Uncle/paman		
15.	YHY	Father Sister Uncle Mother	3	The student cannot to spelling	1	Ayah Kakak Paman Ibu	3	Father/ayah Sister/kakak Uncle/paman Mother/ibu	3	62
16	YPF	Father Mother Sister Grandmother Brother	3	The student cannot to spelling.	1	Ayah Ibu Kakak Nenek Abang	4	Father/ayah Mother/ibu Sister/kakak Grandmother/nenek Brother/abang	4	75
AVERAGE SCORE										1.087/16 = 67

CRITERIA OF STUDENTS VOCABULARY MASTERY

Criteria of Students Vocabulary Mastery		
Levels	Number of student	Score range
Excellent	0 student	90-100
Good	2 student	80-89
Fair	3 student	70-79
Poor	11 student	60-69

Appendix 10

RESULT THE TEST OF CYCLE 2										
No	Name	pronouncition	Score	Spelling	Score	Meaning	Score	Memorizing	Score	Total score
1.	AM	Father Mother Brother Uncle Aunt	4	Ef-ei-eij-ei-ar × Em- ou-ti-eij- ei-ar√ Bi-ar-ou-ti-eij-ei-ar√ u-en-ci-el-e√ ei-en ti ×	3	Ayah Ibu Abang Paman Bibi	4	father/ayah mother/ibu brother/abang aunt/bibi uncle/paman	4	93
2.	AJK	Father Mother Brother Aunt Uncle	4	Ef-ai-ti-eij-ai-ar× Em-ou-ti-eij-i- ar√ Bi-ar-ou-ti-eij-i-ar√ ei-yu-en-ti√ u-en-el×	3	Ayah Ibu Abang Bibi Paman	4	uncle/paman father/ayah brother/abang mother/ibu aunt/bibi	4	93
3.	AL	Father Brother Sister	4	Ef-ar-us-ai-en× Bi-ar-ou-ti-ai-en× Es-ai-es-ti-ar×	1	Ayah Abang Kakak	4	father/ayah brother/abang sister/kakak	4	81
4.	AZ	Father Mother Brother Sister	3	Ef-ei-ar-ti-ar× Em-ou-ti-ar× Ar-ou-ti× Es-ti-ar×	1	Ayah Ibu Abang Kakak	3	mother/ibu father/ayah brother/abang sister/kakak	3	62

5.	DF	Father Mother Sister Brother son	3	Ai-eij× Em-ou-ti-ar× Es-i-es-ar× Bi-ar-ti-ar× es -u-en×	1	Ayah Ibu Kakak Abang anak laki-laki	3	sister/kakak mother/ibu brother/abang father/ayah	3	62
6.	DA	Father Mother Brother Son Sister	3	Ei-i× Ou-i-es-ai× Bi-ar-our-bi× Es-ou-en√ Es-i-ar×	2	Ayah Ibu Abang Saudara laki-laki Saudara perempuan	3	sister /kakak son/saudara laki-laki mother /ibu brother/abang father /ayah	3	68
7.	F	Father Mother Brother Sister Son	4	Ef-ei-ti-eij-i-ar√ Em-ou-ti-i-eij-i-ar× Bi-ou-ti-ar× Si-i-si-ti-i-ar√ Es-ou-en√	3	Ayah Ibu Abang Kakak Anak laki-laki	4	father/ayah mother/ibu son/anak laki-laki brother/sauda ra laki-laki sister/ saudara perempuan	4	93
8.	IS	Uncle Mother Father Aunt	3	u-en-ti-i× em-ou-ti-ar-i× ef-ai-ti-ai-ar× a-u-en-ti×	1	Paman Ibu Ayah bibi	4	uncle/paman mother/ibu father/ayah aunt/bibi	3	68
9.	LA	Mother Father Sister Brother Son	4	Em-ou-ti-ar× Ed-ai-ti-eij-i-ar× Es-ei-es-ti-i-ar√ Bi-o-ti-ei-ei-ar× Es-ou-en√	3	Ibu Ayah Kakak Abang	4	father/ayah sister/kakak son/anak laki-laki	4	93

						Anak laki-laki		mother/ibu brother/abang		
10.	MK	Brother Mother Sister	3	Bi-ar-ou-ti-eij-i-ar× Em-ou-ti-i-ar× Es-ei-es-ti-ar√	2	Abang Ibu kakang	3	sister/ kakak mother/ibu brother/abang	3	68
11.	RE	Father Mother Brother Sister Uncle	4	Ef-ei-ti-eij-i-ar√ Em-ou-ti-eij-i-ar√ Bi-ar-ou-ti-eij-i-ar√ Es-ai-es-ti-ar√ Yu-en-ci-el-i√	4	Ayah Ibu Abang Kakang paman	4	father/ayah mother/ibu sister/kakang uncle/paman brother/abang	4	100
12.	RD	father mother sister brother uncle	3	ef-i-t-eij-i-ar× em-ou-eij-ar× es-i-es-ti-i-ar√ bi-ou-eij-i-ar× u-en-c-en-ai×	2	father mother sister brother uncle	4	father/ayah mother/ibu sister/kakang brother/abang	4	81
13.	RH	Father Uncle Brother Sister Mother	3	Ef-ei-eij-i-ar× u-en-ci-el-i× bi-ar-ou-ti-eij-ar× es-i-es-ti-es√ em-ou-ti-eij-i-ar×	2	ayah Paman Abang Kakang Ibu	4	mother/ibu sister/kakang brother/abang uncle/paman father/ayah	4	81
14.	SA	father mother brother sister uncle	4	ef-ai-eij-ar× em-ou-ti-i-ar× bi-ou-ti-eij-ar× es- i-es-ti-i× u-en-c-el-e√	2	ayah mother brother sister uncle	4	mother/ibu father/ayah sister/kakang brother/abang uncle/paman	4	87

