

**THE USE OF FLASHCARD TO ENHANCE THE READING  
COMPREHENSION AT THE 7<sup>th</sup> GRADE STUDENTS OF  
SMPIT AL-HAFIZH PALOPO**

*A Thesis*

*Submitted to the English Education Study Program of Tarbiyah and Teacher  
Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree in  
English Education*



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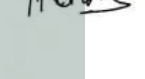
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## THESIS APPROVAL

This thesis entitles “**The Use of Flashcard to Enhance the Reading Comprehension at the 7<sup>th</sup> Grade of Students of SMPIT Al-Hafizh Palopo**”, which is written by **Amelia**, Regular Number 18 0202 0001, English Language Education Study Program of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on, June 17<sup>th</sup> 2022. Coincided with Zulkaidah 17<sup>th</sup> 1443 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.

Palopo, June 29<sup>th</sup> 2022

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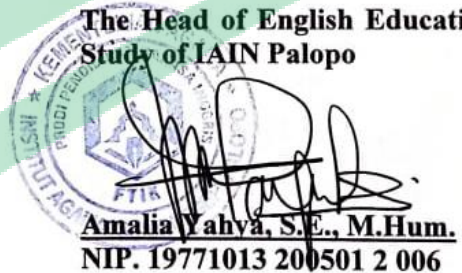
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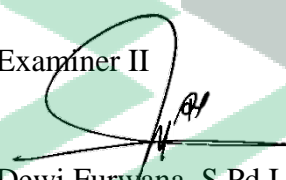
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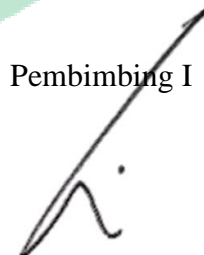
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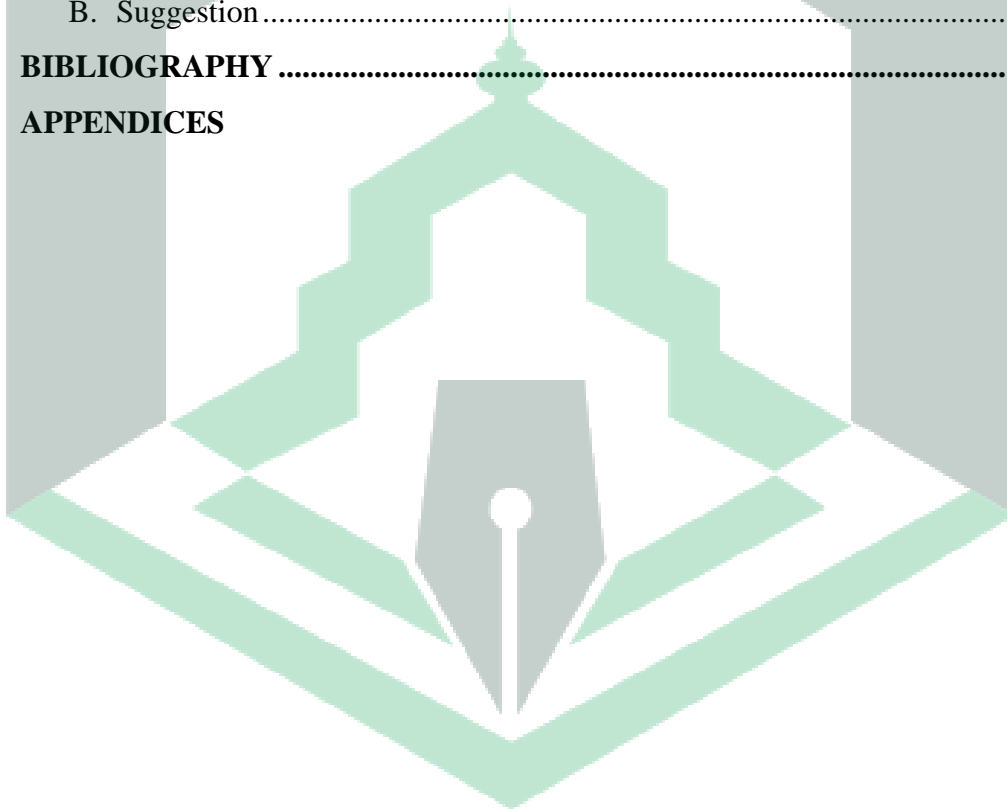


Amelia

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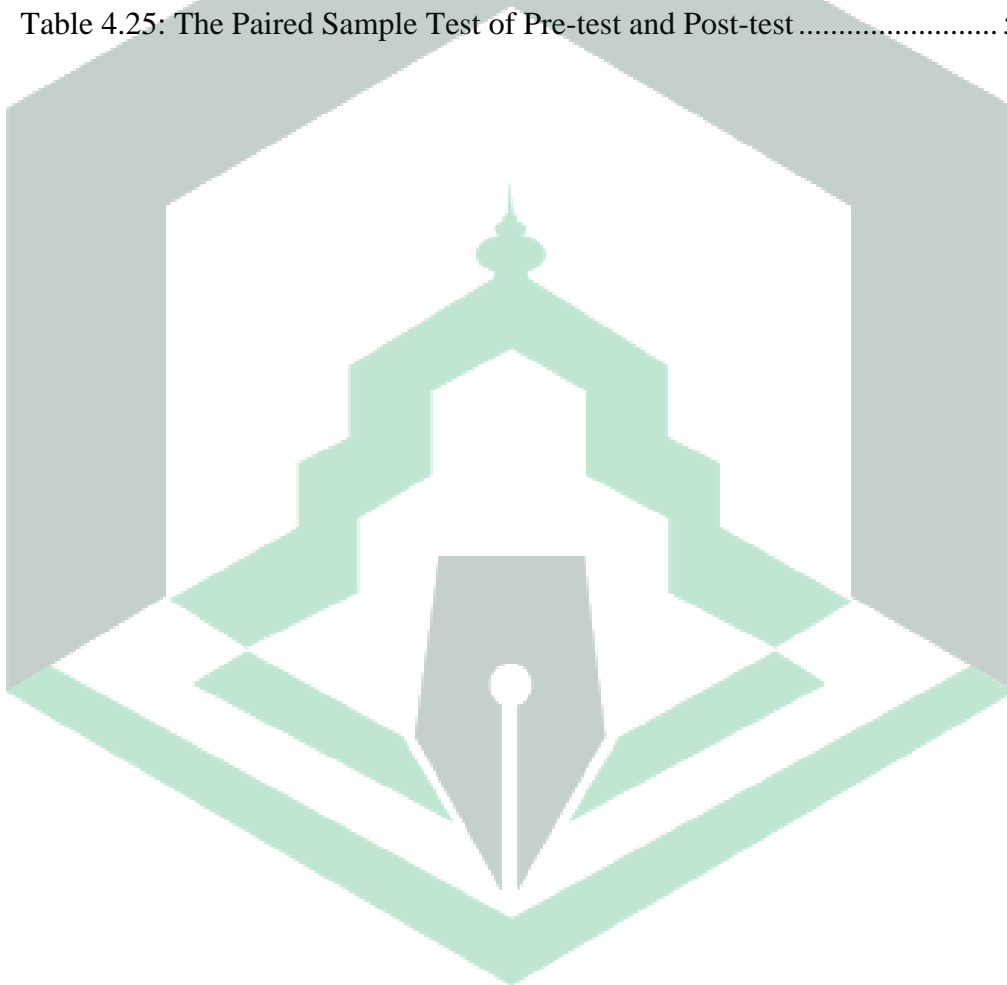
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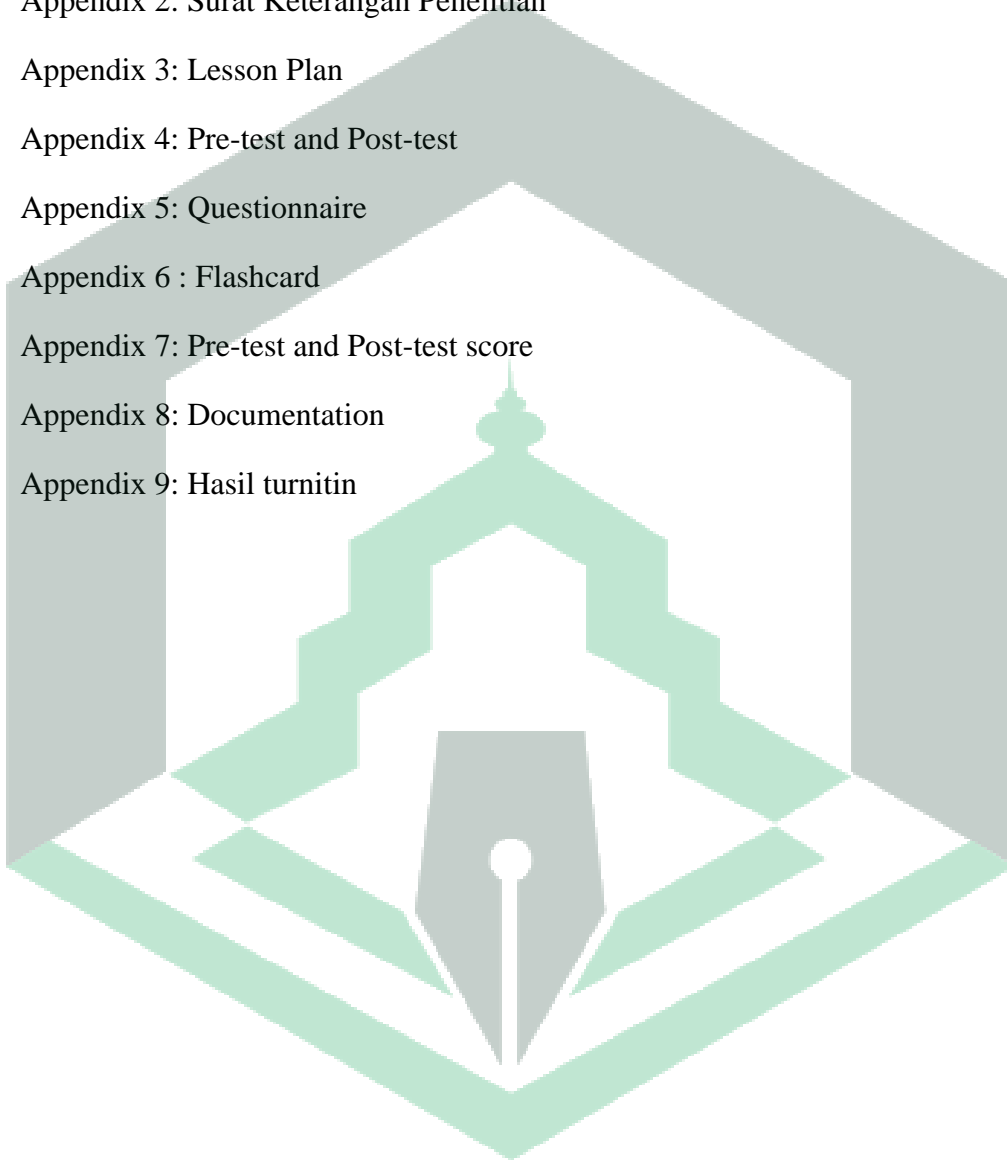
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Appendix 6 : Flashcard

Appendix 7: Pre-test and Post-test score

Appendix 8: Documentation

Appendix 9: Hasil turnitin



## ABSTRACT

**Amelia, 2022.** *“The Use of Flashcard to Enhance the Reading Comprehension at the 7<sup>th</sup> Grade Students of SMPIT Al-Hafizh Palopo”*. A thesis of English Education Study Program at Tarbiyah and Teachers Training Faculty, State Islamic Institute of Palopo (IAIN Palopo). Under supervisor, Wisran, S.S., M.Pd. as the first consultant and St. Hartina, S.Pd., M.Pd. as the second consultant.

The objectives of this research are to determine whether or not the use of flashcard can enhance the students' reading comprehension at the 7<sup>th</sup> grade of SMPIT Al-Hafizh Palopo and to find out the students' perception about the use of flashcard in enhancing the reading comprehension at the 7<sup>th</sup> grade students' of SMPIT Al-Hafizh Palopo. The researcher used the pre-experimental method in this research. The population was 20 students. The researcher used total sampling sample which the students consisted of 20 students. The instrument in this research were pre-test, post-test and questionnaire. The researcher collected the data through pre-test, treatment, post-test, and questionnaire. The researcher measured the students' reading skill in five aspects, those are; (1) Fluency, (2) Accuracy, (3) Pronunciation, (4) Intonation, and (5) Comprehension. The data was analyzed statistically by using SPSS 20 edition. The result of the research revealed that the mean score in the post-test stage is higher than the score on the pre-test score ( $58 < 78$ ). The students achieved highest score in reading comprehension aspect with the maximum score 90 and the mean score was 61.00 during the pre-test session, and the received the lowest score in the pronunciation aspect with the score 70 and the mean score was 53.00. Meanwhile, in the post-test session students achieved the highest score in comprehension aspect that was 100 score and the mean score was 84.00. Besides, the students received the lowest score in fluency, accuracy, and pronunciation aspect with the score 80 and the mean score was 71.50. Besides, the value of  $t_c$  ( $t_{count}$ ) is 17.699, while the  $t_t$  ( $t_{table}$ ) for the standard of significant level 0,05 (5%) on  $df = 19$  is 2093. It means the value of the t-count is higher than the value of the t-table. The result of the students' scores on the post-test became higher than the pre-test represents the effectiveness of the treatment stage in contributing to help the students enhance the reading skill. The students' response for the questionnaire was 2,63, classified as “Quite Good”. Meanwhile, the interpretation of students' responses was 2,59, which was classified as “Quite Good”. The questionnaire result indicated that most respondents agreed with the statement. Learning by using a flashcard motivates the students to perform the proper reading ability. It could be summarized that the use of Flashcard significantly enhances the students' Reading Comprehension skill.

**Key Words:** Reading, Flashcard, Reading Comprehension.

# CHAPTER I

## INTRODUCTION

### A. Background

Nowadays, English has become essential to learn in Junior High School. It is a necessary thing concerning that students have to be able to master English since it becomes a fundamental skill across all aspects and necessity of academic experience. To achieve the skill, understanding the literature in English is the crucial way to enrich vocabulary in order to construct a sentence. Besides, Watkins states that increasing reading skills allows students to express their responses in different conditions<sup>1</sup>. Therefore, strengthening the reading skills is the primary thing to be taught and practiced to increase students' ability to understand the English text.

Indonesian language, as the mother tongue of Indonesian students, affects the Indonesian students in pronouncing the English word, especially in reading skills, regarding English as a foreign language. Indonesian students need to practice English reading skills productively and efficiently through this. Besides, each student's ability must be counted as a factor in teaching reading. Moreover, selecting the appropriate learning media for learning English might satisfy the students in understanding the fundamentals in developing reading skills.

In teaching English, there are four kinds of English academic skills students need to master: listening, speaking, reading, and writing. That aside, reading is

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<sup>1</sup> Peter Watkins, *Teaching and Developing Reading Skills*, ed. Peter Watskin, *ELT Journal*, 1st ed., vol. 73 (Cambridge: Cambridge University Press, 2018), <https://doi.org/10.1093/elt/ccz031>.

beneficial to enrich students' vocabulary knowledge to create a sentence. Also, reading can stimulate students to speak and spell words fluently. Reading more texts helps the students to grow their sense ability to analyze the idea and grammar structure<sup>2</sup>.

According to Dessy et al., reading is a movement in understanding the context of a text. People are educated, which is the readers can develop the idea and expand their perspectives through reading activities<sup>3</sup>. Moreover, reading is a potential for each individual to understand written language acquisition in real life. Based on those, it can be summarized that reading can transform a variety of interpretations in different forms.

Based on the pre-survey in SMPIT Al-Hafizh Palopo<sup>4</sup>, the researcher found several problems, those are; (1) students are less in applying the reading activity. Based on the textbook, it only contained of conversation material in reading topic; (2) the written language of the reading text is complicated for the students' level. While the teacher guides students to read the written language, the students face difficulties reading the text fluently, which makes them less interested in understanding the text; (3) the learning media for teaching English is limited. The use of textbooks and worksheets for students' activity during the learning process is not enough to increase the students' reading skill.

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<sup>2</sup> J. B Heaton, *Writing English Language Tests (Longman Handbooks for Language Teachers)*, ed. Jeremy Harmer and Roy Kingsbury, New (London: Longman Group UK Limited, 1998).

<sup>3</sup> Dessy Harisanty et al., "The Utilization of Flashcards in Children Information Literacy Development DigitalCommons @ University of Nebraska - Lincoln The Utilization of Flashcards in Children Information Literacy Development," *Research Gate*, no. January 2021 (2020), <https://digitalcommons.unl.edu/libphilprac/4554>.

<sup>4</sup> Amelia, Thesis Pre-Survey in SMPIT Al-Hafizh Palopo (2021).



To solve the reading skill problems above, the researcher was interested in using flashcards that are expected can solve the students' reading skill. The researcher finds this learning tool is effective for students to build their interest in reading. Flashcards is suitable media for the students because the design is simple and easy to bring. Through this media, the researcher provides illustrations according to the text. Besides, the researcher includes the vocabulary list based on the text that can help the students easier in recognizing the text. A vocabulary list has a significant role in helping students illustrate the text content<sup>5</sup>.

Flashcard is a learning media that can develop students' creativity by creating an exciting, exciting atmosphere in the learning process<sup>6</sup>. This media will help the students engage in the relation between the students and the teacher. Applying flashcards as learning media, on the other side, can make the learning process attractive through the students' intervention. In short, flashcards can attract students' interest in learning English. On the other side, the use of flashcards can be considered effective learning media that represents the utilization of left and proper brain functions to help students improve their abilities. In addition, the teacher can collect information through the flashcard<sup>7</sup>.

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<sup>5</sup> Imam Suhaimi Lathifah Nur Ma'rifah and Wahidiyah, "The Effectiveness of Flashcard in Teaching Seventh Grade Students of SMP Wahidiyah Kediri," *Buana Pendidikan* 16, no. 29 (2020): 89, [http://jurnal.unipasby.ac.id/index.php/jurnal\\_buana\\_pendidikan/article/view/2272](http://jurnal.unipasby.ac.id/index.php/jurnal_buana_pendidikan/article/view/2272).

<sup>6</sup> Nuligar Hatiningsih, "Implementing Flashcard to Improve the Early Reading Skill" 304, no. Acpch 2018 (2019): 294, <https://www.atlantis-press.com/article/55914419.pdf>.

<sup>7</sup> Rahel Ika Primadini Maryanto and Imanuel Adhitya Wulanata, "Penggunaan Media Flashcard Untuk Meningkatkan Pengenalan Bentuk Huruf Siswa Kelas I Pada Mata Pelajaran Bahasa Indonesia Di Sekolah Abc Manado," *Pedagogia* 16, no. 3 (2018): 305, <https://doi.org/10.17509/pdgia.v16i3.12073>.

As the students' essential skill to master, reading effectively affects the students' brain to show excellent performance<sup>8</sup>. In order to solve the problem, the researcher will use the flashcard to improve the students' reading skill. The flashcard is expected can facilitate the students at the beginner level to increase the reading activity. In addition, the implementation of a flashcard is expected to help the students analyze the text by the appearance of the tasks under the text. Flashcards, on another side, will help the students understand the meaning of the text by the existence of a vocabulary list on the backside of the flashcard.

Therefore, students in 7<sup>th</sup> Grade of SMPIT Al-Hafizh Palopo need an appropriate flashcard as the learning media. The existence of adding learning media is expected to become a facilitator for the students in achieving the learning target, especially in improving the reading skill in English subjects. Due to these reasons, the researcher is interested in using Flashcard as the adding learning media to support the students in increasing their reading skills. It will offer the students the adding task in practicing the foundation of knowledge according to the students' necessity. On the other side, flashcard is expected to help the students become more attractive during the lesson process, be more active by applying this media, and get motivated to master English.

The method that was applied in this research was Pre-Experimental Design. Therefore, the writer composed this research under the title "*The Use of Flashcard to Enhance the Reading Comprehension at the 7<sup>th</sup> Grade Students of SMPIT Al-*

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<sup>8</sup> Hatiningsih, "Implementing Flashcard to Improve the Early Reading Skill."

*Hafizh Palopo*". The purpose of the research was to analyze the effectiveness of flashcards in enhancing the 7<sup>th</sup> grade students' reading comprehension skill.

## **B. Research Question**

The 7<sup>th</sup> Grade students of SMPIT Al-Hafizh Palopo need a regulation, reform, and specific English flashcard as the adding learning material for supporting the students' practical English tasks. The students also lack in recognizing vocabulary, fluency, spelling, and phonics, which make the students face difficulties in understanding the content of the text. Based on the identification of these problems, the researcher composed the problem statement as follow:

1. Does the use of flashcard enhance the students' reading comprehension at the 7<sup>th</sup> grade of SMPIT Al-Hafizh Palopo?
2. What are the students' perceptions about the use of flashcard in enhancing the reading comprehension at the 7<sup>th</sup> grade students of SMPIT Al-Hafizh Palopo?

## **C. Objectives of the Research**

According to the formulation, the objectives of the research are:

1. To determine whether or not the use of flashcard can enhance the students' reading comprehension at the 7<sup>th</sup> grade of SMPIT Al-Hafizh Palopo.
2. To find out the students' perception about the use of flashcard in enhancing the reading comprehension at the 7<sup>th</sup> grade students of SMPIT Al-Hafizh Palopo.

## **D. Significances of the Research**

There are two significances of this research, namely:

1. Theoretically

- a. This research is expected to contribute to the English subject, especially in improving reading skills.
- b. This research is expected to increase the English learning media for developing students' motivation to enrich vocabulary.
- c. The researcher is expected the result of the research is can be a reference for further research.

## 2. Practically

- a. The result of the product can be adding materials in teaching reading for SMPIT Al-Hafizh Palopo
- b. The students are interested in reading more English academic texts and developing reading skills.
- c. This research is expected to become an effective resource potential to design and develop the following product.

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

The scope of this research was limited to enhance the reading skill by using flashcards for the 7<sup>th</sup> grade students of SMPIT Al-Hafizh Palopo. The researcher assessed the students' reading skill by implementing several aspects, those are; (1) fluency, (2) accuracy, (3) pronunciation, (4) intonation, and (5) comprehension. The lesson that the researcher taught in this research was descriptive text.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Study

In composing this thesis, the researcher compiled related researchs to this research as follows:

Vera Yuli, Rita Andriani (2019) in research entitle *The Flashcard Media to Reduce Reading Difficulties of First Grade Elementary School Students*. This research aims to improve reading skills by finding the procedure of Flashcard development<sup>9</sup>. The subject is students in the first grade at the elementary school level. The result of this research shows that a flashcard is a worthy learning media to apply due to the result of the validation score, which is 68 (85%), which belongs to the good category. Moreover, the result of the media assessment interprets that the media, the material, and the learning expert of flashcard refers to the good category. Flashcard, as the learning media in the Pre-Test of trial implementation, gets a score of 65.8, which is classified as an adequate category. In the Post-Test of the trial, implementation shows the rise of flashcard implementation, that is 90.8 score which refers to the excellent category. In addition, this research used the Research and Development (R & D) method that applied qualitative descriptive analysis data in composing the data through the response, input, experts' advice, trial, suggestions, and comment from the English teacher and the subject research. Through this research, the researcher found the primary problem, specifically in

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<sup>9</sup> Vera Yuli Erviana and Rita Andriani, "The Flashcard Media to Reduce Reading Difficulties of First-Grade Elementary School Students," *Advance in Social Science* 349, no. Iccd (2019): 592–95, <https://doi.org/10.2991/iccd-19.2019.155>.

reading, that is the students lack of learning media that make students face difficulties in reading. Based on this problem, the researcher was inspired to design a basic flashcard that is necessary to support the students' reading activities. Through this research, there is a similarity identified: this research produce flashcard as the learning media. The differences indicate in this research are the level of the research target is not students in junior high school, and the flashcard media do not contain full text.

Hesty Puspita S. et al. (2018), *Developing Flashcard Media for Teaching Vocabulary to the Seventh Grade Students of Junior High School*. The purpose of this research is to increase the use of flashcards in teaching vocabulary to students in the 7<sup>th</sup> grade<sup>10</sup>. Besides, this research also recognizes the effectiveness of flashcards in teaching vocabulary. The result of this research shows the development of the students' tests from 69,81 scores in the post-test to 94,37 scores in the pre-test. Moreover, the students' questionnaire result proves that using flashcards in teaching vocabulary can be an effective media for enriching vocabulary. This research adapts Research and Development (R & D) method. In collecting the data, the researcher utilizes questionnaires, interviews, documentation, and test to find the feedback from the subject. The result of this research shows that the implementation of flashcards as teaching media is effective in teaching and learning vocabulary. In addition, the developed flashcard contains seven chapters that consist of exercises for each chapter. Each of the flashcards has

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<sup>10</sup> Hesty Puspita Sari, Nita Sutanti, and Linda Tri Wahyuningsih, "Developing Flashcard Media for Teaching Vocabulary to the Seventh Grade Students of Junior High School," *Konstruktivisme: Jurnal Pendidikan & Pembelajaran* 10, no. 2 (2018): 178–92, <https://doi.org/10.30957/konstruk.v10i2.512>.



a picture, phonetic symbol, translation, and the example of the word in a sentence to help the students recognize the vocabulary easily. This research contains the equivalent purpose of guiding the students in reading the English text. The distinction is the flashcard uses for measuring the effectiveness of the flashcard in enriching the vocabulary, while the researcher focuses on helping the students read the text.

