

THE EFFECT OF LEARNING HIGH FREQUENCY WORDS BY USING QUIZLET FLASH CARD ONLINE ON READING COMPREHENSION

(A Quasi-Experimental Quantitative Study the Tenth Grade Students at MAN 02
Kepahiang in academic year 2022/2023)

THESIS

This Thesis is submitted to fulfill the requirement
For ‘ Sarjana ‘ degree in English Language Education



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Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi saudara Lestari IAIN Curup yang berjudul: "**The Effect of Learning High Frequency Words By Using Quizlet Flash Card Online On Reading Comprehension**" Sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri Curup (IAIN) Curup.

Demikian permohonan ini kami ajukan, terimakasih.

Wassalamu'alaikum Warahmatulahi Wabarakatuh

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PREFACE

Firstly, praise is due to Allah SWT the most merciful and the most beneficent for blessing and mercy who given to the researcher to finish this proposal successfully. Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to brightness. This proposal entitled "**The Effect of Learning High Frequency Words By Using Quizlet Flash Card Online On Reading Comprehension**"

The purpose of writing this research proposal is to complete one of the requirements for the S-I English Tadris Study Program. The Faculty of Tarbiyah and Teacher training at The State Islamic Institute (IAIN) Curup. The researcher hopes that this proposal will be useful for readers and other interested parties , and can be used as a reference for future researchers.

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Curup, October 2023

The Researcher,



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MOTTO

“ Maka sesungguhnya bersama kesulitan ada kemudahan. Maka apabila engkau telah selesai dari suatu urusan, tetaplah bekerja keras untuk urusan yang lain. Dan haya kepada TUHAN mu lah engkau berharap”

(QS. Al-Insyirah,6-8)

“ Dan apabila hambaKu bertanya padamu tentang aku, sungguh aku dekat”

(QS. Al-Balqarah :186)

“JADIKANLAH SOLAT DAN SABAR SEBAGAI PENOLONGMU”

(QS. Al Baqarah :45)

“ Pemandangan paling indah di bawah bentangan langit berbintang adalah melihat ayah dan ibu yang bahagia”

(Lestari)

DEDICATION:

- ✓ I thankfull **Allah SWT**. Because without Allah, either I nor my goal would have been possible.
- ✓ My parents, who I consider to be my two worl angels, are greatly appreciated. **Mr. Agus Tarjan**, my hero, who has always encouraged me to be strong woman. And my Pretty woman, my Wonder lady **Hadijah** who constantly inspires me to be a strong, admirable woman. The best parents in the world are you.
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ABSTRACT

LESTARI 2023 : The Effect of Learning High Frequency Words By Using Quizlet Flash Card Online on Reading Comprehension (A Quasi Experimental Quantitative Study the tenth Grade Students of MAN 2 Kepahiang)

Advisor : Dr. Paidi Gusmuliana, M.Pd

Co-advisor : Henny Septia Utami, M.Pd

This Study aimed to Find The Effect of Learning High Frequency Words By Using Quizlet Flashcard Online . The goal of the Research are to find out the significant difference between the students who taught to learning high frequency words by using quizlet flashcard online and those who are not. This Research used Quasi-Experimental method with quantitative approach. Sample of this research were 70 students in grade tenth. 35 students in class XA were sampled as a Experimental class and 35 students in class XB were sampled as a Control class. The data collection used pre-test and post-test. Data analysis used T-test. The result of this research shows that learning high frequency words by using quizlet flashcard online affected the students' Reading Comprehension. And there is a significant diference between students who taught learning high frequency words by using quizlet flashcard and those who are not. The mean score of experiment class higher than control class. The mean score post-test in experimental class was 82,00, while control class was 73,8.

Keywords: *English Learning High Frequency Words , Teaching Improving reading comprehension.*

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CHAPTER I

INTRODUCTION

In this chapter, researcher discusses with regrads to research's background and emphasizez significance impact of using quizlet flashcard online on reading comprehension. The question of the research, research objectives, delimitation, hypothesis, and operational definitions are presented to focus the scope of the research thesis.

A. Background of The Research

Reading is important because it can help increase knowledge and skills in various fields, improve language skills and cognitive abilities, and enhance mental health and social skills. Reading can also open up opportunities for success and better careers in the future. Research also shows that reading at an early age can help improve reading and comprehension abilities in the future. Therefore, reading is a very important and beneficial activity for everyone.¹

According Herman ,et al. "Reading is important, to improving students self-development by reading students can increase thier kownledge, so that their reasoning power develops and has a broad outlook that will benefit themselves and others, Meet intelectual demands by reading books and other reading course such as newspapers and articles on the internet, knowledge increase and vocabulary increase, Fulfilling the interest of life, by reading students will gain practical knowledge that is useful in their daily lives, and Increase the students interest in a field knowing actual things, by reading students can find out events

¹ Cunningham, A. E., & Stanovich, K. E. (1997). *Early reading acquisition and its relation to reading experience and ability 10 years later. Developmental Psychology, 33*(6), 934–945.

that occur in the surrounding environment and around the world that may be related to subject matter, so students can apply them to real life.²

English reading comprehension is important because it allows individuals to understand and interpret written information in English accurately and effectively, which is essential for academic and professional success. English reading comprehension is a crucial research topic as it contributes to our understanding of how individuals process and comprehend written English language, which has implications for language education and literacy development.

Based on the curriculum, In the curriculum MAN Kepahiang English is one of the important subjects taught of at all levels of education. In it there are four skills that must be developed by teachers to their students. The four skills are Listening, Speaking, Reading and Writing skills. Of these four skills, Reading skill is one of the most influential skills in the process improve students abilities. So in the curriculum MAN Kepahiang students must required to be able to read and understand the text well. Reading comprehension must be mastered by all students in MAN Kepahiang.

According to Ngalim purwanto, Several issues regarding English reading comprehension among high school students in Indonesia include the lack of ability to understand the meaning of words and sentences in context, making it

² Herman,Sibarani,J.K.,andPardede, H. (2020). The effect of jigsaw technique in reading comprehension onrecount text. Cetta: *Jurnal Ilmu Pendidikan*. Jayapangus Press, ISSN 2615-0891 (E). Vol. 3 No. 1 (2020). PP>84-102

difficult to comprehend the overall meaning of the text. Limited vocabulary and sentence structure mastery also hinder students from understanding more complex texts. The lack of motivation and interest in reading English texts also contributes to the problem, resulting in fewer opportunities for practice and experience. Additionally, limited access to reading materials that suit the students' interests and abilities is also a concern.³

The phenomena, depending on the preliminary observation that the researcher have at MAN Kepahiang especially in MAN 02 Kepahiang, 10th grade students. The researcher found this problem is further exacerbated by their limited vocabulary and sentence structure, making it difficult for them to comprehend more complex texts. And teacher teaching system to students are boring, monotoun, and just focused smart students. Therefore, The student expresses difficulty in understanding complex texts and tends to focus too much on individual words or sentences rather than the overall meaning. This is compounded by limited vocabulary and sentence structure, which make it challenging to comprehend more complex texts. Additionally, the student admits to a lack of motivation and interest in reading English texts, resulting in less practice and exposure. These issues are common among students and should be addressed through effective teaching methods, such as incorporating high-frequency words and utilizing mobile-assisted language learning tools.

Cause one effective way to teach high-frequency words is by implementing mobile-assisted language learning (MALL) systems, such as flashcard apps

³ Ngalim Purwanto. *Psikologi Pendidikan* (Bandung: Rosdakarya,2004),p.107

namely Quizlet Flash card that can be installed on smartphones. Using these apps, students can access interactive and engaging learning materials, including flashcards that display high-frequency words along with their definitions and example sentences. By using these apps, students can learn at their own pace and review high-frequency words whenever and wherever they choose, which can be particularly helpful for students with busy schedules or limited access to classroom resources.

According to Huda, Quizlet flash cards can help improve students' ability to master High frequency words. In its use, Quizlet can help students strengthen their understanding of High frequency words vocabulary and reading comprehension with various interactive exercises, such as quizzes, games, and flash cards.⁴

Several studies have shown that the use of Quizlet flash cards in learning High frequency words can help improve students' ability to master vocabulary. For example, research conducted by Chen shows that using Quizlet flash cards can improve students' ability to remember and use high frequency words in English. In use, Quizlet flash cards can also help students expand their vocabulary in an effective and efficient way. One study published in the Journal of Educational Psychology found that using Quizlet flashcards to learn high-frequency words was more effective than traditional vocabulary instruction methods. Another study published in the Journal of Computer Assisted Learning in 2019 also found that Quizlet flashcards were an effective tool for learning high-

⁴ Huda, M. (2019). *Improving Students' Vocabulary Mastery through Quizlet Application*. Journal of English Language Teaching and Linguistics, 4(1), 87-94

frequency words. The study involved 43 third-grade students who were assigned to either a Quizlet group or a control group. The Quizlet group used Quizlet flashcards to study high-frequency words, while the control group received traditional vocabulary instruction. A study published in the *Journal of College Reading and Learning* examined the use of Quizlet flashcards to learn academic vocabulary among college students. Another study published in the *Journal of Research in Reading* examined the effects of Quizlet on English as a second language (ESL) learners' vocabulary acquisition. The study involved 60 ESL learners who were divided into two groups: a Quizlet group and a control group. A study published in the *Journal of Language Teaching and Research* in 2018 examined the use of Quizlet for vocabulary acquisition among EFL (English as a foreign language) learners. The study involved 60 EFL learners who were divided into a Quizlet group and a control group.

Based on the previous study, the differences between previous research compared using Quizlet flashcards with traditional vocabulary learning methods, while this study focused on the effect of using Quizlet flashcards on reading comprehension. Therefore, this research focuses more on reading ability, while previous research has focused more on the ability to remember and understand new vocabulary. Previous research has shown that using Quizlet flashcards can improve vocabulary recall and comprehension skills, which can have an impact on the ability to understand text as a whole. However, this research aims to specifically evaluate the effect of using Quizlet flashcards on reading

comprehension, which can involve aspects such as context comprehension and word recognition.

Based on the explanations above. This research will conducted on 10th grade high school students at MAN 02 Kepahiang to to learn high frequency words by using Quizlet flash card as a part of their requirements to be able to overcome quite complex reading comprehension subject. The researcher believes that learning high frequency words by using Quizlet flash card should be applied to students in grade 10. Therefore, the researcher decided to conduct this research on grade 10 students of MAN 02 Kepahiang. This research is officially entitled **The effect of learning high frequency words by using Quizlet flash card online on reading comprehension** . It is hoped that this research can provide ideal data that can bring the effect learning high frequency words by using Quizlet on reading comprehension.

B. Research Questions

1. How is English reading comprehension of students at MAN 2 Kepahiang they learn high frequency words by using conventional technique in control class ?
2. How is English reading comprehension of students at MAN 2 Kepahiang before and after implemented they learn high frequency English words by using Quizlet flash card online in experimental calss ?

3. Is learning high frequency English words by using Quizlet flash card online effective in improving English reading comprehension between control class and experimental class at MAN 2 Kepahiang ?

C. Objective of the Research

The purpose of this study is to measure :

1. To find out the students English reading comprehension before and after they learn high frequency words by using conventional technique in control class
2. To find out the students English reading comprehension before and after implemented they learn high frequency words by using quizlwt flashcard online in control class
3. To find out wheter there is a significant effect between control class and experiment class after implemented learn high frequency words by using quizlet flashcard online in reading comprehension

D. Significane of the Research

Researcher expects that this research is usefull for :

- a. Theoretically :

The finding of this study can be used as a source of information or refrences for future research on the smae topic. The research on the effect of learning high frequency words by using Quizlet flashcards on reading comprehension can be useful theoretically by contributing to the

understanding of cognitive processing, learning strategies, instructional design, and technology integration.

b. Practically :

1. Teachers

This study can be useful practically for teachers by providing them with strategies and tools to support vocabulary instruction, personalized learning, assessment, and technology integration.

2. Students

This study can be useful practically for students by providing them with a tool to enhance their vocabulary knowledge, practice independently, develop effective learning strategies, integrate technology into their learning, and prepare for tests.

3. Book Publisher

Book publishers can use the research findings to develop educational materials, such as textbooks, workbooks, and study guides, that incorporate Quizlet flashcards as a supplementary tool for vocabulary learning and reading comprehension. These materials can provide teachers and students with evidence-based strategies and resources to improve learning outcomes.

4. School

For the school, Schools can use the research findings to inform the development of curriculum materials, such as lesson plans and instructional resources, that incorporate Quizlet flashcards as a supplementary tool for vocabulary learning and reading comprehension. This can help schools align their curriculum with evidence-based practice.

5. Other Researcher

Other researchers can use the findings from the research on Quizlet flashcards to conduct further studies on the effectiveness of Quizlet in vocabulary acquisition and reading comprehension, investigate other digital learning tools, and explore related research questions such as learning styles, motivation, and teacher feedback.

E. Operational Definition

1. High Frequency words

According to Nation, high frequency words are those words that appear most frequently in everyday language use. In English, these include function words like articles, prepositions, and pronouns, as well as common content words like nouns, verbs, and adjectives. Nation has emphasized that learning high frequency words is critical for language learners because they make up a significant proportion of any text or

conversation.⁵ In this research, the students of ten grade at MAN 02 Kepahian, are principally have reading activity must learn about high frequency.

2. Quizlet flash card online

Quizlet is an online platform that provides various study tools, including flashcards, for learning different subjects. Flashcards on Quizlet are digital cards that can contain text, images, or even audio. They can be created by teachers, students, or anyone who wants to study a particular topic. Flashcards on Quizlet can be used to help students learn high frequency words or any other vocabulary words and reading comprehension.⁶ In this research, students of ten grade at MAN 02 Kepahiang are principally have reading activity by using devices as the media in teaching and learning process.

3. Reading Comprehension

Reading comprehension is the ability to understand and interpret written text. It involves a complex set of cognitive processes such as decoding, vocabulary knowledge, background knowledge, inferencing, and comprehension monitoring.⁷ In this research, reading comprehension is the ability of ten grade at MAN 02 Kepahiang in determining media,

⁵ Nation, P. (2001). *Learning vocabulary in another language*. Cambridge University Press

⁶ Quizlet. (n.d.). About. Retrieved from <https://quizlet.com/about>

⁷ Duke, N. K., & Pearson, P. D. (2002). *Effective practices for developing reading comprehension*. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction* (pp. 205-242). International Reading Association.

locating reference, making inferences, detail information, understanding vocabulary.

F. Delimitation of the Research

In this research, researcher used two classes serve as the Experiment class and Control class. In experimental class, researcher use quizlet flashcard online as the media of teaching reading comprehension, and the control class, researcher use conventional technique with learning high frequency words by using paper and book.

G. Hypothesis

Hypothesis is an assumption about predicted relationship between phenomena. Furthermore, a hypothesis is a temporary answer to the research problem. The hypothesis is stated as follows:

Ho : There is no significant impact of learning high frequency words by using flashcard online on reading comprehension.

H1 : There is significant impact of learning high frequency words by using flashcard online on reading comprehension.

CHAPTER II

LITERATURE REVIEW

A. Reading Comprehension

1. Definition of Reading Comprehension

According to Danny Brassel, Reading comprehension refers to the meaning from written text. The definition also suggests that reading comprehension requires an action on the part of the reader. That action involves that use of the existing knowledge that the reader has on topic of the text as well as the text itself in order to create meaning.⁸

According to Haleh “ The definition of reading given below are based on the opinions of some linguists. Reading is a process of looking at and understanding what has been written, the reader dosent necessarily need to look at all in a given piece of writing”. The reader is not merely a passive entity, fed with letters, words and sentence, but is actively working on the text, and is able to arrive at comprehension without looking at every letter and phrase. Reading as interprating entails reponding to a written text as a piece of comunication, in other words, we presume the wrter’s communicative intent, which the reader is attempting to underastand.⁹

⁸ Danny Brassell&Timothy Rasinski . 2018, *Comprehension that works, Taking Students Beyond Ordinary Understanding to Deep Comprehension*.New York: Longman.

⁹ Haleh Mojarrabi Tabrizi, et al“ *The Effect of soft vs. Hard Scaffolding on Reading Comprehension Skill of EFL Learners in Different Experimental Conditions*’, *Cogent Education*, 6.1 2019

According to Kavani to Amjadiparvar and Jenny S.L “ Reading comprehension is thinking process through which a rearder becomes concious of consept, understands it in terms of their own experiental context, and interprets it in terms of their own needs and intentions”¹⁰. Reading comprehension is not a talent or ability that can be mastered once and for all at any level education. Its long term process that strats in early childhood and lasts as long as anyone reads for facts¹¹.

Reading comprehension is a cognitive process in which a student selects facts, information, or ideas from printed materials, determines the meaning the author intended to convey, determines how they relate to previous knowlege hep has acquired, and judges their appropriateness and wirth for meeting his own needs and objective.¹²

So, Researcer conclude that reading comprehension is a transaction between the text and the rearder. When students read, they search for and construct meanng based on what they bring to the text and text brings to them. It is important to develop fluency and proficiency of the readers who are knowledge about the reading process. Proficient readers bring their beckground to the reading have plan for comprehending a range of text, interact with the texts and shape their reposes based on their reading.

¹⁰ Kavani and Amjadiparvar, *Reading Comprehension* (2018).43-45

¹¹ Jenny S.L. Chumg, ‘*Signals and Reading Comprehension- Theory and Practice*’, *System*, 28.2 (2000), 247-43

¹² Devora Hellestein-Yehezkel, ‘*The Path to Reading Comprehension through Intercultural Competence in the Multicultural EFL Classroom*’. *Language and Intercultural Communication*, 17.3 (2017), 323-43

2. How to Measure Reading Comprehension

According to Kavani Measuring reading comprehension can be done through various methods, depending on the context and purpose of the assessment. Here are a few common approaches:

- a. **Multiple-Choice Questions:** This is a widely used method where readers are presented with a passage or a set of passages, followed by a series of questions with multiple-choice answers. The questions typically assess different aspects of reading comprehension, such as main idea, inference, vocabulary, and author's purpose.
- b. **Short Answer Questions:** In this method, readers are asked to provide brief written responses to questions related to the passage they have read. Short answer questions allow for more open-ended responses and can assess a deeper understanding of the text.
- c. **Cloze Test:** A cloze test involves removing words or phrases from a passage and requiring readers to fill in the blanks with appropriate words. This method assesses both understanding of the passage and knowledge of vocabulary and grammar.
- d. **Retell/Summary:** Readers are asked to retell or summarize the main points or specific details of a passage in their own words. This method assesses comprehension and the ability to extract and convey the essential information.

- e. **Comprehension Questions:** Readers are presented with a set of comprehension questions related to the passage. These questions may require identifying specific details, making inferences, or analyzing the text's structure and meaning.
- f. **Performance Assessments:** These assessments often involve more extended tasks that require readers to apply their comprehension skills in real-world scenarios. Examples include writing a response to a passage, engaging in a debate or discussion about the text, or analyzing and interpreting related data or information.

