

**Using ANKI Apps to Improve Reading
Comprehension of Descriptive Texts among Tenth
Graders at Hang Tuah 1 Surabaya**



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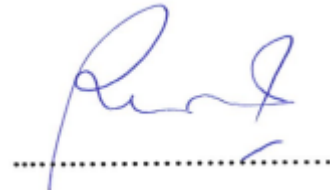
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ABSTRACT

Andriyani, Lilis. 2025. Using ANKI Apps to Improve Reading Comprehension of Descriptive Texts among Tenth Graders at SMA Hang Tuah 1 Surabaya

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Reading comprehension is a fundamental skill in English learning, yet many tenth-grade students still experience difficulties in understanding descriptive texts due to limited vocabulary and weak reading strategies. This study aimed to investigate whether the use of ANKI, a digital flashcard application based on spaced repetition, could improve students' reading comprehension of descriptive texts. The research was conducted at SMA Hang Tuah 1 Surabaya with 34 tenth-grade students as participants. This study employed a Classroom Action Research (CAR) design consisting of two cycles, each including planning, action, observation, and reflection stages. The intervention involved integrating ANKI flashcards containing key vocabulary, definitions, example sentences, and images related to descriptive texts. Data were collected through reading comprehension tests, observation sheets, and classroom documentation.

The results showed a significant improvement in students' reading comprehension from Cycle 1 to Cycle 2. Students demonstrated better vocabulary mastery, improved ability to identify main ideas and supporting details, and increased confidence in reading English texts. The number of students achieving the minimum mastery criterion (KKM) increased noticeably by the end of Cycle 2. Classroom observations also revealed higher student engagement, more active participation, and reduced dependence on the teacher during reading activities.

In conclusion, the use of ANKI proved effective in improving students' reading comprehension of descriptive texts. The application supported vocabulary retention, encouraged independent learning, and aligned well with the principles of Kurikulum Merdeka. Therefore, ANKI can be recommended as an alternative digital learning medium to enhance reading comprehension in EFL classrooms.

CERTIFICATE OF ORIGINALITY

Thereby do sign and submit the form below:

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1. I am responsible for the work submitted in this thesis that the original work is my own except as specified in acknowledgement.
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Thereby I truly certify this certificate of originality

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Surabaya 7 January 2026

Lilis Andriyani

Table of Content

Cover.....	i
APPROVAL SHEET I.....	ii
APPROVAL SHEET II.....	iii
ABSTRACT.....	iv
CERTIFICATE OF ORIGINALITY.....	v
ACKNOWLEDGEMENT.....	vi
Table of Content.....	vii
CHAPTER I.....	1
INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Research Question.....	7
1.3 Purpose of the Study.....	7
1.4 Significance of the Study.....	7
1.5 Definition of Key Terms.....	8
CHAPTER II.....	9
REVIEW OF RELATED LITERATURE.....	9
2.1 Reading Comprehension.....	9
2.2 Descriptive Text.....	11
2.3 ANKI as Learning Media.....	16
2.4 ANKI Benefits.....	22
2.6 Teaching Descriptive Text at SMA Hangtuah 1 Surabaya.....	26
CHAPTER III.....	28
RESEARCH METHOD.....	28
3.1 Research Design.....	28
3.2 Location and Setting of the Research.....	29
3.2.1 Location of the Research.....	29
3.2.2 Setting of the Research.....	29
3.2.3 Subject of the Research.....	29
3.3 Research Procedure.....	30
3.4 Data Collection Technique.....	35
3.5 Data Analysis.....	39
3.6 Success Indicator.....	40
CHAPTER IV.....	41
RESEARCH FINDINGS AND DISCUSSION.....	41
4.1 Research Findings.....	41

4.1.1 Preliminary Study.....	41
4.1.2 Preliminary Scores.....	42
4.2 Implementation of the Action.....	44
4.2.1 Analysis of Cycle 1.....	44
4.2.2 Analysis Of Cycle 2.....	48
4.3 Discussion.....	52
CHAPTER V.....	54
CONCLUSION AND SUGGESTIONS.....	54
5.1 Conclusion.....	54
5.2 Suggestions.....	54
REFERENCES.....	56
APPENDIX.....	58