15.	YHY	Father Mother Son Uncle Sister	3	Ef-i-h-i-ar× Em-ou-i-eij-ar× Es-ou-en√ Es-si-el-i× Es-ai-e-ti-i-ar×	2	ayah ibu son paman kakang	4	mother/ibu sister/kakang son/anak laki-laki father/ayah uncle/paman	4	81
16.	YPF	Father Son Sister Uncle Mother	3	Ef-ai-ti-ei-ar× es-en× es-i-ar× i-en-ci-i× em-ou-ti-ei-ar×	1	ayah adik laki-laki kakang paman ibu	4	father/ayah son/saudara laki-laki sister/kakang uncle/paman mother/ibu	4	75
<p style="text-align: center;">AVERAGE TOTAL</p>										1.286/1
										6= 80

CRITERIA OF STUDENTS VOCABULARY MASTERY

Criteria of Students Vocabulary Mastery		
Levels	Number of students	Score range
Excellent	2 students	90-100
good	11 students	80-89
Fair	3 students	70-79
poor	0 students	60-79

Appendix 11**LESSON PLAN****RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

MATA PEMBELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER : VII/ GANJIL

MATERI POKOK : practice vocabulary by using flashcard

ALOKASI WAKTU : 2 x 40 minute

**Smp
2022**

LESSON PLAN

Name of education unit : SMP Negeri 03 Dedai

Subject : Bahasa Inggris

Class/semester : VII/1

Skill : Vocabulary

Time allocation : 2x40 minute

A. Core competencies

- K1-1: Appreciate and live the teachings of their religion.
- K1-2: Honest, disciplined, responsible, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with social and natural in association.
- K1-3: Understanding knowledge (factual, conceptual and procedural) on curiosity about science, technology, art, culture related to visible phenomena and events.
- K1-4: Trying, processing and presenting in the concrete realm using parsing, assembling, modifying, creating and abstract realms (writing, reading, counting, drawing and composing) according to what is learned in school and other sources in the same perspective or theory.

B. Basic competencies and Indicator of Competency Achievement:

Basic competencies	Indicators of competence achievement
3.2. Identifying social functions, text structures and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to identify, short and simple, according to the context of its use. Pay attention to linguistic elements and vocabulary related to family relationships: pronoun (subjective, objective, possessive).	3.2.1. The students are able to pronounce vocabulary about family relationship correctly. 3.2.2. The students are able to spelling the vocabulary about family relationship correctly. 3.2.3. The students are able to memorize vocabulary about family relationship.
3.3. Compose very short and simple spoken and written transactional interaction texts involving the act of giving asking for information relate to identity, short and simple by paying attention to social function, text structures and linguistic element that are correct and appropriate.	3.3.1. The students are able to meaning vocabulary about family relationship correctly.

C. Learning objectives

Learning objectives through a scientific approach by using flashcards in teaching and learning process. The flashcard can make the student more active and enthusias in teaching and learning process. Therefore, the researcher use the flashcard to teach the student in improving student vocabulary mastery. The student are bale to spelling the vocabulary on flaschcard correctly, the student must be able to pronounce the vocabulary on the flashcards, the student able to memorize the flashcard and student are able to meaning flashcard correctly according to context of using vocabulary about family relationships.

D. Learning Materials

Vocabulary related the theme:

Vocabulary		
Father	Mother	Uncle
Aunt	Daughter	Son
Sister	Brother	Grand mother
Grandfather	Nephew	Niece
Cousin	Wife	Great grandson
Husband	Grandson	Great granddaughter
Granddaughter		

E. Learning Activities

a. First Meeting

1. Pre-activities Teacher activities (10 minute)	Student activities
<ul style="list-style-type: none"> - The teacher prepare students before the teaching and learning process by greeting and praying first. - The teacher asks the attendance of student and preparing textbooks. - The teacher asks the condition of student and their readiness to take part in teaching and learning. - The teacher give motivation and social function in learning process and provide elements about the family relationship 	<ul style="list-style-type: none"> - Students lead a pray before starting the lesson. - Students respond to attendance asks by teacher. - Students respond to teacher question about teaching and learning. - Students listen to the teacher explain of motivation for learning about family relationship.
2. Main-activities (60 minute)	Students activities
<p>Observe</p> <ul style="list-style-type: none"> - The teacher explain learning material. - The teacher show the flashcard for the student - The teacher provides opportunities for the student to communicate about vocabulary connected with family relationship. <p>Ask</p> <ul style="list-style-type: none"> - The teacher asks student about the vocabulary on family relationship. <p>Elaboration</p> <ul style="list-style-type: none"> - The teacher asks student to come to the front of the class in turn. 	<ul style="list-style-type: none"> - Students listen to the learning material deliver by teacher. - Students pay attention to the teacher presenting the flashcard. - Students give the opportunity to think about the family relationship. - Students asked to respond to the teacher question on family relationship.

