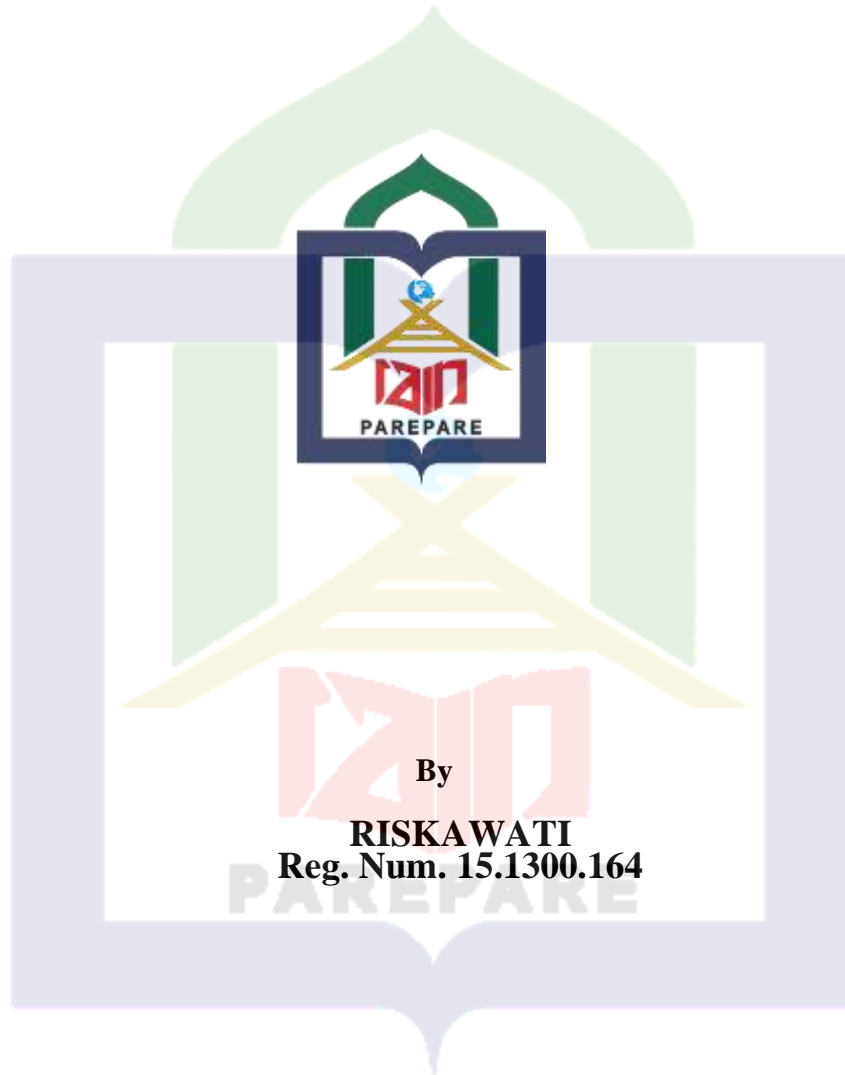


A THESIS

**ENRICHING STUDENTS' VOCABULARY MASTERY BY
USING FLASHCARD AND CROSSWORD PUZZLE
MEDIA AT THE 7TH GRADE OF SMPN 3
MATTIRO SOMPE KAB. PINRANG**