Siti Ngarofah, Ani Sumarni (2018), *Teaching Vocabulary by Using Flashcard to Young Learner*<sup>11</sup>. This research aims to interpret the flashcard's affection in teaching vocabulary to students in the fourth grade of elementary school. This research' result shows the improvement in applying flashcards while teaching vocabulary due to the parametric test. The students in the 2<sup>nd</sup> Grade, as the subject of the research, memorize the vocabulary and understand the meaning. The method that the researcher uses is a pre-experimental method that contains three steps, those are pre-test, treatment, and post-test. Through this research, the result describes that the use of flashcards is effective in helping the students recognize the vocabulary efficiently. The students easily memorize the meaning of the English words. Besides, it shows that students' interest in learning English is also improving due to the implementation of figures for each card. The researcher explains that the students enjoy the learning process. To conclude the result, the researcher suggests using flashcards as an appropriate medium to increase students' vocabulary. This research has the same purpose to help the students get motivation and interest in

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<sup>11</sup> Siti Ngarofah and Ani Sumarni, "Teaching Vocabulary Using Flashcard to Young Learner," *PROJECT (Professional Journal of English Education)* 1, no. 6 (2018): 775–82, [https://www.researchgate.net/publication/337251628\\_TEACHING\\_VOCABULARY\\_USING\\_FLASHCARD](https://www.researchgate.net/publication/337251628_TEACHING_VOCABULARY_USING_FLASHCARD).

studying English by using flashcards. On the other hand, this result applies to the existing product, while the researcher will use flashcards to assess the students' reading skills.

The novelty of the flashcard is the implementation of both sides on the flashcard. The front side of the flashcard will include a picture of people, animals, or things and the descriptive text under the picture. Moreover, the backside of the flashcard contains of vocabulary list based on the descriptive text. Meanwhile, the previous flashcards used one side of the flashcard. Besides, the elements of the previous flashcards are a picture and a word.

## **B. Some Pertinent Ideas**

### **1. The Concept of Reading**

#### **a. Definition of Reading**

Reading is a productive skill in English. This skill is generally taught since junior high school rise to university. There are several statements to define reading, as follows. Reading is a process conducted by several aspects, such as the reader, the reading text, and the element that influence the activity during the reading activity to attain excellent academic performance<sup>12</sup>. Besides, Melanie Kuhn et al. state that reading is progressing to produce the ability to recognize the word of the English text and understand the concept<sup>13</sup>. On another

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<sup>12</sup> Orly Lipka and Linda S Siegel, "The Development of Reading Comprehension Skills in Children Learning English as a Second Language," *Reading and Writing* 25, no. 8 (2012): 1873–98, <https://doi.org/10.1007/s11145-011-9309-8>.

<sup>13</sup> Melanie R Kuhn et al., "Aligning Theory and Assessment of Reading Fluency: Automaticity, Prosody, and Definitions of Fluency," *Reading Research Quarterly* 45, no. 2 (2010): 230–51, <https://doi.org/10.1598/rrq.45.2.4>.

side, reading is an appropriate way to convey the language due to its capability to find the meaning of the words memorably<sup>14</sup>. To summarize, reading can be defined as an activity that can stimulate the reader to understand the word from the text.

## **b. Types of Reading**

Students' fundamental learning process in learning English is mastering the reading skill. The level of the learners' reading ability can be assessed through fluency and the capability to understand the vocabulary. Reading skill conducts of several types that can be explained as follows:

### 1) Reading Aloud

Reading aloud is a process to supports the language acquisition. This reading type allow the reader to perform by reading the text. Neuman, et al stated that reading aloud is the fundamental to develop the literacy habitual<sup>15</sup>. Reading aloud provides the positive impact to help the readers get information, recognize new phrase, and expressions. It also helps the readers to perform reading properly.

### 2) Advanced Reading

Advanced reading is intended for the reader to understand the text besides pronouncing it fluently<sup>16</sup>. Through this reading method, the reader can recall

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<sup>14</sup> Cagri Tugrul Mart, "Developing Speaking Skills through Reading," *International Journal of English Linguistics* 2, no. 6 (2012): 91–96, <https://doi.org/10.5539/ijel.v2n6p91>.

<sup>15</sup> TeacherVision Staff, "Reading Aloud," Teacher Vision, 2019, <https://www.teachervision.com/reading-aloud/reading-aloud>.

<sup>16</sup> Aibnoe, "Keterampilan Membaca," Lumbung Padi, 2011, <http://aibnoe.blogspot.com/2011/12/keterampilan-membaca.html>.

information and stimulate the students to imagine the context of the text in the memory. Moreover, the existence of this reading technique helps the reader know new words and wider the perspective, which can give the reader ability to express the information in their words<sup>17</sup>. Regarding to this, reading for meaning can improve the thinking skill in understanding the content and context of the text and transferring the information to the readers' minds. In addition, this is also helping in mastering the reading skill.

### 3) Reading Comprehension

Reading comprehension is the capability of the readers to process the text by understanding the meaning and transferring the information in more complex concerns<sup>18</sup>. The existence of reading comprehension is helpful in identifying the specific content of the text. The result of reading comprehension produces a complete preview of the reader that contains the understanding in identifying the main idea, the ability to summarize the text and sharpens the analytical ability in reading<sup>19</sup>. Concerning this, the application of reading comprehension is an opportunity to attain the goal in reading which is understanding the meaning of the text to get information and transfer it into the readers' own words.

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<sup>17</sup> Sandra Jamieson, "Reading and Engaging Sources: What Students' Use of Sources Reveals About Advanced Reading Skills," *Across the Disciplines* 10, no. 4 (2013): 3, <https://doi.org/10.37514/atd-j.2013.10.4.15>.

<sup>18</sup> M Bojovic, "Reading Skills and Reading Comprehension in English for Specific Purposes," *The International Language Conference on The Importance of Learning Professional Foreign Languages for Communication between Cultures 2010*, 1, no. September 2010 (2010): 1–5, [https://www.researchgate.net/publication/261213403\\_Reading\\_Skills\\_and\\_Reading\\_Comprehension\\_in\\_English\\_for\\_Specific\\_Purposes](https://www.researchgate.net/publication/261213403_Reading_Skills_and_Reading_Comprehension_in_English_for_Specific_Purposes).

<sup>19</sup> Marilyn A Nippold, "Reading Comprehension Deficits in Adolescents Addressing Underlying Language Abilities," *LSHSS* 25 (2017): 125, <https://doi.org/10.1044/2016>.

Regarding to the types of reading above, the researcher decided to apply the reading aloud and reading comprehension in this research. The researcher provided the students time to perform to read the reading text. Besides, the students also analyze and find out new information through reading text. The lesson topic for reading class was descriptive text.

### **c. The Aspects of Reading**

Reading is a skill that can facilitate the reader to attain the goals by customizing the way the readers' read. Furthermore, reading skill can enhance the reader to fill the critical thinking skill by analyzing and guessing the text. Musdalifah states that there are five reading aspects in assessing the reading task: fluency, accuracy, pronunciation, intonation, and comprehension<sup>20</sup>. The explanation can be described as follows:

#### **1) Fluency**

Fluency is the ability to implement the language directly without hesitation or suspensions in transferring language. To achieve the target goal in reading, fluency is an element that readers need to complete in attaining the competent skill. Fluency, on another side, considers an essential condition in mastering language<sup>21</sup>.

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<sup>20</sup> Musdalifa, "Aspek-Aspek Yang Dinilai Dalam Reading," *Digilib Unismuh Makassar* (2017), [https://www.academia.edu/32292636/Aspek\\_yang\\_dinilai\\_dalam\\_reading\\_pdf](https://www.academia.edu/32292636/Aspek_yang_dinilai_dalam_reading_pdf).

<sup>21</sup> Ron I Thomson, "Fluency," *The Handbook of English Pronunciation 2*, no. April 2015 (2015): 209–26, <https://doi.org/10.1002/9781118346952.ch12>.

## 2) Accuracy

Accuracy in reading is described as the ability to recognize words accurately. Knight and Galletly (2006), cited by Rafizah, et al., state that identifying the sound is necessary for the readers to produce a better letter sound and understand the meaning of the word in the text<sup>22</sup>. The difficulties that appear in reading accuracy include spelling the word, writing, vocabulary, language skill, and reading comprehension. In order to attain the readers' accuracy, decoding skill is needed to jump into the next word and avoid the labor during the reading activity.

## 3) Pronunciation

Pronunciation in reading skill is the ability to produce the appropriate stress words, the rhythm, and intonation of the spoken language<sup>23</sup>. Besides, pronunciation becomes essential in communicating due to the role of this aspect in minimizing the misunderstanding while representing the words. In measuring the reading skill, pronunciation is necessary regarding to the existence in helping the readers compare the words' sounds.

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<sup>22</sup> Rafizah Mohd Rawian, Ahmad Azman Mokhtar, and Mohamad Fadhili Yahaya, "Adult ESL Learners' Reading Accuracy: An Insight Adult ESL Learners' Reading Accuracy: An Insight," *Open Science* 2, no. September 2016 (2015): 78–85, <http://www.openscienceonline.com/journal/ijllc>.

<sup>23</sup> Mutiana Nurmalasari and Ikeu Kania, "The Analysis of Students' Pronunciation Errors in Reading Aloud," *JETLe (Journal of English Language Teaching and Learning)* 1, no. 1 (2019): 17, <https://doi.org/10.18860/jetle.v1i1.7761>.

#### 4) Intonation

Intonation is the fluctuation in the pitch of voice connected while producing the spoken language<sup>24</sup>. In reading, intonation takes a fundamental role in controlling the pitch in order to guide the listeners to recognize the words completely. On another side, intonation, as one of the aspects of reading presents the attitude of the speaker while speaking. There are two kinds of intonation those are rising and falling. The use of rising intonation commonly applies in the stress words. Meanwhile, the falling intonation generally shows the finality of the statement.

#### 5) Comprehension

Comprehension is an aspect that provides the substance of reading. Comprehension is the process of reading to explore the words and understand the meaning of the content<sup>25</sup>.

The researcher applied these five aspects of reading in this research. Fluency, accuracy, pronunciation, and intonation is part of reading aloud that allowed the students to take advantage in performing reading properly. Meanwhile, reading comprehension helped the students to identify, get new phrase and information based on the reading text.

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<sup>24</sup> Hifni Marina Pade Siregar, "Intonation Of Students In Reading Text," *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 5, no. 1 (2019): 139–48, <https://doi.org/10.24952/tazkir.v5i1.1911>.

<sup>25</sup> Nadine Spörer, Joachim C Brunstein, and Ulf Kieschke, "Improving Students' Reading Comprehension Skills: Effects of Strategy Instruction and Reciprocal Teaching," *Learning and Instruction* 19, no. 3 (2009): 273, <https://doi.org/10.1016/j.learninstruc.2008.05.003>.

#### **d. Teaching Reading**

Teaching reading is crucial due to the existence of reading surrounding humans in life. It is helpful for people to obtain information and transfer it into excellent performance. Watkins stated that selecting suitable material and the proper lesson topic in reading is an essential thing that can affect the readers' motivation<sup>26</sup>. Considering the value and the level of reading text for the reader is the primary step in teaching reading. Bottom-up and top-down processing, as efficient as immersive reading, have become the center of reading methodology for a long time. Brown stated that in the bottom-up process, the readers need to recognize various linguistic signals such as; letters, syllables, words, phrases, grammatical cues, and discourse markers. The readers use the signals in processing data and select it that makes some sense or meaning. Besides, in top-down processing, readers have to process the contextual clues, conclude the meaning, then determine which to retain. These processing models are considered in deciding how to teach language in the classroom<sup>27</sup>.

#### **e. Kinds of Reading Text**

Text in reading needs to be revolutionarily appropriate and interesting. Students as the subject in reading have to relate to the lesson in the text to gain information. Regarding to the generic structure and language, text in reading is

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<sup>26</sup> Watkins, *Teaching and Developing Reading Skills*.

<sup>27</sup> H Douglas Brown, *Douglas. Teaching by Principles An Interactive Approach to Language Pedagogy*, 2nd ed. (San Fransisco, California, 2000), <https://id1lib.org/book/3254757/a9083c>.



classified into several types. In reading, the classification of text can be explained as follow:

#### 1) Explanation Text

The definition refers to the explanation's goals. The explanation text describes the specific process of phenomena. Moreover, this text uses the general structure in expressing the process which is to be explained. It often applies in explaining the reason things appear. Considering the grammatical features is fundamental in constructing the explanation text. Generally, the use of simple present tense is the crucial tense that considers applying. In addition, the implementation of passive voice is a consideration. It is often utilized when the object is more dominant than the subject that executes the acting<sup>28</sup>.

#### 2) Descriptive Text

Descriptive text is a text that says subject, object, or location. It attempts to connect the readers' perception on eliciting the sight, sounds, and perception of the text's subject. The content in descriptive text, similar to the other types of reading text, does not only contain exact rules in the sentences' forms but is also produced by evaluating the goals and meanings of text structures. The educators need to master the knowledge of the reasons clauses conduct

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<sup>28</sup> Nurika Desitawardhani, "Improving Students' Skill of Writing Explanation Texts Through Picture Series for the XII Students of SMAN 2 Sleman in the Academic Year of 2013/2014" (2014), <http://eprints.uny.ac.id/20422/>.

meaning. Moreover, the role of educators has essential things in serving the lesson through teaching and learning<sup>29</sup>.

Similar to the other text types, the descriptive text has its structure and stage. The fundamental elements include identification of the general statement and description. In identification, it is purposed to analyze specific things to introduce the entire text. It describes the content of text generally. Furthermore, description is aimed to illustrate the entire participant of the text (subject or object) specifically. Concerning to this, the function of descriptive text are; (1) participant is the main focus; (2) identifying process and implements of attributive, and; (3) use of simple present tense<sup>30</sup>.

In composing this thesis, the researcher adapted descriptive text as the lesson topic. The researcher provided sub material in delivering this lesson, those are; describing people (important person and close friend), animals (farm animal and marine animal), and things (historical building and public facility).

## **2. Learning Media**

### **a. Theory of Learning Media**

Learning media is described as media that conduct the instructional or several information used in the learning process<sup>31</sup>. The use of learning media

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<sup>29</sup> Eko Noprianto, "Student's Descriptive Text Writing In SFL Perspectives," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 2, no. 1 (2017): 66, <https://doi.org/10.21093/ijeltal.v2i1.53>.

<sup>30</sup> Kammer Tuahman Sipayung, "Generic Structure of Descriptive Text Written English Language Learner and Teachers," *Linguistic and Culture Review* 5, no. July (2021): 1638, <https://doi.org/10.21744/lingcure.v5nS3.1950>.

<sup>31</sup> Widayanto, "The Role of Teaching Media in Learning Language," *BDK Surabaya* 1, no. 2008 (2015): 1–13, <http://bdksurabaya-kemenag.id/artikel/detil/310>.

while teaching is expected can be achieved the learning objectives. Manuel Alvaro et al. state that learning media gives the students opportunity to present the experiences and ideas<sup>32</sup>. In addition, the importance of learning media is provided the directions in delivering the lesson to help the students easily understand<sup>33</sup>.

In order to support the educator in the learning process, learning media holds a fundamental role in stimulating the students' minds and abilities. Learning media, as the tool in the lesson, has several criteria to facilitate the students' in attaining learning goals that state to Nurseto (2011) cited by Ramdhani, et al<sup>34</sup>. The criteria of learning media can be explained as follows:

- 1) Learning media can facilitate the learners in achieving effective learning situations.
- 2) Learning media can be connected to each other with another component to create the expected learning situations.
- 3) Learning media need to accelerate the learning process.
- 4) Learning media have to improve the quality of learning.
- 5) Learning media can help the learners actualize the abstract to reduce the occurrence of oral diseases.

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<sup>32</sup> Manuel Alvarado, Robin Gutch, and Tana Wollen, *Learning the Media : An Introduction to Media Teaching*, 1st ed. (London: Macmillan Education LTD, 1987), <https://en.id1lib.org/book/2673871/1c5107>.

<sup>33</sup> Eli Yuliansih, Yasir Arafat, and Achmad Wahidy, "The Influence of Learning Media and Learning Interest on Student Learning Outcomes," *JPGI (Jurnal Penelitian Guru Indonesia)* 6, no. 2 (2021): 411, <https://doi.org/10.29210/021064jpgi0005>.

<sup>34</sup> Muhammad Ali Ramdhani and Hilmi Muhammadiyah, "The Criteria of Learning Media Selection for Character Education in Higher Education," *Proceeding International Conference of Islamic Education: Reforms, Prospects and Challenges Faculty of Tarbiyah and Teaching Training The Criteria of Learning Media Selection for Character Education in Higher Education* 1 (2015): 174–82, <http://digilib.uinsgd.ac.id/5118/>.

## **b. Kinds of Learning Media**

Learning media can stimulate the students' thought, feelings, attention, and willingness to find out students' learning outcomes<sup>35</sup>. As a tool in helping students during the learning process, learning media has several kinds. Marpanaji, et al. state that kinds of learning media are generally divided into six types those are<sup>36</sup>;

### **1) Text Media**

Text media consist of several forms, such as; books, whiteboards, cards, posters and others. In using learning media, text media becomes the most commonly used. Watkins states that the text in learning media needs to be adapted based on the students' level and necessary in supporting the students to improve learning outcomes<sup>37</sup>.

### **2) Audio**

Audio as the learning media refers to its function in producing a voice that can hear. Podcasts, voice conversation records, music sounds, and others are examples of audio media. Through this learning media, the students have the opportunity to transfer the information by listening to the audio. Besides, audio media gives students the benefit of recognizing the word's pronunciation.

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<sup>35</sup> Yuliansih, Arafat, and Wahidy, "The Influence of Learning Media and Learning Interest on Student Learning Outcomes."

<sup>36</sup> E Marpanaji, M I Mahali, and R A S Putra, "Survey on How to Select and Develop Learning Media Conducted by Teacher Professional Education Participants," *Journal of Physics: Conference Series* 1140, no. 1 (2018), <https://doi.org/10.1088/1742-6596/1140/1/012014>.

<sup>37</sup> Watkins, *Teaching and Developing Reading Skills*.

Moreover, audio implementation helps the students construct the words into a sentence easily.

### 3) Visual

Visual media, as the learning media in the learning process, allows the students to learn through the eyes. Visuals have an essential role in supporting the students' strengthened memory by providing the connection between the content and the real world<sup>38</sup>. Moreover, the visual need to be meaningful to attain the effectiveness of visual media in delivering the information. In addition, the implementation of visual media can be seen in the poster, graphics, diagrams, pictures, slides and others.

### 4) Motion

Motion media is described as the kinetic media that conduct of the moving text and graphics. Regarding to the movement of information that transfers through this media, it stimulates the interactive learning process. Besides, motion is commonly applied in educational implications, such as; video-based learning materials, educational films, public broadcasts, etc.

### 5) Real Object

A real object is illustrated as the media that can touch and see. The existence of a real object allows the students to find the point of the educator's explanation. Furthermore, it can help the educator teach the meaning of words. Moreover, real objects stimulate students to become active in learning by

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<sup>38</sup> Dini Amalia and Sri Hapsari, "The Effect of Visual Media on Social Studies Learning in Secondary School," *SOSIO-DIDAKTIKA: Social Science Education Journal* 1, no. 1 (2018): 4, <https://doi.org/10.15408/sd.v1i1.9485>.

serving suitable activities based on students' needs<sup>39</sup>. Bringing two telephones in practicing the conversation activity implements real object media.

#### 6) Human

The human subject in the learning process can be founded on teachers, students, or experts in the fields. Human, as the learning media, provides information that is able to find through communication. Moreover, humans can influence the students during the learning process by adapting to new experiences and situations.

### 3. Flashcard

#### a. Theory of Flashcard

There are several kinds of teaching media that the educator in the learning process can use, but the educator needs to be selective in applying the media. Flashcards, on another side, can be one of the learning media that is useful for the students in understanding the information and instructions during the learning process. The use of flashcards can be effective in teaching due to the design of the attractive shapes and colors for young learners<sup>40</sup>. Besides, the implementation of flashcards in teaching can be fun due to the design of the flashcard that presents colorful pictures, which can stimulate the students to

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<sup>39</sup> Jeremy Harmer, "The Practice of English Language Teaching with DVD (4th Edition) (Longman Handbooks for Language Teachers) by Jeremy Harmer (z-Lib.Org).Pdf," 2002.

<sup>40</sup> Zakki Auliya, "Improving Students' Vocabulary Mastery Through Flashcards at the Seventh Grade Students of SMP PGRI Karangampel," *Science of Surveying and Mapping* 41 (2016), [http://repository.syekhnurjati.ac.id/2735/1/ZAKKI\\_AULIYA-min.pdf](http://repository.syekhnurjati.ac.id/2735/1/ZAKKI_AULIYA-min.pdf).

memorize the word easily<sup>41</sup>. Sartika (2020), cited by Mathuru, et al., states that a flashcard helps the teacher present the lesson in an interesting way to aid the learners in understanding the explanation by the teacher during the learning process<sup>42</sup>. In addition, a flashcard is able to solve the learners' struggle in constructing the words into a sentence.



**Figure 2.1 Flashcard<sup>43</sup>**

#### **b. Definition of Flashcard**

Several experts propose the definition of the flashcard. Stuart states that flashcards are a set of cards containing a second language and its meaning<sup>44</sup>. The form of the word in flashcard is generally the translation of the first language, the synonym, or the definition of its word. Then, according to Sri Wahyuni, a flashcard is a learning media that is able to train the function of the

<sup>41</sup> Harisanty et al., "The Utilization of Flashcards in Children Information Literacy Development DigitalCommons @ University of Nebraska - Lincoln The Utilization of Flashcards in Children Information Literacy Development."

<sup>42</sup> Shivona Mathura and Free Queen B Zulu, "Using Flashcards for English Second Language Creative Writing in Grade 1," *AOSIS* 12, no. 1 (2021): 1–8, <https://doi.org/10.4102/RW.V12I1.298>.

<sup>43</sup> Vincens Vives, "Flashcard Fun: A Simple but Effective Resource in Your ELT Classrooms," Vincens Vives Blog, 2019, <https://blog.vicensvives.com/flashcard-fun-activities/>.

<sup>44</sup> Stuart Webb, *The Routledge Handbook of Vocabulary Studies, The Routledge Handbook of Vocabulary Studies* (Routledge, 2019), <https://doi.org/10.4324/9780429291586>.

human's right brain by memorizing pictures and words that can enrich the vocabulary at an early age<sup>45</sup>. Another definition is proposed by Revi et al., and flashcard is an interesting media to use due to the existence of colorful picture to attain the students' attention during the learning process<sup>46</sup>. Moreover, Dinar defines a flashcard as a card that contains pictures and words that can handle by the educator<sup>47</sup>. In addition, the size of the flashcard depends on the students' needs. The flexibility of the shape and the suitable flashcard design become its attraction. This media can be an attractive learning medium and fun during the learning process<sup>48</sup>.

The text on the flashcard needs to be clear to be seen, and the drawing outline needs to represent the suitable outline through the text. The flashcard is an educational media that can be the proper tool for memorizing the information<sup>49</sup>.

Based on the definitions above, the researcher concludes that a flashcard is a small learning media that includes text inside with a related illustration to help the learners easier remember the information.

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<sup>45</sup> Sri Wahyuni, "Flashcard as a Means to Improve EFL Learners' Vocabulary Mastery," *JEELS - Journal of English Education and Linguistics Studies* 1 (2014), [https://onsearch.id/Record/IOS3147.article-35?widget=1&repository\\_id=3147#holdings](https://onsearch.id/Record/IOS3147.article-35?widget=1&repository_id=3147#holdings).

<sup>46</sup> Patuan Raja Revi Marsita Deddy Supriyadi, "The Implementation of Flashcards to Improve Students' Vocabulary Mastery in Writing," *UJET: UNILA Journal of Learning Teaching* 1 (2015): 4, <http://jurnal.fkip.unila.ac.id/index.php/123/article/view/9464/6096>.

<sup>47</sup> Dinar Vincy Yunitaka Bahrudin, "The Implementation of Flashcard Game on Vocabulary Mastery," *Wacana Didaktika* 3 (2015): 6, <http://journal.uim.ac.id/index.php/wacanadidaktika/article/view/27>.

<sup>48</sup> Mathura and Zulu, "Using Flashcards for English Second Language Creative Writing in Grade 1."

<sup>49</sup> Aschurotun Nadziroh, "The Use of Flashcard to Improve Vocabulary Mastery" (2010), <https://www.academia.edu/download/44189714/flashcard.pdf>.