It's important to note that reading comprehension is a complex skill that goes beyond simply answering questions. Assessments should aim to evaluate not only the reader's ability to understand the text but also their ability to analyze, interpret, and apply the information in meaningful ways. The choice of assessment method should align with the specific goals and objectives of the evaluation¹³

3. Types of Reading Comprehension

According to Michael Pressley's constructively responsive reading model, there are four types of reading comprehension:

Word identification comprehension: This involves understanding the meaning and pronunciation of individual words in a text.

¹³ Kavani and Amjadiparvar, *Reading Comprehension* (2018).43-45

- a. Literal comprehension: As mentioned before, this involves understanding the information that is directly stated in the text.
- b. Inferential comprehension: Again, as mentioned before, this involves understanding the information that is implied or inferred from the text.
- c. Evaluative comprehension: This involves critically evaluating the information presented in the text, such as identifying biases or assumptions, evaluating the credibility of the sources, and making judgments about the accuracy and reliability of the information presented.

Pressley's model suggests that effective reading comprehension requires the ability to engage in all four types of comprehension, as well as the ability to integrate and apply these different types of comprehension as needed to fully understand a text.¹⁴

4. Level of Reading Comprehension

According to Bloom, Reading comprehension can also be categorized into different levels based on the cognitive complexity of the text and the reader's ability to understand it. These levels include:

- a. Literal comprehension: This level involves understanding the explicit information presented in the text. The reader can identify

¹⁴ Pressley, M., & Afflerbach, P. (1995). *Verbal Protocols of Reading: The Nature of Constructively Responsive Reading*. Routledge.

the main idea, key details, and other facts that are explicitly stated in the text.

- b. Inferential comprehension: This level involves understanding the implicit information presented in the text. The reader can make inferences, draw conclusions, and identify cause-and-effect relationships based on the information presented in the text.
- c. Critical comprehension: This level involves evaluating the information presented in the text. The reader can analyze, synthesize, and evaluate the information presented in the text, as well as make judgments and form opinions based on this information.
- d. Creative comprehension: This level involves using the information presented in the text to generate new ideas, insights, and interpretations. The reader can make connections between the text and their own experiences, and can use the information presented in the text to think creatively and imaginatively.

These levels of reading comprehension build on each other, with higher levels requiring a strong foundation in the lower levels. Effective reading instruction should aim to develop students' abilities at each of these levels.

5. Indicators of Reading Comprehension

According to Westpall Khairunnas there are some of the key indicators of reading comprehension :

- a. Accuracy: Accurate word recognition and decoding are essential for effective reading comprehension. Readers who struggle with accuracy may have difficulty understanding the meaning of a text, as they may misread or misunderstand individual words.
- b. Fluency: Fluent readers are able to read smoothly and at a natural pace, without stumbling or pausing excessively. Fluency is important for reading comprehension because it allows readers to focus their attention on understanding the meaning of the text, rather than on decoding individual words.
- c. Vocabulary: Vocabulary knowledge is essential for understanding the meaning of a text. Readers who have a limited vocabulary may struggle to comprehend the meaning of unfamiliar words, which can impede their overall understanding of a text.
- d. Text structure: Different types of texts have different organizational structures, such as narratives, expository texts, and persuasive texts. Understanding the structure of a text can help readers to identify the main ideas, key details, and other important information presented in the text.
- e. Metacognitive skills: Metacognitive skills are the strategies that readers use to monitor and regulate their own reading

comprehension. Readers who struggle with metacognitive skills may have difficulty using strategies such as rereading, summarizing, and asking questions to improve their understanding of a text.

These indicators can be used to assess a reader's level of comprehension and identify areas where additional support and instruction may be needed to improve reading comprehension skills.¹⁵

6. Factor of Reading Comprehension

There are various factors that can affect reading comprehension, including:

- a. Background knowledge: Readers who have prior knowledge about the topic of a text are more likely to understand and remember the information presented.
- b. Vocabulary: A strong vocabulary is essential for understanding the meaning of a text. Readers who have a limited vocabulary may struggle to comprehend the meaning of unfamiliar words, which can impede their overall understanding of a text.
- c. Fluency: Fluent readers are able to read smoothly and at a natural pace, without stumbling or pausing excessively. Fluency is

¹⁵ Westphal Khairunnas. (2002). *Reading for understanding: Toward an R&D program in reading comprehension*. Santa Monica, CA: RAND Corporation.

important for reading comprehension because it allows readers to focus their attention on understanding the meaning of the text, rather than on decoding individual words.

- d. Attention and concentration: Reading comprehension requires sustained attention and concentration. Readers who are easily distracted or have difficulty focusing may have difficulty understanding and remembering the information presented in a text.
- e. Reading strategies: Effective readers use a variety of strategies to enhance their comprehension, such as predicting, questioning, summarizing, and making connections between the text and their prior knowledge.
- f. Motivation: Motivation can play a key role in reading comprehension. Readers who are motivated to read are more likely to engage with the text and to put forth the effort required to understand and remember the information presented.
- g. Text complexity: The complexity of a text, including its vocabulary, sentence structure, and content, can affect a reader's ability to comprehend the information presented. Readers may struggle to comprehend complex texts if they

These factors can interact in complex ways to influence reading comprehension. Teachers and educators can support reading comprehension by addressing these factors through

effective instruction, providing opportunities for students to build their background knowledge and vocabulary, and teaching students effective reading strategies.lack the necessary background knowledge or vocabulary

7. The Assessments on Reading Comprehension

Assessing reading comprehension is important to determine how well a reader understands a text. There are various ways to assess reading comprehension, including formal and informal assessments.

- a. Formal assessments:
 - a. Standardized tests: These tests are often used to measure reading comprehension at a specific grade level. Examples include the Diagnostic Assessment of Reading (DAR), the Group Reading Assessment and Diagnostic Evaluation (GRADE), and the Stanford Achievement Test.
 - b. Criterion-referenced tests: These tests are used to measure a student's performance against a specific set of criteria. Examples include the Scholastic Reading Inventory (SRI) and the Developmental Reading Assessment (DRA).
 - c. Curriculum-based assessments: These assessments measure a student's progress in relation to the curriculum. Examples include the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Curriculum-Based Measurement in Reading (CBM-R).

b. Informal assessments:

1. Running records: This is a form of informal assessment where a teacher listens to a student read aloud and records the errors, self-corrections, and fluency.
2. Retellings: This is a form of informal assessment where a student retells a story or passage in their own words to demonstrate their comprehension.
3. Cloze tests: This is a form of informal assessment where students fill in the missing words in a passage. The missing words are typically selected to be words that would.¹⁶

Overall, both formal and informal assessments can be used to evaluate reading comprehension. It is important to use a variety of assessments to gain a comprehensive understanding of a student's reading abilities. indicate comprehension of the passage.

B. High Frequency Words

1. Definition of High Frequency words

According to Nation, I.S.P High-frequency words, also known as sight words, are words that occur frequently in written and spoken language. These words are essential for developing reading fluency and comprehension because they appear so often in various texts.¹⁷

¹⁶ Johns, J. L. (2017). *Basic reading inventory: Pre-primer through grade twelve and early literacy assessments*. Kendall Hunt Publishing.

¹⁷ Nation, I. S. P. (2006). How Large a Vocabulary Is Needed for Reading and Listening?. *The Canadian Modern Language Review*, 63(1), 59-82.

High frequency words refer to the words that are most commonly used in a language. These are the words that appear most frequently in everyday spoken and written language, and they typically make up a significant portion of any text or conversation. In English, some examples of high frequency words include articles like "the" and "a", pronouns like "you" and "I", prepositions like "in" and "on", and common verbs like "be", "have", and "do". These words are essential for communication and are typically the first words learned by language learners.

According to Nation, high frequency words are those words that appear most frequently in everyday language use. In English, these include function words like articles, prepositions, and pronouns, as well as common content words like nouns, verbs, and adjectives. Nation has emphasized that learning high frequency words is critical for language learners because they make up a significant proportion of any text or conversation.¹⁸

High frequency words are not a technique, but a term that refers to the words most frequently used in a particular language. In the context of language learning, high frequency words are the most frequently used words in the language, and are often taught as part of a program to learn to read and write in language learning and teaching, however, high frequency words are often highlighted as important for learners to master, as they are

¹⁸ Nation, P. (2006). *How large a vocabulary is needed for reading and listening?* *Canadian Modern Language Review*, 63(1), 59-82.

essential for basic communication and understanding in a language . Techniques that can be used to teach high frequency words include flash cards, repetition, and regular reading practice.¹⁹

2. Strategies to Teach High Frequency Words

Here are a more in-depth explanation of Paul Nation's strategies for teaching high frequency words:

a. Focused word lists:

One of the most effective ways to teach high frequency words is to use a focused word list that targets a specific set of words. Paul Nation has developed several word lists that teachers can use, including the General Service List (GSL), the Academic Word List (AWL), and the New General Service List (NGSL). These lists can be used to identify the most important words for students to learn and to guide the selection of teaching materials and activities.

b. Repetition and review:

Consistent repetition and review are essential for learning high frequency words. Teachers can incorporate these words into regular lessons and activities, and encourage students to use them frequently in speaking and writing. This can help students become more familiar with the words and improve their ability to recall them in different contexts.

¹⁹ Coxhead, A. (2000). *A new academic word list*. *TESOL Quarterly*, 34(2), 213-238.

c. Contextualization:

High frequency words should be taught in context so that students can see how they are used in real-world situations. Teachers can provide examples of how the words are used in authentic texts or spoken language, and encourage students to use the words in their own writing and speaking. This can help students understand the meaning of the words and how they are used in different contexts.

d. Active engagement:

Students should be actively engaged in learning high frequency words through various activities, such as games, quizzes, and group work. This can help make the learning process more enjoyable and effective.²⁰

Overall, teaching high frequency words is essential for helping students improve their language proficiency, and using a combination of these strategies can help make the learning process more effective and enjoyable.

3. The Characteristics of High Frequency Words

According to Schmitt, N., & Schmitt, D There are characteristics of high frequency words :

a. Frequency:

²⁰ Nation, I. S. P. (2013). *Teaching vocabulary: Strategies and techniques*. Boston, MA: Heinle Cengage Learning

High frequency words are the most commonly used words in the English language. These words make up a significant portion of the words used in everyday communication.

b. Relevance:

High frequency words are often essential for basic communication and understanding in English. These words are relevant to a wide range of topics and contexts, and are used in both spoken and written communication.

c. Function words:

High frequency words often include function words, such as prepositions, conjunctions, and pronouns. These words are used to connect ideas and form grammatically correct sentences.

d. Pronunciation:

High frequency words tend to have common and predictable pronunciation patterns. This makes them easier to recognize and pronounce, especially for learners of English as a second language

e. Core vocabulary:

High frequency words are considered to be part of the core vocabulary of English, which includes the most important and commonly used words in the language.²¹

²¹ Schmitt, N., & Schmitt, D. (2014). *A reassessment of frequency and vocabulary size in L2 vocabulary teaching*. *Language Teaching Research*, 18(2), 174-192.

Overall, the characteristics of high frequency words reflect their importance in everyday communication and their relevance to a wide range of contexts and topics. Recognizing and mastering these words is essential for effective communication in English.

High frequency words are words that appear frequently in spoken and written English. They are considered to be the most important words for learners to master, as they make up a large percentage of everyday communication. High frequency words can include various parts of speech, including nouns, pronouns, verbs, adjectives, adverbs, and function words such as prepositions, conjunctions, and determiners.

One of the key characteristics of high frequency words is their functional importance. Many high frequency words are function words, which means they serve a grammatical function rather than carrying significant meaning on their own. For example, prepositions, conjunctions, and determiners are all function words that are high frequency words in English.

However, function words tend to make up a significant portion of high frequency words, as they are used frequently in everyday communication and are essential for forming grammatically correct sentences. For example, common function words that are also high frequency words in English include "the," "of," "to," "in," "for," "with," and "on."

Nouns and verbs can also be high frequency words, depending on their frequency of use in the language. For example, some common high frequency nouns in English include "time," "year," "people," "way," and "day," while some common high frequency verbs include "be," "have," "do," "make," and "get."

Another characteristic of high frequency words is that they often have irregular spellings or pronunciations. This can make them more challenging for learners to master, as they may not follow the usual rules of English spelling or pronunciation. However, because high frequency words are used so frequently in English, it is essential for learners to be able to recognize and use them correctly²²

4. Advantages and Disadvantages of Learning High Frequency Words

According to Wang, Q. Here are some potential advantages and disadvantages of teaching and learning high frequency words:

a. Advantages of learning high frequency words :

1. Better comprehension:

Knowing high frequency words can help learners to better understand written and spoken English, as they are likely to encounter these words frequently in everyday communication.

2. Improved fluency:

²² Nation, I. S. P. (2006). *How large a vocabulary is needed for reading and listening?* *Canadian Modern Language Review*, 63(1), 59-82. doi: 10.3138/cmlr.63.1.59

Mastery of high frequency words can help learners to speak and write more fluently and confidently, as they will not have to spend as much time thinking about or searching for common words.

3. Enhanced vocabulary:

High frequency words often have multiple meanings and can be used in a variety of contexts, so learning these words can help learners to build their overall vocabulary and become more versatile communicators.

4. Language:

Many high frequency words are also commonly used in academic writing and spoken discourse, so learning these words can help learners to transition more smoothly to advanced academic language.

b. Disadvantages of and learning high frequency words :

1. Limited contextual relevance:

Some high frequency words may not be relevant or useful in all contexts or genres of communication, so learners may need to supplement their learning with more specialized vocabulary.

2. Overemphasis on rote memorization:

If high frequency words are taught primarily through rote memorization rather than meaningful context, learners may not develop a deep understanding of how to use these words effectively in communication.

3. important words:

Focusing solely on high frequency words may mean that learners miss out on important words that are less common but still necessary for effective communication in certain contexts. Limited attention to grammar and

4. Syntax:

High frequency words are important, but they do not represent the full scope of English language learning. Learners also need to develop their understanding of grammar and syntax to use high frequency words effectively in communication.²³

Overall, while there are some potential disadvantages to a focus on high frequency words, the advantages of learning these common words likely outweigh the drawbacks for most learners.

²³ Wang, Q. (2021). *Advantages and disadvantages of using high-frequency words to enhance vocabulary acquisition*. *Journal of Language Teaching and Research*, 12(1), 13-21

5. Relationship Between Reading Comprehension and High Frequency

According to Paul Nation, There is a strong relationship between reading comprehension and high frequency words. High frequency words make up a large portion of the words used in written and spoken language, and students who know these words have a better chance of understanding and comprehending the text they are reading.

Research has shown that a reader's knowledge of high frequency words directly affects their reading comprehension abilities. When readers encounter high frequency words, they are able to recognize and understand them quickly and easily, allowing them to focus their attention on understanding the less familiar words in the text.

However, it is important to note that relying solely on high frequency words for vocabulary instruction can also have drawbacks. While knowing a large number of high frequency words is essential for reading comprehension, it is not sufficient. Students also need to have a deep understanding of the meaning and use of these words, as well as a strong grasp of the less frequent, more academic vocabulary they will encounter in their studies.

Overall, while high frequency words are important for reading comprehension, they should be taught in conjunction with other

vocabulary learning strategies to ensure a well-rounded vocabulary knowledge base.²⁴

C. Quizlet Flash Card Online

1. Definition of Quizlet Flash Card Online

Quizlet is an online platform that provides various study tools, including flashcards, for learning different subjects. Flashcards on Quizlet are digital cards that can contain text, images, or even audio. They can be created by teachers, students, or anyone who wants to study a particular topic.

Flashcards on Quizlet can be used to help students learn high frequency words or any other vocabulary words and by using Quizlet online can be a valuable tool to help improve reading comprehensions. Quizlet can help learners better understand and retain information from their reading material.²⁵ They can be customized to include different types of information, such as definitions, synonyms, antonyms, and example sentences. Quizlet also has features like games and practice tests to make studying more interactive and engaging.

Quizlet's flashcards can be accessed through their website or mobile app. They have a large collection of pre-made flashcard sets covering a wide range of subjects, including language learning, science,

²⁴ Hu, M., & Nation, P. (2000). *Unknown vocabulary density and reading comprehension. Reading in a Foreign Language*, 13(1), 403-430.

²⁵ Quizlet - <https://quizlet.com/about>
"How Quizlet can help you improve your reading comprehension" - <https://blog.quizlet.com/how-quizlet-can-help-you-improve-your-reading-comprehension/>

math, and history. Users can also create their own flashcards and share them with others.²⁶

Overall, Quizlet is a useful tool for students who want to study high frequency words or other vocabulary in an interactive and engaging way.

2. How to use Quizlet Flash Cards

According to Quizlet. (n.d.). Here are the steps you can follow to use Quizlet flashcards:

- a. Go to Quizlet.com and create an account.
- b. Click on "Create" and select "Flashcards."
- c. Enter a title and description for your flashcards, and add terms and definitions.
- d. You can add images, audio, and other multimedia to your flashcards to make them more engaging.
- e. Once you have added all of your flashcards, you can start studying them.

Quizlet has several study modes, including "Flashcards," "Learn," "Write," "Spell," and "Test." Choose the study mode that you prefer and start studying your flashcards.²⁷

3. Flashcard Quizlet has several advantages and disadvantages. Some of them are:

- a. Advantages:

²⁶ Quizlet. (2021). About Quizlet. Retrieved from <https://quizlet.com/en-gb/about>

²⁷ Quizlet. (n.d.). How to use Quizlet. Retrieved from <https://quizlet.com/help/2444103/how-to-use-quizlet>.

1. Versatility: Quizlet flashcards can be used for a wide range of subjects, including language learning, science, math, and history.
2. Interactivity: Quizlet provides various study modes, such as games, practice tests, and study sets, that make learning more engaging and interactive. Ease of use: Creating and using flashcards on Quizlet is simple and easy to do, even for those who are not tech-savvy.
3. Accessibility: Quizlet is available on various platforms, including web and mobile, making it easy to study anytime and anywhere.
4. Collaboration: Users can share their flashcards and collaborate with others to create study sets.²⁸

b. Disadvantages:

1. Limited customization: The design and format of flashcards on Quizlet are limited, so users cannot fully customize them to their preference. Dependence on technology: Using Quizlet requires access to technology, so those without a computer or mobile device may not be able to use it.
2. Quality control: Since Quizlet allows users to create and share flashcards, the quality and accuracy of the content may vary.

²⁸ Quizlet. (2021). About Quizlet. Retrieved from <https://quizlet.com/en-gb/about>

3. Limited critical thinking: While Quizlet can help with memorization and recall of facts, it may not develop critical thinking skills or deeper understanding of concepts. Incomplete coverage: Quizlet may not cover all the necessary material for a given subject, so users may need to supplement their studies with other resources.²⁹

Overall, Quizlet's flashcards can be a useful tool for studying high frequency words or other subjects, but users should be aware of its limitations and use it in conjunction with other study methods to achieve a more well-rounded understanding of the material.

4. Steps to Teach High Frequency Words by Using Quizlet Flash Card Online

According to Tarasawa, B., & Kaplan, M. There are some steps to teach high frequency words by using flash card online :

1. Choose a high-frequency word list: Select a list of high-frequency words that you want to teach your students. You can use a pre-made list or create your own list.
2. Create a Quizlet study set: Create a Quizlet study set by adding the high-frequency words to flashcards. Include an image or definition for each word if possible.

