

## The Effectiveness Of Using Flashcard To Increase Vocabulary At Seven Grade Of MIS Swasta Muhammadiyah 22 Padang idimpuan

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### ABSTRACT

The research's goal is to know the students 'skill in vocabulary through Flashcards in learning English. The number of samples of this research was 30 students using the purposive sampling technique of VII-B class. Qualitative research method is applied for this research of the Classroom Action Research (CAR) design in order to know the increasing of the students' skill in mastering vocabulary through Flashcards. The instrument of the research is a test by giving the multiple-choice items. All of the data are collected and analyzed to get the conclusion as a result of this research. The result of the research showed that the students vocabulary result in pre-test before using flashcard mean score 43.67. It was done three meetings for learning process using flashcard method at the classroom and one meeting for the test of cycle 1. The mean score of the cycle 1 test was 68.67. then, the cycle 2 process was done three meetings for learning process and one meeting for doing the test. Based on the finding the result of cycle 1 mean score was improved and increased, it can be seen from the mean score 81.17. The finding hypothesis is also accepted. Finally, there is the increasing student's skill towards vocabulary by using flashcard.

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## A. INTRODUCTION

Learning English must linear to the curriculum that used in the school (Aulia Rahmi et al., 2023). There are four languages skills must be learnt and mastered by all students (Sadiku, 2015). They are; listening, reading, speaking and speaking skills. They do not only learn about those four language skills, but also language components which support their communication in English skill (Azlina et al., 2015). One of the language components is grammar. It is the basic knowledge and has important role in learning English because it contains kinds of rules to construct a good sentence. In mastering the grammar, it can communicate the message clearly based on the correct rule (Daar, 2020). It is supported by Widdowson the best way of doing communication is to associate the teaching of foreign language with topics drawn from other subject on the school curriculum (Widdowson, 2015).

Vocabularies is one of the language components in English language which the learners must master in order that language they use is well produced (Rahmah et al., 2023). However, the learners seem to have difficulty in mastery vocabularies because its need more knowledge and practice of English skill (Ryan et al., 2024). However, the students often lack awareness of using them correctly. They often face difficulties in language skill because of lack of vocabularies (Siddiqua et al., 2010).

The problem above, occurred in the junior high school students based on the observation to the school of MTs Swasta Muhammadiyah 22 Padangsidempuan. The researcher conducted interviews with English teachers, what problems occur with students in seventh grade, namely the lack of vocabulary because in elementary schools there is no English subject. The students face difficulty in understanding vocabulary. This showed from their score of vocabulary mastery in the school the average is 60 from DKN (Daftar Kumpulan Nilai). While the score of KKM (Kriteria Ketuntasan Minimal) in that school is 75. So, the expectation of the students' skill toward English vocabulary is not reached the target and still fails. From that fact, its can be concluded, that students' vocabulary need to be increasing by a new method, but for getting a scientific result the researcher do the research to know the students' vocabulary mastering by using flashcards as a media at seventh grade of MTs Swasta Muhammadiyah 22 Padangsidempuan.

The limitations of the research are only discussed about two fields; they are vocabulary and teaching media called as Flashcard and the location is in MTs Swasta Muhammadiyah 22 Padangsidempuan at seventh Grade. The problems of research are (a) How is the students' vocabulary before using Flashcards at seventh Grade of MTs

Swasta Muhammadiyah 22 Padangsidempuan? (b) How is the students' vocabulary after using Flashcards at seventh Grade of MTs Swasta Muhammadiyah 22 Padangsidempuan? (b) How is the students' vocabulary after using Flashcards at seventh Grade of MTs Swasta Muhammadiyah 22 Padangsidempuan?

Furthermore, the aim of this research generally, is to see the students' mastery in personal pronoun. Specifically, this research is primarily aimed to find out (a) To know the students' vocabulary at seventh Grade of MTs Swasta Muhammadiyah 22 Padangsidempuan (b) To know the students' vocabulary after using Flashcards at seventh Grade of MTs Swasta Muhammadiyah 22 Padangsidempuan.