### **c. Advantages of Flashcard**

The application of flashcards in the classroom is aimed to facilitate the learners in the learning process. Besides, Husni states there are several advantages of using flashcards, such as<sup>50</sup>:

- 1) Strengthen the memory. The use of pictures on the flashcard helps the learners understand the meaning of the flashcard word.
- 2) Enriching vocabulary. While flashcard is applied in the learning process, the existence of visual aids the learners illustrate the content efficiently.
- 3) Focus on lessons. Due to the forms of flashcards being small, it is able to include the variation of the texts' topic.
- 4) An efficient learning media. Flashcard is a portable tool to bring rather than books or notebooks that make the learners easier to pick as many as they need.

As a result, learners are able to focus on the lesson topic by recognizing the content that appears in the flashcard.

### **d. Teaching Reading by Using Flashcard**

The young learners often need to involve the physical movement and sense. The educator had to prepare visuals, pictures, objects, and realia media.<sup>51</sup> Flashcard is a learning media that contain of picture to attract the student's attention in the learning process. Besides, flashcard allow the teacher and

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<sup>50</sup> Husni Andalus, "The Use of Flashcard Teaching Strategy To Increase Students' English Vocabulary Mastery" (2019), <http://repository.iainbengkulu.ac.id/2671/>.

<sup>51</sup> St. Hartina, "Teachers' Techniques in Teaching English to Young Learners," *Indonesian TESOL Journal* 1, no. 1 (2019): 78–88, <https://doi.org/10.24256/itj.v1i1.538>.

students to communicate easily.<sup>52</sup> Teacher can ask the students to identify and analyze the elements in the flashcard, such as picture and text. Meanwhile, the students have opportunity to express the ideas through the teacher's instruction. To help the students perform properly, the teacher can correct the errors in student's performance.

Flashcard, as the tool in delivering lessons is able to minimize the boredom as the produce of the monotone media and teaching way. In maximizing the effectivity of flashcards, there are several steps in applying it in the classroom. Those are<sup>53</sup>:

- 1) Ensure the classroom situation is steady.

Brainstorming ideas is the first step to increase students' ability. Doing brainstorming activities using flashcards develop the participation of the students in expressing the ideas. Through this, the educator can evaluate the skill level of the students and consider using the appropriate strategy in teaching. Moreover, the students be more enthusiastic in participating during the learning process in the classroom.

- 2) Organizing the flashcard.

Classifying the flashcard based on the theme is an essential thing to do before the lesson start. The text level that appears on the flashcard needs to be suitable with the students' skills to increase the students' interest and

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<sup>52</sup> Hatiningsih, "Implementing Flashcard to Improve the Early Reading Skill."

<sup>53</sup> Iliyasa Hussaini et al., "Improving Nigerian and Malaysian Primary School Students Vocabulary Skills Using Flash Cards," *International Journal of Research and Review* 3, no. 7 (2016): 23, [https://www.ijrrjournal.com/IJRR\\_Vol.3\\_Issue.7\\_July2016/Abstract\\_IJRR004.html](https://www.ijrrjournal.com/IJRR_Vol.3_Issue.7_July2016/Abstract_IJRR004.html).

motivation. This step also makes the students realize the new vocabulary that minimizes the monotone situation.

3) Introduce the elements in the flashcard.

To avoid a confusing situation during the implementation of a flashcard, it is the basic thing to explain the elements contained in the flashcard. It guides the students to use flashcards appropriately.

4) Give several questions.

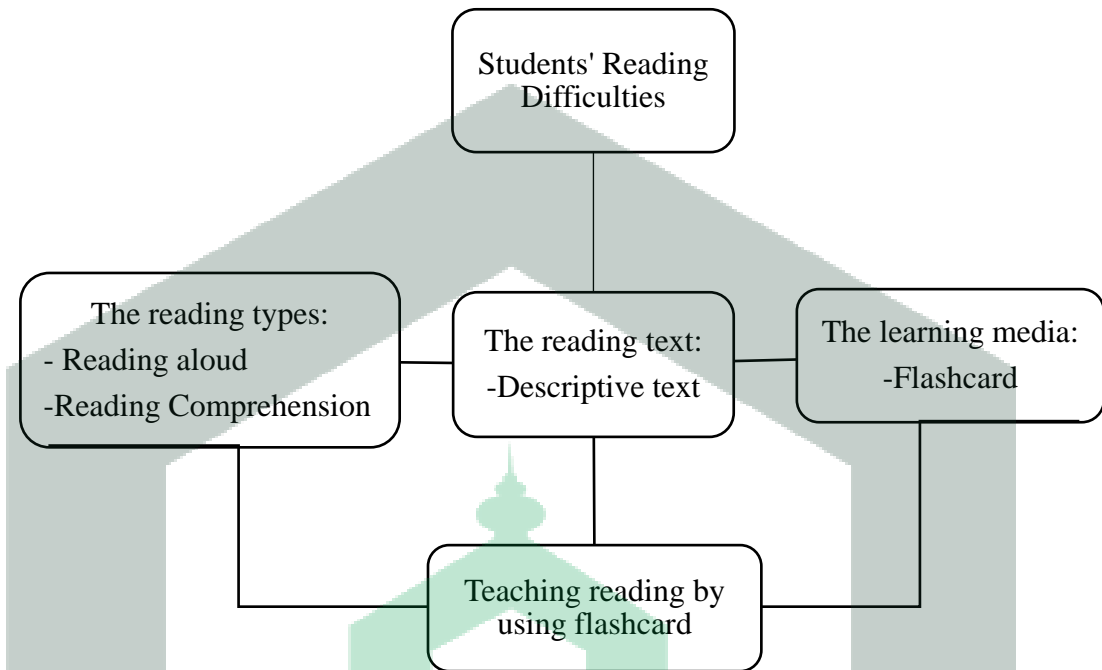
In order to evaluate the improvement of using flashcards, delivering the questions is considered an excellent way to find the students' scores. In addition, it gives the students a chance to check the understanding after learning the text on the flashcard. Moreover, the educators have to observe the appropriate questions related to the flashcard text. The question's level is also needed to examine based on the students' level.

5) Correcting the students' answers.

Confirming the students' answers is the primary thing to help the students realize the error after finishing the tasks. This stage is helpful for the students to pay more attention while the learning process is running. In this stage, the educators have an obligation to deliver the correct answer in a great way to avoid the students feeling down during learning. Keeping the students' interesting is an essential thing to develop the skill.

### C. Conceptual Framework

The conceptual framework can be seen in chart 2.1



**Chart 2.1 Conceptual Framework**

Reading is an essential need in English. The information is able to understand an exchange by reading the text. Besides, reading can be a solution to find out the vocabulary to use in communication. On another side, the goal of the learning process is to strengthen the relationship between the teacher and the students. In order to achieve the goal, the teacher should teach optimally during the learning process. Providing suitable and interesting media is one of the efforts that can apply. The use of flashcards as the learning media is expected can be a proper media to help the students achieve their educational goals. In order to implement the flashcard, the researcher will design it in which the learning media will contain

a picture, descriptive text, and vocabulary. In maximizing flashcards to enhance the students' reading comprehension, the researcher will apply the pre-test to analyze the students' reading skill levels. The researcher will determine the students' need to read through the pre-test. The result of the pre-test will be observed by the researcher to give the students suitable treatments. The students' understanding during the treatment will analyze in the post-test.

#### **D. Hypothesis**

Based on the problem statements above, the researcher composes the hypothesis formula as follows:

$H_a$  = The use of Flashcard media can enhance the students' reading comprehension at the 7<sup>th</sup> grade of SMPIT Al-Hafizh Palopo, and the students give the positive perceptions toward the implementation of flashcard in enhancing the students' reading comprehension.

$H_0$  = The use of Flashcard media cannot enhance the students' reading comprehension at the 7<sup>th</sup> grade of SMPIT Al-Hafizh Palopo, and the students do not give the positive perceptions toward the implementation of flashcard in enhancing the students' reading comprehension.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The research design used a pre-experimental design, precisely one group pretest-posttest. Pre-experimental design is the research design that is focused on one group or one class that is given the test (pre-test and post-test) and treatment without any class comparison. The researcher applied a pre-experimental design to analyze whether the use of flashcards can enhance the students reading comprehension skill. Through this method, the students completed three stages those are; (1) Pre-test, which was used to observe the students' understanding, (2) Treatment, which was applied to guide the students in enhancing the reading comprehension skill, and (3) Post-test, that was implemented to find out the effectivity of flashcard in improving the students' reading comprehension. In composing this research, the researcher started by analyzing the students' lack of reading comprehension by serving the need analysis questionnaire. The result of the questionnaire was investigated to design the flashcard for the students used in the treatment stage.

One group pre-test and post-test design can be seen in table 3.1

Table 3.1 The Design of One-Group Pre-Test and Post-Test

| <b>Pre-Test</b> | <b>Treatment</b> | <b>Post-Test</b> |
|-----------------|------------------|------------------|
| O <sub>1</sub>  | X                | O <sub>2</sub>   |

Where:

$O_1$  = Pre-Test

X= Treatment

$O_2$  = Post-Test<sup>54</sup>

## B. Research Variables

A variable can be described as a living or non-living unit or thing in the research study. There two kinds of variables in this research, those are:

### 1. Independent Variable (X)

The variable that affects the value of another variable is defined as an independent variable. This variable is able to affect the value of another variable, which means that it controls the other variable<sup>55</sup>. In this research, the independent variable refers to the use of Flashcard. Flashcard is the independent variable due to the existence of this media that is not influenced by other variables in this research.

### 2. Dependent Variable (Y)

The dependent variable is the variable affected by the independent variable, which means this variable can be changed its value. This variable can be measured after the other variable change it. The dependent variable in this research is students reading comprehension of SMPIT Al-Hafizh Palopo.

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<sup>54</sup> Sugiyono Siyoto, *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D*, Alfabeta, 1st ed., vol. 1 (Bandung, 2013), <https://adoc.pub/sugiyono-metode-penelitian-pendidikan-pendekatan-kuantitatif.html>.

<sup>55</sup> Satishprakash Shukla, "Variables, Hypotheses and Stages of Research," *Icssr* 10, no. 1 (2018):67, [https://www.researchgate.net/publication/325127119\\_VARIABLES\\_HYPOTHESES\\_AND\\_STAGES\\_OF\\_RESEARCH\\_1](https://www.researchgate.net/publication/325127119_VARIABLES_HYPOTHESES_AND_STAGES_OF_RESEARCH_1).

## **C. Population and Sample**

### **1. Population**

The population was the total number of subjects observed in this research. The students at the 7<sup>th</sup> grade of SMPIT Al-Hafizh Palopo which consist of 20 students were the population in this research. The 7<sup>th</sup> grade students contain of one class. Besides, SMPIT Al-Hafizh is located in Palopo city precisely in Merpati Street no. 5, Perumnas.

### **2. Sample**

The researcher adapted the total sampling techniques in this research which means the sample of this research refers to the 7<sup>th</sup> grade students of SMPIT Al-Hafizh Palopo which contains 20 students in a single class.

## **D. Instrument of the Research**

### **1. Test**

In this stage, the researcher applied the reading test during the learning progress (before, during, and after the teaching process). In order to measure the students' understanding, the researcher will use two tests those are pre-test and post-test.

#### **a. Reading Aloud**

In the pre-test, the researcher measured the students reading aloud aspects, those are; Fluency, Accuracy, Intonation, and Pronunciation. The researcher provided 1 reading text, precisely descriptive text. The students reading the text one by



one. The researcher applied the similar way in post-test, but in this stage the researcher served different descriptive text.

### **b. Reading Comprehension**

The pre-test was given to find out whether the students' necessary to enhance the reading comprehension skill. This stage was helpful for the instructor to decide the suitable treatment based on the students' reading skill level. There were 10 questions that contain of reading comprehension tasks, such as multiple choice and true and false tasks, in which each task will contain of descriptive text. Meanwhile, the post-test was used in order to find out the students' assessment after giving the treatment. The researcher distributed the test for the 7<sup>th</sup> grade students of SMPIT Al-Hafizh Palopo.

## **2. Questionnaire**

The questionnaire was purposed to collect the respondents' responses which is necessary to find out. The questionnaire collected data related to target needs (necessity, wants, and lacks) in this research. It was used for experts' judgment to evaluate the development. The questionnaire was adapted the perception questionnaire.

The perception questionnaire was aimed to find the specific purpose in composing research. This questionnaire contains several options to choose. The result is described descriptively. In addition, to find out the students' perceptions, the researcher distributed the questionnaires that contain of four choices; Strongly Agree, Agree, Disagree, and Strongly Disagree.

## **E. Procedure of Data Collection**

In collecting the data, the researcher applied several procedures that can explain as follows:

### **1. Finding the Subject of the Research**

The research decided to choose the 7<sup>th</sup> grade students of SMPIT Al-Hafizh Palopo as the research subject. There were 20 students in this single class.

### **2. Administering the Pre-test**

The researcher measured the students' understanding during the pre-test stage in several steps, those are:

- a. The researcher gave instruction about the aim and the procedure to fill in the answer in the test, those are fill in the student's name and answer the pre-test based on the type.
- b. At the first test, the researcher asked the students to follow the first guide that was reading aloud. The reading text was appeared in the first text of pre-test.
- c. The researcher mentioned the student's name to come forward one by one.
- d. The researcher recorded the student's reading aloud performance in a video.
- e. Then, the researcher asked the students to answer the reading comprehension in pre-test (20 minutes)
- f. The researcher monitored the students' activity during the pre-test session.
- g. After the time was over, the researcher asked the students to submit the answer.

In this stage, the researcher provided 10 questions and these questions conducted three types of tasks those were multiple choice, true or false and short

answer. The test conducted of descriptive text as the lesson topic that the researcher served in the treatment stage.

### 3. Providing Treatments

The step that applied after giving the pre-test to the students was treatment. There were six meetings in the treatment stage. The time allotment for each meeting will contain 1 x 60 minutes, which means the total minutes is 360 minutes for six meetings. In this stage, the researcher provided the flashcard to enhance the students' reading comprehension skills. The steps for giving the treatments can describe as follow:

#### a. The First Meeting

- 1) The researcher introduced herself.
- 2) The researcher described the purpose of the researcher's turn in class.
- 3) The researcher gave the flashcard that contained the descriptive text as the lesson topic.
- 4) The researcher explained the aspects of descriptive text.
- 5) The researcher explained the elements of flashcard and the procedure to use it.
- 6) The researcher divided the students into several groups, which for each group contained 4-5 students.
- 7) The researcher distributed the flashcards. Each group chose a representative to read the descriptive text about person specifically about **Important Person** "B.J. Habibie" in the flashcard loudly and clearly, then answered the questions under the text.

- 8) The researcher gave the individual test as the produce activity. The students constructed the descriptive text in sequence.
- 9) The researcher evaluated the students' results.

b. The Second Meeting

- 1) The researcher reviewed the previous lesson before turning it into the next lesson.
- 2) The researcher divided the students into several groups, which for each group contained of 4-5 students.
- 3) The researcher distributed the flashcards. Each group chose a representative to read the descriptive text about person specifically about **Close Friend** "My Friend, Budi" in the flashcard loudly and clearly, then answer the questions under the text.
- 4) The researcher gave the individual test as the produce activity. The students constructed the descriptive text in sequence.
- 5) The researcher evaluated the students' answers.

c. The Third Meeting

- 1) The researcher reviewed the previous lesson before turning it into the next lesson.
- 2) The researcher divided the students into several groups, which for each group contained of 4-5 students.

- 3) The researcher distributed the flashcards. Each group chose the delegation to read the descriptive text about animal specifically about **Farm animal** “Sheep” in the flashcard loudly and clearly, then answer the questions under the text.
- 4) The researcher gave the individual test as the produce activity. The students constructed the descriptive text in sequence.
- 5) The researcher evaluated the students’ answers.

d. The Fourth Meeting

- 1) The researcher reviewed the previous lesson before turning it into the next lesson.
- 2) The researcher divided the students into several groups, which for each group contained of 4-5 students.
- 3) The researcher distributed the flashcards. Each group chose the delegation to read the descriptive text about animal specifically about **Marine Animal** “Goldfish” in the flashcard loudly and clearly, then answer the questions under the text.
- 4) The researcher gave the individual test as the produce activity. The students constructed the descriptive text in sequence.
- 5) The researcher evaluated the students’ answers.

e. The Fifth Meeting

- 1) The researcher reviewed the previous lesson before turning it into the next lesson.

- 2) The researcher divided the students into several groups, which for each group contained of 4-5 students.
- 3) The researcher distributed the flashcards. Each group chose the delegation to read the descriptive text about things specifically about **Historical building** “Candi Borobudur” in the flashcard loudly and clearly, then answer the questions under the text.
- 4) The researcher gave the individual test as the produce activity. The students constructed the descriptive text in sequence.
- 5) The researcher evaluated the students’ answers.

f. The Sixth Meeting

- 1) The researcher reviewed the previous lesson before turning it into the next lesson.
- 2) The researcher divided the students into several groups, which for each group contained of 4-5 students.
- 3) The researcher distributed the flashcards. Each group chose the delegation to read the descriptive text about things specifically about **Public Facility** “The Mini Library” in the flashcard loudly and clearly, then answer the questions under the text.
- 4) The researcher gave the individual test as the produce activity. The students constructed the descriptive text in sequence.
- 5) The researcher evaluated the students’ answers.

#### 4. Administering the Post-test

The researcher measured the students' understanding during the post-test stage in several steps, those are:

- a. The researcher gave instruction about the aim and the procedure to fill in the answer in the test, those are fill in the student's name and answer the post-test based on the type.
- b. At the first test, the researcher asked the students to follow the first guide that was reading aloud. The reading text was appeared in the first text of post-test.
- c. The researcher mentioned the student's name to come forward one by one.
- d. The researcher recorded the student's reading aloud performance in a video.
- e. Then, the researcher asked the students to answer the reading comprehension in post-test (20 minutes)
- f. The researcher monitored the students' activity during the post-test session.
- g. After the time was over, the researcher asked the students to submit the answer.

In this stage, the researcher provided 10 questions and these questions conducted three types of tasks those were multiple choice, true or false and short answer. The test conducted of descriptive text as the lesson topic that the researcher served in the treatment stage.

#### 5. Distributing the Questionnaire

The questionnaire was distributed after the post-test to find out the students' perception of the use of flashcards in enhancing reading comprehension. The questionnaire contains of the 10 statements. The choices on the questionnaire consist of four choices: strongly agree, agree, disagree, and strongly disagree.

## 6. Analyzing the Result of Post-test and Questionnaire

In order to analyze the result, the researcher evaluated the result of students' answers in the post-test during the experimental lesson to find out the score whether it shows the rise or fall score.

### F. Technique of Data Analysis

Analyzing the data is essential due to its role in helping the researcher find out the factual basis of data during the research progress. In collecting the data, the researcher analyzed the data by applying several procedures. The procedure for collecting the data can explain as follows:

#### 1. Validating the research instruments.

The researcher validated the pre-test, post-test, and questionnaire in the experts before collecting the data. It aimed to help the researcher analyze the error in the research instruments. The researcher revised the error in research instruments if it appears. Besides, it helped the researcher to measure the data according to the student's level.

#### 2. Assessing the students' reading skill based on the criteria below.

Table 3.2 Reading Aloud Assessment<sup>56</sup>

| Aspects       | Score |    |    |    | Total |
|---------------|-------|----|----|----|-------|
|               | 80    | 70 | 60 | 50 |       |
| Fluency       |       |    |    |    |       |
| Accuracy      |       |    |    |    |       |
| Pronunciation |       |    |    |    |       |
| Intonation    |       |    |    |    |       |

<sup>56</sup> Wuryanto Agus, "Archive for the 'Language Assessment' Category," Belajar Jadi Guri, 2011, <https://aguswuryanto.wordpress.com/category/language-assessment/>.



Description:

|               |    |   |
|---------------|----|---|
| Fluency       | 80 | = fluent without hesitation             |
|               | 70 | = fluent                                |
|               | 60 | = fluent, but there is still hesitation |
|               | 50 | = there is hesitation                   |
| Accuracy      | 80 | = the whole speech is understandable    |
|               | 70 | = most of the speech is understandable  |
|               | 60 | = some of the speech is understandable  |
|               | 50 | = the whole speech is incomprehensible  |
| Pronunciation | 80 | = most of the speech is correct         |
|               | 70 | = some of the speech is correct         |
|               | 60 | = almost all of the speech is incorrect |
|               | 50 | = the whole speech is incorrect         |
| Intonation    | 80 | = the stress words are accurate         |
|               | 70 | = most of the stress words are accurate |
|               | 60 | = some of the stress words are accurate |
|               | 50 | = the stress words inaccurate           |

Table 3.3 Reading Comprehension Assessment<sup>57</sup>

| No | Criteria  | Range  |
|----|---|--------|
| 1. | Students locate and use all relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.        | 76-100 |
| 2. | Students locate and use most relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.       | 51-75  |
| 3. | Students locate and use some relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.       | 26-50  |
| 4. | Students locate and use little or no relevant information stated directly in the text to answer questions, complete tasks, otherwise demonstrate clear understanding. | ≤25    |

### 3. Measuring the Result of Reading Comprehension Skill Mastery

In measuring the students' results in reading comprehension skill, the researcher used SPSS 20 edition to find out the percentage and students' mean scores based on the pre-test and post-test stages.

### 4. Measuring the Evaluation of Questionnaire using the Likert Scale

The researcher measured the result of the questionnaire by using the Likert Scale, which can be seen in table 3.4

Table 3.4 Likert Scale

| Strongly Disagree | Disagree | Agree | Strongly Agree |
|-------------------|----------|-------|----------------|
| 1                 | 2        | 3     | 4              |

<sup>57</sup> Andi Nurfadillah Kadir, "Improving Reading Comprehension Throuth Q Space Strategy (Question, Silence, Probe, Accept, Clarify, and Elaborate) at the Eight Grade SMP NEGERI 2 BANGKALA BARAT" (Universitas Muhammadiyah Makassar, 2019), [https://digilibadmin.unismuh.ac.id/upload/10535-Full\\_Text.pdf](https://digilibadmin.unismuh.ac.id/upload/10535-Full_Text.pdf).

The criteria of the students' response can be explained as follow.

Table 3.5 The Score Criteria

| No. | Criteria   | Score     | Meaning  |
|-----|------------|-----------|--|
| 1.  | Good       | 3,1 - 4,0 | Most respondents strongly agree with the statement.    |
| 2.  | Quite good | 2,1 - 3,0 | Most respondents agree with the statement.             |
| 3.  | Less good  | 1,1 - 2,0 | Most respondents disagree with the statement.          |
| 4.  | Not good   | 0 - 1,0   | Most respondents strongly disagree with the statement. |

The data of the participants' questionnaire responses was measured qualitatively by calculating the participants in percentage. The formulation of the data analysis can be seen as follow:

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

Mean:

X = Average

$\sum X$  = Total answer

N = Total statements

### G. Validity and Reliability

The researcher used the pre-test, post-test, and questionnaire to find out the students' score and perception. Before measuring the score of pre-test and post-test, the researcher validated the question in the pre-test and post-test in expert. The experts helped the researcher to revise the error in the questions, the grammar, and

the number of pre-test and post-test based on the students' level. Besides, the researcher asked for expert's judgement before giving the questionnaire. The expert analyzed the number of questionnaire statements, the statements in the pre-test and the language. To measure the students' perception, the researcher used four options, those are; Strongly Agree (4 points), Agree (3 points), Disagree (2 points), and Strongly Disagree (1 point). The researcher classified the students' responses based on the criteria on the table 3.5.

#### **H. Operational Definition of Terms**

This research's title is "The Use of Flashcard to Enhance the Reading Comprehension at the 7<sup>th</sup> Grade Students of SMPIT Al-Hafizh Palopo". To guide the topic of this research easily, the definition of terms is explained as follows:

1. Flashcards is one of the learning media containing the combination of a picture and text to help the students enhance the reading skill. Besides, the vocabulary list on the back side will guide the students in understanding the meaning.
2. Reading skill is a productive activity that is used to produce the ability to recognize written language.
3. Reading comprehension is the ability to read the text, analyze the meaning, and connect the meaning with the readers' understanding.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The researcher, in the previous chapter, mentioned applying the pre-test, post-test, and questionnaire in order to collect the data in this research. The aim of the pre-test and post-test is to accumulate the students' reading skill in a group that refers into the pre-experimental method. Besides, the questionnaire was used to find out the students' perceptions while using flashcards in the class. The results of the research can be seen as follows.

##### 1. The Result of Students' Test

This stage is aimed to explain and analyze the result of the students' tests before and after the treatment phase.

##### a. Pre-Test

The students' pre-test score in reading skill is measured by calculating the reading skill such as; Fluency, Accuracy, Pronunciation, and Intonation. The result of students' pre-test score can be seen as follow.

##### 1) Fluency

Table 4.1 The Score of Fluency in Statistic Analysis

|                    | N  | Minimum | Maximum | Mean  | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| fluency            | 20 | 50      | 70      | 55.00 | 6.882          |
| Valid N (listwise) | 20 |         |         |       |                |

The researcher measured the students' pre-test score of fluency aspect in SPSS 20 edition. The result showed that the highest score was 70 and the lowest score was 50. Based on this data, the mean score was 55 under the standard

deviation 6.882. To classified the students' score, the researcher composed in percentage as follows.