²⁹ Rogers, T. (2018, July 10). *10 Reasons why Quizlet is a bad idea for language learning*. LinguaLift. Retrieved from <https://www.lingualift.com/blog/quizlet-bad-idea-for-language-learning/>

3. Assign the study set to students: Share the Quizlet study set with your students through email, a learning management system, or by sharing the link.
4. Have students study the words: Instruct students to use the Quizlet study set to practice the high-frequency words. Encourage them to use the different Quizlet study modes such as flashcards, practice tests, or games to make the learning process more engaging.
5. Monitor student progress: Check students' progress regularly to see if they are making progress in learning the high-frequency words. Provide feedback and additional support as needed.
6. Reinforce learning: Continue to use the high-frequency words in context during class and encourage students to use them in their writing and speaking.³⁰

By using Quizlet flashcards to teach high-frequency words, you can provide a fun and interactive way for students to practice and learn essential vocabulary.

According to Tarasawa, study found that Quizlet flashcards can be an effective tool for teaching high-frequency words. Here are some more details about their study:

1. Participants: The study involved 56 high school students who were learning English as a foreign language.

³⁰ Quizlet. (2021). Quizlet Teacher. Retrieved from <https://quizlet.com/teacher>

2. Procedure: The participants were randomly assigned to either a Quizlet group or a traditional vocabulary group. The Quizlet group used Quizlet flashcards to study high-frequency words, while the traditional vocabulary group used paper-based flashcards.
3. Results: The Quizlet group showed significant improvement in their high-frequency word knowledge compared to the traditional vocabulary group. The Quizlet group also reported higher levels of engagement and enjoyment in their learning compared to the traditional vocabulary group.
4. Implications: The study suggests that Quizlet flashcards can be a useful tool for teaching high-frequency words, particularly for engaging students in the learning process. The study also highlights the importance of using technology in language teaching to enhance student learning outcomes.³¹

Overall, the study provides evidence that Quizlet flashcards can be an effective way to teach high-frequency words to language learners. By leveraging the benefits of technology and engaging students in the learning process, Quizlet can help students to build their vocabulary and improve their language proficiency.

5. The Relationship between High Frequency Words and Quizlet Flash Card Online

³¹ Tarasawa, B., & Kaplan, M. (2019). Teaching Vocabulary with Quizlet: An Investigation of Student Perceptions and Preferences. *Journal of Educational Technology Development and Exchange (JETDE)*, 12(1), 1-16.

According to Fry, E. B., & Kress, J. E. Relationship high frequency words by using quizlet flash card online , The relationship between high-frequency words and Quizlet flashcards online is that Quizlet can be used as a tool to help students learn and practice high-frequency words. High-frequency words are words that appear frequently in written and spoken language and are essential for reading comprehension and fluency. Quizlet offers a range of study modes and activities, including flashcards, which can be used to practice high-frequency words. Students can create their own flashcards or access existing ones shared by other users to practice and memorize high-frequency words. By using Quizlet flashcards online, students can improve their vocabulary knowledge, reading comprehension, and overall academic performance.³²

By using Quizlet flashcards to practice high-frequency words, students can improve their reading skills and overall academic performance. They can use Quizlet to review and memorize new vocabulary words, practice spelling, and reinforce their understanding of word meanings in context. Quizlet's interactive features, such as games and quizzes, also make learning fun and engaging, motivating students to continue practicing and improving their skills. Overall, Quizlet's flashcards provide an effective and convenient way for students to practice and

³² Fry, E. B., & Kress, J. E. (2006). *The reading teacher's book of lists* (5th ed.). John Wiley & Sons.

master high-frequency words, which is crucial for success in reading and comprehension.³³

6. Review of Related Research

Several studies have shown that the use of Quizlet flash cards in learning High frequency words can help improve students' ability to master vocabulary. For example, research conducted by Chen shows that using Quizlet flash cards can improve students' ability to remember and use high frequency words in English. In use, Quizlet flash cards can also help students expand their vocabulary in an effective and efficient way. By using digital technology, students can learn High frequency words vocabulary in a more interesting and interactive way, so that it can motivate them to learn English more actively and continuously. Overall, using Quizlet flash cards can help improve students' ability to master High frequency words, as well as expand their vocabulary in a more effective and efficient way.

Several previous studies have investigated the effectiveness of learning high frequency words by using Quizlet flash card online on reading comprehension, One study published in the Journal of Educational Psychology in found that using Quizlet flashcards to learn high-frequency words was more effective than traditional vocabulary instruction methods. The study involved 81 seventh-grade students who were randomly assigned to either a control group or an experimental group. The

³³ Nagy, W., & Anderson, R. C. (1984). How many words are there in printed school English? *Reading Research Quarterly*, 19(3), 304-330

experimental group used Quizlet flashcards to study high-frequency words, while the control group received traditional vocabulary instruction. The results showed that the students in the experimental group performed significantly better on a post-test than those in the control group.

Another study published in the *Journal of Computer Assisted Learning* also found that Quizlet flashcards were an effective tool for learning high-frequency words. The study involved 43 third-grade students who were assigned to either a Quizlet group or a control group. The Quizlet group used Quizlet flashcards to study high-frequency words, while the control group received traditional vocabulary instruction. The results showed that the students in the Quizlet group performed significantly better on a post-test than those in the control group.

A study published in the *Journal of College Reading and Learning* examined the use of Quizlet flashcards to learn academic vocabulary among college students. The study involved 44 students who were randomly assigned to either a Quizlet group or a control group. The Quizlet group used Quizlet flashcards to study academic vocabulary, while the control group received traditional vocabulary instruction. The results showed that the students in the Quizlet group outperformed those in the control group on a post-test of academic vocabulary knowledge.

Another study published in the *Journal of Research in Reading* examined the effects of Quizlet on English as a second language (ESL)

learners' vocabulary acquisition. The study involved 60 ESL learners who were divided into two groups: a Quizlet group and a control group. The Quizlet group used Quizlet flashcards to study vocabulary, while the control group received traditional vocabulary instruction. The results showed that the Quizlet group had higher gains in vocabulary knowledge compared to the control group.

A study published in the *Journal of Language Teaching and Research* examined the use of Quizlet for vocabulary acquisition among EFL (English as a foreign language) learners. The study involved 60 EFL learners who were divided into a Quizlet group and a control group. The Quizlet group used Quizlet flashcards to study vocabulary, while the control group received traditional vocabulary instruction. The results showed that the Quizlet group performed significantly better on a post-test of vocabulary knowledge than the control group

Based on the previous study, the differences between previous research compared using Quizlet flashcards with traditional vocabulary learning methods, while this study focused on the effect of using Quizlet flashcards on reading comprehension. Therefore, this research focuses more on reading ability, while previous research has focused more on the ability to remember and understand new vocabulary. Previous research has shown that using Quizlet flashcards can improve vocabulary recall and comprehension skills, which can have an impact on the ability to understand text as a whole. However, this research aims to specifically

evaluate the effect of using Quizlet flashcards on reading comprehension, which can involve aspects such as context comprehension and word recognition.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provide the methodology of the research, consist with the kinds of the research, subject of the research, tenchnique of collecting data, research instrument, and tecnique for data analysis.

A. Kind of the Research

The present research is classified as a type of quasi-experimental research with a non-equivalent controlled group design, with quizlet flashcard online as the independent variable and student reading comprehension serving as the dependent variable. Use experimental research to investigate cause and effect relationship between variables. According to Kimberley, the nature of quasi-experiment is the manipulation of the independent variable without randomization. In nonequivalent group design, the researcher selects existing groups that look identical, but only one of the groups receives treatment.³⁴ The sample was divided into two groups: experimental and control. In this research, the experimental group indicated the class that given the treatment with quizlet flashcard media of teaching. Where, the control group just use conventional technique or by the media of teaching usually used by the English teacher previously

³⁴ Burkholder, Gary J., Kimberley A. Cox, Linda M. Crawford, and John H. Hitchcock, eds. *Research design and methods: An applied guide for the scholar-practitioner*. Sage publication, 2019

There are many kinds of experimental research design that are Classical experimental design, Pre experimental design, and Quasi experimental design. Experimental research is unique in two very important. Its is the only type of research that directly attempts to influence a particular variable, and when propely applide, it is one or more dependent variables. An experimental usually involves two groups of subjcet, an experimental group and a comparison group, although it is possible to conduct an experiment with one group.³⁵ In this study the researcher use quasi-experimental design, a kind of experimental resarch. The quasi-experimental is design non-equivalent control group design. In this study, there are available two groups which involve experimental and control group.

Before giving treatments to the experimental group, the researcher give the pre-test to the two groups. This pre-test can give in order to know whether the two groups have similar background anf to determine the pre-score of students. After giving treatments for several times, the researcher give post-test.

Table 3.1

Research design by Tuti Azizah 2013:51

Pre-Test	Treatment	Post-Test
O ₁	X	O ₂

³⁵ Prasetyo, 2008-160. *Metode Penelitian Kuantitatif: Teori dan Aplikasi*, Jakarta: PT Raja Grafindo Persada,2008.

Where:

O_1 : The initial test (pre-test) was carried out before learning high frequency by using Quizlet Flash Card online in the explicit instruction learning model.

X : Treatment learning high frequency words with using Flash Card Online in the explicit instruction learning model

O_2 : The final Test (Post-Test) Was Carried out after learning high frequency words by using Quizlet Flash Card in the explicit instruction learning model.

The flow of this study is the class used in the research class (class experiment) give a pre-test (O_1) then continued with treatment (x) and the last one is doing post-test (O_2)

Table 3.2

Table Of Class

Class	Pre-test	Treatment	Post-test
Experimental class	X1	X1	X2
Control class	Y1	Y	Y2

X: Using by learning high frequency word by using quizlet flash card

Y: Using conventional technique

B. Population and sample

1. Population

Arikunto stated that a field study for example an aeducational research could be carried out at school, in the societies, factories, or hospital to achieve educational objectives³⁶.

In this research, the population will the students of 10 grade in MAN 02 Kepahiang. Population in this research is class A, B ,C ,D and E with a total 170 people/ students.

Table 3.3

The Number of The Population

No	Class	Population
1	X A	35
2	X B	35
3	X C	35
4	X D	30
5.	XE	35
Total		170

2. Sample

A sample is a representative group of population that used to reflect the characteristics of the entire population. Creswell says, sample is a subset of the intended population studied by the

³⁶ Arikunto, Shuharsimi. *Prosedur Penelitian suatu PendekatanPraktek*. (Jakarta: Rineka Cipta, 2002), h.3

researcher in order to generalize the target population. ³⁷In this research, there are two classes as the sample in this study. The author of the study selected the sample by considering the mean scores of students' grades from the researcher's homogeneity test. Two classes than classify into experimental group and control group by using lucky spin application. The result showed that X A as experimental group and XB as control group.

Table 3.4

sample of the study

No	Class	Male	Female	Total
1	X A	15	21	35
2	X B	12	23	35
Total				70

a. Homogeneity Test

Homogeneity test is “ selecting percipient who is very similar in experience, perspective of outlook: this procedure narrows, homogenous sample and make a data collection and analysis simpler”. ³⁸Compares the proportion of responses from two or more population with the regards to a dichotomous variable or variable with more than two outcome categories. The homogeneity

³⁷ Jhon W. Creswell., and J David Creswell, Research Design: *Qualitative , quantitative, and Mixed method approaches*. Sage publication, 2017.

³⁸ L.R-Gay and peter Airasian Merrill, *an imprint of practice hall appear saddle piper, educational research competence for analysis*, New jersey,colombous ohio,p.134

test was used to choose the classes. The researcher find the score from English teacher that last exam about English course.

The table below shows the results of the homogeneity test in determining a homogenous class.

Table 3.5

Homogeneity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Kelas	Based on Mean	.003	1	68	.957
	Based on Median	.036	1	68	.850
	Based on Median and with adjusted df	.036	1	67.434	.850
	Based on trimmed mean	.004	1	68	.952

ANOVA

kelas

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.000	1	.000	.000	1.000
Within Groups	5280.000	68	77.647		
Total	5280.000	69			

Based on the table above these are scores that students get from the result of the sample homogeneity test. These result were obtained by class XA, which got a mean score 68, while class XB got a mean score 68. The test is homogent, the homogeneity test if significantcy $> 0,05$ distribution of data is homogent. In the research significantcy data is 1.000 so its is homogent.

Based on the results of the average scores obtained by the classes, the researcher found that two score same. So that the two classes can be used as a research class. For this reason, researcher chose both classes to be the research sample. Class XA is a experimental class, while class XB is the control class.

b. Normality Test

Normality tests that are used for assessing the assumption that a sample was drawn from a normally distributed population and compares their powers. The test of normality in this study will be measured by using SPSS v.25 for windows program. It is used to know whether both variables X (independent variable) and Y (dependent variable) are normally distributed. The score in the test of normality must be higher than 0.05 to obtain the normal data.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
NilaiA	.142	35	.072	.934	35	.037
NilaiB	.141	35	.074	.932	35	.033

a. Lilliefors Significance Correction

In the table above that the data is normal, in class A significancy normality is 0,072 and class B 0,074.

C. Procedures of the Research

Procedure of the research is series of activities that include activities related to research that will be carried out to achieve the objectives of the research, the procedures that would be held in this research are as follow:

1. Conduct homogenous test to all classes on population

Conduct homogeneous tests to all of classes on population.

To find out the condition of the samples being studied so that they have similarities, especially in terms of creativity, the researchers gave a homogeneity test to each class, in which the test instrument used was a questionnaire containing creativity measurements from experts. In addition, after the homogeneity test was given, the researcher calculated the score obtained which was then analyzed whether the two classes had the same conditions so that they could be used as samples in this study.

2. Choosing between experimental class and control class.

After doing the homogeneity test, the researcher can determine the sample used in this study which act as control and experimental class, which sample in this study was taken by non-probability sampling using purposive sampling. According to Sugiono purposive sampling is a sampling technique used based on certain considerations and the certain considerations which

makes using purposive sampling because it sees the results of the homogeneity test. And after the process has been carried out, then choose which class is used as the control class and the experimental class.

3. Doing the pretest toward the experimental and control class.

Conducting a pre-test before implementing an experimental intervention in both the experimental and control groups serves several purposes. It helps assess the initial equivalence of the groups, ensuring that any differences observed post-intervention can be attributed to the treatment rather than pre-existing disparities. Pre-tests also allow researchers to control for baseline variations and enhance the internal validity of the study by establishing a baseline measurement. This practice helps to ensure that any observed changes can be more confidently linked to the experimental treatment rather than other factors.

The researcher gave the pre-test to students' in control and also in experimental class. Pre-test is given to know similarity of the basic achievement students' creativity. The pre-test was carried out before doing treatment, further the test was carried out by giving a test, multiple choice test to students' in both class.

An action or treatment in research, this can be interpreted as all actions, variations or giving conditions that will be assessed

or found their influence. In the treatment in this study, there were two treatments in which the treatment was differentiated based on the method or learning method in which the treatment used QUIZLET Flash Card Online media for the experimental class, while using conventional media was aimed at the control class. Based on this, Quizlet Flash Card is all technological tools (software and hardware) used by teachers in the learning process, in order to convey information or material to students and serves to facilitate students in understanding the material being taught. In addition, conventional learning is learning that leads to a type of education termed the "bank", where students are filled and filled with a variety of subject matter. Students only apply to accept everything that has been and will be prepared by the educator without other critical activities. Furthermore, the conventional method is characterized by lectures accompanied by explanations and division of tasks and exercises.³⁹

4. Treatment

Treatment is different condition under which experimental and control groups are put as usually.⁴⁰ Before doing the post test, students' get treatment. In this research, the researcher did treatment to X A as experimental group by learning high frequency

³⁹ Syafnidawaty.(2020). *MODEL PEMBELAJARAN KONVENSIONAL*. Acces on April 4 2022,from <https://raharja.ac.id/2020/11/17/model-pembelajaran-konvensional/>

⁴⁰ C.R. Khairi, *Research Methodology Method and Technique*, (India; New Age International Publisher, 2004),P.35

words by using quizlet flash card online and X B as a control group by using conventional technique. In this research the treatment did the six time. Using six treatments in quantitative research provides a range of conditions to observe and analyze, increasing the robustness of the study. This approach allows for a more comprehensive exploration of variables, enhancing the statistical validity and generalizability of findings.

5. Doing the post-test toward the experimental and control class.

Post-test is a test that is carried out after carrying out a series of treatments in both classes, and in this study the posttest was used after being given treatment with the aim of whether students experienced a significant impact on the use of learning high frequency words by using Quizlet Flash card Online media toward students' creativity. In the post-test the application of the test system is almost the same at the pre-test, in which students are given a creativity questionnaire which in this case uses a questionnaire instrument SCORE (aSsessing Computing creativity) the model of assessment creativity in educational context. This is an instrument used to assess creativity in an educational context that adopts shared theories about creativity so that it is made in one instrument.

6. Data analysis

Data analysis is an activity after data from all respondents or other data sources are collected. Activities in data analysis are grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable studied, performing calculations to answer the problem formulation, and performing calculations to test hypotheses that have been proposed.⁴¹

In this study, the procedures of the study in the both experimental and control group can be viewed such as on framework below:

⁴¹ Sugyono, (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta. P.147

Procedures Of The Research

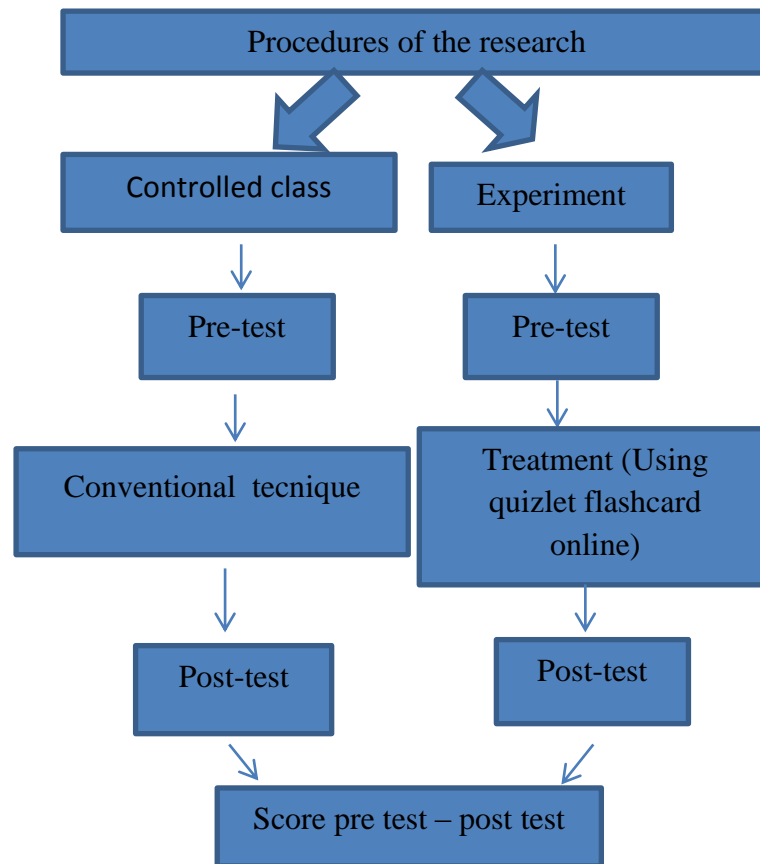


Table 3.6

Table Procedure of the Research

According to Tarasawa,B. There are steps to teach High Frequency words
By using Quizlet Flashcard Online.