<ul style="list-style-type: none"> - The teacher asks student to mention of the vocabulary related to family relationship. - The teacher asks student meaning the vocabulary that has been mentioned. - The teacher asks student to spell the vocabulary that has been mentioned. - The teacher asks student to remember the vocabulary that has been mentioned. 	<ul style="list-style-type: none"> - Students asked by the teacher to come to the front of the class in turn. - Students asked by the teacher to mention the vocabulary related to family relationship. - Students asked by the teacher to meaning the vocabulary that has been mentioned. - Students asked by the teacher to spell the vocabulary that has been mentioned. - Students asked by the teacher to recall the vocabulary that has been mentioned before.
3. Closing-activities	Students activities
<ul style="list-style-type: none"> - The teacher and student conclude the material that has been studied. - The teacher conveys the next material that will be discussed at the next meeting. - The teacher asks the student to lead the prayer and end with a closing greeting. 	<ul style="list-style-type: none"> - Students are asked to conclude the entire material that has been studied. - Students listen to the delivery from the teacher about learning in the next lesson plan. - Students are asked by the teacher to lead the closing prayer.

b. Second meeting

1. Pre-activities Teacher activities (10 minute)	Students activities
<ul style="list-style-type: none"> - The teacher prepare students before the teaching and learning process by greeting and praying first. - The teacher asks the attendance of the student and preparing textbooks. - The teacher asks the condition of the student and their readiness to take part in teaching and learning. - The teacher give motivation and social function in learning process and provide elements about family relationship. 	<ul style="list-style-type: none"> - Students lead a pray before starting the lesson. - Students respond to attendance asked by teacher. - Students respond to teacher question about teaching and learning. - Students listen to the teacher explain of the motivation for learning about family relationship.
2. Main – activities (60 minute)	Students activities

<p>Observe</p> <ul style="list-style-type: none"> - The teacher explain learning material. - The teacher show the flashcard for the student. - The teacher provides opportunities for the student to communicate about vocabulary connected with family relationship. <p>Ask</p> <ul style="list-style-type: none"> - The teacher ask students about the vocabulary on family relationship. <p>Elaboration</p> <ul style="list-style-type: none"> - The teacher asks student to come to the front of the class in turn. - The teacher asks student to mention of the vocabulary related ti family relationship. - The teacher asks student meaning the vocabulary that has been mention. - The teacher asks student to spell the vocabulary that has been mentioned. - The teacher asks student to remember the vocabulary that has been mentioned. 	<ul style="list-style-type: none"> - Students listen to the learning material deliver by teacher. - Students pay attention to teacher presenting the flashcard. - Students give the opportunity to think about family relationship. - Students asked to respond to the teacher question on familiy relationship. - Students asked by the teacher to come to front of the class in turn. - Students asked by the teacher to mention the vocabulary related to family relationship. - Students asked by the teacher to meaning the vocabulary that has been mentioned. - Students asked by the teacher to spell the vocabulary that has been mentioned. - Students asked by the teacher to recall the vocabulary that has been mentioned before.
<p>3. Closing-activities (10 minute)</p>	<p>Students activities</p>
<ul style="list-style-type: none"> - The teacher and student conclude the material that has been studied. - The teacher conveys the next material that will be discussed at next meeting. - The teacher asks the students to lead the prayer and end with a closing greeting. 	<ul style="list-style-type: none"> - Students are asked conclude the entire material that has been studied. - Students listen to the delivery from the teacher about learning in the next lesson plan. - Students are asked by the teacher to lead the closing.

F. Learning Method

Learning method through scientific based approach using the flashcard in teaching and learning.

G. Media, tool and learning resources:

1. Media : Flashcard
2. Tool : Whiteboard, boardmarker etc

H. Rating

1. Assessment techniques through observation, assignments, practice.
2. Assessment instrument (attached)

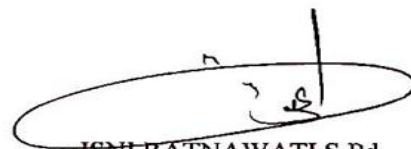
Dedai, 9 November 2022

Student of English Language



NANDA SUKMA
NIM. 180207075

Teacher of English Language



ISNI RATNAWATI, S.Pd

Approved

Principal of SMPN 03 Dedai



RIKO ANSYAH, S.sos

NIP. 1968051620050210001

H. RPP Attachment

1). Attitude assessment (Polite, caring)