Table 4.2 The Percentage of Fluency in Pre-test

| Score | Fluency   |            | Criteria                              |
|-------|-----------|------------|---------------------------------------|
|       | Frequency | Percentage |                                       |
| 80    | 0         | 0%         | fluent without hesitation             |
| 70    | 2         | 10%        | fluent                                |
| 60    | 6         | 30%        | fluent, but there is still hesitation |
| 50    | 12        | 60%        | there is hesitation                   |
| Total | 20        | 100%       |                                       |

Table 4.2 showed the percentage of students' reading fluency in pre-test. Based on this table, there were 12 students or 60% student achieved 50 score, which categorized as there is hesitation during reading. Besides, there were 6 students or 30% students achieved 60 score, which classified as fluent, but there is still hesitation. In addition, there were 2 students or 10% students achieved 70 score, which categorized as fluent. Also, there were no students achieved 80 score.

## 2) Accuracy

Table 4.3 The Score of Accuracy in Statistic Analysis

|                    | N  | Minimum | Maximum | Mean  | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Accuracy           | 20 | 50      | 70      | 54.50 | 6.863          |
| Valid N (listwise) | 20 |         |         |       |                |

Based on the calculation above, it can be seen that the highest score was 70 and the lowest score was 50. Besides, the mean score was 54.50 with the standard deviation score 6.863. However, the researcher measured the percentage below.

Table 4.4 The Percentage of Accuracy in Pre-test

| Score | Accuracy  |            | Criteria                             |
|-------|-----------|------------|--------------------------------------|
|       | Frequency | Percentage |                                      |
| 80    | 0         | 0%         | the whole speech is understandable   |
| 70    | 2         | 10%        | most of the speech is understandable |
| 60    | 5         | 25%        | some of the speech is understandable |
| 50    | 13        | 65%        | the whole speech is incomprehensible |
| Total | 20        | 100%       |                                      |

Based on the data in table 4.4, there were 13 or 65% students achieved 50 score which means that the whole speech is incomprehensible. Besides, there were 5 or 25% students achieved 60 score, which means that some of the speech is understandable. In addition, there were 2 or 10% students attained 70 score, which means most of the speech is understandable. Meanwhile, there were no students achieved 80 score.

### 3) Pronunciation

Table 4.5 The Score of Pronunciation in Statistic Analysis

|                    | N  | Minimum | Maximum | Mean  | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Pronunciation      | 20 | 50      | 70      | 53.00 | 6.569          |
| Valid N (listwise) | 20 |         |         |       |                |

Based on the data above, the highest score for pronunciation was 70 and the lowest score was 50. Meanwhile, the mean score was 53 under the standard deviation 6.569. The researcher measured the score of pronunciation in percentage as follows.

Table 4.6 The Percentage of Pronunciation in Pre-test

| Score | Pronunciation |            | Criteria                              |
|-------|---------------|------------|---------------------------------------|
|       | Frequency     | Percentage |                                       |
| 80    | 0             | 0%         | most of the speech is correct         |
| 70    | 2             | 10%        | some of the speech is correct         |
| 60    | 2             | 10%        | almost all of the speech is incorrect |
| 50    | 16            | 80%        | the whole speech is incorrect         |
| Total | 20            | 100%       |                                       |

Table 4.6 described the students' pronunciation percentage in pre-test. The data in the table showed that there were 16 or 80% students achieved 50 score. It means, the students' whole speech is incorrect. Besides, there were 2 or 10 students got 60 score, which means almost all of the speech is incorrect. In addition, there were 2 or 10% students achieved 70 score, which mean some of the speech is correct. However, there were no students achieved 80 score.

#### 4) Intonation

Table 4.7 The Score of Intonation Statistic Analysis

|                    | N  | Minimum | Maximum | Mean  | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Intonation         | 20 | 50      | 70      | 53.50 | 5.871          |
| Valid N (listwise) | 20 |         |         |       |                |

The data in the table 4.7 revealed that the maximum score was 70 and the minimum score was 50. In addition, the mean score was 53.50 with the standard deviation score 5.871. The percentage of students' intonation score percentage can be shown as follows.



Table 4.8 The Percentage of Intonation in Pre-test

| Score | Intonation |            | Criteria                              |
|-------|------------|------------|---------------------------------------|
|       | Frequency  | Percentage |                                       |
| 80    | 0          | 0%         | the stress words are accurate         |
| 70    | 1          | 5%         | most of the stress words are accurate |
| 60    | 5          | 25%        | some of the stress words are accurate |
| 50    | 14         | 70%        | the stress words are inaccurate       |
| Total | 20         | 100%       |                                       |

Based on the data above, it can be seen that there were 14 or 70% students achieved 50 score which categorized as the stress words are inaccurate. Besides, there were 5 or 25% students got 60 score, which means some of the stress words are accurate. In addition, 1 or 5% student achieved 70 score, which categorized as most of the stress words are accurate. Therefore, there were no students who received 80 score.

#### 5) Comprehension

Table 4.9 The Score of Comprehension Statistic Analysis

|                    | N  | Minimum | Maximum | Mean  | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Comprehension      | 20 | 10      | 90      | 61.00 | 18.890         |
| Valid N (listwise) | 20 |         |         |       |                |

Table 4.9 showed the statistics analysis of students' comprehension score. The highest score was 90 and the lowest score was 10. The mean score was 61 under the standard deviation 18.890. Therefore, the researcher classified the percentage of comprehension score as follows.

Table 4.10 The Percentage of Comprehension Score in Pre-test

| Score  | Comprehension |            | Criteria  |
|--------|---------------|------------|---|
|        | Frequency     | Percentage |   |
| 76-100 | 5             | 25%        | Students locate and use all relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.        |
| 51-75  | 10            | 50%        | Students locate and use most relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.       |
| 26-50  | 4             | 20%        | Students locate and use some relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.       |
| ≤25    | 1             | 5%         | Students locate and use little or no relevant information stated directly in the text to answer questions, complete tasks, otherwise demonstrate clear understanding. |
| Total  | 20            | 100%       |   |

Based on the data above, there were 1 or 5% student achieved  $\leq 25$  score, which described that the students locate and use little or no relevant information stated directly in the text to answer questions, complete tasks, otherwise demonstrate clear understanding. Besides, there were 4 or 20% students achieved 26-50, which illustrated that the students locate and use some relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding. Then, there were 10 or 50% students received 51-75 score which means that the students locate and use most relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding. However, there were 5 or 25% students achieved 76-100 score, which means that the students locate and use all relevant information

stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.

Table 4.11 The Descriptive Analysis Score of Reading Aspects in Pre-test

|                    | N  | Maximum | Mean  | Std. Deviation |
|--------------------|----|---------|-------|----------------|
| Fluency            | 20 | 70      | 55.00 | 6.882          |
| Accuracy           | 20 | 70      | 54.50 | 6.863          |
| Pronunciation      | 20 | 70      | 53.00 | 6.569          |
| Intonation         | 20 | 70      | 53.50 | 5.871          |
| Comprehension      | 20 | 90      | 61.00 | 18.890         |
| Valid N (listwise) | 20 |         |       |                |

From the table above, it can be seen that the students achieved highest score in reading comprehension aspect that was 90 score. The students' mean score for comprehension aspect was 61.00 and the standard deviation was 18.890. Meanwhile, the lowest score was appeared in pronunciation aspect with maximum score 70 and the mean score was 53.00 under the standard deviation 6.569.

b. Post-Test

1) Fluency

Table 4.12 The Score of Fluency in Statistic Analysis

|                    | N  | Minimum | Maximum | Mean  | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Fluency            | 20 | 60      | 80      | 71.50 | 5.871          |
| Valid N (listwise) | 20 |         |         |       |                |

The data in table 4.12 showed that the highest score in fluency aspect was 80 and the lowest score was 60. The students' mean score was 71.50 under the standard deviation 5.871.

Table 4.13 The Percentage of Fluency Score in Post-test

| Score | Fluency   |            | Criteria                              |
|-------|-----------|------------|---------------------------------------|
|       | Frequency | Percentage |                                       |
| 80    | 5         | 25%        | fluent without hesitation             |
| 70    | 13        | 65%        | fluent                                |
| 60    | 2         | 10%        | fluent, but there is still hesitation |
| 50    | 0         | 0%         | there is hesitation                   |
| Total | 20        | 100%       |                                       |

Based on the data above, it showed that there were 5 or 25% students achieved 80 score which means that the students fluent without hesitation. Besides, there were 13 or 65% students received 70 score which means the students were fluent. In addition, there were 2 or 10% students received 60 score which categorized that the students were fluent, but there is still hesitation. Meanwhile for the 50 score, there were no students achieved it (0%).

2) Accuracy

Table 4.14 The Score of Accuracy in Statistic Analysis

|                    | N  | Minimum | Maximum | Mean  | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Accuracy           | 20 | 60      | 80      | 71.50 | 4.894          |
| Valid N (listwise) | 20 |         |         |       |                |

Based on the table above, the highest score in accuracy was 80 and the lowest score was 60. Meanwhile, the mean score was 71.50 under the standard deviation 4.894.

The researcher measured the percentage of accuracy aspect as follows.

Table 4.15 The Percentage of Accuracy in Post-test

| Score | Accuracy  |            | Criteria                             |
|-------|-----------|------------|--------------------------------------|
|       | Frequency | Percentage |                                      |
| 80    | 4         | 20%        | the whole speech is understandable   |
| 70    | 15        | 75%        | most of the speech is understandable |
| 60    | 1         | 5%         | some of the speech is understandable |
| 50    | 0         | 0%         | the whole speech is incomprehensible |
| Total | 20        | 100%       |                                      |

Table 4.15 revealed the percentage of accuracy aspect. There were 4 or 20% students achieved 80 score which means the whole speech is understandable. Besides, there were 15 or 75% students achieved 70 score, which means most of the speech is understandable. In addition, there was 1 or 5% students achieved 60 score which means some of the speech is understandable. However, there were no students achieved 50 score.

### 3) Pronunciation

Table 4.16 The Score of Pronunciation in Statistic Analysis

|                    | N  | Minimum | Maximum | Mean  | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Pronunciation      | 20 | 50      | 80      | 71.50 | 7.452          |
| Valid N (listwise) | 20 |         |         |       |                |

Based on the table above, it presented the highest score of pronunciation aspect was 80 and the lowest score was 50. The mean score was 71.50 under the standard deviation 7.452. Besides, the percentage of pronunciation aspect can be seen below.

Table 4.17 The Percentage of Pronunciation in Post-test

| Score | Pronunciation |            | Criteria                      |
|-------|---------------|------------|-------------------------------|
|       | Frequency     | Percentage |                               |
| 80    | 6             | 30%        | most of the speech is correct |
| 70    | 12            | 60%        | some of the speech is correct |

|       |    |      |                                       |
|-------|----|------|---------------------------------------|
| 60    | 1  | 5%   | almost all of the speech is incorrect |
| 50    | 1  | 5%   | the whole speech is incorrect         |
| Total | 20 | 100% |                                       |

Table 4.17 showed the percentage of pronunciation aspect in post-test. There were 6 or 30% students achieved 80 score, which categorized that most of the speech is correct. Besides, there were 12 or 60% students achieved 70 score which classified that some of the speech is correct. Then, there was 1 or 5% students achieved 60 score which means almost all of the speech is incorrect. Meanwhile, there was 1 or 5% students achieved 50 students which means the whole speech is incorrect.

#### 4) Intonation

Table 4.18 The Score of Intonation in Statistic Analysis

|                    | N  | Minimum | Maximum | Mean  | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Intonation         | 20 | 50      | 80      | 73.50 | 7.452          |
| Valid N (listwise) | 20 |         |         |       |                |

Table 4.18 revealed that the highest score in intonation was 80 and the lowest score was 50. Besides, the mean score was 73.50 under the standard deviation 7.452. The researcher measured the percentage as follow.

Table 4.19 The Percentage of Intonation in Post-test

| Score | Intonation |            | Criteria                              |
|-------|------------|------------|---------------------------------------|
|       | Frequency  | Percentage |                                       |
| 80    | 9          | 45%        | the stress words are accurate         |
| 70    | 10         | 50%        | most of the stress words are accurate |
| 60    | 0          | 0%         | some of the stress words are accurate |
| 50    | 1          | 5%         | the stress words are inaccurate       |
| Total | 20         | 100%       |                                       |

Table 4.19 showed that there were 9 or 45% students achieved 80 score which categorized that the stress words are accurate. Besides, there were 10 or 50% students achieved 70 score which means most of the stress words are accurate. In addition, there was 1 or 5% student achieved 50 score which means that the stress words in inaccurate. However, there were no students achieved 60 score.

### 5) Comprehension

Table 4.20 The Score of Comprehension in Post-test

|                    | N  | Minimum | Maximum | Mean  | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Comprehension      | 20 | 60      | 100     | 84.00 | 13.139         |
| Valid N (listwise) | 20 |         |         |       |                |

Based on table 4.20, the highest score for reading comprehension in post-test was 100 and the lowest score was 60. The mean score was 84.00 with the standard deviation 13.139. Meanwhile, the percentage of comprehension aspect can be presented below.

Table 4.21 The Percentage of Comprehension in Post-test

| Score  | Comprehension |            | Criteria  |
|--------|---------------|------------|---|
|        | Frequency     | Percentage |   |
| 76-100 | 15            | 75%        | Students locate and use all relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.  |
| 51-75  | 5             | 25%        | Students locate and use most relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding. |
| 26-50  | 0             | 0%         | Students locate and use some relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding. |
| ≤25    | 0             | 0%         | Students locate and use little or no relevant information stated directly in the text to  |

answer questions, complete tasks, otherwise demonstrate clear understanding.

|       |    |      |
|-------|----|------|
| Total | 20 | 100% |
|-------|----|------|

It presented in the table that there were 15 or 75% students achieved 76-100 score which means the students locate and use all relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding. Besides, there were 5 or 25% students achieved 51-75 score which means that the students locate and use most relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding. Meanwhile, there were no students achieved 26-50 and  $\leq 25$  score.

Table 4.22 The Descriptive Analysis Score of Reading Aspects in Post-test

|                    | N  | Maximum | Mean  | Std. Deviation |
|--------------------|----|---------|-------|----------------|
| Fluency            | 20 | 80      | 71.50 | 5.871          |
| Accuracy           | 20 | 80      | 71.50 | 4.894          |
| Pronunciation      | 20 | 80      | 71.50 | 7.452          |
| Intonation         | 20 | 80      | 73.50 | 7.452          |
| Comprehension      | 20 | 100     | 84.00 | 13.139         |
| Valid N (listwise) | 20 |         |       |                |

Table 4.22 showed that the highest score was in the comprehension aspect with the score 100 and the mean score was 84.00. The value of the standard deviation was 13.139. Meanwhile, there were fluency, accuracy, and pronunciation that classified as the lowest score with the score 80 and the mean score was 71.50.



## 2. The Statistic Analysis of Pre-test and Post-test Result

### a. The Paired Sample T-Test

Table 4.23 The Paired Sample Statistic Test of Pre-test and Post-test

|        |          | Mean  | N  | Std. Deviation | Std. Error Mean |
|--------|----------|-------|----|----------------|-----------------|
| Pair 1 | Pretest  | 57.80 | 20 | 11.270         | 2.520           |
|        | Posttest | 78.40 | 20 | 8.159          | 1.824           |

The data on the table above reveals the result of the paired sample statistic test score. The data indicates the total on N value is 20 which means the total number of students. The mean score on the pre-test is 57.80, and the standard deviation is 11.270. Besides, the mean score on the post-test is 78.40 and the standard deviation is 8.159.

### b. The Paired Sample Correlations

Table 4.24 The Correlation Statistic Test of Pre-test and Post-test

|        |                    | N  | Correlation | Sig. |
|--------|--------------------|----|-------------|------|
| Pair 1 | Pretest & Posttest | 20 | .905        | .000 |

Table 4.24 presented the data of the correlation between pre-test and post-test. The correlation score is 0.905, with a significance value of 0,000. This data proves that there is a correlation between students' reading skill before and after treatment.

c. The Paired Sample Test

Table 4.25 The Paired Sample Test of Pre-test and Post-test

|        |                    | Paired Differences |                |                 |   |         | t       | df | Sig.<br>(2-tailed) |
|--------|--------------------|--------------------|----------------|-----------------|---|---------|---------|----|--------------------|
|        |                    | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         |         |    |                    |
|        |                    |                    |                |                 | Lower                                     | Upper   |         |    |                    |
| Pair 1 | Pretest - Posttest | -20.600            | 5.205          | 1.164           | -23.036                                   | -18.164 | -17.699 | 19 | .000               |

The researcher discovered that in table 4.12 the paired sample test illustrates the value of  $t_c$  ( $t_{count}$ ) was 17.699 with the df (degree of freedom) value 19 while the  $t_t$  ( $t_{table}$ ) for the standard of significant level 0,05 (5%) on df = 19 is 2093. It means the value of t-count is higher than the value of the t-table.

The table above shows the value of the significant (2-tailed) = 0,000 which means smaller than 0,05 (the value for the standard of significant level). The value on the table above proves that the research  $H_a$  (alternative hypothesis) is accepted, and the  $H_0$  (null hypothesis) is rejected. The result confirms that the use of flashcard is able to enhance the students' reading comprehension in the experimental class.

6. Questionnaire Result

The researcher distributed the questionnaire after the treatment stage in the experimental class. The purpose of the questionnaire is to find out the students' perception towards the use of flashcard during the lesson. Besides, the researcher provided 10 statements on the questionnaire which 5 statements contain of positive statements and 5 statements conduct the negative statement based on the concept of

students' reading comprehension, reading skill, and the use of flashcards. The researcher was able to achieve the students' perception regard to the use of flashcards to enhance the students' reading comprehension. The options refer to the Likert scale which contains several values, those are (4) Strongly agree, (3) Agree, (2) Disagree, and (1) Strongly disagree. The criteria of the questionnaire score can be shown as follow.

Table 4.26 The Questionnaire Score Criteria

| No. | Criteria   | Score     | Meaning  |
|-----|------------|-----------|--|
| 1.  | Good       | 3,1 – 4,0 | Most respondents strongly agree with the statement.    |
| 2.  | Quite good | 2,1 – 3,0 | Most respondents agree with the statement.             |
| 3.  | Less good  | 1,1 – 2,0 | Most respondents disagree with the statement.          |
| 4.  | Not good   | 0 – 1,0   | Most respondents strongly disagree with the statement. |

Table 4.26 classified the score of the students' responses to the questionnaire. The highest category is good which means the students agree that the lesson during the treatment improves the reading skill. Meanwhile, the lowest classification is not good which means that the implementation of the flashcard during the treatment phase is not effective in increasing the students' skill. Moreover, the highest the score of the questionnaire response, the positively the students' perception. The interpretation of the questionnaire score result is presented as follows.

Table 4.27 The Students' Total Response for Questionnaire

| Respondent        | Statement Number |   |   |   |   |   |   |   |   |    | Mean        | Category          |
|-------------------|------------------|---|---|---|---|---|---|---|---|----|-------------|-------------------|
|                   | 1                | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |             |                   |
| R1                | 3                | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2  | 2,6         | Quite Good        |
| R2                | 3                | 2 | 4 | 1 | 3 | 4 | 3 | 2 | 3 | 2  | 2,8         | Quite Good        |
| R3                | 3                | 2 | 4 | 1 | 4 | 1 | 4 | 2 | 3 | 1  | 2,7         | Quite Good        |
| R4                | 3                | 2 | 3 | 1 | 3 | 2 | 3 | 2 | 3 | 2  | 2,4         | Less Good         |
| R5                | 3                | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2  | 2,6         | Quite Good        |
| R6                | 4                | 1 | 3 | 2 | 4 | 1 | 3 | 1 | 3 | 2  | 2,4         | Less Good         |
| R7                | 4                | 2 | 3 | 1 | 3 | 2 | 3 | 2 | 3 | 2  | 2,6         | Quite Good        |
| R8                | 4                | 1 | 3 | 2 | 3 | 1 | 4 | 2 | 3 | 1  | 2,6         | Quite Good        |
| R9                | 4                | 1 | 4 | 2 | 3 | 1 | 4 | 2 | 3 | 2  | 2,7         | Quite Good        |
| R10               | 4                | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2  | 2,7         | Quite Good        |
| R11               | 3                | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 4 | 1  | 2,7         | Quite Good        |
| R12               | 4                | 2 | 4 | 1 | 3 | 2 | 4 | 2 | 4 | 3  | 2,9         | Quite Good        |
| R13               | 4                | 1 | 4 | 1 | 4 | 1 | 4 | 1 | 4 | 1  | 2,7         | Quite Good        |
| R14               | 3                | 2 | 3 | 1 | 4 | 2 | 4 | 2 | 3 | 1  | 2,7         | Quite Good        |
| R15               | 3                | 2 | 3 | 2 | 4 | 2 | 3 | 1 | 4 | 2  | 2,7         | Quite Good        |
| R16               | 3                | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2  | 2,6         | Quite Good        |
| R17               | 3                | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2  | 2,6         | Quite Good        |
| R18               | 4                | 2 | 3 | 2 | 4 | 2 | 4 | 2 | 3 | 2  | 2,9         | Quite Good        |
| R19               | 3                | 2 | 4 | 2 | 3 | 2 | 3 | 2 | 3 | 2  | 2,7         | Quite Good        |
| R20               | 3                | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2  | 2,6         | Quite Good        |
| <b>Mean score</b> |                  |   |   |   |   |   |   |   |   |    | <b>2,63</b> | <b>Quite Good</b> |

Through the table above, it reveals that students agree with the positive statements and disagree with the negative statements. The mean score for each statement is 2,63 which is categorized into the “Quite Good” category. It means most respondents agree with the statement. The results indicate that the use of flashcards in enhancing reading comprehension is effective for the students. This result confirms that students agree that the use of flashcard is acceptable in helping the students during the learning of reading.

Table 4.28 The Interpretation of Students' Response in Questionnaire Result

| No                | Statement  | Mean        | Criteria          |
|-------------------|--|-------------|-------------------|
| 1.                | I like learning English by using flashcard.                              | 3,4         | Quite Good        |
| 2.                | The English learning by using flashcard is boring.                       | 1,8         | Quite Good        |
| 3.                | I become responsive reading the text by using flashcard.                 | 3,3         | Quite Good        |
| 4.                | I have difficulty in reading the text by using flashcard.                | 1,7         | Quite Good        |
| 5.                | Reading by using flashcard motivate me to improve my reading skill.      | 3,3         | Quite Good        |
| 6.                | Flashcard helps me in enhancing my reading comprehension.                | 1,9         | Quite Good        |
| 7.                | Flashcard helps me understand the vocabulary in English.                 | 3,4         | Quite Good        |
| 8.                | Flashcard does not enhance my reading skill and vocabulary.              | 1,9         | Quite Good        |
| 9.                | The use of flashcards in reading is effective.                           | 3,2         | Quite Good        |
| 10.               | The learning without flashcards is more effective than using flashcards. | 2           | Quite Good        |
| <b>Mean Score</b> |  | <b>2,59</b> | <b>Quite Good</b> |

The table 4.28 interprets the result of students' responses to the questionnaire. The mean score for students' response in the 1<sup>st</sup> statement is 3,4 which is categorized as "Quite Good", the 2<sup>nd</sup> statement is 1,8 which is classified into "Less Good", the 3<sup>rd</sup> statement is 3,3 which is classified into "Quite Good", the 4<sup>th</sup> statement is 1,7 which categorized into "Less Good", the 5<sup>th</sup> statement is 3,3 which classified into "Quite Good", the 6<sup>th</sup> statement is 1,9 "Less Good", the 7<sup>th</sup> statement is 3,4 which is "Quite Good", the 8<sup>th</sup> statement is 1,9 which is "Less Good", the 9<sup>th</sup> statement is 3,2 which is "Quite Good" and the 10<sup>th</sup> statement that is

1,8 which is “Less Good”. The result of the questionnaire indicates that most respondents agree with the statement.

## **B. Discussion**

The background of this research was the researcher found several problems that appeared at the 7<sup>th</sup> grade of SMPIT Al-Hafizh Palopo, those are; the students were less in applying reading activity, the reading text was complicated for the students' level, and the learning media was limited. Regarding to these problems in reading skill, the researcher decided to apply the flashcard to teach reading precisely the reading aloud skill and reading comprehension. Flashcard allows the learners to recognize the word or text easily by stimulating the brain of the existence of the elements.<sup>58</sup> The flashcards were able to help the students in creating the new atmosphere during the reading process.