No	CONTROL CALSS (Conventional)	EXPERIMENTAL CLASS (Quizlet Flashcard online)
1.	Students learn about descriptive text about place and researcher use book learn high frequency words	Students learn about descriptive text about place (researcher use quizlet flash card online to learn high frequency words in descriptive about place) and students choose a high frequency word list
2.	Students learn about high frequency words in the descriptive text about place	Next, researcher explain how to use quizlet flash card online and learn high frequency words by descriptive text
3.	Students learn about carcteristic about descriptive text about place(main idea, locating refrence, making inference, detail information, and understanding	Students learn about carcteristic about descriptive text about place(main idea, locating refrence, making inference, detail information, and

	vocabulary)	understanding vocabulary) and learn high frequency by using quizlet flashcard
4.	Students learn about carcteristic about descriptive text about place(main idea, locating refrence, making inference, detail information, and understanding vocabulary) and researcher use book and teach the student about high frequency words	Students learn about carcteristic about descriptive text about place(main idea, locating refrence, making inference, detail information, and understanding vocabulary) and learn high frequency by using quizlet flashcard
5.	The researcher monitor students progress about the their study	Students learn about carcteristic about descriptive text about place(main idea, locating refrence, making inference, detail information, and understanding vocabulary) and learn high frequency by using quizlet flashcard
6.	The researcher monitor students progress to see they are making progress learn high frequency by using descriptive text	The researcher monitor students progress to see they are making progress learn high frequency by using quizlet flashcard

D. Technique of Collecting Data

The data in this research are going to be collected use pre-test and post-test. “Test is the formulating of items examined to the sample of study. Where, the characteristics of sample are based on the needs of study”.⁴²In this research, the data were collected by organizing the test into pre-test, treatment, and post-test.

1. Pre-test

Pre-test was giving to the student before the teacher is teaching High frequency words by using Quizlet flash card online . The pre-test was given to the students’ in both groups, experimental and control group in MAN 02 Kepahiang .Before doing the Treatment the students are given a Pre-test with the purpose of knowing the standard ability in English ability.

2. Post test

After doing the treatment to the students as sample for period of experiment, the post-test administered. The post-test was multiple choice test. The test was administered by the research. The post-test is a measure of an attribute or characteristic that is assessed to students, in a post-treatment trial. The post-test will be used as a measure the ability of students’ to what extent they know after getting the treatment process. The post-test will be given after the

⁴² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2014), h, 75.

implementation of the learning high frequency words by using quizlet flash card online as in explicit instruction model learning

. **Table 3.7**

List Of Schedule In Control Class

Meeting	Control class	Date
1.	Pre-test	12 juni 2023
2.	Conventional technique: Descriptive text about places	13 juni 2023
3.	Conventional technique: Descriptive text about people	15 juni 2023
4.	Conventional technique: Descriptive text about people	10 juli 2023
5.	Conventional technique: Descriptive text about people	11 juli 2023
6.	Conventional technique: Descriptive text about people	13 juli 2023
7.	Conventional technique: Descriptive text about place	14 Juli 2023
8.	Post-test	17 Juli 2023

Table 3.8**List Of Schedule In Experimental Class**

Meeting	Experimental class	Date
1.	Pre-test	13 juni 2023
2.	Learning high frequency words by using high frequency words by using flashcard online	14 juni 2023
3.	Learning high frequency words by using high frequency words by using flashcard online	15 juni 2023
4.	Learning high frequency words by using high frequency words by using flashcard online	10 juli 2023
5.	Learning high frequency words by using high frequency words by using flashcard online	11 juli 2023
6.	Learning high frequency words by using high frequency words by using flashcard online	12 juli 2023
7.	Learning high frequency words by using high frequency words by using flashcard online	14 juli 2023
8.	Post-test	18 juli 2023

E. Instrument of the Research

The instrument used in this experiment was to measure students' in reading comprehension. The instrument in this research is a test. Test are a series of questions or exercise or the other tools used to measure skills, measurements, intelegence, abilitiesor talent possessed by individuals or groups. In the test researcher use multiple choice because Efficient data collection, Easy stastical analysis, Objectivity in assessment, Measuring understanding and knowledge, and Precision in measurement.

Instruments are the tools that are used toacquire data or information⁴³ in addition, that instrument of collecting of data is the tool that chooses and the using by researcher in activity to collect the data that activity as systematic and easier. Instrument in this research is a test with multiple choice questions.

According to Nuttall there are five aspects to comprehended areading text well.

Table 3.9

Blueprint Reading Comprehension Test

Indicators	Kind of test	Items number	Total
1. Determining main idea	Multiple Choice	3,6,10,11,13,20 ,24,28	8
2. Locating	Multiple	2,7,14,17,26,30	6

⁴³ M. Toha Anggoro in Ruly Morgana, *The Effectiveness of inductive Teaching Technique in Improving Students' Grammatical Ability*, (Curup: STAIN Curup)

Refrences	Choice		
3. Making inferences	Multiple Choice	5,18,21	3
4. Detail information	Multiple Choice	4,9,12,15,16,19,23 ,25,27,29	10
5. Understanding vocabulary	Multiple Choice	1,8,22	3
			30

44

1. Try out of the test

The goal of the test was to produce the necessary that was deemed to be objectively valid. The instrument was tried before being used in research. The instrument was not tried on the study population because all the population taken had been used as a sample. In order to be used as a trial respondent, there are conditions that must be met. trial respondents must have the same characteristics as the research sample. Therefore, this instrument was tried on class XD of students at MAN 02 Kpahiang.

2. Analyzing of the text validity

In the process of analyzing, the researcher uses an analysis score to provide an assessment of the reading test conducted by the students. the reearcher adopted the reading test research rubric from Agustina the following scale to assess students' listening test.

⁴⁴ Nuttal 1982 cited by Hidayati,2018.

F. Reliability and Validity Test

1. Validity Of The Test

Quasi-experiments are similar to randomized controlled trials in many ways, but there are many challenges in designing and conducting quasi-experiments when threats to internal validity are introduced in the absence of randomization. and outlines the design, measurement and statistical issues that should be considered before undertaking a quasi-experimental evaluation. We discuss challenges to the internal validity of quasi-experimental designs, inclusion/exclusion criteria, definitions of treatment and control groups, and the five types of explanatory variables that must be classified prior to analysis. We discuss data collection and confidentiality, statistical power and end with the analytical issues to consider.

To decide if the tests used (pre-test and post-test) are legitimate. The legitimacy of a test is utilized by the specialist in light of the fact that a test is supposed to be substantial on the off chance that it precisely gauges what it is intended to quantify. In order to determine the test's validity, the researcher using SPSS v 25 for windows program, which is as follows:

Table 3.1.1**The Result Validity of the text**

Items	R-count	R-Table	Information
1	0,430	0,361	VALID
2	0,427	0,361	VALID
3	0,397	0,361	VALID
4	0,482	0,361	VALID
5	0,402	0,361	VALID
6	0,397	0,361	VALID
7	0,404	0,361	VALID
8	0,647	0,361	VALID
9	0,400	0,361	VALID
10	0,366	0,361	VALID
11	0,366	0,361	VALID
12	0,368	0,361	VALID
13	0,397	0,361	VALID
14	0,418	0,361	VALID
15	0,429	0,361	VALID
16	0,427	0,361	VALID
17	0,367	0,361	VALID
18	0,370	0,361	VALID
19	0,404	0,361	VALID

20	0,382	0,361	VALID
21	0,456	0,361	VALID
22	0,377	0,361	VALID
23	0,377	0,361	VALID
24	0,398	0,361	VALID
25	0,460	0,361	VALID
26	0,460	0,361	VALID
27	0,460	0,361	VALID
28	0,460	0,361	VALID
29	0,460	0,361	VALID
30	0,647	0,361	VALID

Based on the results of the variable validity above on the appendix page, it shows that the variable test results are declared valid, because r -count 1 (1,000) and r -count 2 (1,000) are greater than r -table (1,000).

2. Reliability of the test

Reliability correction, raw change score analysis, and standard change score analysis. If assignment to treatment groups is based on pretest scores (very rare events), analysis of covariance is the appropriate mode of analysis. Selection based on a pretest true score requires a reliability correction procedure. Selection based on stable group

differences and selection occurring halfway between the pretest and posttest requires analysis of change scores.

In collecting data, reliability of test is necessary to be measured too. The pre-test and post-test are tested by reliability test. A good instrument in collecting the data was be reliable. The reseacher using SPSS v.26 for windows program for collecting the data.

Table 3.1.2
The Result Of Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
0,877	30

In inputting data, if the value is greather than 0.100, then statement items can be relied on. Meanwhhile, if the value is less than 0.100, then the statement items cannot be relled upon.

Based on the reliability test in the table above, it shows that the value 1 (0.1000) and the value 2 (0.1000) are gretaer than 0.100. So it can be concluded that the test data is reliable.

To interpert the level of reliability the reliability coefficient can be categorized on the following criteria:

Criteria	Category
0,100-1	Highest
0,6-0,8	High
0,4-0,5	Enough
0,2-0,3	Low
0-0,1	Very low

Based on the results of the reliability test showed that the value 1 (0.1000) and the value 2 (0.1000), and is categorized as having a highest level of reliability.

b. Technique of Data Analysis

1. Normality

Normality tests that are used for assessing the assumption that a sample was drawn from a normally distributed population and compares their powers. The test of normality in this study will be measured by using SPSS v.25 for windows program. It is used to know whether both variables X (independent variable) and Y (dependent variable) are normally distributed. The score in the test of normality must be higher than 0.05 to obtain the normal data.

2. Homogeneity

Selecting participants who are very similar in the exercise, point of view, or views results in a narrow and homogeneous sample, making data collection more difficult. The sample mean analysis is

how researchers determine the effects of an experiment both individually and in combination. To obtain homogeneous students' abilities, the researcher collected data in the form of try out scores from the reading comprehension test of all students who were the study population. The average value can be seen in the table below:

Based on the results of the homogeneity test. There is a student score in the homogeneity test. The results above show that the student scores are homogeneous. Then the researcher made sure to take both classes at MAN 02 Kepahiang which were developed as samples in this study. Researchers used random sampling to determine the sample. Where class A experimental class and B control class.

3. T- Test

T-tests can be categorized based on the research design and how the data is collected. The researcher use Independent Samples T-Test. Used when comparing the means of two independent groups, such as comparing exam scores between two different classes.

As stated before, the t-test is used to know the learning high frequency words by using quizlet flash card online. On the other hand, it is adopted from the score that has been acquired by conducting pre-test and post-test. By using t-test formula, the researcher calculates the students " post-test score from experimental and control group. The terms in using t-test should be in normal distribution and homogenous

variants. There are two kind of t-test used in this research , paired sample t-test and independent sample t-test. Paired sample t-test is used to see the different between pre-test and post-test of a group. Independent sample t-test is used to see the different between experimental group and control group.

The researcher used a statistical formula, such as sudjana's below, to test the hypothesis he devised previously.⁴⁵

$$t = \frac{M_x - M_y}{\sqrt{\frac{S_x^2}{N_x} + \frac{S_y^2}{N_y}}}$$

Where:

t : t-test

M_x : Post-test mean score in the experimental group

M_y : post-test mean in the control group

S_x : Standard deviation of the experimental group's post-test result

S_y : Standard deviation of the control group's post-test result

N_x : The total number of students in the experimental group

N_y : The total number of students in the control group

C. Statistical Hypotesis

1. If the t-value is more than the value in the t-table (t value > t table), it means that H_{a1} is accepted and H₀₁ is rejected. So, learning high frequency words

⁴⁵ *Ibid*, P.42

by using quizlet flashcard online enhances students reading comprehension.

2. In the other hand, if the t-value is less than the value in the t-table ($t \text{ value} < t \text{ table}$), it means that H_{01} is accepted and H_{a1} is rejected. Thus, learning high frequency words by using quizlet flashcard online does not enhances students listening skill.
3. If the t-value is more than the value in the t-table ($t \text{ value} > t \text{ table}$), it means that H_{a2} is accepted and H_{02} is rejected. So, students who are taught through learning high frequency words by using quizlet flashcard online have better reading comprehension skill than those who are not taught learning high frequency words by using quizlet flashcard online.
4. If the t-value is less than the value in the t-table ($t \text{ value} < t \text{ table}$), it means that H_{02} is accepted and H_{a2} is rejected. Thus, stdents who are not taught through learning high frequency words by using quizlet flashcard online have better reading comprehension skill than those who are taught learning high frequency words by using quizlet flashcard online

After getting the score from the questionnaire data, the researcher used descriptive statistical analysis. This type of statistic limits the generation to a specific group of individuals who are observed. In analyzing the data, the researcher first calculated the mean score of the pre-test and post-test both of class using Microsot Exel and SPSS aplication. After that, the two groups would be compared to decide the group which one produces high progress and the most important is to see

if there is a significant difference between the two groups of their achievement. Furthermore, the results of the pre-test and post-test will be analyzed using paired samples statistics in SPSS application.

CHAPTER IV

RESEARCH FINDING

A. FINDING

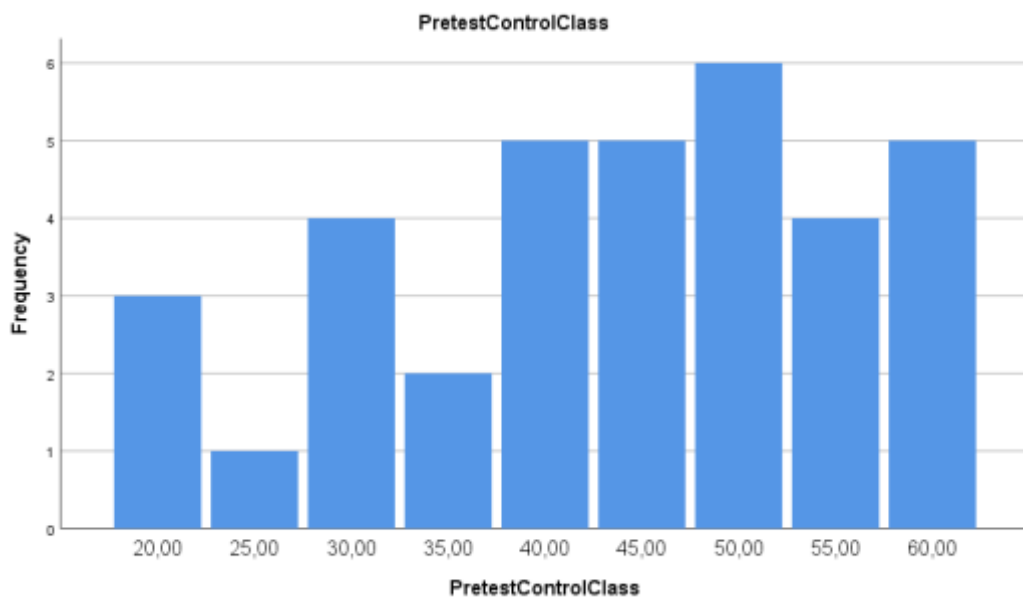
In this chapter the researcher answers the questions in the formulation of the problem. Researchers collected data using pre-test and post-test in control and experimental classes. The students' test results in the pre-test and post-test were assessed by the researcher. After the researcher got the data, the researcher used IBM SPSS v 25 to determine normality, homogeneity and t-test. In this study, research findings are presented in two forms. The first is descriptive analysis and the second is statistical analysis.

1. Students' Reading Comprehension in Control Class (Conventional Technique)

a. The Result of Pre-test in Control Class

In this study, the control class, also known as class X B , received conventional learning methods. The researcher gave pupil a pre-test to collect initial data before the English Reading Comprehension learning process began. The chart below shows the pre-test results obtained:

Chart 4.1
Result Of Pre-test In Control Class



Notes:

Vertical : The number of students

Horizontally : Students mean scores

Based on the table above, it can be seen that from 35 students there was 25 students who got score in range (20-45) and 15 students got score in range (50-60). It can be seen that in pre-test control class there was 25 students who had Reading comprehension categorized poor. And only 15 students who had reading

comprehension categorized fair. This statement proved that students' reading comprehension in control class was low.

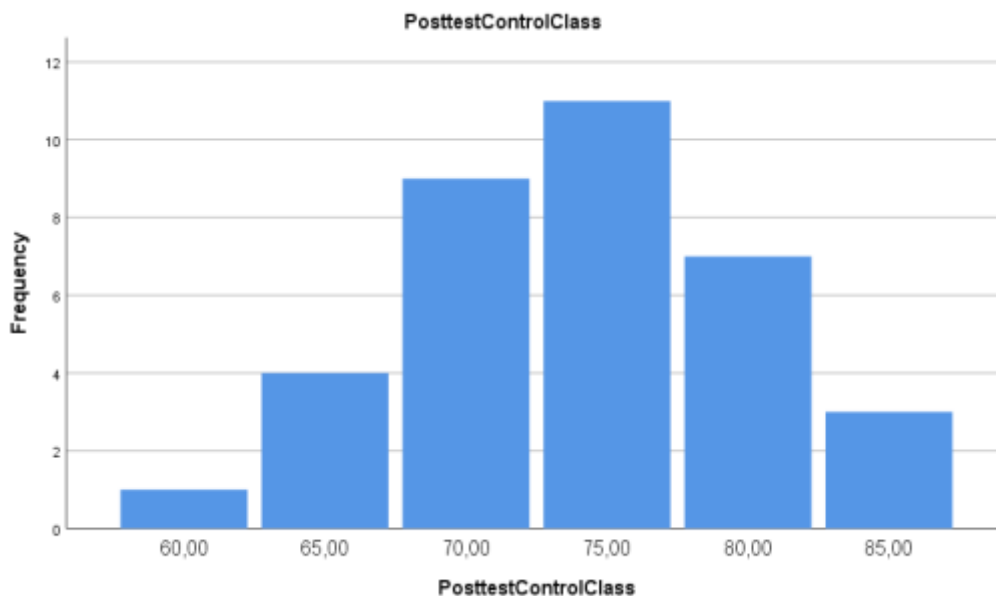
b. The result of post-test in control class

The results of the post-test given to 35 students in the control class or XB were used to determine the state of the students reading comprehension after the conventional methods was put into practice. The chart below allows you to view the results of the post-test in the control class.