No	Rated aspect	Criteria	Score
1.	Polite	Very often use language accurately to teacher and friend using acceptable English.	5
		Often use language accurately to teacher and friend using acceptable English.	4
		Several times showing the attitude of using language accurately to teacher and friend using acceptable English.	3
		Rarely shows attitude of using language accurately to teacher and friend using acceptable English.	2
		Never show the attitude of using language acceptable English.	1
2.	Care	Very often answer teacher and friend using English accurately which is grateful.	5
		Often answer teacher and friend using English accurately which is grateful.	4
		Several times answering the teacher and friends using English accurately which is grateful.	3
		Rarely answer teacher and friend using English accurately which is grateful.	2
		Never answer teacher and friend using English accurately which is grateful.	1

2). Knowledge Competency Assessment

No	Ipk	Technique	Form	Instrument
1.	3.2.1.The students are able to pronounce vocabulary about family relationship correctly. 3.2.2.The students are able to spelling vocabulary about family relationship. 3.2.3The students are able	Observation	Practice mention,spelling, memorizing, and meaning.	Vocabulary on flashcard (family relationship)

	to memorize vocabulary about family relationship. 3.3.1The students are able to meaning vocabulary about family relationship.			
--	--	--	--	--

Instrument:



Grandfather



Father



Mother



Grandmother

1. Please mention the family relationship vocabulary that you know.
2. Please translate the meaning of vocabulary.
3. Please spelled the voabulary.
4. Please remember the vocabulary that you has been mentioned before.

Table 3.1 Scoring Rubric and Assessment Indicators.

No	Rated aspect	Criteria	Score
1.	Pronounciati on	The students can pronounce vocabulary exactly.	4
		The students can pronounce vocabulary but not exactly.	3
		The students not easy to pronounce vocabulary exactly.	2
		The students cannot pronounce vocabulary is very well.	1
2.	Spelling	The students can spelling correctly and well.	4
		The students spelling well but there are some error.	3
		The students spelling word incoherently.	2
		The students cannot spelling word correctly.	1
3.	Meaning	The students able to meaning vocabulary is correctly.	4
		The students few able to meaning voacbulary is correctly.	3
		The students limited know meaning vocabulary is correctly.	2
		The students do not know meaning of voacbulary is correctly.	1
4.	Memorizing	The students able to memorizing vocabulary correctly.	4

		The students few able to memorizing vocabulary is correctly.	3
		The students limited memorizing vocabulary is correctly.	2
		The students do not able to memorizing vocabulary is correctly.	1

Based on the rubric table above, the maximum score of this rubric is 16, the researcher is going to use the formula below in order to calculate the score:

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

Formula:

X= Mean score

$\sum x$ = Obtain score

N = Total score

Meanwhile to determine the qualification of the student score, the researcher is going to use table below:

No	Classification	score
1.	excellent	90-100
2.	Good	80-89
3.	Fair	70-79
4.	Poor	60-69

STUDENT WORKSHEET

1. Please mention the family relationship vocabulary that you know.
2. Please translate the meaning of vocabulary.
3. Please spelled the vocabulary.
4. Please remember the vocabulary that you has been mentioned before.

Appendix 12**LESSON PLAN****RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

MATA PEMBELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER :VII/GANJIL

MATERI POKOK :Practice vocabulary by using flashcard

ALOKASI WAKTU : 2x 40 minute

Smp

2022

LESSON PLAN

Name of education unit : SMP Negeri 03 Dedai

Subject : Bahasa Inggris

Class/Semester : VII/1

Skill : Vocabulary

Time Allocation : 2 x 40 minute

A. Core Competencies

- KI-1 : Appreciate and live the teaching of their religion.
- KI-2 : Honest, disciplined, responsible, caring (Tolerance, Mutual cooperation), polite, confident, in interacting effectively with social and natural in association.
- KI-3 : Understanding knowledge (factual, conceptual and procedural) based on curiosity about science, technology, art, culture related to visible phenomena and events.
- KI-4 : Trying, processing and presenting in the concrete realm (using, parsing, assembling, modifying, creating and abstract realm (writing, reading, counting,, drawing and composing) according to what is learned in school and other sources in the same perspective or theory.

B. Basic Competencies and Indicator of Competency Achievement

Basic competencies	Indicator of competence achievement
3.2. Identifying social function, text structures and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to identity, short and simple, according to the context of its use. Pay attention to linguistic elements and vocabulary related to family relationships: pronoun (subjective, objective, possessive).	3.2.1. The students are able to pronounce vocabulary about family relationship correctly. 3.2.2. The students are able to spelling the vocabulary about family relationship correctly. 3.2.3. The students are able to memorize vocabulary about family relationship correctly.
3.3. Compose very short and simple spoken and written transactional interaction texts involving the act of giving and asking for information relate to identity, short and simple by paying attention to social function, texts structures and linguistic elements that are correct and appropriate.	3.3.1 the students are able to meaning vocabulary about family relationship correctly.

C. Learning Objectives

Learning objectives through a scientific approach by using flashcard in teaching and learning process. The flashcard can make the student more active and enthusias in teaching and learning process. Therefore, the researcher use the flashcard to teach the student in improving student vocabulary mastery. The students are able to spelling the vocabulary on flashcard correctly, the student are able to pronounce the vocabulary on flashcard, students are able to memorize the flashcard and students are able to meaning flashcard correctly according to the context of using vocabulary about family relationship.