The hypothesis as the prediction of the researched problem is regarded important to be formulated, because one of the goals of educational research is to predict the educational phenomena. Gay says (Gay, 2019), "The goal of educational research follows from the goal all science, namely: to explain, predict, and to control educational phenomena". Based on the above explanations, the researcher can formulate the hypothesis of this research is: "How is the students' vocabulary after using Flashcards at seventh Grade of MTs Swasta Muhammadiyah 22 Padangsidempuan". The hypothesis is formulated by a researcher based on the considerations that the material relevance with the curriculum.

The mastery of vocabulary in learning process relate to the other language skill perform (ALQAHTANI, 2015). This can help students more easy to comprehend the English text, Fluent in pronunciation and understand the conversation of English well. In learning another language, the most important thing is to master the vocabulary (Murti & Jabu, 2022). Vocabulary is connected with components such as listening, speaking, reading, and writing (Meutia & Sahardin, Rosnani, 2023). Richards and Renandya state that "vocabulary is a person's ability to learn language and the basis for knowing how well a person is in speaking, listening, writing and reading". In this statement it can be said that vocabulary has a very important role, because with vocabulary a person can communicate, express opinions, ideas, feelings, emotions, and desires through vocabulary (Taslim et al., 2019). It means that if people have a lot of vocabularies in their mind, the students will never find any difficulties in learning the languages and will be successful in developing language skills. The teachers consider that the success of learning a language depends on how many vocabularies that the students can master and how well the students use it (Afzal, 2019; Rosyada-AS & Apoko, 2023).

Flash cards are small cards that contain pictures, text, or symbols that remind or guide students to something related to pictures that can be used to practice spelling and enrich vocabulary (Azharra et al., 2022; Thoriqul Huda et al., 2021). The size of the text and images on the flash cards must be large enough, so that all class members can see the content on the flash cards. A flashcard is a set of cards with words and/or pictures printed or drawn on them (Ilis, 2019). To be viewed from the back of the room, the flashcard must always be brief, large, tidy, and clear. Because capital letters are easier to read at a distance, they should be utilized (Dafa Alya Nabilla, 2015; Matruty & Que, 2021).

Flashcards is one of media in teaching learning process as well as other media such as charts, cartoons, maps, etc. According to Kasihani Flashcards is cards measure A4 papers amount to 30 to 50 cards. Every cards are contain of picture and name of it picture (Rahmasari, 2016). Usually flash cards grouped appropriate with it varieties, for example group of picture fruits, vegetables, part of body, animals, transportation, etc. Halliwell states that flashcards are kinds of cards contain pictures, words, instructions that are arranged in various combinations. The pictorial form of flashcards is chosen with assumption that pictures give a clear concept of what a word or structure may mean (Az-zahra, 2023).

Harmer, (Wulandari, 2017) flashcards are particularly useful for drilling grammar item for cueing different sentence or practicing vocabulary, flashcards are always an easy way to get some of those vocabulary words stuck inside your head, where they need to be when the big test rolls around. Based on the statements above shown that the using flashcards in English learning process are more effective and practical way of memorizing to accomplices new vocabulary. By using flashcards is suitable for the beginner in English. By the implementation this method gives emphasis on pronunciation of the utterance of words. Beside that in the English learning process the students can be more active and not only passive.

Flashcards is so useful to help the teacher in the English learning process. The teacher is easier to explain of material and give example clearly. Because the students can see a picture that appropriate with the theme so the students are easier to receive the explanation of teacher, beside that the teacher can improve the student's interest

## B. LITERATUR REVIEW

### 1. Vocabulary Learning

Vocabulary is a fundamental component of language acquisition, playing a crucial role in communication. According to (Schmitt & Schmitt, 2020), vocabulary knowledge is the foundation of language proficiency and is essential for reading, writing, speaking, and listening skills. A limited vocabulary hinders students' ability to express themselves effectively, making it necessary to adopt innovative teaching methods to enhance vocabulary retention (Harahap et al., 2020).

The process of vocabulary acquisition involves both receptive and productive skills. Receptive vocabulary refers to words that learners recognize when they hear or read them, while productive vocabulary consists of words that learners can actively use in speech and writing. Studies by (González-Fernández & Schmitt, 2017) emphasize that both aspects are critical for overall language development and require targeted instructional strategies.