Chart 4.2

Result Of Post-test In Control Class

The result of post-test in control class



Notes:

Vertical : The number of students

Horizontally : Students mean scores

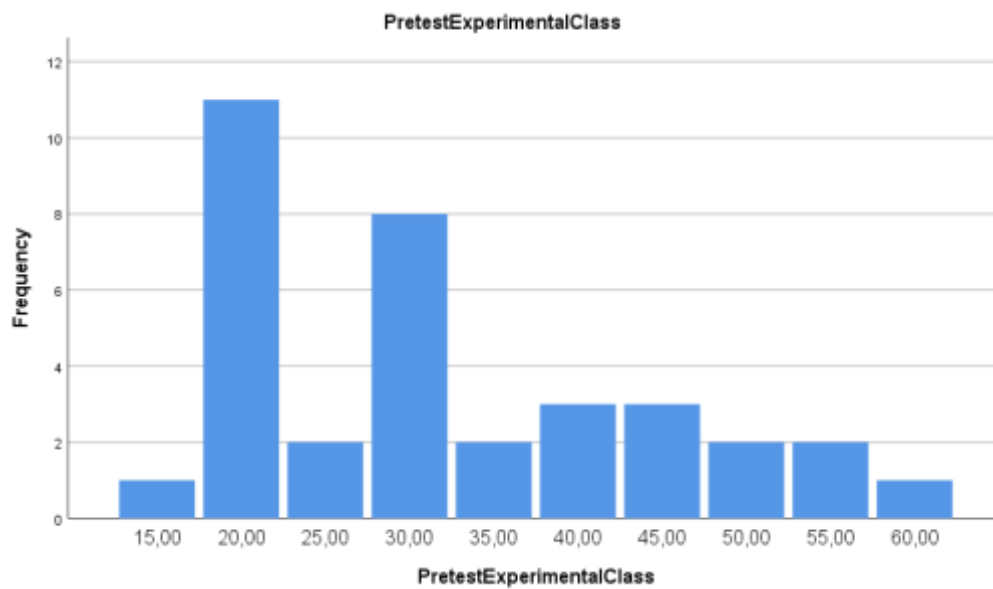
Based on the chart above, it can be seen that from 35 students there was 14 students who got score in range (60-70) and 21 students got score in range (75-85). It can be concluded that in post-test control class there was 21 students who had reading comprehension categorized good and 14 students who had reading comprehension categorized fair. It can be concluded that there is the improvement of students reading comprehension in post-test however, students score in post-test control class did not show the significant result compared to students score in post-test experimental class.

2. Students Reading Comprehension in Experimental Class (Learning High Frequency Words By Using Quizlet Flash Card)

a. The result pre-test of Experimental class

In this study, a teaching strategy known as pair-work strategy was used in the experimental class, or class XA. The researcher provided students a pre-test of descriptive text material in order to gather the initial data before to the learning process. The chart below shows the pre-test outcome that was determined:

Chart 4.3
Result Of Pre-test In Experiment Class



Notes:

Vertical : The number of students

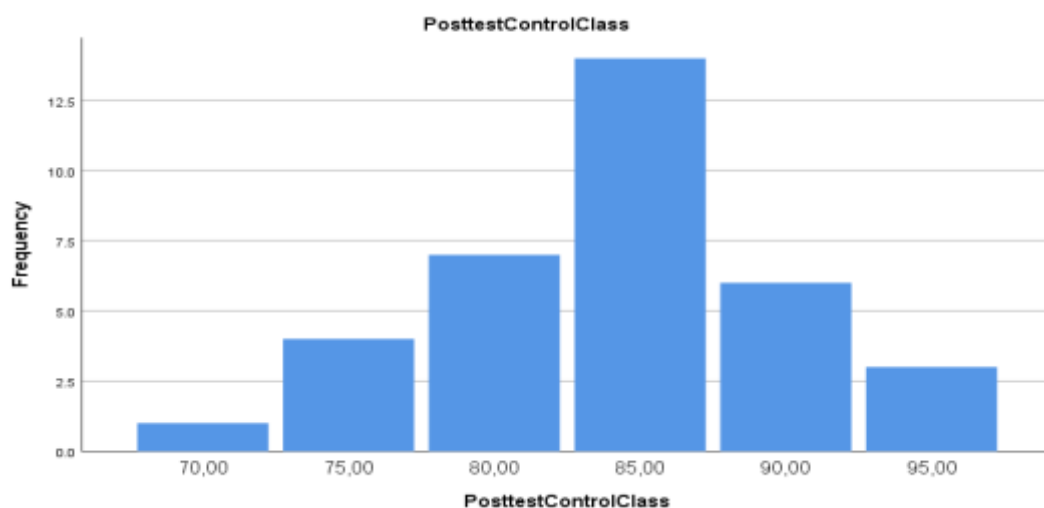
Horizontally : Students mean scores

Based on the chart above, it can be seen that from 35 students there was 29 students who got score in range (15-45) and 6 students got score in range (50-60).it can be concluded that in pre-test experimental class there were only 6 students who had reading comprehension categorized fair and 29 students who had reading comprehension categorized poor. It means students reading comprehension still low

b. The result of post-test in Experimental class

Following the implementation of the pair work strategy for teaching descriptive texts, the condition of students reading comprehension was assessed using the results of a post-test administered to 35 students in the experimental class or XA. The chart below allows you to view the results of the post-test in the experimental class.

Chart 4.4
Result Of Post-test In Experimental Class



Based on the chart above, it can be seen that from 35 students there was 5 students who got score in range (60-75) and 30 students got score in range (75-95). It can be concluded that in post-test experimental class there were 30 students who had reading comprehension categorized good and 5 students who had reading comprehension categorized fair. Based on

the statements above, it can be say that students reading comprehension was increased in post-test.

1. Statistical Analysis

After being given the pre-test and post-test to the experimental and control classes, the results of both were given to the researcher to get a score. Then the score was tested again by the researcher using SPSS v 25. The following is the next test sequence.

1. Normality Test

The normality test is used to determine whether the sample is normally distributed or not. The normality test was tested using the Kolmogorov-Smirnov SPSS v 25. If the significance results are greater than 0.05, the data is normally distributed. However, if the significance is less than 0.05, it means that the data is not normally distributed.

Table 4.5
Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PretestControlclass	.133	35	.121	.933	35	.035
PosttestControlclass	.168	35	.013	.936	35	.041
PretestExperimentalclass	.132	35	.128	.952	35	.127
PosttestExperimentalclas s	.169	35	.013	.941	35	.060

a. Lilliefors Significance Correction

Based on the table above was known that the significance value from each pre-test and post-test experimental class was higher than 0,05. The sig/p-values on pre-test of experimental class was 0,128 and it was higher than 0,05 it means that the data is in normal distribution. The p-values on post-test experimental class was 0,13 and it was higher than 0,05 means that the data is in normal distribution. The significant value from each pre-test and post-test control class also higher than 0,05. The sig/p-values on pre-test of control class was 0,121 and it is higher than 0,05 it means that the data is in normal distribution. The p-values on post-tet control class was 0,13 and it was higher than 0,05 means that the data is in normal distribution. It can be concluded that all of data from pre-test and post-test both experimental and control class is in normal distribution. Therefoe, it means that the researcher can continue the pair simple t-test.

2. Paired sampel T-Test

Paired sample t-test was done to compare the two paired related class.in this test the sample used was same. However both of the samples were given different treatment. To calculate the data in this research, the researcher used SPSS v 25.

Table 4.6
Paired Sample T-Test

		Paired Differences					t	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	PretestControlclass -	-	11.00611	1.86037	-	-	-	.000
	PosttestControlclass	30.428			34.2093	26.647	16.356	
		57			0	84		
Pair 2	PretestExperimental	-	13.97326	2.36191	-	-	-	.000
	class –	45.571			50.3714	40.771	19.294	
	PosttestExperimental	43			1	44		
	class							

It can be seen from the table above that score of sig (2-tailed) from pair 1 and pair 2 was 0,000 and it was smaller than 0,05 so it can be concluded that learning high frequency words by using flashcard enhances students' reading comprehension.

3. Homogeneity Test

The homogeneity test was carried out in order to know whether the data were homogeneous or not. In calculating the homogeneity of the data, the researcher used SPSS v 25 if the result of homogeneity test was higher than criteria of test 0,05 it means the data were homogeneous.

Table 4.7
Test of Homogeneity

		Levene			
		Statistic	df1	df2	Sig.
HasilControlClassandEx perimentalClass	Based on Mean	.152	1	68	.698
	Based on Median	.078	1	68	.781
	Based on Median and with adjusted df	.078	1	68.00 0	.781
	Based on trimmed mean	.150	1	68	.700

Based on the table above was known that the sig /p value from each data was higher than 0,05 it means that the data is homogeneity. Since the data is proven normal and have distribute variance, then the researcher can conduct paired sample t-test and independent sample t-test.

4. Independent Sampel T-Test

Indenpendent sample t-test was used to compare two means unrelated class in order to know whether there was statical evidence that associated population means were significantly different. The researcher test the indenpendent sample t-test by using SPSS v 25.`

Table 4.8**Independent Samples T-Test**

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error	95% Confidence Interval of the Difference	
									Lower	Upper
HasilControl	Equal variances assumed	.152	.698	-5.295	68	.000	-8.14286	1.53784	-11.21157	-5.07415
ClassAndExperimental	Equal variances not assumed			-5.295	67.677	.000	-8.14286	1.53783	-11.21183	-5.07388

It can be seen from the table above that the output of independent sample t-test showed that sig (2-tailed) is 0,000 and it was smaller than 0,05. From this.

3. Significant Learning High Frequency Words by Using Quizlet Flash Card Online

Table 4.9**Descriptive Statistics**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PretestControlclass	35	20.00	60.00	43.4286	12.23372
PosttestControlclass	35	60.00	85.00	73.8571	6.65159

PretestExperimentalclass	35	15.00	60.00	36.4286	12.10077
PosttestExperimentalclass	35	70.00	95.00	82.0000	6.20721
Valid N (listwise)	35				

As the table 4.3 showed, the mean of post-test score of experimental class is 82,00 and mean of the post-test score of control class is 73,85 it can be seen that there is a little difference between mean of post-test experiment and post-test control.

Based on the explanation in previous analysis the result showed that learning high frequency words by using quizlet flashcard online to improving students reading comprehension . And there is significant difference between students who taught learning high frequency wrpds by using quizlet flashcard online and those who are not. It can be seen of the result mean score post-test of experiment class and control class. The mean score of experiment class higher than control class. The mean sore post-test in experiment class was 82,00, while control class was 73,8.

From explanation above,it can be concluded that learning high frequency words by using quizlet flashcard online in teaching learning process is effective, especially in teaching reading .based on research finding in this research,it can be seen that there is any significant difference between students who taught by using quizlet flashcard online and those who are not. Thus, it can be concluded that learning high frequency words by using quizlet flashcard online in reading comprehension grade ten at MAN 02 Kepahiang.

The goal of this research were to find out whether learning high frequency word by using high frequency words by using quizlet flash card online enhance students' Reading comprehension or not those the significant different between student who were taught using quizlet flashcard online and those are not. Based on the explanation in previous analysis the result showed that learning high frequency words by using quizlet flascard online enhance students' Reading comprehension and there is significant different between student who taught quizlet flashcard online and those who are not. It can be proved by the result of pre-test and post-test in both experimental and control class. However, before the researcher elaborated the result of the research the process would be discussed frist in part.

In conducting this research,the frist step was conducted pre-test by giving Reading Comprehension test. Pre-test was given to the 70 students' from experimental and control class to measure their ability before the researcher give them treatment by using quizlet flashcard online in English Learning. After getting the result of pre-test the two groups and given different treatment. The experimental class got a treatment by using quizlet flashcard online . Meanwhile in control class the students were taught by using the conventional method which the material and listen to the explaining by the researcher. The last step, the researcher conducted the post-test. The post test were in the form of Reading Comprehension test.

The test was used to measure the students ability after they were given treatment, The post-test conduct in the last meeting.

Based on the analysis obtained from the students' post-test control the mean scores 73,85. While the mean score of the students' post-test experimental class is 82,00. It indicates that after giving treatment by learning high frequency words by using quizlet flashcard online students' have better achievement.

The result showed that learning high frequency words by using flashcard online enhance students' Reading Comprehension and there is significant different between the students' taught by learning high frequency words by using flashcard online and those who taught by conventional study. This can be seen from the result of pre-test and post-test in both group. The mean score of pre-test in experimental class was 36,42 with minimum score was 15,00 and maximum score was 60,00. The mean score of post-test in experimental class was 82,00 with minimum score was 70,00 and maximum score was 95,00. Meanwhile, the mean score of pre-test of control class was 43,42 with minimum score was 20,00 and maximum score was 60,00 the mean score of post-test in control class was 73,85 with minimum score was 6,00 and maximum score was 85,00. From the data explained before, it can be seen that students' score in experimental class is higher than students' control class. it means that learning high frequency words by using quizlet flashcard online enhance

students' Reading comprehension and there is significant difference between students who taught by using conventional technique.

From the explanation above, it can be concluded that the use of the learning high frequency words by using flashcard online in the teaching process is effective especially in teaching reading comprehension. Based on research finding in this research, it can be seen that there is any significant difference between students who taught by learning high frequency words by using flashcard online and those who are not. Thus, it can be concluded learning high frequency words by using flashcard online enhance Reading comprehension of students' tenth grade at MAN 02 Kepahiang In academic year 2023.

4. DISCUSSION

Research finding the students MAN 02 Kepahiang in control class and experimental class show the different Reading Comprehension after the treatment, which is experimental class by learning high frequency words by using flashcard online and control class using conventional technique. In this section, the findings are discussed more detailed based on the previous findings.

To figure out the reading comprehension of students at MAN 02 Kepahiang. Researcher distributed multiple choice ,arrange the letters to all students for the pre-test and post-test, the researcher used multiple choice ,arrange the letters to 75 students of the tenth grade students at MAN 02

Kepahiang and researcher successfully collected and also got the result. The assess contains 30 statements and 5 indicator : Determaining mai idea,Locating refrence, Making inference, Detail information and Understanding vocabulary.

According to Huda, Quizlet flash cards can help improve students' ability to master High frequency words. In its use, Quizlet can help students strengthen their understanding of High frequency words vocabulary and reading comprehension.⁴⁶

a. Reading comprehension under the learning high frequency words by using quizlet flashcard online.

In this research class XA is an experimental class that uses the quizlet flashcard online in improving reading comprehension as a treatment. From the research results obtained by researcher through data analysis, it shows that this use quiet flashcard has an enhances on students reading comprehension. It can be proved by the result of post test 82,00 mean score of experiment class higher than 73,85 mean score mean score of control class.

Besides that,there was an increase from the pre-test to the post-test scores in the experimental class after being given treatment. This is proven by the results of data from student tests that have been checked by researcher.

⁴⁶ Huda, M. (2019). *Improving students' Vocabulary Mastery through Quizlet Application*. Journal of English Langage Teaching and Linguistic, 4(1) , 87-94

b. Reading Comprehension in improving the students by using conventional technique

In this research class XB is a control class that uses the conventional strategies. This class is not given treatment. The result of the post-test show that 73,85 mean score of the control class is lower than 82,00 mean score of experimental class.

Although both classes post-test averages improved classes post-test averages improved, the experimental class outperformed the control class. Furthermore, after the pre-test, the researcher used learning high frequency by using quizlet flash card online to increase students' reading comprehension . Researcher used a level 0,05 in this study $T \text{ value} > T \text{ table}$ to is higher than t_t which the null hypotesis (H_0) was accepted which means there is significant use of learning high frequency words by using quizlet flashcard online in improving the students' reading comprehension. From the result researcher can prove that the learning high frequency words by using flashcard online is effective in increasing students' reading comprehension ,it can be concluded with the statement below.

1. The teacher's teaching method is still conventional makes language learning be boring. Lack of the use of media in learning to make students become less active and creative. Reality what happened in the field, students listened teacher lectures on lingustic theory, incl listening. Error using method, can hinder the achievement of educational goals what is desired, in particular, is low the ability to listen to students in learning

english. This is due to the inside process students are less involved in optimal situations for learning, learning tends to be centered in teacher and classical. In addition, less students trained to develop their abilities in language. From several learning methods, there are interesting learning methods and can lead to increased reading comprehension students, namely the learning high frequency words by using quizlet flashcard online. According to Nurhadi, learning to use media is a teaching system that fits inside that brain generate meaning by connecting academic content in the context of life students everyday. In this learning students must be able to develop skills and understanding of English concepts for apply it in everyday life. English teaching has very broad goals, one goal is for students to have language skills with everyday life and apply it in English questions. Therefore the use of learning high frequency words by using quizlet flashcard online is necessary given by the teacher in the learning process, so that achieve better learning outcomes.⁴⁷

2. In this research, based on according to Alwi as explained above, there are many studies that explain the use of media or application on speaking, writing, reading, vocabulary, and other skills. However, in this study the researcher wanted to find out whether the learning high frequency words by using quizlet flashcard online and in previous research the method used in this study used classroom action research, while here the researcher used a quasi-experiment method. Using this method will help students

⁴⁷ Alwi, said (2017) "*application of digital learning*, 33(6) ,93-94

remember the words of knowledge from previously studied material. In this learning process, students try to recall memories of knowledge. The process of remembering word searches will cause knowledge information to be stored more firmly in his mind. This activity causes knowledge to be stored in long-term memory. In this case, researchers are involved in conducting research about the learning high frequency words by using flashcard online in students' Reading comprehension. It can be seen from the mean score of post-test of the control class and experimental class, which is control class (73,85) and experimental class (82,00). some relevant studies also show the great result of using quizlet flashcard online.

Several previous studies have investigated the effectiveness of learning high frequency words by using Quizlet flash card online on reading comprehension, One study published in the Journal of Educational Psychology in found that using Quizlet flashcards to learn high-frequency words was more effective than traditional vocabulary instruction methods. The study involved 81 seventh-grade students who were randomly assigned to either a control group or an experimental group. The experimental group used Quizlet flashcards to study high-frequency words, while the control group received traditional vocabulary instruction. The results showed that the students in the experimental group performed significantly better on a post-test than those in the control group.

Several studies have shown that the use of Quizlet flash cards in learning High frequency words can help improve students' ability to

master vocabulary. For example, research conducted by Chen shows that using Quizlet flash cards can improve students' ability to remember and use high frequency words in English. In use, Quizlet flash cards can also help students expand their vocabulary in an effective and efficient way. By using digital technology, students can learn High frequency words vocabulary in a more interesting and interactive way, so that it can motivate them to learn English more actively and continuously. Overall, using Quizlet flash cards can help improve students' ability to master High frequency words, as well as expand their vocabulary in a more effective and efficient way.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on findings obtained by the reseacher it can be concluded that the learning high frequency words by using flashcard online can enhance students' reading comprehension ,it can be seen from the finding and discussion before

1. Based on the results obtained by reseacher it was found that students scores in the control class using conventional technique were lower than the experimental class.
2. From explanation above,it can be concluded that the learning high frequency words by using flash card online in teaching learning process is effective, especially in teaching Reading. Based on research finding in this research,it can be seen that there is any significant difference between students who taught by learning high frequency words by using flash card online and those who are not. Thus, it can be concluded that learning high frequency words by using flash card online in reading comprehension of students grade ten atMAN 02 Kepahiang.

The are some limitation to this reseach first,the lack of participation from resecher conducted the researcher second, the limited of time is very short in research.