D. Learning Materials

Vocabulary related the theme:

Vocabulary		
Father	Aunt	Uncle
Mother	Daughter	Sister
Grand mother	Son	Brother
Grand father	nephew	niece
cousin	husband	wife
Great granddaughter	Great grandson	Grand daughter
Grand son		

E. Learning Method

Learning method through scientific based approach using the flashcard in teaching and learning.

F. Learning Activities

a. First Meeting

1. Pre-activities teacher activities (10 minute)	Students activities
<ul style="list-style-type: none"> - The teacher prepares students before the teaching and learning process by greeting and praying first. - The teacher asks the attendance of students and preparing textbooks. - The teacher asks the condition of students and their readiness to take part in teaching and learning. - The teacher give motivation and social function in learning process and provide elements about family relationship. 	<ul style="list-style-type: none"> - Students lead a pray before starting the lesson. - Students respond to attendance asked by teacher. - Students respond to teacher question about teaching and learning. - Students listen to the teacher explain of the motivation for learning about family relationship.
2. Main- activities	Students activities
Observe <ul style="list-style-type: none"> - The teacher explain learning material. - The teacher show the 	<ul style="list-style-type: none"> - Students listen to the learning material deliver by teacher.

<p>flashcard for the student.</p> <ul style="list-style-type: none"> - The teacher provides opportunities for the student to communicate about vocabulary connected with family relationship. <p>Ask</p> <ul style="list-style-type: none"> - The teacher asks students about the vocabulary on family relationship. <p>Elaboration</p> <ul style="list-style-type: none"> - The teacher asks student to come to the front of the class in turn. - The teacher asks student to mention of the vocabulary related to family relationship. - The teacher asks student meaning the vocabulary that has been mention. - The teacher asks vocabulary to spell the vocabulary that has been mentioned. - The teacher asks students to remember the vocabulary that has been mentioned. 	<ul style="list-style-type: none"> - Students pay attention to the teacher presenting the flashcard. - Students give the opportunity to think about family relationship. - Students asked to respond to the teacher question on family relationship. - Students asked by the teacher to come to the front of the class in turn. - Students asked by the teacher to mention the vocabulary related to family relationship. - Students asked by the teacher to meaning the vocabulary that has been mentioned. - Students asked by the teacher to recall the vocabulary that has been mentioned before.
3. Closing activities (10 minute)	Students activities
<ul style="list-style-type: none"> - The teacher and student conclude the material that has been studied. - The teacher conveys the next material that will be discussed at the next lesson. - The teacher asks the student to lead the prayer and end with a closing greeting. 	<ul style="list-style-type: none"> - Students are asked to conclude the entire material that has been studied. - Students listen to deliver from the teacher about learning in the next lesson plan. - Students are asked by the teacher to lead the closing prayer.

b. Second meeting

1. Pre-activities teacher activities (10 minute	Students activities
<ul style="list-style-type: none"> - The teacher prepares students before the teaching and learning process by greeting and praying first. 	<ul style="list-style-type: none"> - Students lead a pray before starting the lesson. - Students respond to attendance asked by teacher.

<ul style="list-style-type: none"> - The teacher asks the attendance of the student and preparing textbook. - The teacher asks the condition of students and their readiness to take part in teaching and learning. - The teacher give motivation and social function in learning process and provide elements about family relationship. 	<ul style="list-style-type: none"> - Students respond to teacher question about teaching and learning. - Students listen to the teacher explain of the motivation for learning about family relationship.
2. Main- activities	Students activities
<p>Observe</p> <ul style="list-style-type: none"> - The teacher explain learning material. - The teacher show the flashcard for the student. - The teacher provides opportunities for the student to communicate about vocabulary connected with family relationship. <p>Ask</p> <ul style="list-style-type: none"> - The teacher asks student about the vocabulary on family relationship. <p>Elaboration</p> <ul style="list-style-type: none"> - The teacher asks student to come to the front of the class in turn. - The teacher asks students to mention of the vocabulary related to family relationship. - The teacher asks students meaning the vocabulary that has been mention. - The teacher asks students to spell the vocabulary that has been mentioned. - The teacher asks students to remember the vocabulary that has been mentioned. 	<ul style="list-style-type: none"> - Students listen to the learning material deliver by teacher. - Students pay attention to the teacher presenting the flashcard. - Students give the opportunity to think about family relationship. <ul style="list-style-type: none"> - Students asked to respond to the teacher question on family relationship. <ul style="list-style-type: none"> - Students asked by the teacher to come to the front of the class in turn. - Students asked by the teacher to mention the vocabulary related to family relationship. - Students asked by the teacher to meaning the vocabulary that has been mentioned. - Students asked by the teacher to spell the vocabulary that has been mentioned. - Students asked by the teacher to recall the vocabulary that has been mentioned before.
3. Closing activities	Students activities
<ul style="list-style-type: none"> - The teacher and students 	<ul style="list-style-type: none"> - Students are asked to