### 2. The Importance of Vocabulary Mastery in Language Learning

Research has shown that students often struggle with vocabulary acquisition due to a lack of exposure and practice (Meidipa, 2023; Natasya & Harahap, 2023; Ramadhani, 2020). Vocabulary learning is essential for students to comprehend texts, engage in conversations, and improve their overall language skills (Harahap, 2023). Studies indicate that the mastery of vocabulary significantly contributes to better language competence, allowing students to understand and produce language more fluently (Karakoç & Köse, 2017; Viera, 2017).

Furthermore, (Schmitt & Schmitt, 2020) highlight that vocabulary acquisition follows a progressive developmental process where learners move from passive recognition to active usage. Effective vocabulary instruction should therefore include multimodal learning approaches, such as visual, auditory, and kinesthetic learning techniques, to support retention and application.

### 3. Flashcards as a Teaching Media

Flashcards are widely used as an instructional tool to improve vocabulary learning. Flashcards consist of small cards containing pictures, words, or symbols designed to facilitate memorization (Harisanty et al., 2020). According to (Sahada, 2023), flashcards provide a visual aid that reinforces word recognition, pronunciation, and spelling.

The effectiveness of flashcards has been supported by various studies. For example, (Ritonga et al., 2024) suggests that flashcards aid in memory retention by

associating words with images, enhancing students' ability to recall vocabulary. Similarly, (Tirtayani et al., 2017) highlights that bilingual flashcards provide additional contextual learning, making them particularly beneficial for students learning a second language.

Research by (Xodabande et al., 2024) suggests that flashcards are particularly effective for initial vocabulary acquisition and can be used alongside spaced repetition techniques to maximize retention. The ease of use and portability of flashcards also make them a versatile tool that can be incorporated into various learning environments, including classrooms and self-study settings.

a. Theoretical Framework of Flashcard Usage

The use of flashcards is grounded in cognitive learning theories, particularly dual coding theory and spaced repetition. Paivio's dual coding theory (Mohamed, n.d.) posits that information processed both visually and verbally is retained more effectively. Flashcards facilitate this process by combining text and images to reinforce learning. Additionally, spaced repetition (Normurodovna, 2025) suggests that repeated exposure over time strengthens memory retention, making flashcards a suitable tool for vocabulary learning.

Another important theoretical perspective is the input hypothesis by (Krashen, 1982), which emphasizes the importance of comprehensible input in language learning. Flashcards contribute to this by providing structured, context-based exposure to new vocabulary items, allowing learners to internalize new words more effectively.

b. Previous Studies on Flashcard Effectiveness

Several empirical studies have examined the impact of flashcards on vocabulary acquisition. A study by (NURJANAH, 2016) demonstrated that using flashcards improved students' ability to recognize and use prepositions in English. Similarly, a study conducted by (Le & Luong, 2023) found that students who used flashcards exhibited higher vocabulary retention compared to those who relied solely on traditional learning methods.

Furthermore, a study by (AZ-ZAHRA, 2023) on mind-mapping flashcards revealed that students who engaged in interactive flashcard activities showed greater vocabulary improvement and motivation in learning English. Another study by (Podoroh, 2023) confirmed that flashcards enhance vocabulary learning by providing a more engaging and interactive learning experience.

Research by (Xodabande et al., 2024) also supports the notion that repeated exposure to flashcards results in better retention rates, particularly when learners engage in active recall rather than passive recognition. Moreover, studies have explored digital flashcards, such as those used in language learning applications, showing that technology-enhanced flashcards can further improve engagement and effectiveness (Xodabande et al., 2024).

c. Challenges in Implementing Flashcards

Despite their benefits, the use of flashcards in vocabulary learning presents certain challenges. Some studies indicate that students may rely too heavily on rote memorization without fully understanding word meanings (Kapur, 2016). Additionally, the effectiveness of flashcards depends on how they are integrated into the curriculum and the teaching strategies employed by educators (Selamat & Bakar, 2023).

Moreover, factors such as student motivation, frequency of use, and the complexity of vocabulary words also influence learning outcomes (Asyiah, 2017). Therefore, teachers must ensure that flashcards are used in conjunction with other interactive learning activities to maximize their effectiveness.