According to the experimental class for analyzing the reading skill by using flashcards, there are differences in students' test results after the treatment stage. It can be seen that the mean score in the pre-test stage was 58, and it increased into 78 scores on the post-test. The students achieved highest score in reading comprehension aspect with the maximum score 90 and the mean score was 61.00 during the pre-test session, and the received the lowest score in the pronunciation aspect with the score 70 and the mean score was 53.00. Meanwhile, in the post-test session students achieved the highest score in comprehension aspect that was 100 score and the mean score was 84.00. Besides, the students received the lowest score

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<sup>58</sup> Fransiska Way Warti and Politeknik Tonggak Equator, “Teaching Sight Words Using Flashcards in Developing Reading” 1, no. 2 (2021).

in fluency, accuracy, and pronunciation aspect with the score 80 and the mean score was 71.50. Through this research, the students are able to apply the reading activity by using flashcards. In addition, the students are able to find out the information in the text by the appearance of the vocabulary list. Besides, the question on the flashcard is effective in helping the students practice the reading comprehension skill. However, the researcher finds the implementation of flashcards is suitable for students' necessity in improving reading skill. Based on the calculation above, the reading comprehension aspect was the aspect that significantly improved after using the flashcard in treatment stage.

In this research, the researcher discovers that the students get a new atmosphere in finding the information through the text due to the use of flashcards as the adding learning media. This research indicates the effectiveness in improving the reading skill based on the statistic score result. Based on the calculation of the SPSS 20 edition, it was found that the significant 2 tailed is 0,00 which is smaller than the standard significance level that is 0,05 ( $0,00 < 0,05$ ). In addition, the value of  $t_c$  ( $t_{count}$ ) was 17.699 with the df (degree of freedom) value 19 while the  $t_t$  ( $t_{table}$ ) for the standard of significant level 0,05 (5%) on  $df = 19$  is 2093. It means the value of t-count is higher than the value of the t-table. The result of this statistic calculation provided that the researcher  $H_a$  was accepted, and the  $H_0$  was rejected. It represents that the use of flashcards shows the significant differences for the students' reading ability. The total number of students in this experimental class was 20 students. The researcher distributes the questionnaire to investigate the students' perception after implementing flashcards on the treatment stage. The

result illustrates the positive response from the students in using flashcards to enhance the reading skill during the research. The response confirms that the students agree that the flashcard is able to help them in enhancing the reading skill.

This research conducted of several results. The first, the positive impact of using new learning media which is specified into flashcards. This research was in line with the previous research findings, La Aba (2019) who stated that the learning process became interesting with the existing new learning media<sup>59</sup>. In addition, the educator became easier to transfer the information through the use of learning media. The researcher, in this research, discovered the suitable learning media to help the students' reading skill by creating the learning media based on the students' necessity. The second, text and picture as the element on flashcards were suitable for the students' necessity. The implementation of a picture on a flashcard helped the students to identify the lesson topic of the reading text. According to Vera, Rita (2019), the use of picture helped the students to recall the lesson on the text easily<sup>60</sup>. The other element on the flashcard was the vocabulary list. The application of the vocabulary list on the flashcard effectively accomplished new vocabulary for the students. Nadziroh (2010) stated that flashcard was able to help the students recognize the word stuck in their head easily<sup>61</sup>.

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<sup>59</sup> La Aba, "Flashcard as a Media in Teaching Vocabulary," *AL-Lisan: Jurnal Bahasa (e-Journal) IAIN Sultan Amai Gorontalo* 5 (2019): 170–79, <https://www.journal.iaingorontalo.ac.id/index.php/al/article/view/865>. Flashcard as a Media in Teaching Vocabulary", *Al-Lisan Bahasa* 4. No. 2 (August, 2019): 171 <https://www.journal.iaingorontalo.ac.id/index.php/al/article/view/865>

<sup>60</sup> Vera Yuli Erviana and Rita Andriani: 593

<sup>61</sup> Aschurotun Nadziroh: 26



Enhancing the reading comprehension was able if the lesson process contained of suitable media. The flashcard can be included into the suitable media if the aspects of the media is similar with the students' necessity in reading. Flashcards, on the other side, brought the positive impact to help the student' perform the reading skill accurately. The students found it was interesting media due to the simple design and helpful for the students to recognize the text. Meanwhile, the weakness of this media is it cannot be used for a long time due to the material of this media itself is paper.

The novelty of this research contained of the improvement of the elements in the flashcard and the teaching aspect. The design in the previous flashcard was simple and the color was not colorful. Meanwhile the design of the flashcard was colorful and the design was adapted by the students' level. The flashcard in this research was the implementation of both sides on the flashcard. The front side of the flashcard will include a picture of people, animals, or things and the descriptive text under the picture. Moreover, the backside of the flashcard contains of vocabulary list based on the descriptive text. Meanwhile, the previous flashcards used one side of the flashcard. Besides, the elements of the previous flashcards are a picture and a word. The previous research also applied flashcard to teach fundamental vocabulary, meanwhile the researcher applied it to enhance the students' reading comprehension.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the explanation and the result of the data analysis, the researcher concludes the research as follows.

1. The use of flashcard is able to enhance the students' reading comprehension.

The procedure of the researcher stages shows the improvement of the students' tests after giving the treatment by using flashcard. The mean score in the post-test stage is higher than the score on the pre-test score ( $58 < 78$ ). Besides, the value of  $t_o$  ( $t_{count}$ ) is 17.699 with the  $df$  (degree of freedom) value 19 while the  $t_t$  ( $t_{table}$ ) for the standard of significant level 0,05 (5%) on  $df = 19$  is 2093. It means the value of  $t$ -count is higher than the value of the  $t$ -table. The result of the students' scores on the post-test become higher than the pre-test represents the effectiveness of the treatment stage in contributing to help the students enhance the reading skill. Furthermore, the implementation of flashcard can be approved as the suitable media to increase reading skill due to the effectiveness in enhancing the students' reading comprehension ability. The reading comprehension aspect was the most significantly improved after using the flashcard.

2. The students express the positive perception due to the use of flashcard. The result of the students' responses for the questionnaire was 2,63 which was classified as "Quite Good". Meanwhile, the interpretation of students' responses was 2,59 which was classified into "Quite Good". It indicates that most

respondents agree with the statement. Learning by using a flashcard motivates the students to perform the proper reading ability. The students' responses to the statement positively on the questionnaire. The use of flashcards helps the students to recognize the text properly. Through this result, it can be confirmed that the flashcard is effective in enhancing the reading comprehension.

## **B. Suggestion**

According to the data analysis result and the explanation of the conclusion, the researcher comes out with the several suggestions, those are:

### 1. For the teacher

The English teacher has to consider the suitable media based on the students' needs. Besides, discovering the students' wants and lacks can be a helpful guide for the teacher in serving a better lesson process. The use of flashcard can be an alternative media to teach reading and motivate the students to understand the text properly. This research investigates that the students who participate in using flashcards being more enthusiastic in reading lessons. Furthermore, the teacher can use the flashcard as the inspiration of learning media with other types of reading text in teaching.

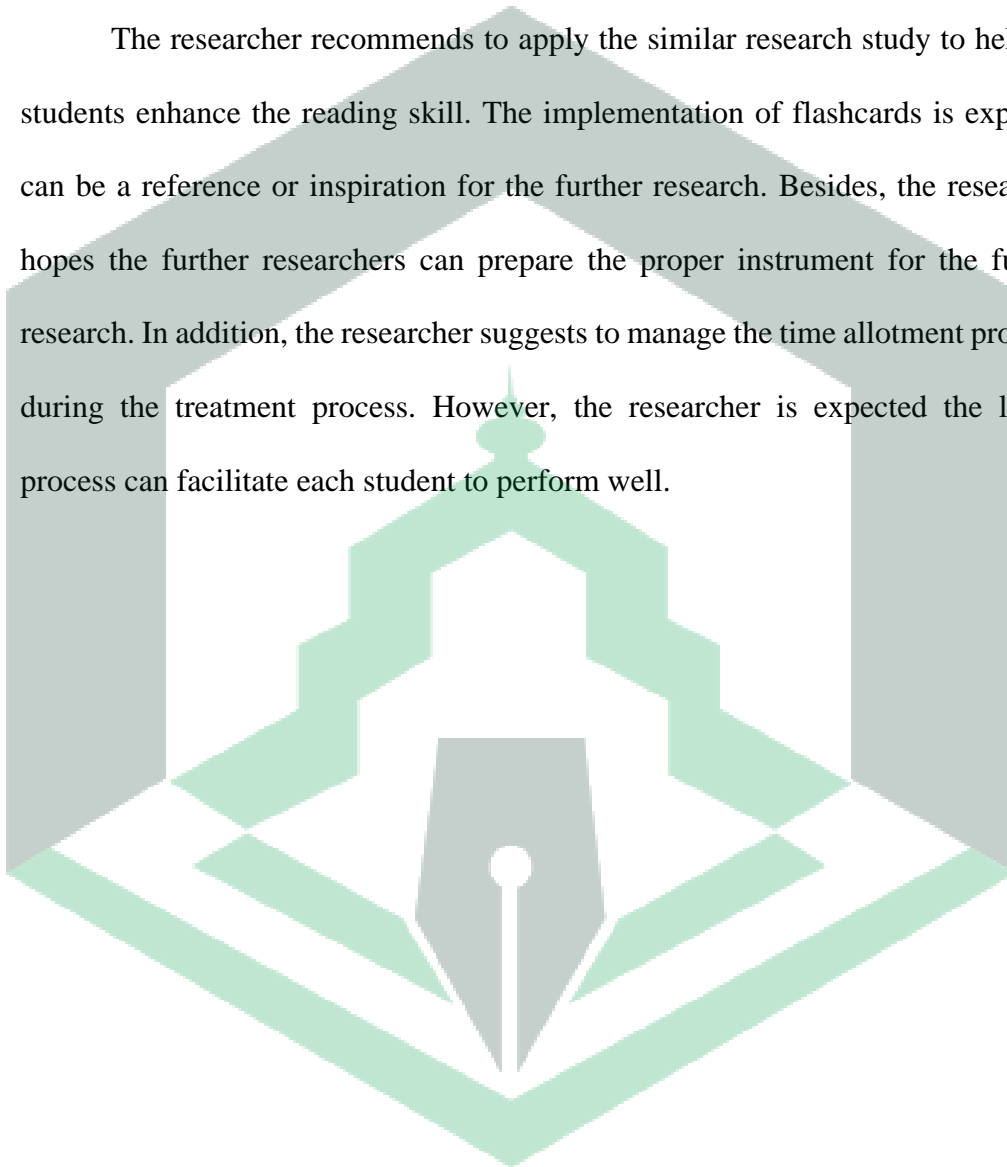
### 2. For the students

Each student has an opportunity to perform the excellent performance. However, in some situations and conditions, the students often need a media to help them understand the instruction, and the fundamental skill in order to achieve the learning goals. Therefore, the use of flashcards in enhancing reading comprehension is expected can help the students to attain improvement in learning.

In addition, the use of flashcards is expected can be an effective media for the students to find motivation in reading.

### 3. For the further researcher

The researcher recommends to apply the similar research study to help the students enhance the reading skill. The implementation of flashcards is expected can be a reference or inspiration for the further research. Besides, the researcher hopes the further researchers can prepare the proper instrument for the further research. In addition, the researcher suggests to manage the time allotment properly during the treatment process. However, the researcher is expected the lesson process can facilitate each student to perform well.



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**APPENDIX 1:  
SURAT IZIN MENELITI**



**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

**ASLI**

**IZIN PENELITIAN**  
NOMOR : 192/IP/DPMP/TSP/III/2022

**DASAR HUKUM :**

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama : AMELIA  
Jenis Kelamin : Perempuan  
Alamat : Jl. Malaja II Kota Palopo  
Pekerjaan : Mahasiswa  
NIM : 18 0202 0001

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**USING READING FLASHCARD TO ENHANCE THE READING COMPREHENSION AT THE 7th GRADE STUDENTS OF SMPIT AL-HAFIZH PALOPO**

Lokasi Penelitian : SMPIT AL-HAFIZH PALOPO  
Lamanya Penelitian : 09 Maret 2022 s.d. 09 Mei 2022

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo**.
  2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
  3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
  4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
  5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.
- Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo  
Pada tanggal : 10 Maret 2022  
pl. Kepala Dinas Penanaman Modal dan PTSP

**MUH. IHSAN ASHARUDDIN, S.STP, M.SI**  
Pangkat : Pembina Tk.I  
SNIP : 19780611 199612 1 001

**Tembusan :**

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait yang melaksanakan penelitian



**APPENDIX 2:**  
**SURAT KETERANGAN PENELITIAN**





**SMP ISLAM TERPADU AL-HAFIZH  
YAYASAN AL-HAFIZH KOTA PALOPO**

*Sekretariat: Jl. Merpati V No. 414 Perumnas, Kel. Rampoang, Kec. Bara, Kota Palopo*



**SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN**

**Nomor : 421.3/056/ SMPIT/PLP/1/2022**

Yang bertanda tangan dibawah ini:

Nama : Baiq Budiati S.Pd.I

pekerjaan : Kepala Sekolah

Unit kerja : SMPIT AL-HAFIZH PALOPO

Alamat : Jl. Merpati V No. 414 perumnas, kel. Rampoang, Kec. Bara, Kota palopo

Dengan ini menerangkan:

Nama : AMELIA

NIM : 1802020001

Pekerjaan : Mahasiswa

Fakultas/ jurusan : FTIK/ Pendidikan Bahasa Inggris

Universitas : IAIN Palopo

Alamat : Jl. To'Ciung, Kota Palopo

Yang bersangkutan telah selesai melakukan penelitian di SMPIT Al-Hafizh Palopo dari tanggal 21 Maret 2022 sampai dengan tanggal 02 April 2022 dengan judul **"USING READING FLASHCARD TO ENHANCE THE READING COMPREHENSION AT THE 7<sup>th</sup> GRADE STUDENTS OF SMPIT AL-HAFIZH PALOPO"** Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 18 April 2022

Kepala sekolah

Baiq Budiati S.Pd.I



**APPENDIX 3:  
LESSON PLAN**

## RPP HOTS

**Sekolah** : SMPIT Al-Hafizh Palopo

**Mata Pelajaran** : Bahasa Inggris

**Kelas/Semester** : VII/Genap

**Materi pokok** : Descriptive Text

### A. Tujuan Pembelajaran

Dalam mengimplementasikan pembelajaran, indikator yang harus dicapai siswa diantaranya mampu memahami, mengetahui, merancang, menganalisis, berbagi, mengidentifikasi dan keterampilan melakukan baik secara lisan dan tulisan teks deskriptif sederhana: Perihal deskripsi (*people, animals, and things*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

### B. Materi dan Strategi Pembelajaran

#### 1. Materi Pembelajaran

Guru menyampaikan materi *descriptive text* dan siswa memahami dan mengidentifikasi materi *descriptive text*. Kemudian siswa akan menyusun teks secara sistematis dalam bentuk *descriptive text* dan mempresentasikannya didepan kelas menggunakan media flashcards.

#### 2. Strategi Pembelajaran

- a. Teori : Constructivism
- b. Pendekatan : Constructivist Approach
- c. Model : Project Based-Learning
- d. Metode : Diskusi, Presentasi, Tanya Jawab.
- e. Teknik : Presentasi
- f. Perangkat : RPP HOTS, Buku Teks, Media Flashcards.
- g. Moda : Offline

### C. Assessment/ Evaluasi Pembelajaran

1. Tes
2. Non Tes



## RUBRIK PENILAIAN SISWA

**Mata Pelajaran : Bahasa Inggris**  
**Kelas/Semester : VII/Genap**  
**Topik/Sub Topik : Descriptive Text**

| NO. | NAMA SISWA            | LITERASI DASAR |           | KARAKTER |         | KOMPETENSI        |                   |               |               |
|-----|-----------------------|----------------|-----------|----------|---------|-------------------|-------------------|---------------|---------------|
|     |                       | SEMANTIK       | MATEMATIK | MORAL    | KINERJA | Critical Thinking | Creative Thinking | Collaboration | Communication |
| 1.  | Abd. Hafizh Ar-Razaq  | 2              | 3         | 3        | 3       | 2                 | 3                 | 3             | 3             |
| 2.  | Abd. Khalik Awaluddin | 2              | 3         | 3        | 3       | 1                 | 3                 | 2             | 3             |
| 3.  | Ahmad Sahur Saifullah | 1              | 1         | 4        | 2       | 2                 | 1                 | 3             | 1             |
| 4.  | Abid Naim Al-Ghifary  | 3              | 4         | 2        | 3       | 3                 | 3                 | 2             | 4             |
| 5.  | Aril                  | 2              | 2         | 3        | 3       | 2                 | 2                 | 3             | 3             |
| 6.  | Imam Al-Kahfi         | 3              | 2         | 3        | 4       | 2                 | 3                 | 3             | 3             |
| 7.  | Iqra                  | 2              | 3         | 3        | 3       | 1                 | 1                 | 3             | 3             |
| 8.  | Muh. Fadlan           | 3              | 3         | 4        | 4       | 3                 | 3                 | 3             | 3             |
| 9.  | Muh. Haikal           | 3              | 3         | 3        | 3       | 1                 | 2                 | 3             | 4             |
| 10. | Muh. Raihan Chandra   | 2              | 2         | 2        | 3       | 2                 | 2                 | 3             | 3             |
| 11. | Muh. Rizqi Chandra    | 2              | 1         | 2        | 2       | 1                 | 1                 | 2             | 2             |
| 12. | Moh. Yudi P.          | 2              | 2         | 3        | 3       | 2                 | 2                 | 3             | 3             |
| 13. | Tri Gumilang Amrijal  | 3              | 3         | 2        | 3       | 4                 | 3                 | 3             | 3             |
| 14. | Muh. Syahril Musbah   | 3              | 2         | 2        | 3       | 2                 | 2                 | 3             | 2             |
| 15. | Avril Adelia          | 2              | 1         | 1        | 3       | 1                 | 1                 | 2             | 2             |

|            |               |   |   |   |   |   |   |   |   |
|------------|---------------|---|---|---|---|---|---|---|---|
| <b>16.</b> | Meyza         | 2 | 1 | 2 | 2 | 2 | 2 | 3 | 3 |
| <b>17.</b> | Nova          | 1 | 2 | 1 | 3 | 2 | 1 | 3 | 2 |
| <b>18.</b> | Nur Chazira   | 3 | 3 | 4 | 3 | 4 | 4 | 3 | 4 |
| <b>19.</b> | Nurul Huda    | 2 | 2 | 1 | 2 | 2 | 1 | 1 | 2 |
| <b>20.</b> | Suliqa Rianti | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 2 |

Kolom aspek penilain diisi dengan angka yang sesuai dengan kriteria berikut:

4 = Sangat Sempurna

3 = Sempurna

2 = Cukup Sempurna

1 = Kurang Sempurna





**APPENDIX 4:  
PRE-TEST AND POST TEST**

## SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Masruddin, S. S., M. Hum  
Jabatan/Pekerjaan : Lektor Kepala  
Instansi Asal : Institut Agama Islam Negeri Palopo

Menyatakan bahwa soal *pre-test* dengan judul:

*Using Reading Flashcard to Enhance the Reading Comprehension at the 7<sup>th</sup> Grade Students of SMPIT Al-Hafizh Palopo*

dari mahasiswa:

Nama : Amelia  
Program Studi : Pendidikan Bahasa Inggris  
NIM : 18 0202 0001

(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

.....  
.....  
.....  
.....

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 15 Maret 2022

Validator,



Dr. Masruddin, S.S. M. Hum

NIP 19800 613 200 5011 005

\*coret yang tidak perlu

## PRE-TEST

Name :

Read the text below and answer the question 1-5

Kuma

I have a pet cat named Kuma. The Garden is Kuma's favorite spot. Kuma likes to play ball with me. Kuma is a clever cat. Kuma has white fur, blue eyes, and a small leg. Kuma is fat because she eats a lot of food every day. I adore Kuma because she looks cute with her chubby cheeks.

1. What kind of text is the text above?
    - a. Recount text
    - b. Narrative text
    - c. Descriptive text
    - d. Report text
  2. "I have a pet cat named Kuma." This sentence is the part of ... sentence.
    - a. Identification
    - b. Orientation
    - c. Events
    - d. Description
  3. "Kuma has white fur, blue eyes, and small leg". The sentence is part of the.... sentence.
    - a. Identification
    - b. Orientation
    - c. Events
    - d. Description
  4. What kind of animal Kuma is?
    - a. Kuma is a cow
    - b. Kuma is a cat
    - c. Kuma is a bird
    - d. Kuma is a rabbit
  5. "I adore Kuma because she looks cute with her chubby cheeks". The word adore is similar with .....
- a. Like
  - c. Dislike

b. Hate

d. Regret

### Schoolyard

My schoolyard is the widest spot in my school. There are a lot of plants in the schoolyard. Schoolyard has two big trees. There is a seat under the tree. We always read books under the tree. There is a big trash bin in the corner of the schoolyard to help us for taking out the litter.

*Read the text above, then choose the following statements true or false*

| No | Statements  | True | False |
|----|---|------|-------|
| 6. | The widest spot in school is a schoolyard                 |      |       |
| 7. | There is no seat under the tree                           |      |       |
| 8. | In the corner of the schoolyard, there is a big trash bin |      |       |

### Aisyah

Aisyah is a student at Islamic Junior High School Palopo. She is the leader in her class. She is confident and brave in expressing her idea. She is tall and skinny. Aisyah has bright skin color and big eyes.

9. Who do you think Aisyah is?

10. What is Aisyah's position in her class?

## PRE-TEST

Name : ABD-HAFIZ AL-BAZAA

Read the text below and answer the question 1-5

### Kuma

I have a pet cat named Kuma. Garden is Kuma's favourite spot. Kuma likes to play ball with me. Kuma is a clever cat. Kuma has white fur, blue eyes, and small leg. Kuma is fat because she eats a lot of food everyday. I adore Kuma because she looks cute with her chubby cheeks.

1. What kind of text is the text above?

- a. Recount text  
 b. Narrative text  
 c. Descriptive text  
 d. Report text

2. "I have a pet cat named Kuma". This sentence is the part of ... sentence.

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

3. "Kuma has white fur, blue eyes, and small leg". The sentence is part of .... sentence.

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

4. What kind of animal Kuma is?

- a. Kuma is a cow  
 b. Kuma is a cat  
 c. Kuma is a bird  
 d. Kuma is a rabbit

5. "I adore Kuma because she looks cute with her chubby cheeks". The word adore is similar with .....

a. Like

b. Hate

c. Dislike

d. Regret

### Schoolyard

My schoolyard is the widest spot in my school. There are a lot of plants in schoolyard. Schoolyard has two big trees. There is a seat under the tree. We always read book under the tree. There is a big trash bin in the corner of schoolyard to help us for taking out the litters.

Read the text above, then choose the following statements true or false

| No | Statements  | True | False |
|----|---|------|-------|
| 6. | The widest spot in school is schoolyard             |      | X     |
| 7. | There is no seat under the tree                     |      | X     |
| 8. | In the corner of schoolyard, there is big trash bin | ✓    |       |

### Aisyah

Aisyah is a student in Islamic Junior High School Palopo. She is the leader in her class. She is confident and brave to express her idea. She is tall and skinny. Aisyah has bright skin colour and big eyes.

9. Who do you think Aisyah is?

10. What is Aisyah's position in her class?

Jawaban

X 9. she is the leader in her class she is confident and brave to express her idea.

✓ 10. She is the leader in her class.

$$\frac{6}{10} \times 100 = (60)$$



## PRE-TEST

Name : *ABDU khalig awaluddin*

Read the text below and answer the question 1-5

### Kuma

I have a pet cat named Kuma. Garden is Kuma's favourite spot. Kuma likes to play ball with me. Kuma is a clever cat. Kuma has white fur, blue eyes, and small leg. Kuma is fat because she eats a lot of food everyday. I adore Kuma because she looks cute with her chubby cheeks.

1. What kind of text is the text above?  
 a. Recount text  
b. Narrative text  
c. Descriptive text  
d. Report text
2. "I have a pet cat named Kuma". This sentence is the part of ... sentence.  
 a. Identification  
b. Orientation  
c. Events  
d. Description
3. "Kuma has white fur, blue eyes, and small leg". The sentence is part of .... sentence.  
 a. Identification  
 b. Orientation  
c. Events  
d. Description
4. What kind of animal Kuma is?  
a. Kuma is a cow  
b.  Kuma is a cat  
c. Kuma is a bird  
d. Kuma is a rabbit
5. "I adore Kuma because she looks cute with her chubby cheeks". The word adore is similar with .....

a. Like

b. Hate

c. Dislike

d. Regret

### Schoolyard

My schoolyard is the widest spot in my school. There are a lot of plants in schoolyard. Schoolyard has two big trees. There is a seat under the tree. We always read book under the tree. There is a big trash bin in the corner of schoolyard to help us for taking out the litters.

Read the text above, then choose the following statements true or false

| No   | Statements  | True | False |
|------|---|------|-------|
| X 6. | The widest spot in school is schoolyard             |      | X     |
| ✓ 7. | There is no seat under the tree                     |      | X     |
| ✓ 8. | In the corner of schoolyard, there is big trash bin | ✓    |       |

### Aisyah

Aisyah is a student in Islamic Junior High School Palopo. She is the leader in her class. She is confident and brave to express her idea. She is tall and skinny. Aisyah has bright skin colour and big eyes.