<p>conclude the material that has been studied.</p> <ul style="list-style-type: none"> - The teacher conveys the next material that will be discussed at the next meeting. - The teacher asks the students to lead the prayer and ends with a closing greeting. 	<p>conclude the entire material that has been studied.</p> <ul style="list-style-type: none"> - Students listen to the deliver from the teacher about learning in the next lesson plan. - Students are asked by the teacher to lead the closing prayer.
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G. Media, tool and learning resources:

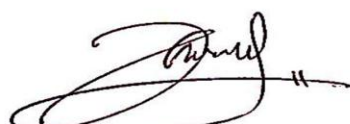
1. Media : Flashcard
2. Tool : Whiteboard, boardmarker etc

H.Rating

- 1.Assessment techniques through observation, assignments, practice.
- 2.Assessment instrument (attached)

Dedai, 15 November 2022

Student of English Language



NANDA SUKMA
 NIM. 180207075

Teacher of English Language


ISNIRATNAWATI.S.Pd

Approved

Principal of SMPN 03 Dedai

 
R. H. MANSYAH, S.sos
 NIP. 1968051620050210001

I. RPP Attachment

1). Attitude Assessment (polite, caring)

No	Rated aspect	Criteria	Score
1.	Polite	Very often use language accurately to teacher and friend using acceptable English.	5
		Often use language accurately to teacher and friend using acceptable English.	4
		Several times showing the attitude of using language accurately to teacher and friend using acceptable English.	3
		Rarely shows attitude of using language accurately to teacher and friend using acceptable English.	2
		Never show the attitude of using language acceptable English.	1
2.	Care	Very often answer teacher and friend using English accurately which is grateful.	5
		Often answer teacher and friend using English accurately which is grateful.	4
		Several times answering the teacher and friend using English accurately which is grateful.	3
		Rately answer teacher and friend using English accurately which is grateful.	2
		Never answer teacher and friend using English accurately which is grateful.	1

2). Knowledge Competency Assessment

No	IPK	Technique	Form	Instrument
1.	3.2.1.The students are able to pronounce vocabulary about family relationship correctly. 3.2.2.The students are able to spelling the vocabulary about family	observation	Practice mention, spell, memorizing and meaning.	Vocabulary on flashcard (family relationship)

	relationship correctly. 3.2.3.The students are able to meaning vocabulary about family correctly. 3.3.1.The students are able to memorize vocabulary about family			
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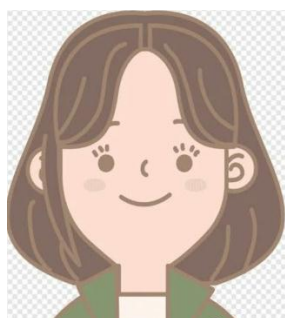
Istrument :



Father



Mother



Daughter



Son

1. Please mention the family relationship vocabulary that you know.
2. Please translate the meaning of vocabulary
3. Please spelled the vocabulary
4. Please remember the vocabulary that you has been mentioned before.

Table 3.1 Scoring Rubric and Assessment Indicator

No	Rated aspect	Criteria	Score
1.	Pronunciation	The students can pronounce vocabulary is correctly.	4
		The students can pronounce vocabulary but not correctly.	3
		The students not easy to pronounce vocabulary correctly.	2
		The students cannot pronounce vocabulary is very well.	1
2.	Spelling	The students can spelling word correctly and well.	4
		The students spelling well but there are some error.	3
		The students spelling word incorrectly.	2
		The students cannot spelling word correctly.	1
3.	Meaning	The students able to meaning vocabulary is correctly.	4
		The students few able to meaning vocabulary is correctly.	3

4.	Memorizing	The students limited know meaning vocabulary is correctly.	2
		The students do not know meaning of vocabulary is correctly.	1
		The students able to memorizing vocabulary correctly.	4
		The students few able to memorizing vocabulary is correctly.	3
		The students limited memorizing vocabulary is correctly.	2
		The students do not able to memorizing vocabulary is correctly.	1

Based on rubric table above, the maximum score of this rubric is 16. The researcher is going to use the formula below in order to calculate the score:

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

Formula :

X = Mean score

$\sum x$ = Obtain score

N = Total score

Meanwhile to determine the qualification of the students score, the researcher is going to use table below:

No	Classification	Score
1.	Excellent	90-100
2.	Good	80-89
3.	Fair	70-79
4.	Poor	60-69

STUDENT WORKSHEET

1. Please mention the family relationship vocabulary that you know.
2. Please translate the meaning of vocabulary.
3. Please spelled the vocabulary.
4. Please remember the vocabulary that you has been mentioned before.

Appendix 13

Silabus pembelajaran kurikulum 2013 untuk sekolah menengah pertama (SMP)

SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP NEGERI 03 DEDAI

Mata Pembelajaran : Bahasa Inggris

Kelas/Semester : VII/1 (Ganjil)

Jumlah Pertemuan :

Standar Kompetensi: 1. Menghargai dan menghayati ajaran agama yang dianutnya.