Another challenge highlighted by (Asyiah, 2017) is that flashcards may not provide sufficient context for deeper lexical knowledge, such as collocations and idiomatic expressions. To address this, educators should integrate flashcards with contextual learning strategies, such as sentence-building exercises and thematic grouping of words.

### C. RESEARCH METHOD

Before the sample was collected, the writer had to determine the population of the research. The population is the subject of research, population is a group of people, animals, plants, or objects that has specific characteristics that would classify, the population would be the region of the research conclusions (Wijayanti et al., 2015). The population is a generalization area that consisting of subjects with the qualities and characteristic determined by researchers to be studied, and then conclusions are drawn (Sugiyono, 2013). Then, Suharsimi Arikunto (Sugiyono, 2019) says that population refers to all subjects of the research. It means that in line with the first expert's statement that the population represented the whole participants. The population of this study is the seventh-grade students from science major at MTs Swasta

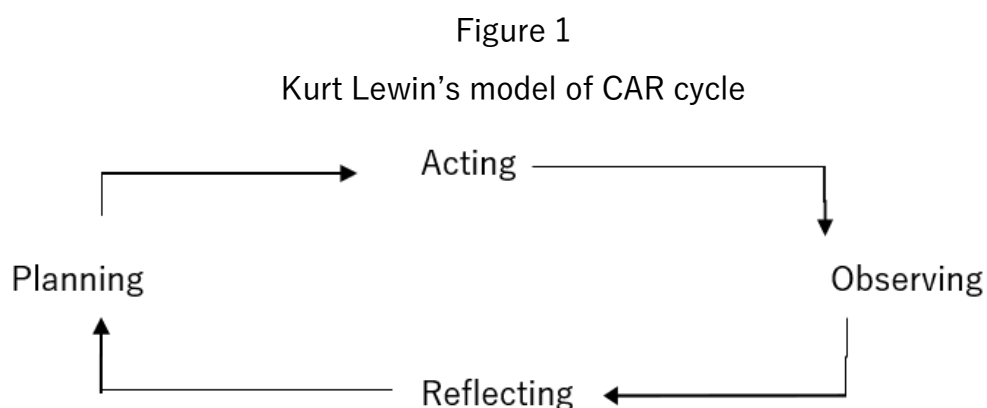
Muhammadiyah 22 Padangsidempuan. The number of populations is 102 students from 3 class.

Sample is the representation of population. Donal Ary states, “A small group that is observed is called a sample.” It means that sample is a portion of a population. According to Gay, “A sample is a group of individuals, items, or events that represent the characteristics of the larger group (population) from which the sample is drawn.” Before took sample of this research the writer chose a technique for taking sample. According to Suharsimi Arikunto (Mustafa et al., 2020).

Based on the usage of method, the researcher chooses purposive sampling because the population is 102 students. So, the sample of this research is a class that is seventh B with 30 students. It means there are 30 students as a sample in this research. The instrument of collecting data by using the observation stage and doing the test.

This study is a quantitative research by Classroom Action Research (CAR) design. The Classroom Action Research (CAR) deals with some steps as Kemmis and Taggart design consists of four phases, they are planning, implementation, observation and reflection then after doing four phases it called one cycle. The process of research in collecting the data by apply the pretest-posttest 1 –posttest 2. The posttest in two steps they are posttest 1 in cycle 1 and posttest 2 in cycle 2. In order to figure out the increasing of students’ vocabularies by using Flashcards. Arikunto describes every phase such as: In this stage the researcher makes a design that will be carried out inaction stages. Starting from making plans for implementing actions, doing the observation sheets and tests.