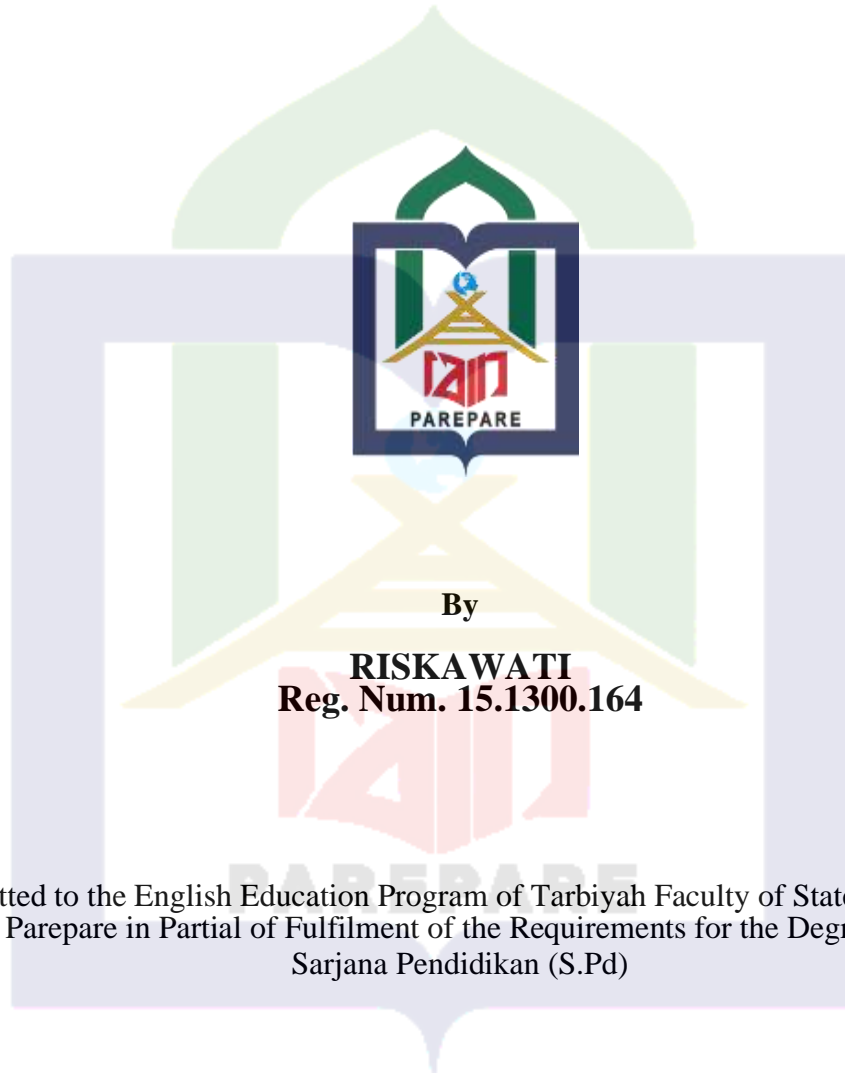
By
RISKAWATI
Reg. Num. 15.1300.164

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2021

A THESIS

**ENRICHING STUDENTS' VOCABULARY MASTERY BY
USING FLASHCARD AND CROSSWORD PUZZLE
MEDIA AT THE 7TH GRADE OF SMPN 3
MATTIRO SOMPE KAB. PINRANG**



By

**RISKAWATI
Reg. Num. 15.1300.164**

Submitted to the English Education Program of Tarbiyah Faculty of State Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2021

**ENRICHING STUDENTS' VOCABULARY MASTERY BY
USING FLASHCARD AND CROSSWORD PUZZLE
MEDIA AT THE 7TH GRADE OF SMPN 3
MATTIRO SOMPE KAB. PINRANG**

A Thesis

**As a Part of Fulfilment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd)**

English Education Program

Submitted by

**RISKAWATI
Reg. Num. 15.1300.164**

to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2021

iii



ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the Student : Riskawati
The Title of Skripsi : Enriching Students' Vocabulary Mastery by using
flashcard and crossword puzzle media at the 7th
grade of smpn 3 mattiro somepe kab. Pinrang
Student Reg. Number : 15.1300.164
Faculty : Tarbiyah
Study Program : English Education
By Virtue of Consultant Degree : SK The Dean of Tarbiyah

No. B.399/In.39/FT/4/2019

Has been legalized by

Consultants

Consultant : Dr. Magdahalena Tjalla, M.Hum (.....)
Nip : 19700320 200501 2 006
Co- Consultant : Mujahidah, M.Pd. (.....)
Nip : 19790412 200801 2 020

Approved by:

Tarbiyah Faculty



ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Skripsi : Enriching Students' Vocabulary Mastery by using
flashcard and crossword puzzle media at the 7th
grade of smpn 3 mattiro somepe kab. Pinrang

Name of the Student : Riskawati

Student Reg. Number : 15.1300.164

Faculty : Tarbiyah

Study Program : English Education

By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty

No. B.399/In.39/FT/4/2019

Date of Graduation : June 30th, 2021

Approved by Examiner Commissions

Dr. Magdahalena, M.Hum. (Chairman) (.....)

Mujahidah, M.Pd. (Secretary) (.....)

Drs. Amzah Selle, M.Pd. (Member) (.....)

Drs. Abd. Rauf Ibrahim, M.Si. (Member) (.....)

Approved by:

Tarbiyah Faculty



Dr. H. Saepudin, S.Ag., M.Pd. &
NIP: 19721216199903 1 001

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, let us thank our God, praise be on Him the beneficent the merciful Lord of the world, the owner of the Day of Judgment, for He has given us the mercy and blessing. Shalawat and Salaam are due to our Prophet Muhammad saw (peace be upon Him), the last messenger of Allah swt. He has already spread the Islamic teaching to all human being in this world.