9. Who do you think Aisyah is?

10. What is Aisyah's position in her class?

Jawaban

- X 9. she is the leader in her class she is confident and brave to express her idea.
- ✓ 10 she is the leader in her class

$$\frac{6}{10} \times 100 = 60$$

## PRE-TEST

Name : iperz

Read the text below and answer the question 1-5

### Kuma

I have a pet cat named Kuma. Garden is Kuma's favourite spot. Kuma likes to play ball with me. Kuma is a clever cat. Kuma has white fur, blue eyes, and small leg. Kuma is fat because she eats a lot of food everyday. I adore Kuma because she looks cute with her chubby cheeks.

1. What kind of text is the text above?  
 a. Recount text  
 b. Narrative text  
 c. Descriptive text  
 d. Report text
2. "I have a pet cat named Kuma". This sentence is the part of ... sentence.  
 a. Identification  
 b. Orientation  
 c. Events  
 d. Description
3. "Kuma has white fur, blue eyes, and small leg". The sentence is part of .... sentence.  
 a. Identification  
 b. Orientation  
 c. Events  
 d. Description
4. What kind of animal Kuma is?  
 a. Kuma is a cow  
 b. Kuma is a cat  
 c. Kuma is a bird  
 d. Kuma is a rabbit
5. "I adore Kuma because she looks cute with her chubby cheeks". The word adore is similar with .....

a. Like

c. Dislike

~~b.~~ Hate

d. Regret

### Schoolyard

My schoolyard is the widest spot in my school. There are a lot of plants in schoolyard. Schoolyard has two big trees. There is a seat under the tree. We always read book under the tree. There is a big trash bin in the corner of schoolyard to help us for taking out the litters.

*Read the text above, then choose the following statements true or false*

| No   | Statements  | True | False |
|------|---|------|-------|
| ✓ 6. | The widest spot in school is schoolyard             | ✓    |       |
| ✗ 7. | There is no seat under the tree                     | ✓    |       |
| ✗ 8. | In the corner of schoolyard, there is big trash bin |      | ✗     |

### Aisyah

Aisyah is a student in Islamic Junior High School Palopo. She is the leader in her class. She is confident and brave to express her idea. She is tall and skinny. Aisyah has bright skin colour and big eyes.

- ✗ 9. Who do you think Aisyah is?  
✗ 10. What is Aisyah's position in her class?

$$\frac{1}{10} = 100 = (10)$$



## PRE-TEST

Name : Nur Chazira

Read the text below and answer the question 1-5

### Kuma

I have a pet cat named Kuma. Garden is Kuma's favourite spot. Kuma likes to play ball with me. Kuma is a clever cat. Kuma has white fur, blue eyes, and small leg. Kuma is fat because she eats a lot of food everyday. I adore Kuma because she looks cute with her chubby cheeks.

- ✓ 1. What kind of text is the text above?
  - a. Recount text
  - b. Narrative text
  - Ⓒ Descriptive text
  - d. Report text
- ✗ 2. "I have a pet cat named Kuma". This sentence is the part of ... sentence.
  - a. Identification
  - Ⓓ Orientation
  - c. Events
  - d. Description
- ✗ 3. "Kuma has white fur, blue eyes, and small leg". The sentence is part of .... sentence.
  - Ⓐ Identification
  - b. Orientation
  - c. Events
  - d. Description
- ✓ 4. What kind of animal Kuma is?
  - a. Kuma is a cow
  - Ⓑ Kuma is a cat
  - c. Kuma is a bird
  - d. Kuma is a rabbit
- ✓ 5. "I adore Kuma because she looks cute with her chubby cheeks". The word adore is similar with .....

- a. Like
- b. Hate

- c. Dislike
- d. Regret

### Schoolyard

My schoolyard is the widest spot in my school. There are a lot of plants in schoolyard. Schoolyard has two big trees. There is a seat under the tree. We always read book under the tree. There is a big trash bin in the corner of schoolyard to help us for taking out the litters.

*Read the text above, then choose the following statements true or false*

| No   | Statements  | True | False |
|------|---|------|-------|
| ✓ 6. | The widest spot in school is schoolyard             | ✓    |       |
| ✓ 7. | There is no seat under the tree                     |      | ✓     |
| ✓ 8. | In the corner of schoolyard, there is big trash bin |      | ✓     |

### Aisyah

Aisyah is a student in Islamic Junior High School Palopo. She is the leader in her class. She is confident and brave to express her idea. She is tall and skinny. Aisyah has bright skin colour and big eyes.

- ✓ 9. Who do you think Aisyah is? *Aisyah is a student in Islamic Junior High School*
- ✓ 10. What is Aisyah's position in her class? *She is the leader*

$$\frac{8}{10} \times 100 = 80$$

## PRE-TEST

Name : Nurul huda

Read the text below and answer the question 1-5

### Kuma

I have a pet cat named Kuma. Garden is Kuma's favourite spot. Kuma likes to play ball with me. Kuma is a clever cat. Kuma has white fur, blue eyes, and small leg. Kuma is fat because she eats a lot of food everyday. I adore Kuma because she looks cute with her chubby cheeks.

1. What kind of text is the text above?
  - a. Recount text
  - b. Narrative text
  - c. Descriptive text
  - d. Report text
2. "I have a pet cat named Kuma". This sentence is the part of ... sentence.
  - a. Identification
  - b. Orientation
  - c. Events
  - d. Description
3. "Kuma has white fur, blue eyes, and small leg". The sentence is part of .... sentence.
  - a. Identification
  - b. Orientation
  - c. Events
  - d. Description
4. What kind of animal Kuma is?
  - a. Kuma is a cow
  - b. Kuma is a cat
  - c. Kuma is a bird
  - d. Kuma is a rabbit
5. "I adore Kuma because she looks cute with her chubby cheeks". The word adore is similar with .....

- Like
- b. Hate

- c. Dislike
- d. Regret

### Schoolyard

My schoolyard is the widest spot in my school. There are a lot of plants in schoolyard. Schoolyard has two big trees. There is a seat under the tree. We always read book under the tree. There is a big trash bin in the corner of schoolyard to help us for taking out the litters.

Read the text above, then choose the following statements true or false

| No   | Statements  | True | False          |
|------|---|------|----------------|
| ✓ 6. | The widest spot in school is schoolyard             | ✓    |                |
| ✓ 7. | There is no seat under the tree                     |      | <del>✓</del> ✓ |
| ✓ 8. | In the corner of schoolyard, there is big trash bin | ✓    |                |

### Aisyah

Aisyah is a student in Islamic Junior High School Palopo. She is the leader in her class. She is confident and brave to express her idea. She is tall and skinny. Aisyah has bright skin colour and big eyes.

- 9. Who do you think Aisyah is?
- 10. What is Aisyah's position in her class?

*\*Jawaban\**

- × 9. Aisyah has bright skin colour and big eyes.
- × 10. She is the leader in her class.

$$\frac{4}{10} \times 100 = 40$$



## PRE-TEST

Name : *SULIQA Rianti*

Read the text below and answer the question 1-5

### Kuma

I have a pet cat named Kuma. Garden is Kuma's favourite spot. Kuma likes to play ball with me. Kuma is a clever cat. Kuma has white fur, blue eyes, and small leg. Kuma is fat because she eats a lot of food everyday. I adore Kuma because she looks cute with her chubby cheeks.

1. What kind of text is the text above?  
 a. Recount text                      c. Descriptive text  
b. Narrative text                      d. Report text
2. "I have a pet cat named Kuma". This sentence is the part of ... sentence.  
 a. Identification                      c. Events  
b. Orientation                      d. Description
3. "Kuma has white fur, blue eyes, and small leg". The sentence is part of .... sentence.  
a. Identification                      c. Events  
b. Orientation                       d. Description
4. What kind of animal Kuma is?  
a. Kuma is a cow                      c. Kuma is a bird  
 b. Kuma is a cat                      d. Kuma is a rabbit
5. "I adore Kuma because she looks cute with her chubby cheeks". The word adore is similar with .....

a. Like

c. Dislike

b. Hate

d. Regret

### Schoolyard

My schoolyard is the widest spot in my school. There are a lot of plants in schoolyard. Schoolyard has two big trees. There is a seat under the tree. We always read book under the tree. There is a big trash bin in the corner of schoolyard to help us for taking out the litters.

Read the text above, then choose the following statements true or false

| No   | Statements  | True | False |
|------|---|------|-------|
| ✓ 6. | The widest spot in school is schoolyard             | ✓    |       |
| ✓ 7. | There is no seat under the tree                     |      | ✓     |
| ✓ 8. | In the corner of schoolyard, there is big trash bin | ✓    |       |

### Aisyah

Aisyah is a student in Islamic Junior High School Palopo. She is the leader in her class. She is confident and brave to express her idea. She is tall and skinny. Aisyah has bright skin colour and big eyes.

- ✓ 9. Who do you think Aisyah is? Aisyah is a student in Islamic Junior High school palopo
- X 10. What is Aisyah's position in her class?  
she is confident and brave to express her idea.

$$\frac{8}{10} \times 100 = 80$$

## SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Masruddin, S.S., M.Hum  
Jabatan/Pekerjaan : Lektor Kepala  
Instansi Asal : Institut Agama Islam Negeri Palopo

Menyatakan bahwa soal *post-test* dengan judul:

*Using Reading Flashcard to Enhance the Reading Comprehension at the 7<sup>th</sup> Grade Students of SMPIT Al-Hafizh Palopo*

dari mahasiswa:

Nama : Amelia  
Program Studi : Pendidikan Bahasa Inggris  
NIM : 18 0202 0001

(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 15 Maret 2012

Validator,

  
Dr. Masruddin, S.S., M.Hum

NIP 14800 613 2005011 005

\*coret yang tidak perlu

## POST-TEST

Name :

*Read the text below and answer the question 1-5*

### Sumatra Tiger

The Sumatra tiger is an original animal from Sumatra Province, Indonesia. This tiger has black and orange pattern fur. The Sumatran tiger's stripe looks thinner. This animal is unique because it has mane around the bottom neck. The Sumatran tiger is easily explored in the jungle because of their small body. Also, the Sumatran tiger has a loud and awful roaring sound. Sumatran tiger generally lives solitary. However, this animal is the smallest tiger of its species.

1. What is the animal that describes above?
  - a. Tiger
  - b. Cat
  - c. Duck
  - d. Chicken
2. What is the Sumatran tiger fur colour?
  - a. Red and white
  - b. Black and orange
  - c. Full black
  - d. Orange and white
3. "Sumatra tiger is an original animal from Sumatra Province, Indonesia." This sentence is part of...sentence.
  - a. Identification
  - b. Orientation
  - c. Events
  - d. Description
4. "This animal is unique because it has mane around the bottom neck." This sentence is part of...sentence.
  - a. Identification
  - b. Orientation
  - c. Events
  - d. Description
5. What is the kind of text above?
  - a. Recount text
  - b. Narrative text
  - c. Descriptive text
  - d. Report text

## Monas

The National Monument, or "Monas" as popularly called, is one of the monuments built during the Soekarno era of fierce nationalism. The top of the National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945. The marble obelisk is topped with a flame coated with 35 kg gold. The base houses a historical museum and a hall for meditations. The monument is open to the public, and upon request, the lift can carry visitors to the top, which offers a bird's eye view of the city and the sea.

Go early to beat the crowds and the haze. It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basement gives a distorted view of Indonesian history. However, the monas is a historical building in Indonesia.

*Read the text above, then choose the following statements true or false*

| No | Statements  | True | False |
|----|---|------|-------|
| 6. | The marble of monas is made of gold.              |      |       |
| 7. | The monas is not popular during the Soekarno era. |      |       |
| 8. | The monas are only open to the government.        |      |       |

## My Father

My father is Mr. Sudirman. He is a very warm, intelligent, dan funny person. He is an English teacher at Junior High School. My father is a quite handsome man. Now, he is about 35 years old. He has well-built body because he always does exercises every day. He is also tall. He has short black hair and black eyes. He has an oval face and pointed chin. He has slight mustaches and a beard. He has thin dark brown skin. Moreover, my father is a kind person.

9. What is the writer's father's job?
10. Why does the writer's father have a well-built body?



## POST-TEST

Name : HAFIZ

Read the text below and answer the question 1-5

### Sumatra Tiger

Sumatra tiger is an original animal from Sumatra Province, Indonesia. This tiger has black and orange pattern fur. The Sumatran tiger's striped looks thinner. This animal is unique because it has mane around the bottom neck. The Sumatran tiger is easily to explore the jungle because of their small body. Also, Sumatran tiger has loud and awful roaring sound. Sumatran tiger generally live solitary. However, this animal is the smallest tiger of his species.

- ✓ 1. What is the animal that describe above?  
 a. Tiger  
b. Cat  
c. Duck  
d. Chicken
- ✓ 2. What is the Sumatran tiger fur colour?  
a. Red and white  
 b. Black and orange  
c. Full black  
d. Orange and white
- ✓ 3. "Sumatra tiger is an original animal from Sumatra Province, Indonesia". This sentence is the part of ... sentence.  
 a. Identification  
b. Orientation  
c. Events  
d. Description
- ✓ 4. "This animal is unique because it has mane around the bottom neck". This sentence is the part of ... sentence.  
a. Identification  
b. Orientation  
c. Events  
 d. Description
- ✓ 5. What is the kind of the text above?  
a. Recount text  
b. Narrative text  
 c. Descriptive text  
d. Report text

### Monas

The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Soekarno era of fierce nationalism. The top of the

National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945. The marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea.

Go early to beat the crowds and the haze. It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basement gives such a distorted view of Indonesian history. However, monas is the historical building in Indonesia.

Read the text above, then choose the following statements true or false

| No | Statements  | True | False |
|----|---|------|-------|
| 6. | The marble of monas is made by gold.              | ✓    |       |
| 7. | The monas is not popular during the Soekarno era. |      | ✓     |
| 8. | The monas only open for government.               |      | ✓     |

### My Father

My father is Mr. Sudirman. He is very warm, smart, dan funny person. He is an English teacher at Junior High School. My father is quite handsome man. Now, he is about 35 years old. He has well-built body because he always does exercise every day. He is also tall. He has short black hair and black eyes. He has an oval face and pointed chin. He has slight moustaches and beard. He has slight dark brown skin. Moreover, my father is a kind person.

- ✓ 9. What is the writer's father job? *english teacher*  
 X 10. Why the writer's father has well-built body? *Exercise*

$$\frac{9}{10} \times 100 = 90$$

## POST-TEST

Name : **ABD.khaliq Awaluddin**

Read the text below and answer the question 1-5

### Sumatra Tiger

Sumatra tiger is an original animal from Sumatra Province, Indonesia. This tiger has black and orange pattern fur. The Sumatran tiger's striped looks thinner. This animal is unique because it has mane around the bottom neck. The Sumatran tiger is easily to explore the jungle because of their small body. Also, Sumatran tiger has loud and awful roaring sound. Sumatran tiger generally live solitary. However, this animal is the smallest tiger of his species.

- ✓ 1. What is the animal that describe above?  
a.  Tiger  
b. Cat  
c. Duck  
d. Chicken
- ✓ 2. What is the Sumatran tiger fur colour?  
a. Red and white  
b.  Black and orange  
c. Full black  
d. Orange and white
- ✓ 3. "Sumatra tiger is an original animal from Sumatra Province, Indonesia". This sentence is the part of ... sentence.  
a.  Identification  
b. Orientation  
c. Events  
d. Description
- ✓ 4. "This animal is unique because it has mane around the bottom neck". This sentence is the part of ... sentence.  
a. Identification  
b. Orientation  
c. Events  
d.  Description
- ✓ 5. What is the kind of the text above?  
a. Recount text  
b. Narrative text  
c.  Descriptive text  
d. Report text

### Monas

The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Soekarno era of fierce nationalism. The top of the



National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945. The marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea.

Go early to beat the crowds and the haze. It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basement gives such a distorted view of Indonesian history. However, monas is the historical building in Indonesia.

Read the text above, then choose the following statements true or false

| No   | Statements  | True | False |
|------|---|------|-------|
| ✓ 6. | The marble of monas is made by gold.              | ✓    |       |
| ✓ 7. | The monas is not popular during the Soekarno era. |      | ✓     |
| ✗ 8. | The monas only open for government.               | ✓    |       |

### My Father

My father is Mr. Sudirman. He is very warm, smart, dan funny person. He is an English teacher at Junior High School. My father is quite handsome man. Now, he is about 35 years old. He has well-built body because he always does exercise every day. He is also tall. He has short black hair and black eyes. He has an oval face and pointed chin. He has slight moustaches and beard. He has slight dark brown skin. Moreover, my father is a kind person.

- ✗ 9. What is the writer's father job?
- ✗ 10. Why the writer's father has well-built body?

$$\frac{7}{10} \times 100 = 70$$

## POST-TEST

Name : JPUK

Read the text below and answer the question 1-5

### Sumatra Tiger

Sumatra tiger is an original animal from Sumatra Province, Indonesia. This tiger has black and orange pattern fur. The Sumatran tiger's striped looks thinner. This animal is unique because it has mane around the bottom neck. The Sumatran tiger is easily to explore the jungle because of their small body. Also, Sumatran tiger has loud and awful roaring sound. Sumatran tiger generally live solitary. However, this animal is the smallest tiger of his species.

1. ✓ What is the animal that describe above?  
 a. Tiger  
 b. Cat  
 c. Duck  
 d. Chicken
2. ✓ What is the Sumatran tiger fur colour?  
 a. Red and white  
 b. Black and orange  
 c. Full black  
 d. Orange and white
3. ✓ "Sumatra tiger is an original animal from Sumatra Province, Indonesia". This sentence is the part of ... sentence.  
 a. Identification  
 b. Orientation  
 c. Events  
 d. Description
4. ✗ "This animal is unique because it has mane around the bottom neck". This sentence is the part of ... sentence.  
 a. Identification  
 b. Orientation  
 c. Events  
 d. Description
5. ✓ What is the kind of the text above?  
 a. Recount text  
 b. Narrative text  
 c. Descriptive text  
 d. Report text

### Monas

The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Soekarno era of fierce nationalism. The top of the

National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945. The marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea.

Go early to beat the crowds and the haze. It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basement gives such a distorted view of Indonesian history. However, monas is the historical building in Indonesia.

Read the text above, then choose the following statements true or false

| No   | Statements  | True | False |
|------|---|------|-------|
| ✓ 6. | The marble of monas is made by gold.              | ✓    |       |
| ✓ 7. | The monas is not popular during the Soekarno era. |      | ✓     |
| X 8. | The monas only open for government.               | ✓    |       |

### My Father

My father is Mr. Sudirman. He is very warm, smart, dan funny person. He is an English teacher at Junior High School. My father is quite handsome man. Now, he is about 35 years old. He has well-built body because he always does exercise every day. He is also tall. He has short black hair and black eyes. He has an oval face and pointed chin. He has slight moustaches and beard. He has slight dark brown skin. Moreover, my father is a kind person.

- X 9. What is the writer's father job? english teacher
- X 10. Why the writer's father has well-built body? Exercise

$$\frac{6}{10} \times 100 = 60$$



## POST-TEST

Name : Nur Chazira

Read the text below and answer the question 1-5

### Sumatra Tiger

Sumatra tiger is an original animal from Sumatra Province, Indonesia. This tiger has black and orange pattern fur. The Sumatran tiger's striped looks thinner. This animal is unique because it has mane around the bottom neck. The Sumatran tiger is easily to explore the jungle because of their small body. Also, Sumatran tiger has loud and awful roaring sound. Sumatran tiger generally live solitary. However, this animal is the smallest tiger of his species.

- ✓ 1. What is the animal that describe above?  
 a. Tiger  
 b. Cat  
 c. Duck  
 d. Chicken
- ✓ 2. What is the Sumatran tiger fur colour?  
 a. Red and white  
 b. Black and orange  
 c. Full black  
 d. Orange and white
- ✓ 3. "Sumatra tiger is an original animal from Sumatra Province, Indonesia". This sentence is the part of ... sentence.  
 a. Identification  
 b. Orientation  
 c. Events  
 d. Description
- ✓ 4. "This animal is unique because it has mane around the bottom neck". This sentence is the part of ... sentence.  
 a. Identification  
 b. Orientation  
 c. Events  
 d. Description
- ✓ 5. What is the kind of the text above?  
 a. Recount text  
 b. Narrative text  
 c. Descriptive text  
 d. Report text

### Monas

The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Soekarno era of fierce nationalism. The top of the

National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945. The marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea.

Go early to beat the crowds and the haze. It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basement gives such a distorted view of Indonesian history. However, monas is the historical building in Indonesia.

Read the text above, then choose the following statements true or false

| No   | Statements  | True | False |
|------|---|------|-------|
| ✓ 6. | The marble of monas is made by gold.              | ✓    |       |
| ✓ 7. | The monas is not popular during the Soekarno era. |      | ✓     |
| ✓ 8. | The monas only open for government.               |      | ✓     |

### My Father

My father is Mr. Sudirman. He is very warm, smart, dan funny person. He is an English teacher at Junior High School. My father is quite handsome man. Now, he is about 35 years old. He has well-built body because he always does exercise every day. He is also tall. He has short black hair and black eyes. He has an oval face and pointed chin. He has slight moustaches and beard. He has slight dark brown skin. Moreover, my father is a kind person.

9. What is the writer's father job?

10. Why the writer's father has well-built body?

✓ 9) English teacher  
 ✓ 10) Exercise

$$\frac{10}{10} \times 100$$

100

## POST-TEST

Name : *Nuzul Huda*

Read the text below and answer the question 1-5

### Sumatra Tiger

Sumatra tiger is an original animal from Sumatra Province, Indonesia. This tiger has black and orange pattern fur. The Sumatran tiger's striped looks thinner. This animal is unique because it has mane around the bottom neck. The Sumatran tiger is easily to explore the jungle because of their small body. Also, Sumatran tiger has loud and awful roaring sound. Sumatran tiger generally live solitary. However, this animal is the smallest tiger of his species.

- ✓ 1. What is the animal that describe above?  
 a. Tiger  
b. Cat  
c. Duck  
d. Chicken
- ✓ 2. What is the Sumatran tiger fur colour?  
a. Red and white  
 b. Black and orange  
c. Full black  
d. Orange and white
- ✗ 3. "Sumatra tiger is an original animal from Sumatra Province, Indonesia". This sentence is the part of ... sentence.  
a. Identification  
b. Orientation  
c. Events  
 d. Description
- ✗ 4. "This animal is unique because it has mane around the bottom neck". This sentence is the part of ... sentence.  
 a. Identification  
b. Orientation  
c. Events  
 d. Description
- ✓ 5. What is the kind of the text above?  
a. Recount text  
b. Narrative text  
c. Descriptive text  
d. Report text

### Monas

The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Soekarno era of fierce nationalism. The top of the



National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945. The marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea.

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Read the text above, then choose the following statements true or false

| No   | Statements  | True | False |
|------|---|------|-------|
| ✓ 6. | The marble of monas is made by gold.              | ✓    |       |
| X 7. | The monas is not popular during the Soekarno era. | ✓    |       |
| ✓ 8. | The monas only open for government.               |      | ✓     |

### My Father

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- ✓ 9. What is the writer's father job? *english teacher*
- X 10. Why the writer's father has well-built body? *Exordse*

$$\frac{6}{10} \times 100 = (60)$$

## POST-TEST

Name : *Swatiya Riadi*

Read the text below and answer the question 1-5

### Sumatra Tiger

Sumatra tiger is an original animal from Sumatra Province, Indonesia. This tiger has black and orange pattern fur. The Sumatran tiger's striped looks thinner. This animal is unique because it has mane around the bottom neck. The Sumatran tiger is easily to explore the jungle because of their small body. Also, Sumatran tiger has loud and awful roaring sound. Sumatran tiger generally live solitary. However, this animal is the smallest tiger of his species.

- ✓ 1. What is the animal that describe above?  
 a. Tiger  
 b. Cat  
 c. Duck  
 d. Chicken
- ✓ 2. What is the Sumatran tiger fur colour?  
 a. Red and white  
 b. Black and orange  
 c. Full black  
 d. Orange and white
- ✓ 3. "Sumatra tiger is an original animal from Sumatra Province, Indonesia". This sentence is the part of ... sentence.  
 a. Identification  
 b. Orientation  
 c. Events  
 d. Description
- ✓ 4. "This animal is unique because it has mane around the bottom neck". This sentence is the part of ... sentence.  
 a. Identification  
 b. Orientation  
 c. Description  
 d. Events
- ✓ 5. What is the kind of the text above?  
 a. Recount text  
 b. Narrative text  
 c. Descriptive text  
 d. Report text

### Monas

The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Soekarno era of fierce nationalism. The top of the



National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945. The marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea.

Go early to beat the crowds and the haze. It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basement gives such a distorted view of Indonesian history. However, monas is the historical building in Indonesia.

Read the text above, then choose the following statements true or false

| No   | Statements  | True | False |
|------|---|------|-------|
| ✓ 6. | The marble of monas is made by gold.              | ✓    |       |
| ✓ 7. | The monas is not popular during the Soekarno era. |      | ✓     |
| ✓ 8. | The monas only open for government.               |      | ✓     |

### My Father

My father is Mr. Sudirman. He is very warm, smart, dan funny person. He is an English teacher at Junior High School. My father is quite handsome man. Now, he is about 35 years old. He has well-built body because he always does exercise every day. He is also tall. He has short black hair and black eyes. He has an oval face and pointed chin. He has slight moustaches and beard. He has slight dark brown skin. Moreover, my father is a kind person.