In conducting the Classroom Action Research, the writer used Kurt Lewin’s model of CAR. It consists of four components, they are; 1) planning, 2) acting, 3) observing and 4) reflecting. The relationship between these four components is viewed as one cycle as described below:





## D. RESULT AND DISCUSSION

### 1. The Result of Research

Before applying the CAR, the researcher gave a pre-test to the students, the pre-test was held on 19 March 2024 where the research explained about the application of the flashcards that the research would carry out to examine the students' abilities. In the implementation of the pre-test, only 1 meeting was carried out. This was done to determine the students' vocabulary mastery, so that they could compare the pre-test and post-test scores. In the pre-test, the researcher uses a test instrument with the type of multiple-choice test with a total of 20 questions word classes meaning. A pre- test was provided before doing the therapy to determine the students' prior knowledge of English vocabulary. After given a pre-test the highest score of students was 75 and the lowest score was 20. For more details, the description of the data can be seen in the following table:

Table 1  
The Students' Vocabulary Score of Pre-Test

NO	NAME	PRE-TEST (y)
1	RF	20
2	FT	75
3	RA	25
4	LA	20
5	PH	40
6	DF	25
7	AM	20
8	NA	50
9	MB	50
10	AN	20
11	DN	40
12	ZP	35
13	IS	50
14	PU	75
15	FP	40
16	SC	35
17	AC	75

NO	NAME	PRE-TEST (y)
18	AA	40
19	AZ	35
20	NA	40
21	AN	20
22	AR	40
23	MS	35
24	US	75
25	FZ	40
26	AK	25
27	ZA	40
28	AN	75
29	PA	75
30	SA	75
	Total	1310

The students' vocabulary mean score (M) of pre - test is as follows :

$$\begin{aligned}
 M &= \frac{\sum Y}{N} \\
 &= \frac{1300}{30} \\
 &= 43.67
 \end{aligned}$$

Based on the result of pre-test, the data showed that the mean score of pre- tests was 43.67. There were only 7 students who derived score above the Minimum Mastery Criterion meanwhile the other 23 students below that criterion. By using the collected data, the writer can calculate the percentages of the students' vocabulary scores in pre - test as the following table:

Table 2

The frequency and percentage distribution of the students' vocabulary Scores of pre-test

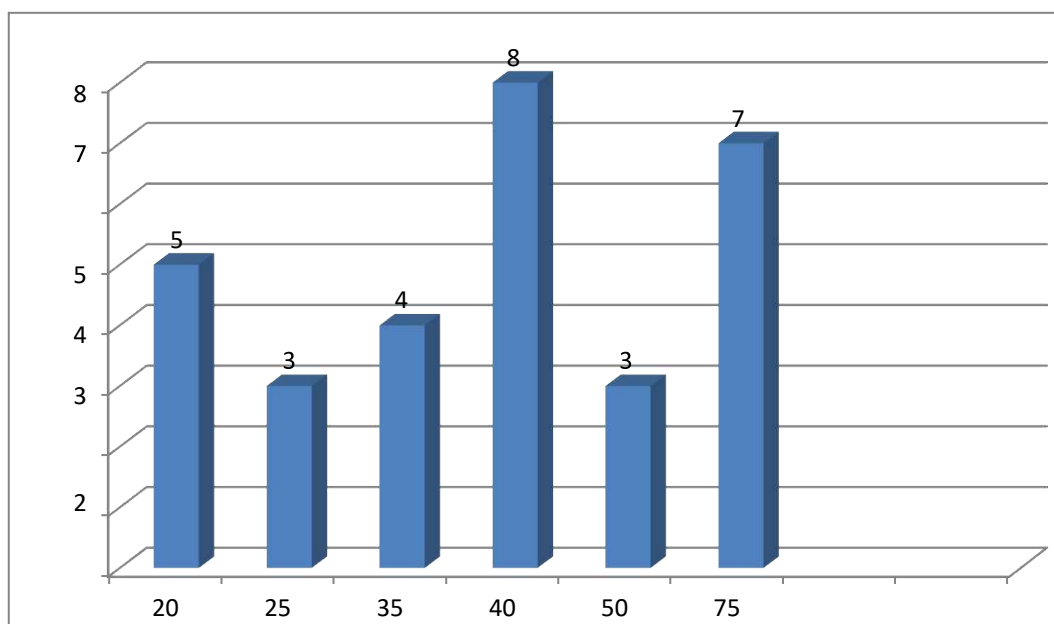
NO	SCORES	FREQUENCY	PERCENTAGES
1	20	5	16.67%
2	25	3	10%
3	35	4	13.33%
4	40	8	26.67%
5	50	3	10%