The writer realizes that this skripsi has never been possible to be finished without the assistance of the other people. There fore the writer wishes to express a lot of thanks to:

1. The writer's beloved parents Ridwan and Renni for their love and sincerely pray for her.
2. Dr. Ahmad Sultra Rustan, M.Si. as Rector of IAIN Parepare for his kind and help during her study.
3. Dr. H. Saepudin, S.Ag., M.Pd. as the Dean of Tarbiyah Faculty of IAIN Parepare, who has given the writer guideline in writing the research.
4. Mujahidah, M.Pd. as the Chairman of English Study Program of IAIN Parepare has given her the great motivation during the period of this skripsi.
5. Dr. Magdahalena, M.Hum. as the first writer's consultant, who has given her much motivation, guidance and suggestion to complete the skripsi.

6. Mujahidah, M.Pd. as the second writer's consultant, who has given her much motivation, guidance and suggestion to complete the skripsi.
7. The lecturer of English Program of IAIN Parepare for motivation during her study.
8. Syukur Sudirman, S.Pd., M.Si. as the head master of SMPN 3 Mattiro Sompe who has allowed and given her opportunity to do her research and all the big family of SMPN 3 Mattiro Sompe.
9. The writer also would like to express her big thanks to Ramadhan Aras, S.Pd. as the owner of smart portal who supported and helped her to finish her skripsi.
10. The writer's beloved family and friends that could not be mentioned one by one who have helped and supported her.

Finally, the writer realized that this skripsi still has any weakness and still far from being perfect. There fore she hopes criticism, a suggestion for its perfection and she hopes this final project will be useful for the reader.

May Almighty Allah swt. Always be with us.

Parepare, April 10th 2021
The Researcher



Riskawati
NIM: 15.1300.164


DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

Name : Riskawati
Student Reg. Number : 15.1300.164
Place and Date of birth : Langnga, April 19th 1998
Study Program : English Education
Faculty : Tarbiyah
Title of Skripsi : Enriching Students' Vocabulary Mastery by using
flashcard and crossword puzzle media at the 7th
grade of smpn 3 mattiro some kab. Pinrang

Stated this skripsi is her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, April 10th 2021
The Researcher,


Riskawati
Reg. Num. 15.1300.164

ABSTRACT

Riskawati, 2021. *Enriching Students' Vocabulary Mastery by using flashcard and crossword puzzle media at the 7th grade of smpn 3 mattiro somepe Kab. Pinrang* (Supervised by Magdahalena Tjalla and Mujahidah.).

Vocabulary mastery is the activity to enrich the vocabulary, they master the vocabulary in order to be able to master four language skills. This research was carried out at SMPN 3 Mattiro Somepe Kab. Pinrang. In this scase, the researcher found that some students of SMPN 3 Mattiro Somepe are still law in their vocabulary mastery. To solve the problem, the researcher used flashcard and crossword puzzle media.

The population was the students of SMPN 3 Mattiro Somepe and the sample of this research was 22 students. The researcher used pre-experimental design in one group was given pre-test, treatment and post-test design, as for the effect of treatment was judged by the difference between the pre-test and post-test. The success of the treatment is determined by comparing pre-test and post-test score. To collect the data, the researcher used tests that are pre-test and post-test.