- ✓ 9. What is the writer's father job? *English teacher*
- ✓ 10. Why the writer's father has well-built body? *exercise*

$$\frac{10}{10} \times 100 = 100$$

The logo is a hexagonal emblem. It features a central fountain pen nib pointing downwards, with a grey nib and a white dot at the tip. Above the nib is a stylized building dome with a spire, rendered in a light green color. The entire central design is enclosed within a hexagonal frame composed of multiple layers of lines in shades of green and grey.

**APPENDIX 5:  
QUESTIONNAIRE**

## KUESIONER PENILAIAN AHLI MATERI

### a. Data Responden

Nama : Dr. Masruddin, S.S., M.Hum  
 Umur : 41 Tahun  
 Jenis kelamin : Laki-laki  
 Pendidikan :  S1  S2  S3  Profesor  
 Pengalaman mengajar :  0,2 tahun  
 2-4 tahun  
 4-6 tahun  
 > 6 tahun

### b. Table Evaluasi

Isilah tabel berikut ini dengan memberi tanda centang (✓) pada kolom yang telah tersedia.

Keterangan

SS : Sangat Setuju  
 S : Setuju  
 R : Ragu-ragu  
 TS : Tidak Setuju  
 STS : Sangat Tidak Setuju

| No            | Pernyataan  | SS | S | R | TS | STS |
|---------------|---|----|---|---|----|-----|
| <b>A. Isi</b> |   |    |   |   |    |     |
| 1.            | Cakupan isi materi dalam bahan ajar <i>flashcard</i> dengan kebutuhan siswa SMPIT Al-Hafizh Palopo. |    | ✓ |   |    |     |
| 2.            | Kedalaman materi dalam bahan ajar <i>flashcard</i> memadai.   |    | ✓ |   |    |     |
| 3.            | Keaslian isi materi dalam bahan ajar <i>flashcard</i> memadai.                                      | ✓  |   |   |    |     |
| 4.            | Isu-isu terbaru didalam bahan ajar <i>flashcard</i> secara menarik.                                 |    | ✓ |   |    |     |

Rangkuman kualitatif:

**B. Bahasa**

|    |   |   |   |  |  |  |
|----|---|---|---|--|--|--|
| 5. | Bahasa yang digunakan dalam bahan ajar sesuai dengan kemampuan siswa.                     |   | ✓ |  |  |  |
| 6. | Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa. | ✓ |   |  |  |  |
| 7. | Ekspresi yang digunakan sesuai dengan tata bahasa yang benar.                             |   | ✓ |  |  |  |
| 8. | Bahasa yang disajikan dalam bahan ajar mudah dipahami.                                    |   | ✓ |  |  |  |

**C. Desain dan Layout**

|     |                              |   |   |  |  |  |
|-----|------------------------------|---|---|--|--|--|
| 9.  | Tampilan materi jelas.       |   | ✓ |  |  |  |
| 10. | Tampilan materi menarik.     |   | ✓ |  |  |  |
| 11. | Ukuran huruf sesuai.         | ✓ |   |  |  |  |
| 12. | Jenis huruf sesuai.          | ✓ |   |  |  |  |
| 13. | Jarak spasi sesuai.          |   | ✓ |  |  |  |
| 14. | Penggunaan tanda baca benar. | ✓ |   |  |  |  |

Rangkuman kualitatif:

**A. Kesimpulan**

Secara umum, pendapat Bapak/Ibu terhadap materi yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo, 15 Maret 2022

Penilai Kelayakan,



Dr. Masruddin, S.S., M.Hum

## QUESTIONNAIRE FOR STUDENTS

Kuesioner ini bertujuan untuk mengetahui persepsi siswa terhadap media flashcard dalam pembelajaran Bahasa Inggris.

### A. Identitas Responden:

Nama:

Kelas:

Jenis Kelamin:

### B. Penjelasan dan Petunjuk Pengisian Kuesioner:

1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan kuesioner ini.
2. Pada setiap pertanyaan disediakan lima poin pilihan yaitu: Setuju (S), Sangat Setuju (SS), Tidak Setuju (TS), Sangat Tidak Setuju (STS).
3. Berilah tanda Checklist (✓) pada pilihan sesuai keadaan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan apa yang anda alami setelah menggunakan media flashcard dalam pembelajaran *reading* (membaca).

| NO. | Pernyataan   | S | SS | TS | STS |
|-----|--|---|----|----|-----|
| 1.  | Saya suka belajar bahasa Inggris dengan menggunakan media flashcard                |   |    |    |     |
| 2.  | Pembelajaran bahasa Inggris dengan menggunakan media flashcard sangat membosankan. |   |    |    |     |
| 3.  | Saya lebih tanggap membaca teks bahasa Inggris dengan menggunakan media flashcard. |   |    |    |     |
| 4.  | Saya sulit membaca teks bahasa Inggris dengan penggunaan flashcard.                |   |    |    |     |



|     |  |  |  |  |  |
|-----|--|--|--|--|--|
| 5.  | Belajar <i>reading</i> dengan menggunakan flashcard memotivasi saya untuk mengembangkan kemampuan membaca teks bahasa Inggris. |  |  |  |  |
| 6.  | Flashcard tidak membantu saya dalam mengembangkan kemampuan membaca.   |  |  |  |  |
| 7.  | Flashcard membantu saya memahami dan mengetahui kosakata dalam bahasa Inggris.   |  |  |  |  |
| 8.  | Flashcard tidak mengembangkan pengetahuan membaca dan kosakata saya.   |  |  |  |  |
| 9.  | Penggunaan media flashcard dalam pembelajaran <i>reading</i> lebih efektif.  |  |  |  |  |
| 10. | Pembelajaran tanpa media flashcard lebih efektif.  |  |  |  |  |



## Hasil Pembelajaran Membaca Bahasa Inggris dengan Menggunakan Media Flashcard

Kuesioner ini bertujuan untuk mengetahui persepsi siswa terhadap media flashcard dalam pembelajaran Bahasa Inggris.

### A. Identitas Responden:

Nama: HAFI

Kelas: X/1

Jenis Kelamin: Laki<sup>2</sup>

### B. Penjelasan dan Petunjuk Pengisian Kuesioner:

1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan kuesioner ini.
2. Pada setiap pertanyaan disediakan lima poin pilihan yaitu: Setuju (S), Sangat Setuju (SS), Tidak Setuju (TS), Sangat Tidak Setuju (STS).
3. Berilah tanda Checklist (✓) pada pilihan sesuai keadaan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan apa yang anda alami setelah menggunakan media flashcard dalam pembelajaran *reading* (membaca).

| NO. | Pernyataan   | S | SS | TS | STS |
|-----|--|---|----|----|-----|
| 1.  | Saya suka belajar bahasa Inggris dengan menggunakan media flashcard  | ✓ |    |    |     |
| 2.  | Pembelajaran bahasa Inggris dengan menggunakan media flashcard sangat membosankan.   |   |    | ✓  |     |
| 3.  | Saya lebih tanggap membaca teks bahasa Inggris dengan menggunakan media flashcard.   | ✓ |    |    |     |
| 4.  | Saya sulit membaca teks bahasa Inggris dengan penggunaan flashcard.  |   |    | ✓  |     |
| 5.  | Belajar <i>reading</i> dengan menggunakan flashcard memotivasi saya untuk mengembangkan kemampuan membaca teks bahasa Inggris. | ✓ |    |    |     |

|     |  |   |  |   |  |
|-----|--|---|--|---|--|
| 6.  | Flashcard tidak membantu saya dalam mengembangkan kemampuan membaca.           |   |  | ✓ |  |
| 7.  | Flashcard membantu saya memahami dan mengetahui kosakata dalam bahasa Inggris. | ✓ |  |   |  |
| 8.  | Flashcard tidak mengembangkan pengetahuan membaca dan kosakata saya.           |   |  | ✓ |  |
| 9.  | Penggunaan media flashcard dalam pembelajaran <i>reading</i> lebih efektif.    | ✓ |  |   |  |
| 10. | Pembelajaran tanpa media flashcard lebih efektif.                              |   |  | ✓ |  |





## Hasil Pembelajaran Membaca Bahasa Inggris dengan Menggunakan Media Flashcard

Kuesioner ini bertujuan untuk mengetahui persepsi siswa terhadap media flashcard dalam pembelajaran Bahasa Inggris.

### A. Identitas Responden:

Nama: ABD.khalia Awaluddin

Kelas: VII

Jenis Kelamin: Laki<sup>2</sup>

### B. Penjelasan dan Petunjuk Pengisian Kuesioner:

1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan kuesioner ini.
2. Pada setiap pertanyaan disediakan lima poin pilihan yaitu: Setuju (S), Sangat Setuju (SS), Tidak Setuju (TS), Sangat Tidak Setuju (STS).
3. Berilah tanda Checklist (✓) pada pilihan sesuai keadaan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan apa yang anda alami setelah menggunakan media flashcard dalam pembelajaran *reading* (membaca).

| NO. | Pernyataan   | S | SS | TS | STS |
|-----|--|---|----|----|-----|
| 1.  | Saya suka belajar bahasa Inggris dengan menggunakan media flashcard  | ✓ |    | ✗  |     |
| 2.  | Pembelajaran bahasa Inggris dengan menggunakan media flashcard sangat membosankan.   |   |    | ✓  |     |
| 3.  | Saya lebih tanggap membaca teks bahasa Inggris dengan menggunakan media flashcard.   |   | ✓  |    |     |
| 4.  | Saya sulit membaca teks bahasa Inggris dengan penggunaan flashcard.  |   |    |    | ✓   |
| 5.  | Belajar <i>reading</i> dengan menggunakan flashcard memotivasi saya untuk mengembangkan kemampuan membaca teks bahasa Inggris. |   | ✓  |    |     |

|     |  |   |   |   |  |
|-----|--|---|---|---|--|
| 6.  | Flashcard tidak membantu saya dalam mengembangkan kemampuan membaca.           |   | ✓ |   |  |
| 7.  | Flashcard membantu saya memahami dan mengetahui kosakata dalam bahasa Inggris. | ✓ |   |   |  |
| 8.  | Flashcard tidak mengembangkan pengetahuan membaca dan kosakata saya.           |   |   | ✓ |  |
| 9.  | Penggunaan media flashcard dalam pembelajaran <i>reading</i> lebih efektif.    | ✓ |   |   |  |
| 10. | Pembelajaran tanpa media flashcard lebih efektif.                              |   |   | ✓ |  |



## Hasil Pembelajaran Membaca Bahasa Inggris dengan Menggunakan Media Flashcard

Kuesioner ini bertujuan untuk mengetahui persepsi siswa terhadap media flashcard dalam pembelajaran Bahasa Inggris.

### A. Identitas Responden:

Nama: *IPUL*

Kelas: *VII*

Jenis Kelamin: *Laki Laki*

### B. Penjelasan dan Petunjuk Pengisian Kuesioner:

1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan kuesioner ini.
2. Pada setiap pertanyaan disediakan lima poin pilihan yaitu: Setuju (S), Sangat Setuju (SS), Tidak Setuju (TS), Sangat Tidak Setuju (STS).
3. Berilah tanda Checklist (✓) pada pilihan sesuai keadaan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan apa yang anda alami setelah menggunakan media flashcard dalam pembelajaran *reading* (membaca).

| NO. | Pernyataan   | S | SS | TS | STS |
|-----|--|---|----|----|-----|
| 1.  | Saya suka belajar bahasa Inggris dengan menggunakan media flashcard  | ✓ |    |    |     |
| 2.  | Pembelajaran bahasa Inggris dengan menggunakan media flashcard sangat membosankan.   |   |    | ✓  |     |
| 3.  | Saya lebih tanggap membaca teks bahasa Inggris dengan menggunakan media flashcard.   |   | ✓  |    |     |
| 4.  | Saya sulit membaca teks bahasa Inggris dengan penggunaan flashcard.  |   |    |    | ✓   |
| 5.  | Belajar <i>reading</i> dengan menggunakan flashcard memotivasi saya untuk mengembangkan kemampuan membaca teks bahasa Inggris. |   | ✓  |    |     |



|     |  |   |   |   |   |
|-----|--|---|---|---|---|
| 6.  | Flashcard tidak membantu saya dalam mengembangkan kemampuan membaca.           |   |   |   | ✓ |
| 7.  | Flashcard membantu saya memahami dan mengetahui kosakata dalam bahasa Inggris. |   | ✓ |   |   |
| 8.  | Flashcard tidak mengembangkan pengetahuan membaca dan kosakata saya.           |   |   | ✓ |   |
| 9.  | Penggunaan media flashcard dalam pembelajaran <i>reading</i> lebih efektif.    | ✓ |   |   |   |
| 10. | Pembelajaran tanpa media flashcard lebih efektif.                              |   |   |   | ✓ |



## Hasil Pembelajaran Membaca Bahasa Inggris dengan Menggunakan Media Flashcard

Kuesioner ini bertujuan untuk mengetahui persepsi siswa terhadap media flashcard dalam pembelajaran Bahasa Inggris.

### A. Identitas Responden:

Nama: *Nesqul Handia*

Kelas: *VIT (Tujuh)*

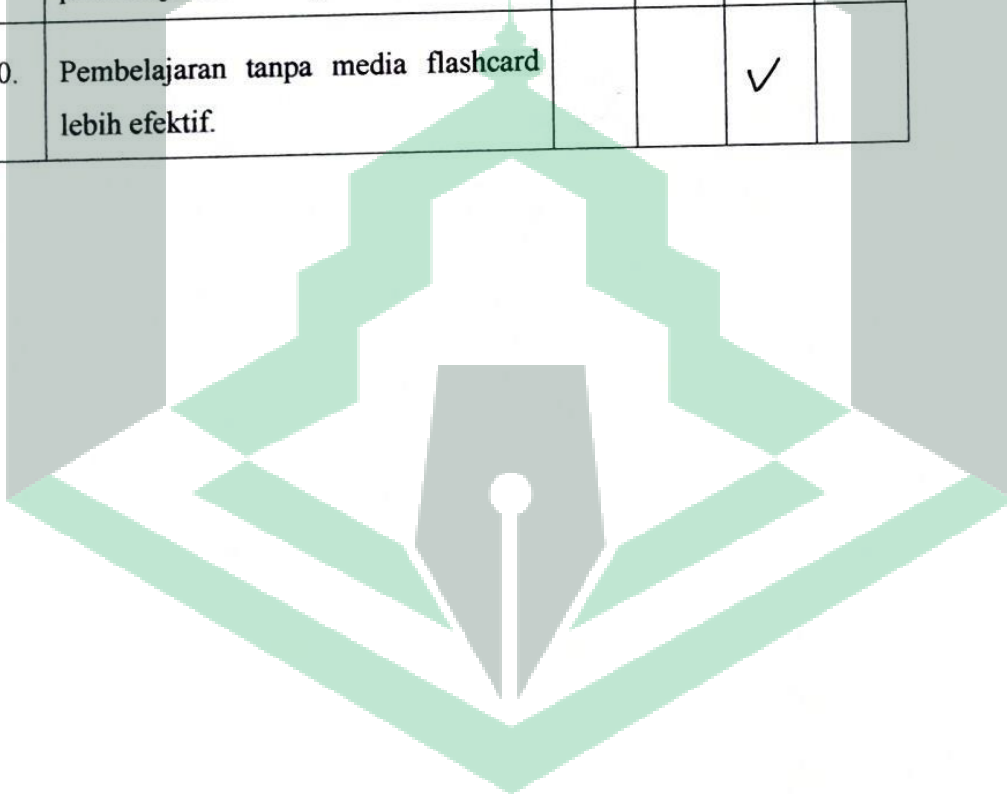
Jenis Kelamin: *Perempuan*

### B. Penjelasan dan Petunjuk Pengisian Kuesioner:

1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan kuesioner ini.
2. Pada setiap pertanyaan disediakan lima poin pilihan yaitu: Setuju (S), Sangat Setuju (SS), Tidak Setuju (TS), Sangat Tidak Setuju (STS).
3. Berilah tanda Checklist (✓) pada pilihan sesuai keadaan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan apa yang anda alami setelah menggunakan media flashcard dalam pembelajaran *reading* (membaca).

| NO. | Pernyataan   | S | SS | TS | STS |
|-----|--|---|----|----|-----|
| 1.  | Saya suka belajar bahasa Inggris dengan menggunakan media flashcard  | ✓ |    |    |     |
| 2.  | Pembelajaran bahasa Inggris dengan menggunakan media flashcard sangat membosankan.   |   |    | ✓  |     |
| 3.  | Saya lebih tanggap membaca teks bahasa Inggris dengan menggunakan media flashcard.   |   | ✓  |    |     |
| 4.  | Saya sulit membaca teks bahasa Inggris dengan penggunaan flashcard.  |   |    | ✓  |     |
| 5.  | Belajar <i>reading</i> dengan menggunakan flashcard memotivasi saya untuk mengembangkan kemampuan membaca teks bahasa Inggris. | ✓ |    |    |     |

|     |  |   |  |   |  |
|-----|--|---|--|---|--|
| 6.  | Flashcard tidak membantu saya dalam mengembangkan kemampuan membaca.           |   |  | ✓ |  |
| 7.  | Flashcard membantu saya memahami dan mengetahui kosakata dalam bahasa Inggris. | ✓ |  |   |  |
| 8.  | Flashcard tidak mengembangkan pengetahuan membaca dan kosakata saya.           |   |  | ✓ |  |
| 9.  | Penggunaan media flashcard dalam pembelajaran <i>reading</i> lebih efektif.    | ✓ |  |   |  |
| 10. | Pembelajaran tanpa media flashcard lebih efektif.                              |   |  | ✓ |  |



## Hasil Pembelajaran Membaca Bahasa Inggris dengan Menggunakan Media Flashcard

Kuesioner ini bertujuan untuk mengetahui persepsi siswa terhadap media flashcard dalam pembelajaran Bahasa Inggris.

### A. Identitas Responden:

Nama: *Suliyah* Rianti

Kelas: VII (tujuh)

Jenis Kelamin: perempuan

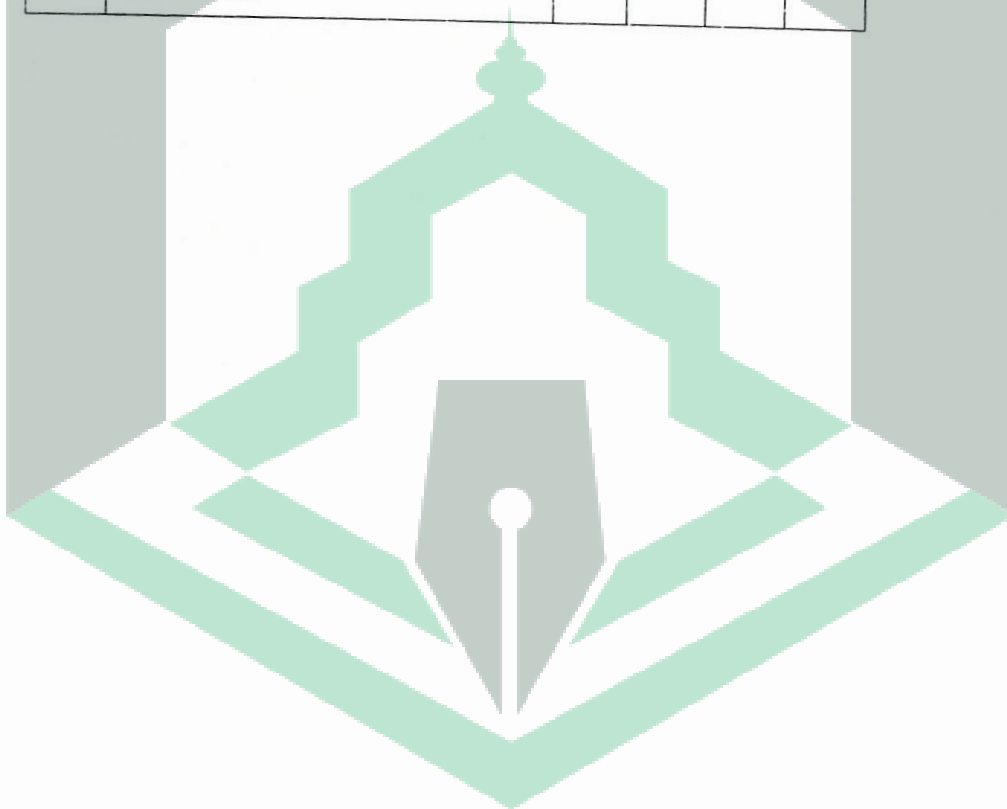
### B. Penjelasan dan Petunjuk Pengisian Kuesioner:

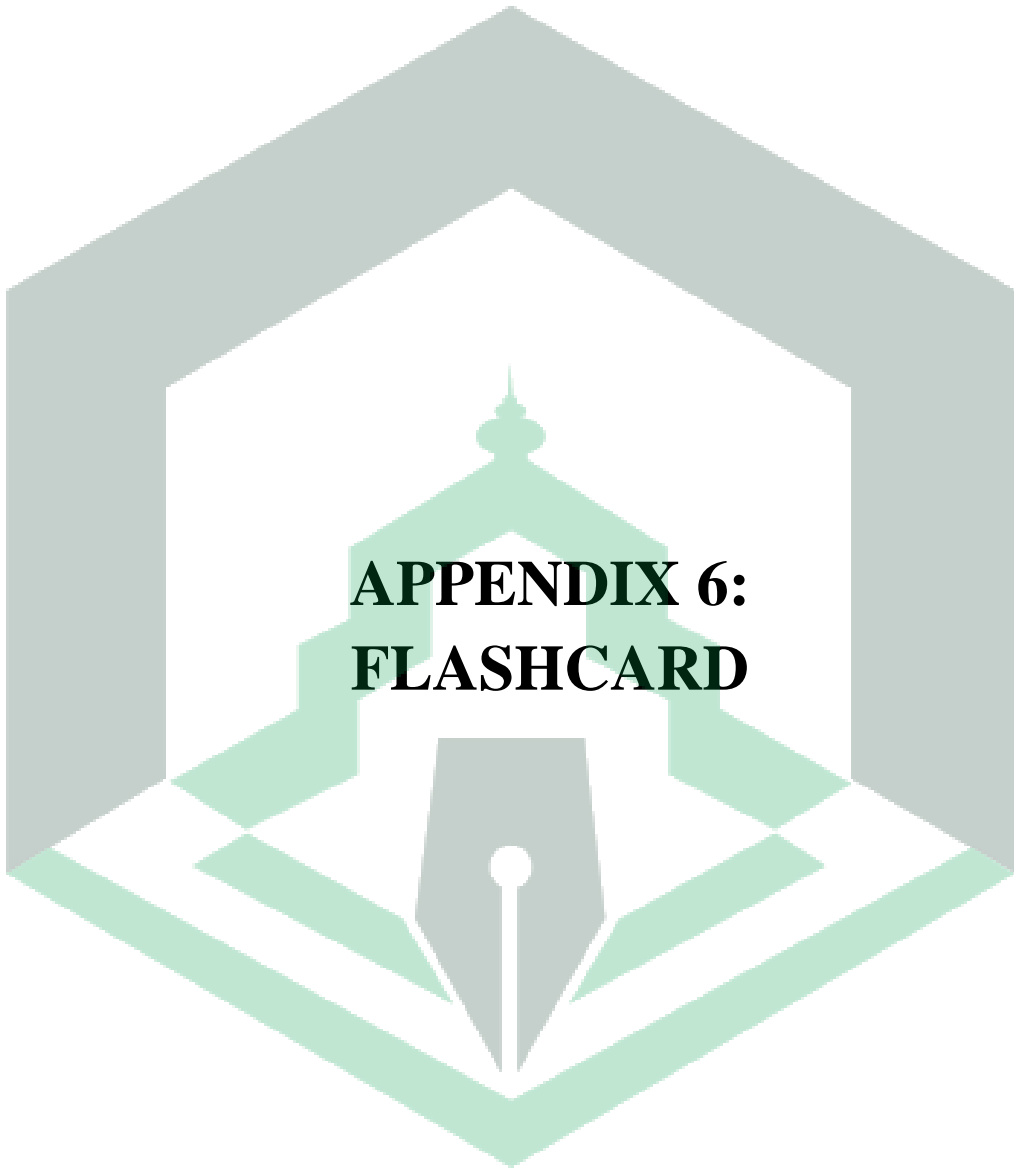
1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan kuesioner ini.
2. Pada setiap pertanyaan disediakan lima poin pilihan yaitu: Setuju (S), Sangat Setuju (SS), Tidak Setuju (TS), Sangat Tidak Setuju (STS).
3. Berilah tanda Checklist (✓) pada pilihan sesuai keadaan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan apa yang anda alami setelah menggunakan media flashcard dalam pembelajaran *reading* (membaca).

| NO. | Pernyataan   | S | SS | TS | STS |
|-----|--|---|----|----|-----|
| 1.  | Saya suka belajar bahasa Inggris dengan menggunakan media flashcard  | ✓ |    |    |     |
| 2.  | Pembelajaran bahasa Inggris dengan menggunakan media flashcard sangat membosankan.   |   |    | ✓  |     |
| 3.  | Saya lebih tanggap membaca teks bahasa Inggris dengan menggunakan media flashcard.   | ✓ |    |    |     |
| 4.  | Saya sulit membaca teks bahasa Inggris dengan penggunaan flashcard.  |   |    | ✓  |     |
| 5.  | Belajar <i>reading</i> dengan menggunakan flashcard memotivasi saya untuk mengembangkan kemampuan membaca teks bahasa Inggris. | ✓ |    |    |     |



|     |  |   |  |   |  |
|-----|--|---|--|---|--|
| 6.  | Flashcard tidak membantu saya dalam mengembangkan kemampuan membaca.           |   |  | ✓ |  |
| 7.  | Flashcard membantu saya memahami dan mengetahui kosakata dalam bahasa Inggris. | ✓ |  |   |  |
| 8.  | Flashcard tidak mengembangkan pengetahuan membaca dan kosakata saya.           |   |  | ✓ |  |
| 9.  | Penggunaan media flashcard dalam pembelajaran <i>reading</i> lebih efektif.    | ✓ |  |   |  |
| 10. | Pembelajaran tanpa media flashcard lebih efektif.                              |   |  | ✓ |  |





**APPENDIX 6:  
FLASHCARD**

## Flashcard for Treatment-1

### Bacharuddin Jusuf Habibie



Bacharuddin Jusuf Habibie is the third president in Indonesia. He likes to read book and study exact lessons since he was young. He is known as Mr. Crack after finding the crack propagation theory of plane in German. He is clever, hard worker and confident. He has big round eyes and straight hair. Also, he has bright brown skin and his tall is 160 cm. However, he is inspired many people.