- (KI)
2. Menunjukkan, perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
 3. Memahami pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 4. Mencoba, mengolah, dan menyajikan dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan abstrak (menulis, membaca, menghitung, menggambar dan menggarang) sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi dasar		Materi pokok dan materi pembelajaran	Kegiatan pembelajaran	Penilaian	Sumber
3.1	Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosakata terkait hubungan keluarga: pronounce (subjective, objective, possessive).	<p>Fungsi sosial</p> <ul style="list-style-type: none"> ✓ Berkenalan, memperkenalkan diri sendiri/orang lain. <p>Struktur teks</p> <ul style="list-style-type: none"> ✓ Memulai ✓ Menanggapi (diharapkan/di luar dugaan) <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> ✓ Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya. ✓ Verba: <i>be, have, go, work, live, (dalam simple present tense)</i> ✓ Subject pronounce: I, You, We, They, He, She, it. ✓ Kata ganti possessive my, your, his, dsb. ✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan. 	<ul style="list-style-type: none"> • Menyimak dan menirukan beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar. • Mengidentifikasi ungkapan-ungkapan penting. • Menanyakan hal-hal yang tidak diketahui atau yang berbeda. • Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal tentang keluarganya. • Memaparkan jati dirinya yang sebenarnya. • Saling menyimak dan 	<ul style="list-style-type: none"> ✓ Sikap social dan spiritual :observasi ✓ Pengetahuan: tulis PG ✓ Keterampilan: Praktik 	When English Rings Bell kelas VII
4.1	Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan				


tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai.	<p>Topic</p> <ul style="list-style-type: none"> ✓ Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik, yang dapat menumbuhkan perilaku yang termuat di KI. 	<p>bertanya jawab tentang jati diri masing-masing dengan teman-temannya.</p> <ul style="list-style-type: none"> • Melakukan refleksi tentang proses dan hasil belajarnya. 		
--	---	--	--	--

Mengetahui;
Kepala Sekolah SMP NEGERI 03 DEDAI



RUDENSYAH, S.sos
1968051620050210001

Guru Mapel Bahasa Inggris



ISNI RATNAWATI, S.Pd

Silabus pembelajaran Bahasa Inggris untuk kelas VII/Semester 1-2

Appendix 14

Documentation



Picture 1 The showing flashcarad to student in the first cycle



Picture 2 The student doing the test mention of vocabulary in the first cycle



Picture 3 The showing flashcard to student in second cycle



Picture 2 The student doing a test mention of vocabulary in the second cycle

Appendix 15

Validation Sheet of Instrumentation of Data collection



Nomor : 193/B-6/G1/XII/2022
Lampiran : 1 (satu) lembar
Perihal : Izin Penelitian

Kepada

Yth. Kepala SMP Negeri 03 Dedai

Di Tempat

Dengan hormat,

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

Nama : Nanda Sukma
NIM : 180207075
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Untuk melakukan penelitian di sekolah yang Bapak/ Ibu pimpin dengan judul:

"Improving Students' Vocabulary Mastery By Using Flashcards of Seventh Grade at SMP Negeri 03 Dedai in Academic Year 2022/2023 ". 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, 15 Desember 2022

Mengertahi
Kepala STkip Persada Khatulistiwa
Bidra Syahrudin, S.P., M.Si
NIDN 1102066603

Kepala Prodi PBI
Goro M.Pd.
NIDN 1115028901

	PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA STKIP PERSADA KHATULISTIWA SINTANG SINTANG-KALIMANTAN BARAT <i>Jl. Pertamina Sengkuang Km.4, Kotak Pos 126, Telp. (0565)2022386, 2022387</i> Email: stkippersada@gmail.com Website: www.persadakhatulistiwa.ac.id		
	FORMULIR SURAT PERNYATAAN VALIDASI INSTRUMEN PENELITIAN TA		
	Kode : 019FA3-1	Edisi 1	Revisi 1

SURAT PERNYATAAN VALIDASI INSTRUMEN PENELITIAN TA

Saya yang bertanda tangan di bawah ini:

Nama : Yokie Prasetya Dharma, M.Pd.BI
NIDN : 1112089001
Prodi : Pendidikan Bahasa Inggris

menyatakan bahwa instrumen penelitian TA atas nama mahasiswa:

Nama : Nanda Sukma
NIM : 180207075
Program Studi : Pendidikan Bahasa Inggris
Judul TA : Improving Students Vocabulary Mastery By Using Flashcard of Seventh Grade At
SMP Negeri 03 Dedai In Academic Year 2022/2023

Setelah dilakukan kajian atas instrumen penelitian TA tersebut dapat dinyatakan:

<input checked="" type="checkbox"/>	Layak digunakan untuk penelitian
<input type="checkbox"/>	Layak digunakan dengan perbaikan
<input type="checkbox"/>	Tidak layak digunakan untuk penelitian yang bersangkutan

dengan catatan dan saran/perbaikan sebagaimana terlampir.

Demikian agar dapat digunakan sebagaimana mestinya.