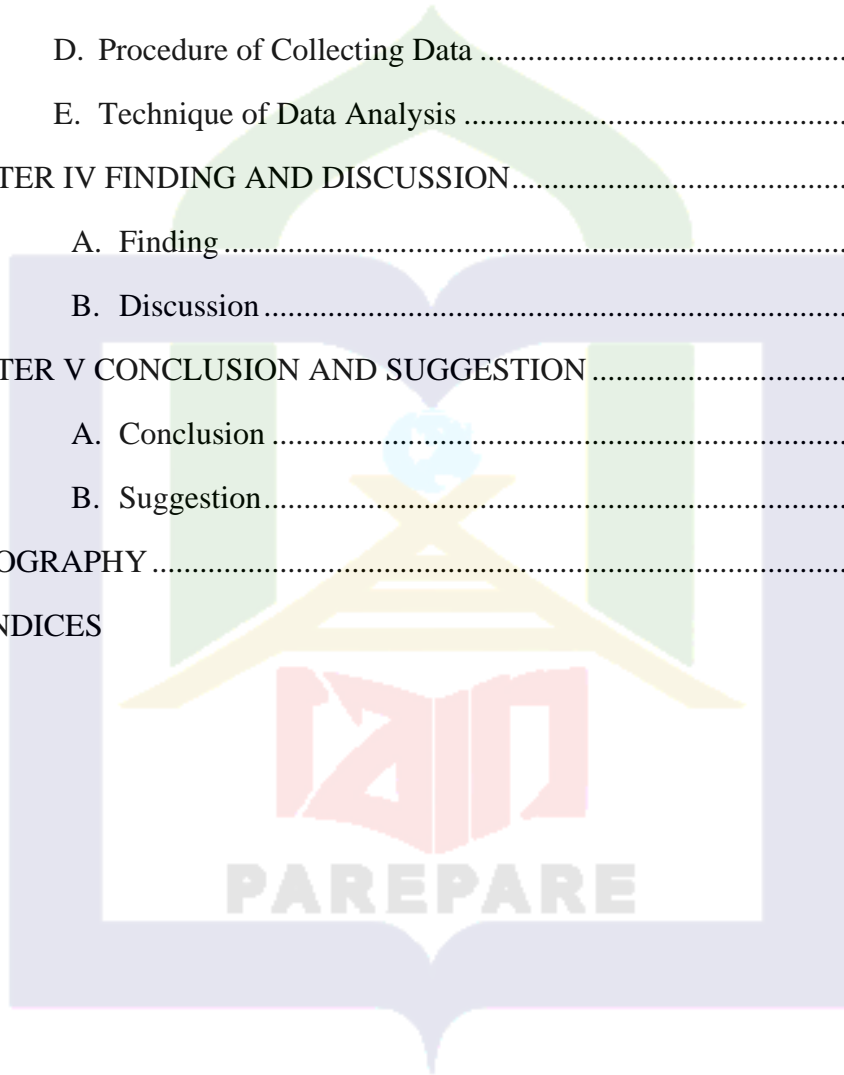
The first result of the data analyzed that the students' achievement on the pre-test was (81,1) and post-test was (92,2) This showed that by using flashcard and crossword puzzle media was a good media in English learning process at SMPN 3 Mattiro Somepe. After analyzing the data by using the t-test formula, the result of the t-test value (12,9) is bigger than the t-table value (1,72074). It means that there is a different improvement before and after using flashcard and crossword puzzle media as technique of teaching. Applying the flashcard and crossword puzzle media is considered very effective and the researcher indirectly add an element of fun and relaxation in vocabulary practice, the material more interesting, enjoyable and challenging especially in introducing new vocabulary The second result of analyzed data that all the students were interesting to flashcard and crossword puzzle media in learning process.

Keywords: *Vocabulary Mastery, Flashcard and Crossword Puzzle Media.*

TABLE OF CONTENTS

COVER	i
COVER OF TITLE	ii
SUBMITTED PAGE	iii
ENDORSEMENT OF CONSULTANT COMMISSIONS	iv
ENDORSEMENT OF EXAMINER COMMISSIONS	vi
ACKNOWLEDGEMENT	vi
DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI	viii
ABSTRACT	ix
LIST OF CONTENTS	x
LIST OF TABLES	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	1
A. Background	1
B. Problem Statement	4
C. Objective of the Research	4
D. Significant of the Research	4
CHAPTER II REVIEW OF RELATED LITERATURE	5
A. Some Partinent Ideas	5
B. Previous Related Research Findings	17
C. Conceptual Framework	19
D. Hypothesis	20
E. Variable and Operational Definition	20

CHAPTER III RESEARCH METHOD.....	21
A. Research Design	21
B. Population and Sample	21
C. The Instrument of The Research.....	22
D. Procedure of Collecting Data	23
E. Technique of Data Analysis	27
CHAPTER IV FINDING AND DISCUSSION.....	30
A. Finding	30
B. Discussion	47
CHAPTER V CONCLUSION AND SUGGESTION	51
A. Conclusion	51
B. Suggestion.....	52
BIBLIOGRAPHY	I
APPENDICES	