NO	SCORES	FREQUENCY	PERCENTAGES
6	75	7	23.33%
	Total	30	100 %

Based on the table above the writer can make the histogram graphic as follows:

Figure 1

The frequency histogram of the students' vocabulary score in pre-test



## 2. The Result and Discussion of Cycle 1

Being applied to using flashcards in teaching vocabulary to students in grades seventh B of MTs Swasta Muhammadiyah 22 Padangsidempuan for the academic year 2023 – 2024, the highest post-test score for the first cycle was 95 and the lowest score was 45. In the post-test cycle 1, the researcher uses a test instrument with the type of multiple choice test with a total of 20 questions and the value of 1 question is 5 . The data can be seen from the table as follows:

Table 3

The Students' Vocabulary Score of Post-test Cycle 1

NO	NAME	POST-TEST CYCLE 1 (y1)
1	RF	55
2	FT	85
3	RA	75
4	LA	60
5	PH	75

NO	NAME	POST-TEST CYCLE 1 (y1)
6	DF	45
7	AM	75
8	NA	85
9	MB	65
10	AN	45
11	DN	65
12	ZP	70
13	IS	65
14	PU	75
15	FP	85
16	SC	55
17	AC	85
18	AA	55
19	AZ	70
20	NA	75
21	AN	45
22	AR	75
23	MS	65
24	US	55
25	FZ	75
26	AK	55
27	ZA	65
28	AN	85
29	PA	80
30	SA	95
	Total	2060

The students' vocabulary mean score (M) of pre - test is as follows :

$$\begin{aligned}
 M &= \frac{\sum Y}{N} \\
 &= \frac{2060}{30} \\
 &= 68.67
 \end{aligned}$$

By using the collected data, the writer can calculate the percentages of the students' vocabulary score of post-test cycle one as the following table:

Table 4

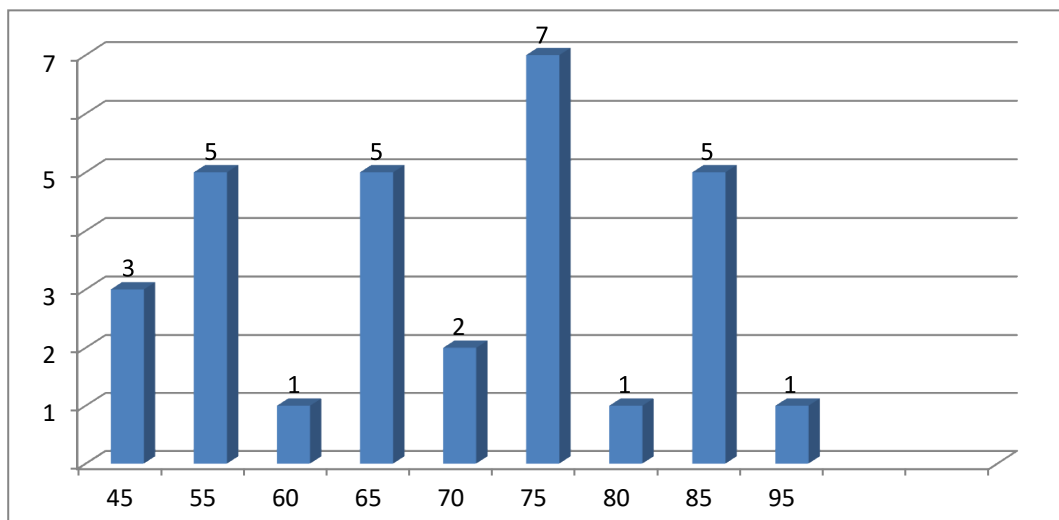
The Frequency and Percentage Distribution of the students' Vocabulary Score of Post-test Cycle 1

NO	SCORES	FREQUENCY	PERCENTAGES
1	45	3	10%
2	55	5	16.67%
3	60	1	3.33%
4	65	5	16.67%
5	70	2	6.67%
6	75	7	23.33%
7	80	1	3.33%
8	85	5	16.67%
9	95	1	3.33%
	Total	30	100 %