1. Why B.J. Habibie is known as Mr. Crack?
2. What are the activities that Habibie likes to do since he

### Vocabulary

Read : Membaca

Study : Belajar

Lesson : Pelajaran

Clever : Cerdas

Big : Besar

Straight : Lurus

Skin : Kulit

Confident : Percaya diri



## Flashcard for Treatment-2

### My Friend, Budi



Budi is my friend. He is also my classmate in Junior High School. He is a kind and polite person. Also, he is a helpful friend. When I have problem, he always helps me. He likes to photograph. He always takes some of the great view photos. Budi is short and chubby. He has black eyes and bright brown skin. Also, he has black hair and small lips. However, Budi is a nice friend that I know.

1. What does the text above tell about?
2. Which of the sentence above that classify into

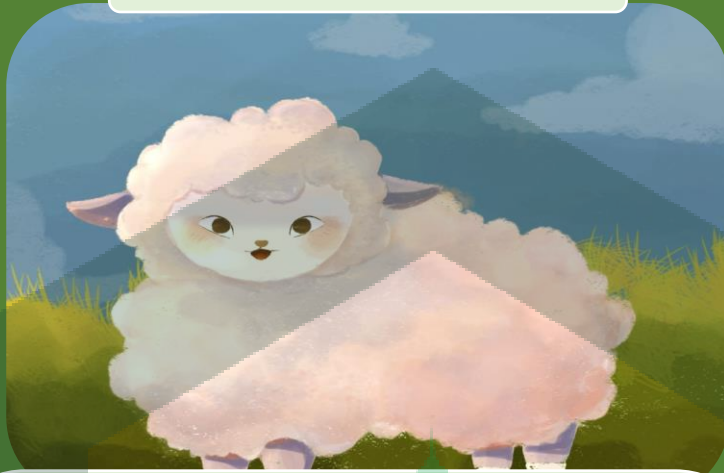
### Vocabulary

|            |   |            |
|------------|---|------------|
| Black      | : | Hitam      |
| Great      | : | Luar biasa |
| Helpful    | : | Penolong   |
| Kind       | : | Baik       |
| Photograph | : | Memotret   |
| Polite     | : | Sopan      |
| Problem    | : | Masalah    |
| Short      | : | Pendek     |



## Flashcard for Treatment-3

### Sheep



Sheep is a livestock animal. It has four legs, two ears, and thick fleece. Also, it has a tail. The sheep is raised to keep the fleece. The colour of the fleece is white and it is curly. Fleece is the material to make fabric. Sheep often eats grass. Sheep generally lives in the mountain or lowland. Sheep keep the fat in the belly. However, sheep can be found in all countries.

1. What is the purpose of the text?
2. How many tail that sheep has?

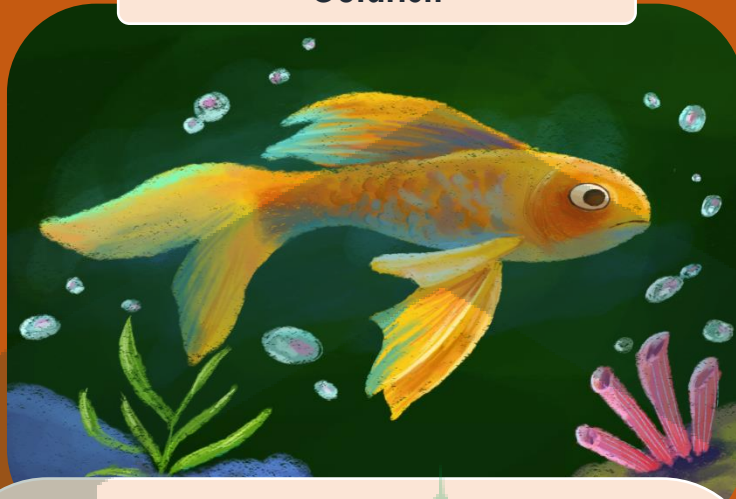
### Vocabulary

|          |   |          |
|----------|---|----------|
| Belly    | : | Perut    |
| Curly    | : | Keriting |
| Eat      | : | Makan    |
| Fat      | : | Lemak    |
| Fleece   | : | Bulu     |
| Grass    | : | Rumput   |
| Leg      | : | Kaki     |
| Mountain | : | Gunung   |



Flashcard for Treatment-4

**Goldfish**



The Goldfish is a species of domestic fish. Goldfish has two sets of paired fins, the pectoral fins and pelvic fins. Also, it has pharyngeal teeth in their throats which they use to crush food. Goldfish are omnivores. They eat plants, insects such as mosquito larvae and zooplankton. Goldfish can be found in slow-moving, freshwater bodies of water.

1. What is the function of goldfish's pharyngeal teeth?
2. "They eat plants,...". What is the word "they" refers to?

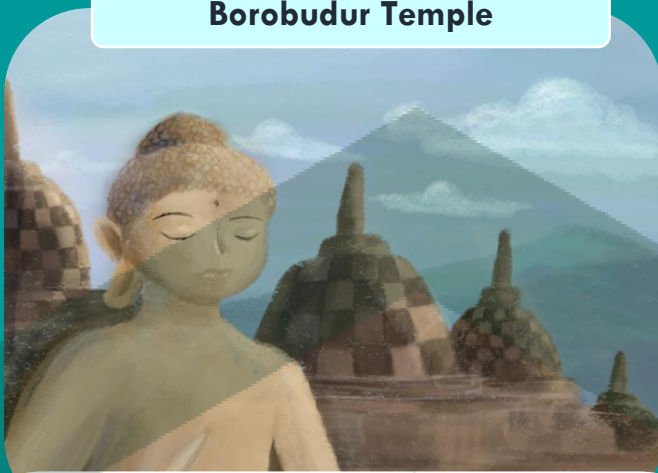
**Vocabulary**

|           |   |                |
|-----------|---|----------------|
| Crush     | : | Menghancurkan  |
| Domestic  | : | Peliharaan     |
| Fin       | : | Sirip          |
| Insects   | : | Serangga       |
| Omnivores | : | Pemakan segala |
| Pectoral  | : | Bagian dada    |
| Pelvic    | : | Bagian panggul |
| Throat    | : | Tenggorokan    |



## Flashcard for Treatment-5

### Borobudur Temple



Borobudur temple is one of the historical buildings in Indonesia. It is located in Magelang, Central Java. This temple has six square floors and three circular floors which arrange accordingly. There is a small stairwell in the middle of the floor. Also, there are a lot of Buddha statues spread around it. Besides, there are stupa that has many holes. Even so, Borobudur temple is the unique building in Indonesia.

1. Where is the Borobudur temple location?
2. What is the thing that placed around the Buddha's temple?

### Vocabulary

|            |   |            |
|------------|---|------------|
| Arrange    | : | Tersusun   |
| Building   | : | Bangunan   |
| Floor      | : | Lantai     |
| Historical | : | Bersejarah |
| Hole       | : | Lubang     |
| Stairwell  | : | Tangga     |
| Temple     | : | Candi      |
| Unique     | : | Unik       |





## Flashcard for Treatment-6

### The Mini Library



The mini library is one of the best spots to find information. It is a good place to read some books. Besides, it is interesting because it provides textbooks, guidebooks, and journals. There is a beautiful view behind the mini library. It is helpful for the readers to read peaceably. The books at the mini library are able to borrow. The students often borrow it to find the academic knowledge. Moreover, the mini library is suitable spot to get several references.

1. What makes the mini library interesting?
2. Why the students borrow the books?

### Vocabulary

|           |   |               |
|-----------|---|---------------|
| Academic  | : | Akademik      |
| Borrow    | : | Meminjam      |
| Guidebook | : | Buku petunjuk |
| Knowledge | : | Pengetahuan   |
| Library   | : | Perpustakaan  |
| Mini      | : | Kecil         |
| Provide   | : | Menyediakan   |
| Textbook  | : | Buku panduan  |





**APPENDIX 7:  
PRE-TEST AND POST-TEST SCORE**

A. Pre-test Score

Reading Aloud Score

| No                | Student | The Reading Aspects |           |               |            | Mean Score |
|-------------------|---------|---------------------|-----------|---------------|------------|------------|
|                   |         | Fluency             | Accuracy  | Pronunciation | Intonation |            |
| 1                 | S1      | 50                  | 50        | 50            | 50         | 50         |
| 2                 | S2      | 50                  | 50        | 50            | 50         | 50         |
| 3                 | S3      | 50                  | 50        | 50            | 50         | 50         |
| 4                 | S4      | 70                  | 70        | 70            | 60         | 68         |
| 5                 | S5      | 60                  | 50        | 50            | 60         | 55         |
| 6                 | S6      | 60                  | 70        | 60            | 60         | 63         |
| 7                 | S7      | 60                  | 50        | 50            | 60         | 55         |
| 8                 | S8      | 60                  | 60        | 50            | 50         | 55         |
| 9                 | S9      | 50                  | 50        | 50            | 50         | 50         |
| 10                | S10     | 60                  | 60        | 60            | 50         | 58         |
| 11                | S11     | 60                  | 50        | 50            | 50         | 53         |
| 12                | S12     | 50                  | 50        | 50            | 50         | 50         |
| 13                | S13     | 50                  | 50        | 50            | 50         | 50         |
| 14                | S14     | 50                  | 60        | 50            | 50         | 53         |
| 15                | S15     | 50                  | 50        | 50            | 60         | 53         |
| 16                | S16     | 50                  | 50        | 50            | 50         | 50         |
| 17                | S17     | 50                  | 60        | 50            | 50         | 53         |
| 18                | S18     | 70                  | 60        | 70            | 70         | 68         |
| 19                | S19     | 50                  | 50        | 50            | 50         | 50         |
| 20                | S20     | 50                  | 50        | 50            | 50         | 50         |
| <b>Mean Score</b> |         | <b>55</b>           | <b>55</b> | <b>53</b>     | <b>54</b>  | <b>54</b>  |

Reading Comprehension Score

| No | Student | Correct Answer | Total Score |
|----|---------|----------------|-------------|
| 1  | S1      | 6              | 60          |
| 2  | S2      | 6              | 60          |
| 3  | S3      | 1              | 10          |
| 4  | S4      | 8              | 80          |
| 5  | S5      | 6              | 60          |
| 6  | S6      | 8              | 80          |
| 7  | S7      | 7              | 70          |
| 8  | S8      | 7              | 70          |
| 9  | S9      | 3              | 30          |
| 10 | S10     | 7              | 70          |
| 11 | S11     | 6              | 60          |

|             |     |          |           |
|-------------|-----|----------|-----------|
| 12          | S12 | 5        | <b>50</b> |
| 13          | S13 | 5        | <b>50</b> |
| 14          | S14 | 6        | <b>60</b> |
| 15          | S15 | 6        | <b>60</b> |
| 16          | S16 | 9        | <b>90</b> |
| 17          | S17 | 6        | <b>60</b> |
| 18          | S18 | 8        | <b>80</b> |
| 19          | S19 | 4        | <b>40</b> |
| 20          | S20 | 8        | <b>80</b> |
| <b>Mean</b> |     | <b>6</b> | <b>61</b> |

Reading Score for Pre-test

| <b>Reading Aloud</b> | <b>Reading Comprehension</b> | <b>Total Score</b> |
|----------------------|------------------------------|--------------------|
| 50                   | 60                           | <b>55</b>          |
| 50                   | 60                           | <b>55</b>          |
| 50                   | 10                           | <b>30</b>          |
| 68                   | 80                           | <b>74</b>          |
| 55                   | 60                           | <b>58</b>          |
| 63                   | 80                           | <b>72</b>          |
| 55                   | 70                           | <b>63</b>          |
| 55                   | 70                           | <b>63</b>          |
| 50                   | 30                           | <b>40</b>          |
| 58                   | 70                           | <b>64</b>          |
| 53                   | 60                           | <b>57</b>          |
| 50                   | 50                           | <b>50</b>          |
| 50                   | 50                           | <b>50</b>          |
| 53                   | 60                           | <b>57</b>          |
| 53                   | 60                           | <b>57</b>          |
| 50                   | 90                           | <b>70</b>          |
| 53                   | 60                           | <b>57</b>          |
| 68                   | 80                           | <b>74</b>          |
| 50                   | 40                           | <b>45</b>          |
| 50                   | 80                           | <b>65</b>          |
| <b>54</b>            | <b>61</b>                    | <b>58</b>          |

B. Post-test Score

Reading Aloud Score

| No                | Student | The Reading Aspects |           |               |            | Mean Score |
|-------------------|---------|---------------------|-----------|---------------|------------|------------|
|                   |         | Fluency             | Accuracy  | Pronunciation | Intonation |            |
| 1                 | S1      | 70                  | 70        | 80            | 80         | 75         |
| 2                 | S2      | 70                  | 70        | 70            | 80         | 73         |
| 3                 | S3      | 60                  | 60        | 50            | 50         | 55         |
| 4                 | S4      | 80                  | 80        | 70            | 80         | 78         |
| 5                 | S5      | 70                  | 70        | 80            | 70         | 73         |
| 6                 | S6      | 80                  | 70        | 80            | 80         | 78         |
| 7                 | S7      | 70                  | 70        | 70            | 80         | 73         |
| 8                 | S8      | 70                  | 70        | 80            | 80         | 75         |
| 9                 | S9      | 70                  | 80        | 70            | 70         | 73         |
| 10                | S10     | 80                  | 70        | 80            | 80         | 78         |
| 11                | S11     | 70                  | 80        | 70            | 70         | 73         |
| 12                | S12     | 70                  | 70        | 60            | 70         | 68         |
| 13                | S13     | 70                  | 70        | 70            | 80         | 73         |
| 14                | S14     | 80                  | 70        | 80            | 70         | 75         |
| 15                | S15     | 70                  | 70        | 70            | 70         | 70         |
| 16                | S16     | 70                  | 70        | 70            | 70         | 70         |
| 17                | S17     | 70                  | 70        | 70            | 70         | 70         |
| 18                | S18     | 80                  | 80        | 70            | 80         | 78         |
| 19                | S19     | 60                  | 70        | 70            | 70         | 68         |
| 20                | S20     | 70                  | 70        | 70            | 70         | 70         |
| <b>Mean Score</b> |         | <b>72</b>           | <b>72</b> | <b>72</b>     | <b>74</b>  | <b>72</b>  |

Reading Comprehension Score

| No | Student | Correct Answer | Total Score |
|----|---------|----------------|-------------|
| 1  | S1      | 9              | 90          |
| 2  | S2      | 7              | 70          |
| 3  | S3      | 6              | 60          |
| 4  | S4      | 10             | 100         |
| 5  | S5      | 9              | 90          |
| 6  | S6      | 9              | 90          |
| 7  | S7      | 9              | 90          |
| 8  | S8      | 10             | 100         |
| 9  | S9      | 7              | 70          |
| 10 | S10     | 8              | 80          |
| 11 | S11     | 8              | 80          |

|             |     |          |            |
|-------------|-----|----------|------------|
| 12          | S12 | 8        | <b>80</b>  |
| 13          | S13 | 7        | <b>70</b>  |
| 14          | S14 | 8        | <b>80</b>  |
| 15          | S15 | 9        | <b>90</b>  |
| 16          | S16 | 10       | <b>100</b> |
| 17          | S17 | 8        | <b>80</b>  |
| 18          | S18 | 10       | <b>100</b> |
| 19          | S19 | 6        | <b>60</b>  |
| 20          | S20 | 10       | <b>100</b> |
| <b>Mean</b> |     | <b>8</b> | <b>84</b>  |

Reading Score for Post-test

| <b>Reading Aloud</b> | <b>Reading Comprehension</b> | <b>Total Score</b> |
|----------------------|------------------------------|--------------------|
| 75                   | 90                           | <b>83</b>          |
| 73                   | 70                           | <b>72</b>          |
| 55                   | 60                           | <b>58</b>          |
| 78                   | 100                          | <b>89</b>          |
| 73                   | 90                           | <b>82</b>          |
| 78                   | 90                           | <b>84</b>          |
| 73                   | 90                           | <b>82</b>          |
| 75                   | 100                          | <b>88</b>          |
| 73                   | 70                           | <b>72</b>          |
| 78                   | 80                           | <b>79</b>          |
| 73                   | 80                           | <b>77</b>          |
| 68                   | 80                           | <b>74</b>          |
| 73                   | 70                           | <b>72</b>          |
| 75                   | 80                           | <b>78</b>          |
| 70                   | 90                           | <b>80</b>          |
| 70                   | 100                          | <b>85</b>          |
| 70                   | 80                           | <b>75</b>          |
| 78                   | 100                          | <b>89</b>          |
| 68                   | 60                           | <b>64</b>          |
| 70                   | 100                          | <b>85</b>          |
| <b>72</b>            | <b>84</b>                    | <b>78</b>          |



**APPENDIX 8:  
DOCUMENTATION**



A. Treatment

1. QR Code



2. Youtube link

<https://www.youtube.com/watch?v=JTtjHgqgb84>

B. Pre-test and Post-test

1. QR Code



2. Youtube link

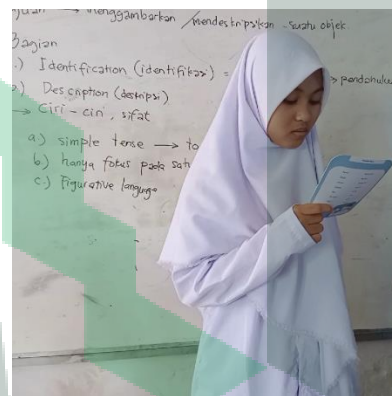
<https://www.youtube.com/watch?v=pv1ot3g8cdA>

## A. Pre-test



## B. Treatment

### 1. First meeting



### 2. Second meeting



3. Third meeting



4. Fourth meeting



5. Fifth meeting

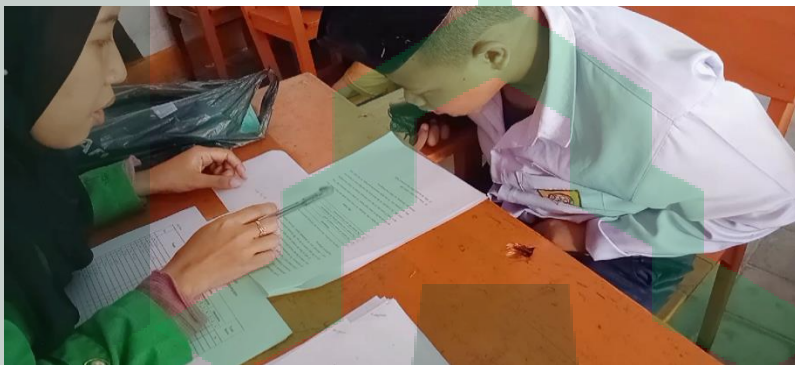




6. Sixth meeting



C. Post-test





**APPENDIX 9:  
HASIL TURNITIN**

# Using Reading Flashcard to Enhance the Reading Comprehension at the 7th Grade Students of SMPIT Al-Hafizh Palopo


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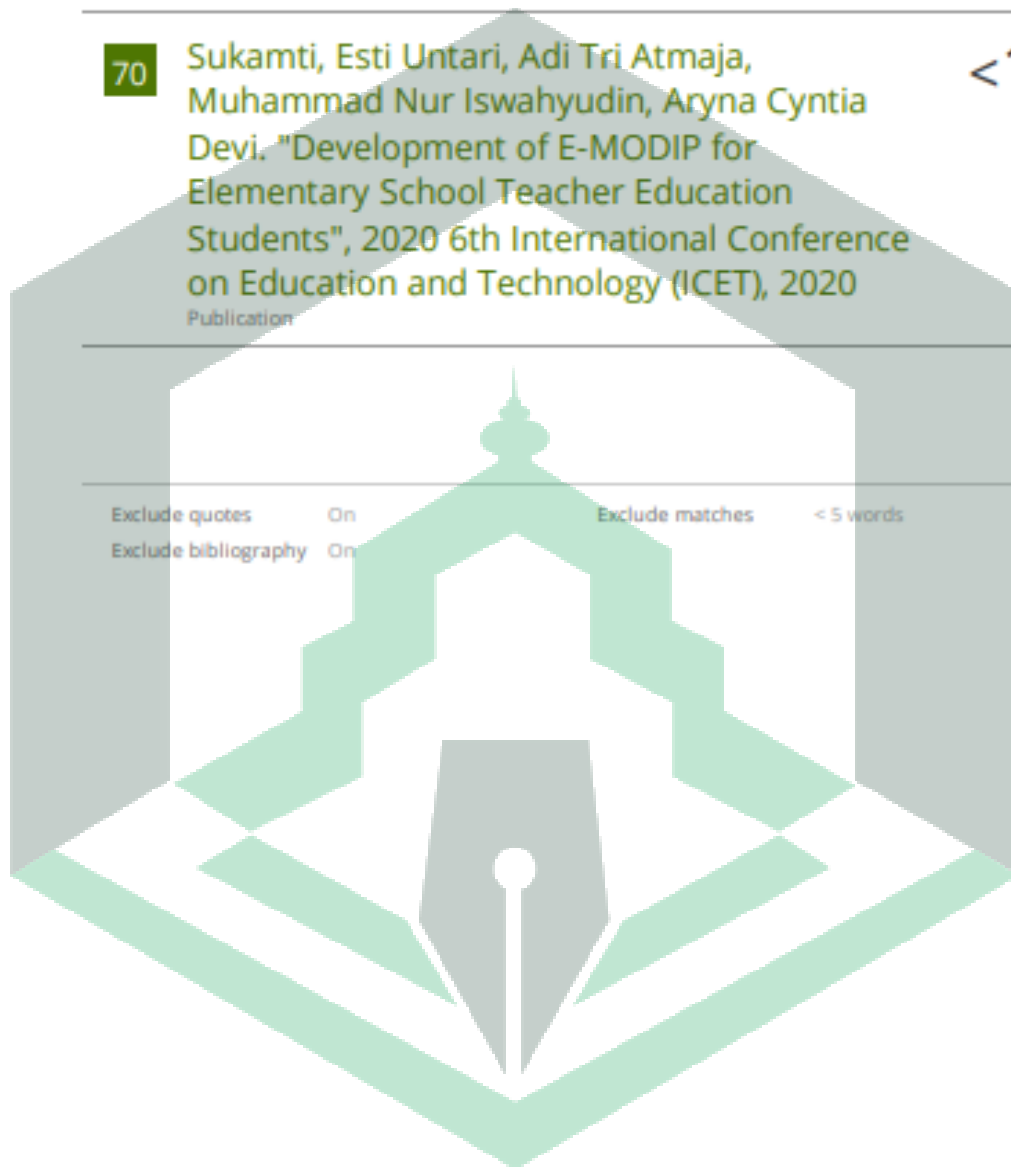
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**AMELIA** she was born on May 9<sup>th</sup> 1999 in Geser. Her father's name is Sakri Sanusi and her mother's name is Nurdahniar. She has one brother and one sister. She is the second child in her family. She finished her study in Kindergarten (TK Pembina) in 2006. Then, she continued her study in Elementary School (SDN 06 Bogar) and graduated in 2012. Afterward, she continued her study in Junior High School (MTsN Model Palopo) and graduated in 2015. After that, she continued her study in Senior High School (SMAN 3 Palopo) and graduated in 2018. Finally, she continued her study in State Islamic Institute of Palopo (IAIN Palopo) and took English Department study program. She finished her study in 2022. In the end of her study in IAIN Palopo, she composed a thesis entitled "The Use of Flashcard to Enhance the Reading Comprehension at the 7<sup>th</sup> Grade of SMPIT Al-Hafizh Palopo".