B. Suggestion

Based on the findings and discussion put forward in the previous chapter, several suggestions are given to participants who are close to this research. They are presented as follows:

1. For English teachers

To consider the needs and interests of students before designing reading materials. It is important for the teacher to use various activities according to the needs of students because it can reduce student boredom and boredom during the teaching and learning process. The right English teacher can consider using the quizlet flashcard in learning high frequency words in teaching reading .

2. For students

By using the quizlet flashcard in learning high frequency words , students have the opportunity to reading English well and focus on sharing their ideas.

3. For other researchers

The weakness of this research is the limited time in implementing the action. Other researchers who are interested in the same field are advised to carry out actions in a longer period of time to get maximum results so that improvements will be seen more significantly.

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APPENDIX 1

SK PEMBIMBING



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH**

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 578 Tahun 2023

- Tentang
**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**
- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.IU/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Surat Rekomendasi dari Ketua Prodi TBI Nomor : B-142/FT.5/PP.00.9/04/2023
2. Berita Acara Seminar Proposal Pada Hari Rabu, 08 Maret 2023

MEMUTUSKAN :

- Menetapkan**
- Pertama** : 1. **Dr. Paidi Gusmuliana, M.Pd** NIP. 19840817 201503 1 004
2. **Henny Septia Utami, M.Pd** NIDN. 2016098903
- Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :
- N A M A** : Lestari
N I M : 19551032
JUDUL SKRIPSI : The Effect Of Learning High Frequency Words by Using Quizlet Flash Card Online On Reading Comprehension
- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 12 April 2023
Dekan,


Hamengkubuwono

- Tembusan :**
1. Rektor
 2. Bendahara IAIN Curup;
 3. Kabag Akademik kemahasiswaan dan kerja sama;
 4. Mahasiswa yang bersangkutan;

APPENDIX 2

SURAT REKOMENDASI PENELITIAN



IAIN CURUP

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
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Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 454 /In.34/FT/PP.00.9/06/2023
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

08 Juni 2023

Kepada Yth. Kepala Kantor Kementerian Agama
Kab. Kepahiang

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Lestari
NIM : 19551032
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : The Effect of Learning High Frequency Words by Using Quizlet Flash Card Online on Reading Comprehension
Waktu Penelitian : 08 Juni 2023 s.d 08 September 2023
Lokasi Penelitian : MAN 2 Kepahiang

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I,


Dr. Sakul Anshori, S.Pd.I., Hum
NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip

APPENDIX 3

SURAT IZIN PENELITIAN KEMENAG



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN KEPAHIANG
Jln. Lintas Kepahiang – Curup Komplek Perkantoran Kelopak Kepahiang 39172
Telp/Fax. (0732)3930007 E-mail : umumkemenag.kph@gmail.com
Website : [Http://www.kemenagkph.co.id](http://www.kemenagkph.co.id)

Nomor : B- ~~2570~~/Kk.07.08.1/TL.00/06/2023 16 Juni 2023
Sifat : Biasa
Lampiran : -
Hal : IZIN PENELITIAN

Yth,
REKTOR IAIN CURUP
Kabupaten Rejang Lebong
Jalan DR.A.K.Gani No.1 Kotak pos 108 Curup- Bengkulu

Menindaklanjuti surat dari Dekan Fakultas Tabiyah, IAIN Curup nomor:454/In.34/FT.1/PP.00.9/05/2023, tanggal 08 Juni 2023, perihal sebagaimana pokok surat diatas, maka pada prinsipnya kami memberi izin penelitian kepada:

Nama/ NIM : Lestari / 19551032
Fakultas/Program Studi : Tarbiyah / TBI
Judul Skripsi : The Effect of Learning High Frequenncy Words by Using Quizlet Flash Card Online on Reading Comprehension
Tempat Penelitian : MAN 02 Kabupaten Kepahiang

Dengan ketentuan sebagai berikut:

3. Penelitian dilaksanakan mulai 08 Juni 2023 s/d 08 September 2023
4. Apabila telah selesai melaksanakan penelitian, agar yang bersangkutan Dapat menyampaikan hasil akhir kepada Kepala Kantor Kementerian Agama Kab.Kepahiang

Kepala,



Tembusan:
1. Kepala Kanwil Kemenag Propinsi Bengkulu
2. Ka. MAN 02 Kab.Kepahiang
3. Yang bersangkutan

APPENDIX 4

SURAT SELESAI PENELITIAN



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN KEPAHANG
MADRASAH ALIYAH NEGERI 2 KEPAHANG
Jalan Kiagus Hasan Gang Remaja RT.002 RW.001 Kelurahan Pasar Ujung
Telepon (0732) 391586

SURAT KETERANGAN

Nomor :B-5q1 /Ma.07.05/PP.00.6/08/2023

Yang bertandatangan dibawah ini :

Nama : Darwin, S.Ag
NIP : 196708171997031001
Pangkat/ Gol : Pembina IV/a
Jabatan : Kepala MAN 2 Kepahiang

Menerangkan dengan sebenarnya bahwa :

Nama : Lestari
NIM : 19551032
Fakultas/ Program Studi : Tarbiyah/ Tadris Bahasa Inggris
Judul Skripsi : The Effect of Learning High Frequency Words by Using Quizlet
Flash Card Online on Reading Comprehension MAN 2
Kabupaten Kepahiang.
Tempat Penelitian : MAN 2 Kepahiang

Telah selesai melakukan penelitian di MAN 2 Kepahiang selama 3 bulan terhitung mulai tanggal, 08 Juni 2023 s/d 08 September 2023 untuk memperoleh data dalam rangka penyusunan Skripsi Penelitian yang berjudul : " The Effect of Learning High Frequency Words by Using Quizlet Flash Card Online on Reading Comprehension MAN 2 Kabupaten Kepahiang ".

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Kepahiang, 03 Agustus 2023
Kepala MAN 2 Kepahiang

Darwin, S.Ag
NIP. 196708171997031001

APPENDIX 5

KARTU BIMBINGAN SKRIPSI



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Lutfi
 NIM : 1002021
 FAKULTAS/PRODI : Teknik / Teknik Elektro Industri

PEMBIMBING I : Dr. Roch Guntawan, M.Pd
 PEMBIMBING II : Heri Supri Utami, M.Pd
 JUDUL SKRIPSI : The Effect of Learning Model
 Learning Model by using Learning Model
 on the Reading Comprehension

* Kartu konsultasi ini harus dibawa pada setiap konsultasi dengan pembimbing I atau pembimbing II.
 * Disiapkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing I minimal 7 (tujuh) kali, dan konsultasi pembimbing II minimal 2 (dua) kali dibuktikan dengan buku yang di gunakan.
 * Agar ada nilai setiap untuk perbaikan skripsi sebelum di dapatkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.




KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Lutfi
 NIM : 1002021
 FAKULTAS/PRODI : Teknik / Teknik Elektro Industri


PEMBIMBING I : Dr. Roch Guntawan, M.Pd
 PEMBIMBING II : Heri Supri Utami, M.Pd
 JUDUL SKRIPSI : The Effect of Learning Model
 Learning Model by using Learning Model
 on the Reading Comprehension

Konsep dan pengantar skripsi ini sudah dapat di berikan untuk ujian skripsi IAIN Curup.

Pembimbing I : Dr. Roch Guntawan, M.Pd
 Pembimbing II : Heri Supri Utami, M.Pd



NO	TANGGAL	Materi yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	Senin 16-9-23	Pembuatan Instrumen Penelitian		
2	Rabu 24-9-23	Revisi Bab 1 - 3 dan Instrumen		
3	Senin 29-9-23	Revisi Instrumen		
4	Selasa 20-10-23	ACC Instrumen		
5	Senin 3-10-23	Revisi Bab 1		
6	Senin 9-10-23	Revisi Bab 4-5		
7	11-10-23	Revisi Format + Fajiran		
8	13-10-23	ACC Sidang		



NO	TANGGAL	Materi yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	Rabu 3-10-23	Revisi Bab 2 - 3		
2	Senin 9-10-23	Revisi Instrumen		
3	Selasa 16-10-23	Revisi Attachment		
4	Selasa 19-10-23	Revisi Instrumen		
5	Rabu 18-10-23	ACC Instrumen		
6	Jumat 14-10-23	Revisi Bab 3-4		
7	13/10/23	Revisi Referensi + Bab 5		
8	17/10/23	ACC Sidang		

APPENDIX 6

STATISTIC DATA ANALYSIS

The Score of students' Pre-Test and Post-Test in Control and Experimental Class

No	Subject	Control Class		Experiment Class	
1	Student 1	30	65	55	70
2	Student 2	50	70	50	70
3	Student 3	25	65	30	75
4	Student 4	40	65	40	75
5	Student 5	30	70	45	75
6	Student 6	50	75	45	75
7	Student 7	60	75	30	75
8	Student 8	55	80	30	75
9	Student 9	40	60	30	80
10	Student 10	40	65	45	80
11	Student 11	20	70	20	80
12	Student 12	20	70	20	80
13	Student 13	20	70	60	80
14	Student 14	45	70	30	80
15	Student 15	45	75	15	80
16	Student 16	50	75	20	80
17	Student 17	60	75	35	80
18	Student 18	45	85	40	80

19	Student 19	60	85	40	80
20	Student 20	45	65	35	85
21	Student 21	55	65	45	85
22	Student 22	60	70	35	85
23	Student 23	30	75	45	85
24	Student 24	35	75	40	85
25	Student 25	35	75	40	85
26	Student 26	40	75	30	85
27	Student 27	50	75	20	85
28	Student 28	50	80	50	85
29	Student 29	55	85	15	85
30	Student 30	45	80	25	90
31	Student 31	50	80	45	90
32	Student 32	55	80	50	90
33	Student 33	60	85	50	90
34	Student 34	30	75	20	95
35	Student 35	40	80	50	95
Total		1520	2585	1275	2870
Average		43,4	73,9	36,4	82
Max		60	85	55	95
Min		20	60	30	70

APPENDIX 7

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

MODUL AJAR KURIKULUM MERDEKA

TAHUN 2023 KELAS X SEMESTER 1

MODUL AJAR 1 CONTROL CLASS

Nama penyusun	Lestari
Isntitusi	MAN 02 Kepahiang
Tahun Pembuatan	2022
Mapel	Bahasa Inggris
Jenjang	SMA/MA
Kelas	X (sepuluh) Reguler
Alokasi waktu	3 PERTEMUAN 1 x pertemuan 90 menit
Tahapan	Fase E
Domain konten	<ol style="list-style-type: none"> 1. Menyimak dan berbicara (Listening and Speaking) 2. Membaca dan memirsa (Reading and viewing) 3. Menulis dan mempresentasikan (Writing and Presenting)
Tujuan pembelajaran	<ol style="list-style-type: none"> 10. 1 Peserta didik dapat mengidentifikasi konteks, tujuan, gagasn utama, dan informasi terperinci dari <i>teks descriptive</i>, 10. 2 Peserta didik dapat menjelaskan sturuktur dan unsur kebahasaan dari <i>teks descriptive</i>. 10.3 Peserta didik dapat menganalisis informasi tersurat dan tersirat dari <i>teks descriptive</i>. 10.4 Peserta didik dapat menguraikan ide pokok dan dan rangkain penyusun (struktur) dari <i>teks descriptive</i> 10.5 Peserta didik dapat mengemukakan gagasan dan pendapat di berbagai diskusi dan presentasi terkait <i>teks descriptive</i>.

	<p>10.6 Peserta didik dapat menggunakan kosakata dan tata bahasa sederhana yang tepat saat berbicara dan menulis.</p> <p>10.7 Peserta didik dapat merancang <i>teks descriptive</i>, dengan memperhatikan tanda baca dan tata bahasa yang benar.</p> <p>10. 8 Peserta didik dapat menyusun dan menyajikan <i>teks descriptive</i> secara lisan maupun tertulis dalam berbagai mode</p>
Konten Utama	Descriptive text
Pertanyaan inti	Descriptive What is Descriptive Text What is Function of Descriptive text What is stucture of Descriptive Text
Persyaratan Pengetahuan/ dan keterampilan	<ul style="list-style-type: none"> + Siswa mampu dan merespon berbagai macam teks secara mandiri + Siswa mampu menunjukkan keterampilan merespon teks yang makin kompleks + Siswa mampu menulis melalui aktivitas yang di pandu dan menyampaikan ide kompleks dan menggunakan berbagai kosa kata dan kata kerja dalam tukisannya.
Target profil pelajar Pancasila	Siswa yang beriman, bertkawa kepada Tuhan YME , Mandiri, dan Berfikir Kritis dan Kreatif.
Target siswa	Siswa reguler /Tipikal
Jumlah siswa	Maksimum 30-45 siswa
Ketersediaan materi	<ul style="list-style-type: none"> • Pengayaan lebih lanjut : YA • Alternatif penjelasan Tambahan : YA
Model pembelajaran	Blanded Learning
Asessment	Individu, berpasangan kelompok Jenis asessment: Tertulis, untuk kerja
Materi Ajar, Alat dan Bahan Ajar.	A. Materi (Descriptive Text) Teks tertulis berbentuk descriptive text abou place

	<ul style="list-style-type: none"> • Fungsi sosial: Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antar guru, kepala sekolah, dan staf administrasi • Struktur Teks : Ungkapan yang lazim digunakan dalam teks <i>describing place/descriptive place about place</i> di media masa maupun internet, secara urutan runtut. • Unsur kebahasaan: Kosa kata, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan dan tanja baca yang tepat degan pengucapan yag lancar dan penulisan dengan dengan tulisan tangan atau cetak yang jelas dan rapi. • Multimedia : layout, dekorasi, yang membuat teks/gambar lebih menarik. <p>B. MEDIA PEMBELAJARAN: Gambar, buku, Lks</p> <p>C. METODE: Menyimak, diskusi kelompok, studi pustaka, penugasan individu/ kelompok</p> <p>D. SUMBER</p> <ul style="list-style-type: none"> • Buku Lks Kurikulum Merdeka Bahasa Inggris kelas X SMA/MA dan SMK/MAK semester 1. • Suara guru • Internet • Majalah/koran bahasa Inggris
<p>CHAPTER KE 1 DESCRIBING PLACE (DESCRIPTIVE TEXT)</p>	<p>1. Kelas : X Reguler 2. Waktu : 90 menit 3. Tujuan Pembelajaran</p> <p>10. 1 Peserta didik dapat mengidentifikasi</p>

	<p>konteks, tujuan, gagasan utama, dan informasi terperinci dari <i>teks descriptive, recount dan narrative</i>.</p> <p>10. 2 Peserta didik dapat menjelaskan struktur dan unsur kebahasaan dari <i>teks descriptive, recount dan narrative</i>.</p> <p>10.3 Peserta didik dapat menganalisis informasi tersurat dan tersirat dari <i>teks descriptive, recount dan narrative</i>.</p> <p>10.4 Peserta didik dapat menguraikan ide pokok dan rangkain penyusun (struktur) dari <i>teks descriptive, recount dan narrative</i>.</p> <p>10.5 Peserta didik dapat mengemukakan gagasan dan pendapat di berbagai diskusi dan presentasi terkait <i>teks descriptive, recount dan narrative</i>.</p> <p>10.6 Peserta didik dapat menggunakan kosakata dan tata bahasa sederhana yang tepat saat berbicara dan menulis.</p> <p>10.7 Peserta didik dapat merancang <i>teks descriptive, recount dan narrative</i> dengan memperhatikan tanda baca dan tata bahasa yang benar.</p> <p>10. 8 Peserta didik dapat menyusun dan menyajikan <i>teks descriptive, recount dan narrative</i> secara lisan maupun tertulis dalam berbagai mode.</p>
<p>KEGIATAN AWAL (15 MENIT)</p>	<ul style="list-style-type: none"> ✚ Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, dan menyiapkan buku pembelajaran. ✚ Memotivasi peserta didik secara kontekstual sesuai dengan manfaat

	<p>pembelajaran mengenai Personal Descriptive text dalam kehidupan sehari-hari, misalnya mereka diminta untuk menceritakan pengalaman masa lalu mereka yang menyenangkan</p> <ul style="list-style-type: none"> ✚ Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyiapkan cakupan materi dan pembelajaran uraiankegiatan.
KEGIATAN INTI (65 MENIT)	<ul style="list-style-type: none"> • Menjelaskan apa itu descriptive text terlebih dahulu • Menjelaskan apa itu describing text/ descriptive text about place • Fungsi dari descriptive text about place • Menjelaskan struktur dari descriptive text about place • Dan memberikan pertanyaan seputar descriptive text about place kepada peserta didik • Dan menugaskan peserta didik untuk menjawab pertanyaan yang ada di buku Lks Kurikulum Merdeka semester 1
KEGIATAN AKHIR 20 MENIT	<ul style="list-style-type: none"> ✚ Memberikan umpan balik terhadap proses pembelajaran: well, class, you have done a very good job to day. Most of you are active, i hope next time, all of you involve in the intercation. How do you fell during the lesson? Is there anyone want to say something? ✚ Menyimpulkan yang telah di pelajari hari ini.
PENILAIAN	<ul style="list-style-type: none"> • Jawaban singkat Pensekoran instrument dilakukan dengan memberikan skor 2 untuk setiap benar dan 0 untuk jawaban salah. • Uraian singkat/objektif Pensekoran instrument dilakukan dengan memberikan skor 2 untuk setiap benar dan 0 untuk jawaban salah.
BAHAN AJAR	Buku LKS kurikulum Merdeka Kelas X Semester 1
REFLEKSI UNTUK	<ul style="list-style-type: none"> • Keberhasilan apa saja yang sudah dicapai

GURU	<p>di tujuan pembelajran ini?</p> <ul style="list-style-type: none">• Apa yang harus menjadi perhatian khusus dalam pelaksanaan tujuan pembelajaran?• Apa yang harus di perbaiki bila siswa tidak paham penjelasan saya?• Siswa mana yang perlu membutuhkan perhatian khusus
REFLEKSI UNTUK SISWA	<ul style="list-style-type: none">• Apakah materi yang di sampaikan cukup jelas?• Saya kurang paham materi yang di sampaikan apakah guru yang menyampaikan terlalu cepat atau saya yang lamban dalam memahami?