Sintang, 13 Desember 2022

Validator



Yokie Prasetya Dharma, M.Pd .BI
NIDN. 1112089001

☐ Ber tanda ✓
Catatan:

HASIL VALIDASI INSTRUMEN PENELITIAN TA

Nama Mahasiswa : Nanda Sukma
 NIM : 180207075
 Judul TA : Improving Student Vocabulary Mastery By Using Flashcard Of Seventh Grade At SMP Negeri 03 Dedai In Academic Year 2022/2023

No.	Variabel	Saran/Tanggapan
	Komentar Umum/Lain-lain:	

Sintang, 13 Desember 2022
 Validator



Yokie Prasetya Dharma, M.Pd.BI
 NIDN. 1112089001

LAMPIRAN VALIDASI INSTRUMENT PENELITIAN TA

Nama Mahasiswa : Nanda Sukma
 Nim : 180207075
 Judul TA : Improving student vocabulary mastery bby using
 flashcard of seventh grade at SMPnegeri 03 Dedai in
 academic year 2022/2023

1. Observation Checklist

OBSERVATION CHECKLIST

(Student)

Education units : SMP Negeri 03 Dedai
 Subject : English
 Class : VII C/Seventh
 Sub Material : Family Relationship
 Date :
 Cycle/ Meeting :
 Time Allocation : 2x40 minute

No	Aspect	Description	Rating			
			1	2	3	4
1.	Pre-activity	Students leads a pray before starting the lesson.				
		Students respond to attendance asks by teacher.				
		Students respond to teacher questions about teaching and learning.				
		Students listens to the teachers explain of the motivation for learning about family relationship				
2.	Main-activity	Students listens to the learning material deliver by teacher.				
		Studens pay attention to the teacher presenting the flashcard.				
		Students gives the opportunity to think about family relationship.				
		Students asks to respond to the teacher question on family relationship.				

		Students asks by the teacher to come to the front of the class in turn.				
		Students asks by the teacher to mention the vocabulary related to family relationships.				
		Students are asks by the teacher to translate the vocabulary that has been mentioned.				
		Students asks the teacher to spell the vocabulary that has been mentioned.				
		Students asks by the teacher to recall the vocabulary that has been mentioned before..				
3.	Close – activity	Students asks to conclude the entire material that has been studied.				
		Students listen to deliver from the teacher about learning in the text lesson plan.				
		Students asks by the teacher to lead the closing prayer				

No	Description
4	Almost all of students do the activities (9-11 students)
3	Half students do the activities (7-8 students)
2	There are some students do the ativities (5-6 students)
1	Only few students do the activities (0-3 students)

Sintang, 13 Desember 2022

Validator



Yokie Prasetya Dharma,M.Pd.BI
NIDN.1112089001

2. Field Note**FIELD NOTE**

Date and Time :
Education units : SMP Negeri 03 Dedai
Class/Semester : VII C/Ganjil
Sub Material : Family Relationshipp
Cycle/Meeting :
Time Allocation : 2x 40 minute

No	Description
1	
2	
3	

Sintang, 13 Desember 2022
Validator



Yokie Prasetya Dharma, M.Pd. BI
NIDN. 1112089001



PEMERINTAH KABUPATEN SINTANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 DEDAI

AKREDITASI A

NSS.201130407003 NIS.200320 NPSN.30102447

Email : smpn3dedai@yahoo.co.id

Alamat : Jalan Pajajaran Nanga Jetak Kecamatan Dedai 78692

SURAT IZIN PENELITIAN

Nomor : 400.3.5 / 282 / SIP / SMPN.3 – D / 2023

Berdasarkan Surat dari Ketua STKIP Persada Khatulistiwa Sintang tentang Izin Penelitian dengan nomor : 193/B-6/G1/XII/2022 tanggal 15 Juni 2022 kami selaku Kepala SMP Negeri 3 Dedai tidak berkeberatan dan memberikan izin kepada :

- | | |
|------------------|------------------------------|
| 1. Nama | : Nanda Sukma |
| 2. NIM | : 180207075 |
| 3. Jurusan | : Pendidikan Bahasa dan Seni |
| 4. Program Studi | : Pendidikan Bahasa Inggris |

Untuk melakukan Penelitian di SMP Negeri 3 Dedai khususnya di kelas 7C . Dan selanjutnya akan berkoordinasi dengan guru mata pelajaran Bahasa Inggris .

Demikian Surat Izin Penelitian ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Nanga Jetak, 10 Nopember 2023
Kepala Sekolah

Rudiansyah, S.Sos

NIP.19680516 200502 1 001

Appendix 16

BIOGRAPHY

Nanda Sukma is the researcher of this thesis. The researcher was boarn in Belitang on November 20th 1999. The researcher is know as the single child from the couple of M.yamin and Nursitah.

The researcher is know as the person who received her first education in 2006 at SDN 01 Belitang and graduated in 2012. After the reseacher has finished her education in primary school, the researcher registered at SMPN 01 Belitang in 2012 and finished her study in 2015.

In the same year, the researcher entered senior high school by registering at SMAN 01 Belitang and was declared a graduate in 2018. Furthermore, the researcher decided to continue his education in the world of college by registering at STKIP Persada Khatulistiwa in 2018 and chose to expand her skill by selecting an English language education study program as her first major. After the researcher had studied for almost five year at STKIP Persada Khatulistiwa, the researcher was declared to finish her study in 2024.

This thesis is her final result of her writing which is expected to be useful for many people both for the teacher, lectures and students from various circles and fields.