Based on the table above the writer can make the histogram graphic as follow:

Figure 3

The frequency histogram of the students' vocabulary score of post-test cycle 1



Based on the calculation above, it is known that the average score of students' vocabulary in the post-test cycle one is 68.67. It can be said that the students' vocabulary after they were taught by using flashcards in teaching showed an increase. When compared with the previous test score (pre-test), the difference is 25.00 points with the following calculation  $68.67 - 43.67 = 25.00$ . So, the writer can say that the increase in students' vocabulary scores is 25.00. Meanwhile, to find out

the percentage of classes that have passed the Minimum Completeness Criteria (KKM), the author uses the following formula:

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{14}{30} \times 100\% \\
 &= 46.67
 \end{aligned}$$

From the calculation, there are 14 students who have passed the minimal completeness criteria (KKM), so after dividing with the number of students in class and altering that into percentage, it can be stated that 46,67 % students whom passed the minimal completeness criteria (KKM).

The next phase is to know the percentage of pre-test and post-test difference, it is calculated as follow:

$$\begin{aligned}
 P &= \frac{y_1 - y_2}{y} \times 100 \% \\
 &= \frac{68.67 - 43.67}{43.67} \times 100 \% \\
 &= \frac{25.00}{43.67} \times 100 \% \\
 &= 58.14 \%
 \end{aligned}$$

The percentages of students' mean score improvement from pre-test to post-test cycle 1 is 58.14%. The improvement has not achieved the criteria of success. The research can be categorized as successful-research if the students' improvement is 70% mean score from the pre-test to post-test of cycle 1, then if there is no improvement, so the next step would be done.

### 3. The Result and Discussion of Cycle 2

The highest score for the post-test cycle 2 is 95 and the lowest score is 60. In the Post-test cycle 2, the researcher uses a test instrument by the type of multiple choice test with a total of 20 questions. The description of the data can be seen from the table as follows:

Table 5  
 The Students' Vocabulary Score of Post-Test Cycle 2

NO	NAME	POST-TEST CYCLE 2 (y2)
1	RF	65
2	FT	95
3	RA	80
4	LA	70

NO	NAME	POST-TEST CYCLE 2 (y2)
5	PH	85
6	DF	75
7	AM	90
8	NA	90
9	MB	75
10	AN	60
11	DN	80
12	ZP	85
13	IS	75
14	PU	90
15	FP	90
16	SC	70
17	AC	95
18	AA	75
19	AZ	80
20	NA	75
21	AN	75
22	AR	90
23	MS	80
24	US	65
25	FZ	85
26	AK	75
27	ZA	80
28	AN	90
29	PA	95
30	SA	100
	Total	2435

The students' vocabulary mean score (M) of post-test cycle one is as follow:

$$\begin{aligned}
 M &= \frac{\sum Y}{N} \\
 &= \frac{2435}{30} \\
 &= 81.17
 \end{aligned}$$

By using the collected data, the writer can calculate the percentages of the students' vocabulary score of post-test cycle two as the following table:

Table 6

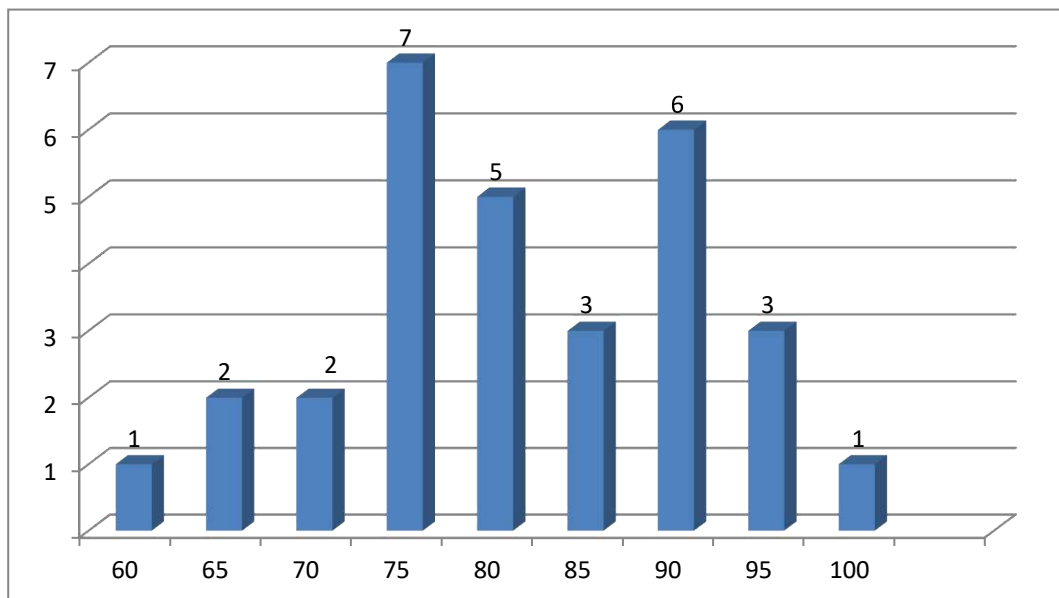
The Frequency and Percentage Distribution of The Students' Vocabulary Score of Post-test Cycle 2