MODUL AJAR 2 CONTROL CLASS

<p>CHAPTER -2</p> <p>LEARNING HIGH FREQUENCY WORDS</p>	<p>1. Kelas : X Reguler 2. Waktu : 100 menit 3. Tujuan Pembelajaran</p> <p>10. 1 Peserta didik dapat mengidentifikasi konteks, tujuan, gagasan utama, dan informasi terperinci dari <i>learning high frequency words</i> .</p> <p>10. 2 Peserta didik dapat menjelaskan struktur dan unsur kebahasaan dari <i>learning high frequency words</i> .</p> <p>10.3 Peserta didik dapat menganalisis informasi tersurat dan tersirat dari <i>learning high frequency words</i> .</p> <p>10.4 Peserta didik dapat menguraikan ide pokok dan dan rangkain penyusun (struktur) dari <i>learning high frequency words</i> .</p> <p>10.5 Peserta didik dapat mengemukakan gagasan dan pendapat di berbagai diskusi dan presentasi terkait <i>learning high frequency words</i> .</p> <p>10.6 Peserta didik dapat menggunakan kosakata dan tata bahasa sederhana yang tepat saat berbicara dan menulis.</p> <p>10.7 Peserta didik dapat merancang <i>learning high frequency words</i> . dengan memperhatikan tanda baca dan tata bahasa yang benar.</p> <p>10. 8 Peserta didik dapat menyusun dan menyajikan <i>teks learning high frequency words</i> .</p>
<p>KEGIATAN AWAL (15 MENIT)</p>	<ul style="list-style-type: none">✚ Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, dan menyiapkan buku pembelajaran.✚ Memotivasi peserta didik secara kontekstual sesuai dengan manfaat

	<p>pembelajaran mengenai Personal Recount dalam kehidupan sehari-hari, misalnya mereka diminta untuk menceritakan pengalaman masa lalu mereka yang menyenangkan</p> <ul style="list-style-type: none"> ✚ Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyiapkan cakupan materi dan pembelajaran uraian kegiatan.
KEGIATAN INTI (65 MENIT)	<ul style="list-style-type: none"> • Menjelaskan apa itu descriptive text terlebih dahulu • Menjelaskan apa itu describing text/ descriptive text about place • Fungsi dari descriptive text about place • Menjelaskan struktur dari descriptive text about place • Dan memberikan pertanyaan seputar descriptive text about place kepada peserta didik • Dan menugaskan peserta didik untuk menjawab pertanyaan yang ada di buku Lks Kurikulum Merdeka semester 1
KEGIATAN AKHIR 20 MENIT	<ul style="list-style-type: none"> ✚ Memberikan umpan balik terhadap proses pembelajaran: well, class, you have done a very good job to day. Most of you are active, i hope next time, all of you involve in the intercation. How do you fell during the lesson? Is there anyone want to say something? ✚ Menyimpulkan yang telah di pelajari hari ini.
PENILAIAN	<ul style="list-style-type: none"> • Jawaban singkat Pensekoran instrument dilakukan dengan memberikan skor 2 untuk setiap benar dan 0 untuk jawaban salah. • Uraian singkat/objektif Pensekoran instrument dilakukan dengan memberikan skor 2 untuk setiap benar dan 0 untuk jawaban salah.
BAHAN AJAR	Buku LKS kurikulum Merdeka Kelas X Semester 1
REFLEKSI UNTUK	<ul style="list-style-type: none"> • Keberhasilan apa saja yang sudah dicapai


GURU	<p>di tujuan pembelajran ini?</p> <ul style="list-style-type: none">• Apa yang harus menjadi perhatian khusus dalam pelaksanaan tujuan pembelajaran?• Apa yang harus di perbaiki bila siswa tidak paham penjelasan saya?• Siswa mana yang perlu membutuhkan perhatian khusus
REFLEKSI UNTUK SISWA	<ul style="list-style-type: none">• Apakah materi yang di sampaikan cukup jelas?• Saya kurang paham materi yang di sampaikan apakah guru yang menyampaikan terlalu cepat atau saya yang lamban dalam memahami?

MODUL AJAR 3 EXPERIMENTAL CLASS

Nama penyusun	Lestari
Isntitusi	MAN 02 Kepahiang
Tahun Pembuatan	2022
Mapel	Bahasa Inggris
Jenjang	SMA/MA
Kelas	X (sepuluh) Reguler
Alokasi waktu	3 PERTEMUAN 1 x pertemuan 90 menit
Tahapan	Fase E
Domain konten	<ol style="list-style-type: none"> 1. Menyimak dan berbicara (Listening and Speaking) 2. Membaca dan memirsa (Reading and viewing) 3. Menulis dan mempresentasikan (Writing and Presenting)
Tujuan pembelajaran	<p>10. 1 Peserta didik dapat mengidentifikasi konteks, tujuan, gagasan utama, dan informasi terperinci dari <i>teks descriptive, and learning high frequency words by using flashcard online</i></p> <p>10. 2 Peserta didik dapat menjelaskan sturuktur dan unsur kebahasaan dari <i>teks descriptive. and learning high frequency words by using flashcard online</i></p> <p>10.3 Peserta didik dapat menganalisis informasi tersurat dan tersirat dari <i>teks descriptive. and learning high frequency words by using flashcard online</i></p> <p>10.4 Peserta didik dapat menguraikan ide pokok dan dan rangkain penyusun (struktur) dari <i>teks descriptive and learning high frequency words by using flashcard online</i></p> <p>10.5 Peserta didik dapat mengemukakan gagasan dan pendapat di berbagai diskusi dan presentasi terkait <i>teks descriptive and learning high frequency words by using flashcard online</i></p>

	<p>10.6 Peserta didik dapat menggunakan kosakata dan tata bahasa sederhana yang tepat saat berbicara dan menulis.</p> <p>10.7 Peserta didik dapat merancang <i>teks descriptive</i>, dengan memperhatikan tanda baca dan tata bahasa yang benar.</p> <p>10. 8 Peserta didik dapat menyusun dan menyajikan <i>teks descriptive and learning high frequency words by using flashcard online</i> secara lisan maupun tertulis dalam berbagai mode</p>
Konten Utama	Descriptive text
Pertanyaan inti	Descriptive What is Descriptive Text What is Function of Descriptive text What is structure of Descriptive Text What is high frequency words What is quizlet flashcard online How to use quizlet flashcard online
Persyaratan Pengetahuan/ dan keterampilan	<ul style="list-style-type: none"> ✚ Siswa mampu dan merespon berbagai macam teks secara mandiri ✚ Siswa mampu menunjukkan keterampilan merespon teks yang makin kompleks ✚ Siswa mampu menulis melalui aktivitas yang di pandu dan menyampaikan ide kompleks dan menggunakan berbagai kosakata dan kata kerja dalam tulisannya.
Target profil pelajar Pancasila	Siswa yang beriman, bertakwa kepada Tuhan YME, Mandiri, dan Berfikir Kritis dan Kreatif.
Target siswa	Siswa reguler /Tipikal
Jumlah siswa	Maksimum 30-45 siswa
Ketersediaan materi	<ul style="list-style-type: none"> • Pengayaan lebih lanjut : YA • Alternatif penjelasan Tambahan : YA
Model pembelajaran	Blanded Learning
Assessment	Individu, berpasangan kelompok Jenis assessment: Tertulis, untuk kerja
Materi Ajar, Alat dan Bahan Ajar.	A. Materi (Descriptive Text and high frequency words by using quizlet flashcard)

	<p>Teks tertulis berbentuk descriptive text about place</p> <ul style="list-style-type: none"> • Fungsi sosial: Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antar guru, kepala sekolah, dan staf administrasi • Struktur Teks : Ungkapan yang lazim digunakan dalam teks <i>describing place/descriptive place about place by and learning high frequency words by using flashcard online</i> di media masa maupun internet, secara urut an runtut. • Unsur kebahasaan: Kosa kata, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan dan tanja baca yang tepat degan pengucapan yag lancar dan penulisan dengan dengan tulisan tangan atau cetak yang jelas dan rapi. • Multimedia : layout, dekorasi, yang membuat teks/gambar lebih menarik. <p>B. MEDIA PEMBELAJARAN: Gambar, buku, Lks, aplikasi quizlet flashcard online</p> <p>C. METODE: Menyimak, diskusi kelompok, studi pustaka, penugasan individu/ kelompok</p> <p>D. SUMBER</p> <ul style="list-style-type: none"> • Buku Lks Kurikulum Merdeka Bahasa Inggris kelas X SMA/MA dan SMK/MAK semester 1. • Suara guru • Internet • Majalah/koran bahasa Inggris
<p>CHAPTER KE 1 DESCRIBING PLACE (DESCRIPTIVE TEXT)</p>	<p>1. Kelas : X Regular 2. Waktu : 90 menit 3. Tujuan Pembelajaran</p> <p>10. 1 Peserta didik dapat mengidentifikasi konteks, tujuan, gagasn utama, dan informasi</p>

	<p>terperinci dari <i>teks descriptive, and leran high frequency words by using quizlet flashcard online</i></p> <p>10. 2 Peserta didik dapat menjelaskan sturuktur dan unsur kebahasaan dari <i>teks descriptive, and leran high frequency words by using quizlet flashcard online</i></p> <p>10.3 Peserta didik dapat menganalisis informasi tersurat dan tersirat dari <i>teks descriptive,. and leran high frequency words by using quizlet flashcard online</i></p> <p>10.4 Peserta didik dapat menguraikan ide pokok dan dan rangkain penyusun (struktur) dari <i>teks descriptive, and leran high frequency words by using quizlet flashcard online</i></p> <p>10.5 Peserta didik dapat mengemukakan gagasan dan pendapat di berbagai diskusi dan presentasi terkait <i>teks descriptive, recount dan narrative.</i></p> <p>10.6 Peserta didik dapat menggunakan kosakata dan tata bahasa sederhana yang tepat saat berbicara dan menulis.</p> <p>10.7 Peserta didik dapat merancang <i>teks descriptive, recount dan narrative</i> dengan memperhatikan tanda baca dan tata bahasa yang benar.</p> <p>10. 8 Peserta didik dapat menyusun dan menyajikan <i>teks descriptive, recount dan narrative</i> secara lisan maupun tertulis dalam berbagai mode.</p>
<p>KEGIATAN AWAL (15 MENIT)</p>	<p> Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, dan menyiapkan buku pembelajaran.</p>

	<ul style="list-style-type: none"> ✚ Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai Personal Descriptive text dalam kehidupan sehari-hari, misalnya mereka diminta untuk menceritakan pengalaman masa lalu mereka yang menyenangkan ✚ Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyiapkan cakupan materi dan pembelajaran uraiankegiatan.
KEGIATAN INTI (65 MENIT)	<ul style="list-style-type: none"> • Menjelaskan apa itu descriptive text terlebih dahulu • Menjelaskan apa itu describing text/ descriptive text about place • Fungsi dari descriptive text about place • Menjelaskan struktur dari descriptive text about place • Dan memberikan pertanyaan seputar descriptive text about place kepada peserta didik • Dan menugaskan peserta didik untuk menjawab pertanyaan yang ada di buku Lks Kurikulum Merdeka semester 1
KEGIATAN AKHIR 20 MENIT	<ul style="list-style-type: none"> ✚ Memberikan umpan balik terhadap proses pembelajaran: well, class, you have done a very good job to day. Most of you are active, i hope next time, all of you involve in the intercation. How do you fell during the lesson? Is there anyone want to say something? ✚ Menyimpulkan yang telah di pelajari hari ini.
PENILAIAN	<ul style="list-style-type: none"> • Jawaban singkat Pensekoran instrument dilakukan dengan memberikan skor 2 untuk setiap benar dan 0 untuk jawaban salah. • Uraian singkat/objektif Pensekoran instrument dilakukan dengan memberikan skor 2 untuk setiap benar dan 0 untuk jawaban salah.
BAHAN AJAR	Buku LKS kurikulum Merdeka Kelas X Semester

	1
REFLEKSI UNTUK GURU	<ul style="list-style-type: none"> • Keberhasilan apa saja yang sudah dicapai di tujuan pembelajaran ini? • Apa yang harus menjadi perhatian khusus dalam pelaksanaan tujuan pembelajaran? • Apa yang harus di perbaiki bila siswa tidak paham penjelasan saya? • Siswa mana yang perlu membutuhkan perhatian khusus
REFLEKSI UNTUK SISWA	<ul style="list-style-type: none"> • Apakah materi yang di sampaikan cukup jelas? • Saya kurang paham materi yang di sampaikan apakah guru yang menyampaikan terlalu cepat atau saya yang lamban dalam memahami?

MODUL AJAR 4 EXPERIMENTAL CLASS

<p>CHAPTER -2</p> <p>LEARNING HIGH FREQUENCY WORDS BY USING QUIZLET FLASHCARD ONLINE</p>	<ol style="list-style-type: none">1. Kelas : X Reguler2. Waktu : 100 menit3. Tujuan Pembelajaran <p>10. 1 Peserta didik dapat mengidentifikasi konteks, tujuan, gagasan utama, dan informasi terperinci dari <i>learning high frequency words quizlet flashcard online</i> .</p> <p>10. 2 Peserta didik dapat menjelaskan sturuktur dan unsur kebahasaan dari <i>learning high frequency words quizlet flashcard online</i> .</p> <p>10.3 Peserta didik dapat menganalisis informasi tersurat dan tersirat dari <i>learning high frequency words quizlet flashcard online</i> .</p> <p>10.4 Peserta didik dapat menguraikan ide pokok dan dan rangkain penyusun (struktur) dari <i>learning high frequency words quizlet flashcard online</i> .</p> <p>10.5 Peserta didik dapat mengemukakan gagasan dan pendapat di berbagai diskusi dan presentasi terkait <i>learning high frequency words quizlet flashcard online</i> .</p> <p>10.6 Peserta didik dapat menggunakan kosakata dan tata bahasa sederhana yang tepat saat berbicara dan menulis.</p> <p>10.7 Peserta didik dapat merancang <i>learning high frequency words quizlet flashcard online</i> . dengan memperhatikan tanda baca dan tata bahasa yang benar.</p> <p>10. 8 Peserta didik dapat menyusun dan menyajikan <i>teks learning high frequency words quizlet flashcard online</i> .</p>
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<p>KEGIATAN AWAL (15 MENIT)</p>	<ul style="list-style-type: none"> + Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, dan menyiapkan buku pembelajaran. + Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai Personal Recount dalam kehidupan sehari-hari, misalnya mereka diminta untuk menceritakan pengalaman masa lalu mereka yang menyenangkan + Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyiapkan cakupan materi dan pembelajaran uraiankegiatan.
<p>KEGIATAN INTI (65 MENIT)</p>	<ul style="list-style-type: none"> • Menjelaskan apa itu descriptive text terlebih dahulu • Menjelaskan apa itu describing text/ descriptive text about place • Fungsi dari descriptive text about place • Menjelaskan struktur dari descriptive text about place • Dan memberikan pertanyaan seputar descriptive text about place kepada peserta didik • Dan menugaskan peserta didik untuk menjawab pertanyaan yang ada di buku Lks Kurikulum Merdeka semester 1
<p>KEGIATAN AKHIR 20 MENIT</p>	<ul style="list-style-type: none"> + Memberikan umpan balik terhadap proses pembelajaran: well, class, you have done a very good job to day. Most of you are active, i hope next time, all of you involve in the intercation. How do you fell during the lesson? Is there anyone want to say something? + Menyimpulkan yang telah di pelajari hari ini.
<p>PENILAIAN</p>	<ul style="list-style-type: none"> • Jawaban singkat Pensekoran instrument dilakukan dengan memberikan skor 2 untuk setiap benar dan 0 untuk jawaban salah.

	<ul style="list-style-type: none"> • Uraian singkat/objektif Pensekoran instrument dilakukan dengan memberikan skor 2 untuk setiap benar dan 0 untuk jawaban salah.
BAHAN AJAR	Buku LKS kurikulum Merdeka Kelas X Semester 1
REFLEKSI UNTUK GURU	<ul style="list-style-type: none"> • Keberhasilan apa saja yang sudah dicapai di tujuan pembelajran ini? • Apa yang harus menjadi perhatian khusus dalam pelaksanaan tujuan pembelajaran? • Apa yang harus di perbaiki bila siswa tidak paham penjelasan saya? • Siswa mana yang perlu membutuhkan perhatian khusus
REFLEKSI UNTUK SISWA	<ul style="list-style-type: none"> • Apakah materi yang di sampaikan cukup jelas? • Saya kurang paham materi yang di sampaikan apakah guru yang menyampaikan terlalu cepat atau saya yang lamban dalam memahami?

APPENDIX 8
INSTRUMENT
Reading text

Name :
Class :
Time Allocation : 45 minutes

INSTRUCTION:

1. Check and read the instructions on the answer sheet provided
2. Check and read the question carefully
3. The number of question is 30 multiple choice question
4. Answer the questions that you find easy first
5. Do on the answer sheet provided by crossing (X) on the answer that you think is the most correct
6. When finished, double-check your answers before submitting them to the supervisor

MULTIPLE CHOICE TEST

Read carefully! Chose the best answer by crossing (x) a,b,c or d

Answer the question 1- 5 according the text bellow!

Rowan Atkinson

Rowan Atkinson is an English comedian, actor and writer, famous for his title roles in the British television comedies Blackadder, the Thin Blue Line and Mr. Bean. He has been listed in the Observer as one of the 50 funniest actors in British comedy. Atkinson is mostly well known as Mr. Bean.

Rowan Atkinson is a quite **thin** man. He has fair complexion and black short hair. Some people considered Atkinson “the man with the rubber face.”

In fact, he has really funny face with unique smile. He is in medium height of European people. He has a pointed nose, big black eyes and thick eyebrows. His moustache and sideburns are usually well shaved. He usually wears a man’s suit with shirt, collar, trousers and a pair of shiny shoes.

Rowan Atkinson was born in Consett, County Durham on 6th January 1955. He has two elder brothers.

Atkinson studied electrical engineering at Newcastle University and continued with an MSc at the Queen’s College, Oxford. Atkinson married Sunetra Sastry in 1990. The **couple** has two children,

Lily and Benjamin, and lives in England in the Northamptonshire. With an estimated wealth of \$100 million, Atkinson owns many expensive cars.

1. "Rowan Atkinson is a quite thin man." (Paragraph 2) The word „thin” has the samemeaning as....
 - a. Stocky
 - b. Athletic
 - c. Skinny
 - d. Chubby
2. "The couple has two children, Lily and Benjamin," (Paragraph 3) The underlinedwords refer to
 - a. Atkinson and family
 - b. Lily and benjamin
 - c. Atkitson and his children
 - d. Atkinson and sunetra satry
3. What is the main idea of the first paragraph...
 - a. Rowan Atkinson is an Englishcomedian , actor and writer
 - b. Roman Atkinson has been listed in theobserver as one of the 50 funniest actors in British comedy
 - c. Rowan Atkinson is an actor
 - d. Rowan Atkinson has four children
4. What is the purpose of the text ...
 - a. To amuse the readers with roman Atkinson
 - b. To describe the characteristic of Rowan Atkinson
 - c. To tell the readers the history about Rowan Atkinson
 - d. To persuade the readers to know Rowan Atkinson
5. We can concluded from the story ...
 - a. Rowan Atkinson is an English comedian,actor and writer
 - b. The story tell us about background knowledge Rowan Atkinson
 - c. Rowan Atkinson is Independent people
 - d. The story tell us he is a smart people

Answer the question 6- 10 according the text bellow!

Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore.

Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters providesa wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxurybranded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turnto left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

6. In the third paragraph the writer describes about ...
 - a. The location of Orchard Road
 - b. The things that we can see at orchard road
 - c. The direction to get to orchard road
 - d. The history of orchard road
7. Words "it" in line 4 refers to ...
 - a. The plantation
 - b. Luxury branded things
 - c. Singapore
 - d. Suburban street
8. The word "satisfy" in line eighth has the closet meaning with ...
 - a. Pleased
 - b. Free
 - c. Frighten
 - d. Threat
9. What is the unque characteristic of orchard road ...

- a. Tropical climate
- b. Shopping center
- c. Entertainments industries
- d. Beautiful flower

10. The text mainly focuses on

- a. Singapore
- b. Orchard plantation
- c. Plaza and mall
- d. Orchard road as business and entertainment

Answer the question 11- 15 according the text below!

Jennifer Lopes

Jennifer Lopes (J.Lo) is a highly successful actress, singer, and dancer. Her new films and new albums usually go straight to the top. What's a typical working day for her? Making a film is a hard work. She usually gets up at half past five in the morning and she's always on the film set at half past six. She never drinks coffee and she always has a light lunch of just green salad. She doesn't like working up late at nights. She is usually in bed half past ten. If she stays out late, she will be too tired in the next morning.

Adam Shankman, a director of one of her films, says "J.Lo is actually a quiet person. She doesn't like going out all the time. She often stays at home on Saturday nights and watches video.

If J.Lo isn't working on a film or making a record, her life style is very different. When she has got time off, she's quite happy to go out. She loves New York restaurants. She loves dancing. She sometimes dances until three o'clock in the morning!

J. Lo's family lives in New York. They were very close family. She sees her parents every weekend and she always phones them if she has a problem. She's got two older sisters and they get on very well together. They are not just her sisters; they are her best friends.

11. What is the text about ...

- a. A successful actress
- b. Jennifer Lopez
- c. Jennifer Lopez's sister
- d. Jennifer Lopez family

12. What does J.Lo do when she has a problem ...

- a. Sees her parents every weekend
- b. Phones her parents
- c. Meets her two sister
- d. Goes clubbing in New York

13. What is the main idea of paragraph 4 ...

- a. J. Lo's typical working day
- b. J.Lo's family relationship
- c. J.Lo's lifestyle on her free days
- d. J.Lo's activities in New York

14. " They get on very well together". Whos does the word "THEY" refer to ...

- a. Adam Shankman J.Lo
- b. Her parent and her sister
- c. J.Lo and her sisters
- d. Her parents and J.Lo

15. What is the following are true about J.L, EXCEPT...

- a. Actress, singer and dancer
- b. Cafe
- c. Usually in bed a half past ten
- d. Beautiful

Answer the question 16- 20 according the text below!

Borobudur Temple

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

Borobudur temple was built by Syailendra Dynasty during the eighth century. **It** needed more than two million river stones. It is the biggest temple in the world.

After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the

story of the relief on its walls.

Domestic tourists usually go there by bus or private cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changers around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks.

16. What is the unique characteristic of Borobudur temple ...
 - a. Beauty and elegance
 - b. Have more than two million river stones
 - c. Modern facilities
 - d. The Syailendra Dynasty
17. The pronoun "it" paragraph 2 refers to ...
 - a. Tourist
 - b. Borobudur temple
 - c. Syailendra Dynasty
 - d. Queen
18. What can we conclude from the text ...
 - a. Borobudur temple is a wonderful temple in Indonesia
 - b. Borobudur temple is one of historical in Sriwijaya era
 - c. A good destination for tourist
 - d. Domestic tourist
19. What is of the following are true about Borobudur temple, EXCEPT ...
 - a. Needed two million stones
 - b. Historical in Sriwijaya era
 - c. Built by Syailendra Dynasty
 - d. Borobudur temple is one of nine wonders of the world
20. What is the main idea of first paragraph ...
 - a. The introduction Borobudur temple
 - b. Borobudur temple is one of the most beautiful tourist resort in Indonesia
 - c. Borobudur temple characteristic
 - d. Beautiful Borobudur temple

Answer the question 21- 25 according the text below!

Isyana saraswati

Do you know Isyana Saraswati? She is a very famous singer from Indonesia. She is pretty and very talented. Her full name is Isyana Saraswati. She is usually called Isyana. This beautiful lady was born in Bandung, West Java, on May 2, 1993. Her parents are Sapta Dwi Kardana and Luana Marpanda.

Isyana, the Taurus girl, is slim. She is only 50 kg and 165 tall. She has a long smooth beautiful hair. By glimpsing, she looks like a Korean star.

Talking about her personality, Isyana is kind of introvert girl. She seems very quiet. But actually she is friendly enough to people. Talking about her passion in music. Isyana likes jazz, RnB, pop, and soul. She also can play piano, saxophone, and violin. That's fantastic. What do you know about her song? Isyana is being famous because of a very romantic song entitled "Keep Being You" and "Tetap dalam Jiwa."

21. From the text above we concluded that ...
 - a. She is a famous and talented singer
 - b. She dislikes jazz and RnB
 - c. She can't play musical instruments
 - d. Isyana is an extrovert girl
22. "She is a very famous singer from Indonesia". The underlined word means ...
 - a. Strange
 - b. Well-known
 - c. Unpopular
 - d. Clumsy
23. What is the following are true about Isyana Saraswati, EXCEPT ...
 - a. Famous singer
 - b. She is only 55 kg and 165 tall
 - c. Was born in Bandung
 - d. She likes jazz and pop
24. The main idea of paragraph one is ...
 - a. Biography of Isyana Saraswati
 - b. Music
 - c. Singer from Indonesia
 - d. The introduction of Isyana Saraswati
25. The purpose of the text above is ...
 - a. To describe about Isyana Saraswati
 - b. To describe about singer Indonesia

- c. To tell about history singer
- d. To tell about history singers

Answer the question 26- 28 according the text bellow!

Boyolali Regency

Boyolali regency is located north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for along time. No wonder the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. the colour and shape are made in such a way as to resemble real cows. However, the size is made bigger to catch the eyes.

Besides decorating the town, the statues also turn out of town to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can find their way easily

26. ...” they are seeking in Boyolali”.
(paragraph 3) what does the underlined word refer to ...
- a. Cow statues
 - b. Real cows
 - c. Places in Boyolali
 - d. People from out of town
27. The text mainly tells about ...
- a. A town called Boyolali
 - b. Cow statues in Boyolali
 - c. The colour of statues
 - d. How to raise cows
28. What is the main idea of the last paragraph...
- a. The statues decorate the town beautifully
 - b. The cows can find their way easily around the town
 - c. The statues help people to find place easily
 - d. The people from out of the town easily find the statues

Answer the question 29- 30 according the text bellow!

Rose

Rose is plant with enchanting flowers from genus Rosa which has more than 100 species. This woody perennial plant grows in groups, allowing them to form climbing shrubs with prickles. Rose has various flowers in shape and sizes, making it one among popular flowering plants found in a house.

Most rose species are native to Asia, but some others are native to North America and Europe. It is typically grown for beauty and fragrant. Some species are used for commercial perfumery while

Rose is plant with enchanting flowers from genus Rosa which has more than 100 species. This woody perennial plant grows in groups, allowing them to form climbing shrubs with prickles. Rose has various flowers in shape and sizes, making it one among popular flowering plants found in a house.

Most rose species are native to Asia, but some others are native to North America and Europe. It is typically grown for beauty and fragrant. Some species are used for commercial perfumery while some others are cut for ornamental flowers. In addition, rose also has minor medicinal uses.

29. What does the text tell about
- a. Gardening
 - b. Rose species
 - c. Flowers
 - d. How to grow rose plant
1. It is typically grown ... (paragraph 2). The word “it” refers to...
- a. Asia
 - b. Beauty
 - c. Rose species
 - d. Medicine

Curup, 14th of July 2023

Validator

A handwritten signature in black ink, appearing to be 'Nastiti Handayani', written over a faint grid background.

Nastiti Handayani, M.Pd

APPENDIX 10

HASIL VALIDITY SPSS INSTRUMENT PENELITIAN

Items	R-count	R-Table	Information
1	0,430	0,361	VALID
2	0,427	0,361	VALID
3	0,397	0,361	VALID
4	0,482	0,361	VALID
5	0,402	0,361	VALID
6	0,397	0,361	VALID
7	0,404	0,361	VALID
8	0,647	0,361	VALID
9	0,400	0,361	VALID
10	0,366	0,361	VALID
11	0,366	0,361	VALID
12	0,368	0,361	VALID
13	0,397	0,361	VALID
14	0,418	0,361	VALID
15	0,429	0,361	VALID
16	0,427	0,361	VALID
17	0,367	0,361	VALID
18	0,370	0,361	VALID
19	0,404	0,361	VALID

20	0,382	0,361	VALID
21	0,456	0,361	VALID
22	0,377	0,361	VALID
23	0,377	0,361	VALID
24	0,398	0,361	VALID
25	0,460	0,361	VALID
26	0,460	0,361	VALID
27	0,460	0,361	VALID
28	0,460	0,361	VALID
29	0,460	0,361	VALID
30	0,647	0,361	VALID

Reliability Statistics	
Cronbach's Alpha	N of Items
0,877	30

APENDIX 11

The Score of students' daily test English A,B,C,D,and E class.

kelas A	kelas B	kelas C	kelas D	kelas E
65	65	40	30	50
65	60	50	35	45
75	70	45	30	40
65	75	50	45	40
75	70	60	55	25
80	80	55	70	20
50	65	30	50	45
60	60	70	50	50
65	70	45	45	45
70	70	40	50	50
70	75	60	45	55
75	65	65	35	55
60	65	45	65	50
75	75	50	75	35
70	75	50	80	30
65	75	55	70	50
75	70	55	60	45
65	60	45	45	50
60	65	40	55	35
70	75	50	50	55
70	60	50	45	45
80	80	50	60	45
80	70	60	55	35
60	80	45	50	40
70	65	45	30	45
60	70	45	25	60
70	75	60	35	75
60	65	50	30	70
70	65	55	40	45
65	70	45	40	30
80	80	45		35
80	75	50		35
70	70	60		50
60	65	50		55
50	50	50		60

APPENDIX 12

TABLE OF TREATMENT

a. Treatment for experimental class

Meeting +Time	Topic	Treatment In the Class	Treatment out of class(Through Quizlet Flash card)
2 meeting (2x30 minutes each meeting	Describing descriptive text about place	Students focus to learn about describing descriptive text about place 1. first meeting, students learn about descriptive text about place 2. second meeting, students learn about high frequency words in the descriptive text abou place	1. researcher use quizlet flash card online to learn high frequency words 2. Next, researcher explain how to use quizlet flash card online 3.the researche explain the high frequency word by quizlet flash card online 4. From the quizlet flash card students are asked how we know the high frequency words by using quizlet flash card 6. the researcher given an assignment to learn quizlet flash card at home

1 meeting (2x30 minutes each meeting)	Describing descriptive text about people	Students focus to learn about describing descriptive text about place 3. Third meeting, Students learn about characteristic about descriptive text about place(main idea, locating reference, making inference, detail information, and understanding vocabulary)	1. Students are divided into several groups 2. Then each group is given a paper about text descriptive (place and people) 3. Then the students use quizlet flash card online for learning and high frequency words.
1 meeting	Describing	4. Fourth meeting,	1. Students are divided into several groups

<p>(2x30 minutes each meeting)</p>	<p>descriptive text about place</p>	<p>Students learn about characteristic about descriptive text about place(main idea, locating refrence, making inference, detail information, and understanding vocabulary)</p>	<p>2. Then each group is given a paper about text descriptive (place and people) 3. Then the students use quizlet flash card online for learning and high frequency words 4. the researcher give a treatment about high frequency</p>
<p>2 meeting (2x30 minutes each meeting)</p>	<p>Describing descriptive text about place and people</p>	<p>5. Fifth meeting, Students learn about characteristic about descriptive text about place and people (main idea, locating refrence, making inference, detail information, and understanding vocabulary)</p>	<p>1. Students are divided into several group 2. Then each group is given a paper about text descriptive (place and people) 3. Then the students use quizlet flash card online for learning and high frequency words 4. the researcher give a treatment about high</p>

			frequency
		<p>6. Six meeting,</p> <p>Students learn about carcteristic about descriptive text about place and people (main idea, locating refrence, making inference, detail information, and understanding vocabulary)</p>	<p>1. Researcher explain indicator about reading comprenson in the descriptive text</p> <p>2. Researcher explain high frequency word by using quizlet flash card</p> <p>3. Students work descriptive text about place and people</p>

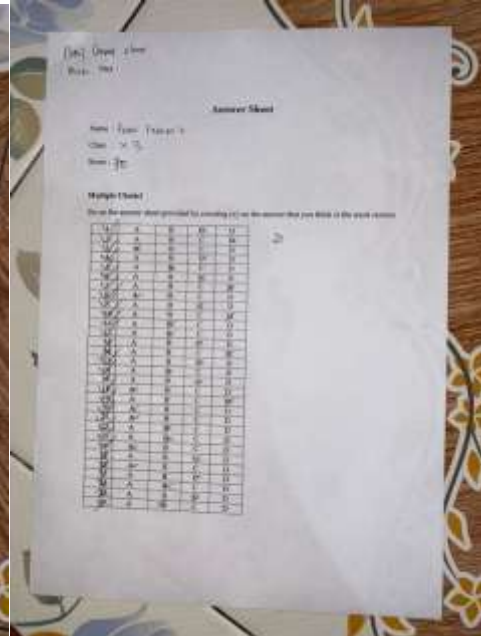
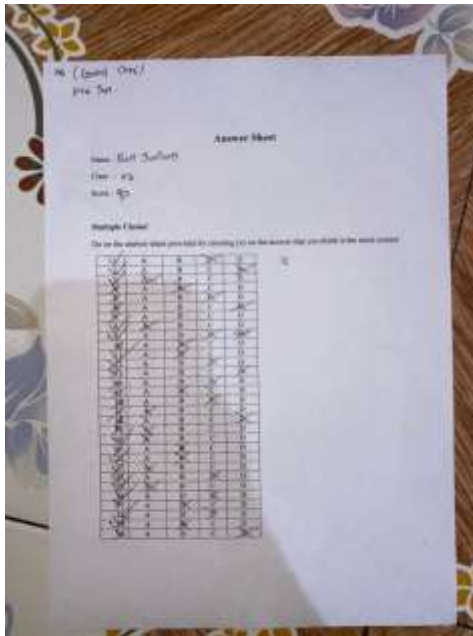
b. Treatment for Control Class

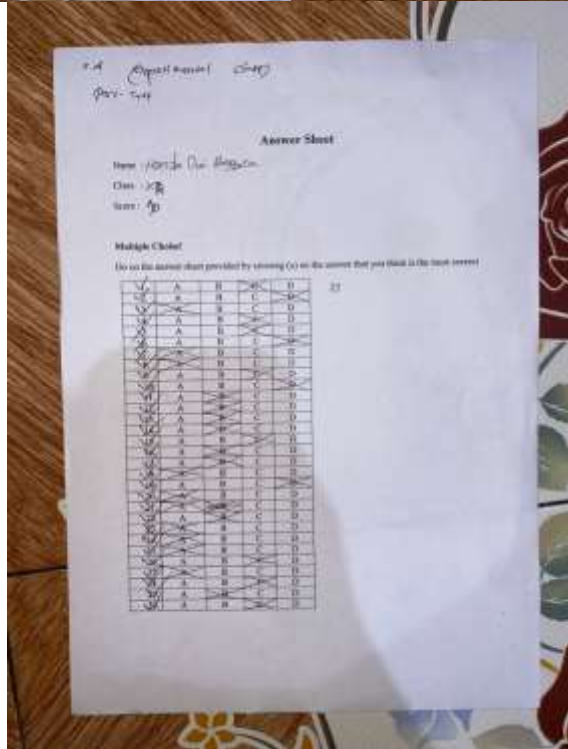
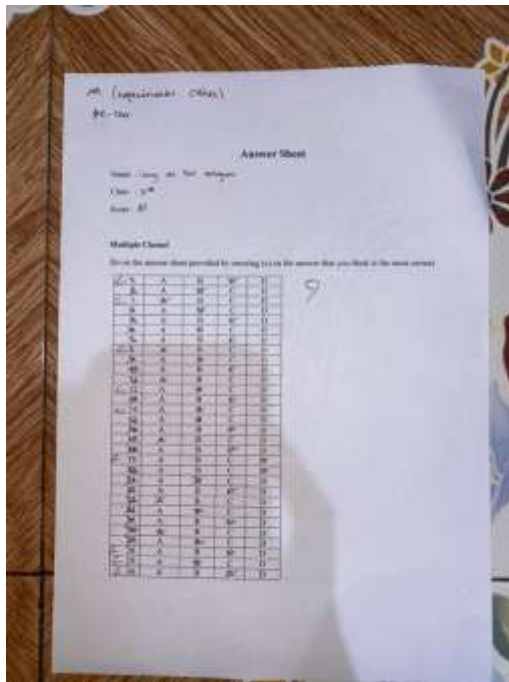
Meetin g+Time	Topic	Treatment In the Class	Treatment out of class(Through Quizlet Flash card)
2 meeting (2x30 minutes each meating	Describing descriptive text about place	Students focus to learn about describing descriptive text about place 1. first meeting , students learn about descriptive text about place 2. second meeting , students learn about high frequency words in the descriptive text abou place	1. researcher use book learn high frequency words 2. Next, researcher explain what is high frequency words 4. From the explanation students are asked how we know the high frequency words 6. the researcher given an assignment to learn high frequency words
1 meting (2x30	Describing descriptive text about people	Students focus to learn about describing descriptive text about place	1. Students are devided into several group 2. Then each group isgiven a paper about text

minutes each meeting		3. Third meeting, Students learn about characteristic about descriptive text about place(main idea, locating reference, making inference, detail information, and understanding vocabulary)	descriptive (place and people) 3. Then the students learning high frequency words. 4. And the researcher give a students work 5. And the students checking the work
1 meeting (2x30 minutes each meeting	Describing descriptive text about place	4. Four meeting, Students learn about characteristic about descriptive text about place(main idea, locating reference, making inference, detail information, and understanding vocabulary)	1. Students are divided into several group 2. Then each group is given a paper about text descriptive (place and people) 3. Then the students learning high frequency words 4. the researcher give a treatment about high frequency
2	Describing	5. Fifth meeting,	1. Students are divided

<p>meeting (2x30 minutes each meeting</p>	<p>descriptive text about place and people</p>	<p>Students learn about characteristic about descriptive text about place and people (main idea, locating reference, making inference, detail information, and understanding vocabulary)</p>	<p>into several group 2. Then each group is given a paper about text descriptive (place and people) 3. Then the students use book to learn high frequency words 4. the researcher give a treatment about high frequency</p>
		<p>6. Six meeting, Students learn about characteristic about descriptive text about place and people (main idea, locating reference, making inference, detail information, and understanding vocabulary)</p>	<p>1. Researcher explain indicator about reading comprehension in the descriptive text 2. Researcher explain high frequency word by 3. Students work descriptive text about place and people with book</p>

APPENDIX 13
JAWABAN SISWA





APPENDIX 14
DOCUMENTASION





BIOGRAPY



The researcher name is Lestari. She was born in Kepahiang, on October 6 2001, she is the last child from Mr Agus Tarjan and Ummu Hadijah, she has 1 brother, the researcher has finish her elementary school in 2013 then she finish junior high scholl in 2016, for senior high school she finish it in 2019.

In 2019 the researcher decide to continue her study in English Tadriss study program IAIN Curup in academic year 2019-2023.