NO	SCORES	FREQUENCY	PERCENTAGES
1	60	1	3.33%
2	65	2	6.67%
3	70	2	6.67%
4	75	7	23.33%
5	80	5	16.67%
6	85	3	10%
7	90	6	20%
8	95	3	10%
9	100	1	3.33%
	Total	30	100 %

Based on the table above the writer can make the histogram graphic as follow:

Figure 4

The frequency histogram of the students' vocabulary score of post-test cycle 2



From the above table and histogram, the writer can calculate class percentage who have passed the minimal completeness criteria (KKM), the writer uses the formula as:



$$\begin{aligned} P &= \frac{F}{N} \times 100 \% \\ &= \frac{25}{30} \times 100 \% \\ &= 83.33\% \end{aligned}$$

There are 25 students who have met the minimum completeness criteria (KKM), so that after dividing by the number of students in the class and converted into percentages, it can be stated that 83.33% of students who passed the minimum completeness criteria (KKM). Based on the calculation above, it is known that the average score of the post-test students' vocabulary in cycle 2 is 81.17. It can be said that the vocabulary scores of post- test students in cycle 2 can be categorized into the capable category. The class average score on the post-test showed a very increase, which was 81.17. To calculate the percentage of the students' vocabulary improvement test scores between pre- test and post-test 2, the researcher calculated as follows:

$$\begin{aligned} P &= \frac{y^2 - y}{y} \times 100 \% \\ &= \frac{81.17 - 43.67}{43.67} \times 100 \% \\ &= \frac{37.5}{43.67} \times 100 \% \\ &= 85.87\% \end{aligned}$$

Finally, the percentages of students' mean score improvement from pretest to post-test cycle 2 is 85.87 %. Then the cycle in this research is stopped Through the analysis of data, it has been known that the students' mean score of post-tests 2 showed the higher improvement than the comparison of mean score in post-test 1, the percentage is 85.87%. However, from this percentage, the CAR has been succeeded. Because the criterion of the action success is 70%. It means, "There is the increasing improvement of the students' vocabulary mastery taught by using flashcards", so the hypothesis of this research is accepted.

## E. CONCLUSION

After following the statistical process in this study, it can be concluded: (1) There is an effectiveness of the using Flashcards in increasing the students' vocabulary, it can be seen from the students' percentage of vocabulary test from the pr- test to the post-test 1 and post 2. (2) Before using Flashcards in learning, students' vocabulary scores can be Categorized into the poor category. The mean score of the pre- test was 43.67. (3) After applying the flashcards in cycles one and cycle two, students' vocabulary

scores can be categorized into capable categories. The average scores of the post-test students in cycles one and two are 68.67 and 81.17. (4) Using Flashcards in teaching English can increase the students' vocabulary mastery. It can be seen from the mean score of students from 43.67 to 81.17. (5) The percentage of the seventh-grade students of MTs Swasta Muhammadiyah 22 Padangsidempuan for the academic year 2023 - 2024 achieved the Minimum Completeness Criteria (KKM) 85.87% at cycle 2. (6) The hypothesis of this research is accepted.

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