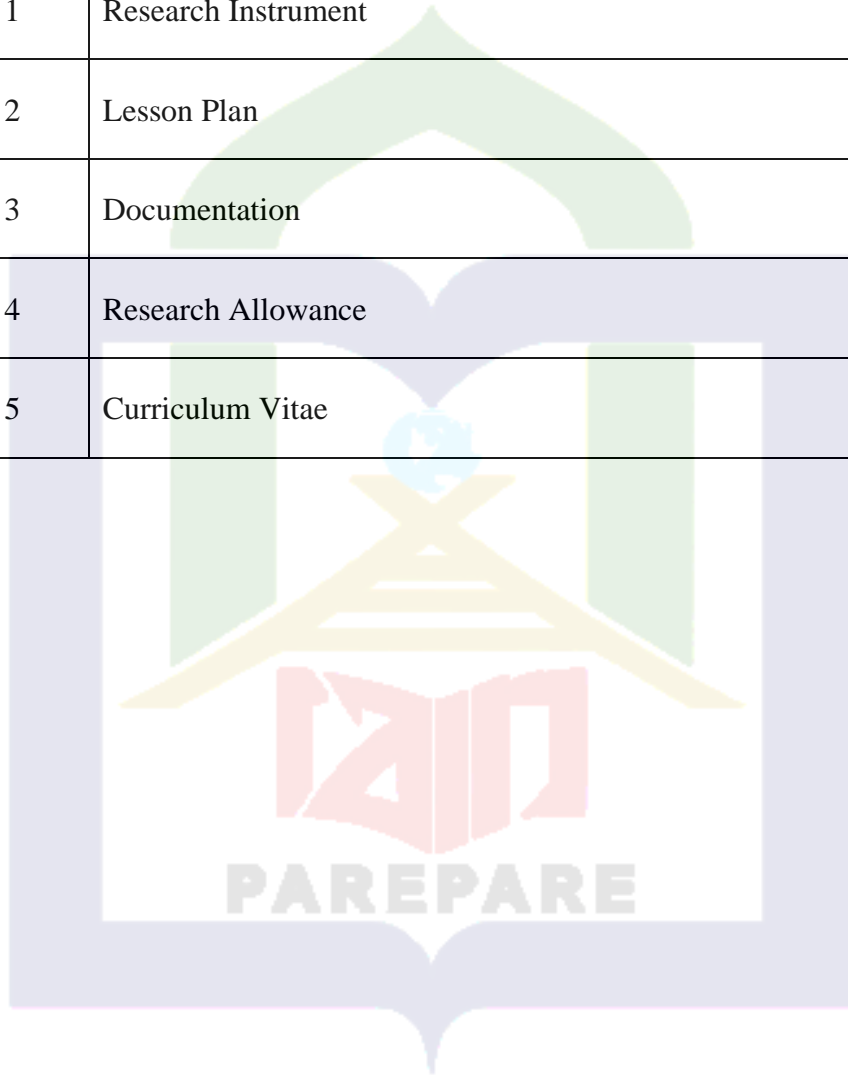


LIST OF TABLES

Number	The Title of Tables	Pages
3.1	The Second Grade of SMPN 3 Mattiro some	22
3.2	Classification the Students' Score	27
4.1	The List of Vocabulary	31
4.2	The List of Vocabulary	32
4.3	The List of Vocabulary	34
4.4	The List of Vocabulary	35
4.5	The Students Score of Pre-Test	37
4.6	The Classification of Frequency and Percentage Score of Students Vocabulary Mastery in Pre-Test	38
4.7	The Students Score of Post-Test	39
4.8	The Classification of Frequency and Percentage Score of Students Vocabulary Mastery in Post-Test	41
4.9	The Comparison Between Pre-Test and Post-Test Result	42
4.10	The Worksheet of The Calculating of The Score on Pre-Test and Post-Test	43

LIST OF APPENDICES

Number	The Title of Appendices
1	Research Instrument
2	Lesson Plan
3	Documentation
4	Research Allowance
5	Curriculum Vitae



CHAPTER I

INTRODUCTION

A. Background

Language becomes the most important thing in human life. Because human need interaction where we use the language to communicate, vocabulary is one important elements is building english, through it students can communicate his/her idea, emotion, feelings and desires. Further more, vocabulary has a big influence for another skill in english language learning. Because the students can practice their learning activity by learning vocabulary.

Vocabulary is a smallest element in english that had to be mastered by students because vocabulary is one of the most crucial elements in a language because without vocabulary we cannot deliver a message, and we cannot understand each others and we cannot express our opinion, feeling and ideas, especially in english that becomes a foreign language in indonesia. Some people think grammar is important than vocabulary, most of them can speak english because afraid if their grammar wrong but since the learning of a language is a most commonly identified with acquiring mastery of its grammatical system, it is not at all surprising that most text book have a grammatical of structural organization. Whereas in learning english vocabulary plays more important role than grammar. As it is stated by scoot Thorn Burry that “without grammar very little can be conveyed, without vocabulary nothing be conveyed”.¹ It means vocabulary is the main component for the students to be mastering in learning language. On other hand, vocabulary is important to be mastering by the students.

¹ Scott Thornbury, *How to Teach Vocabulary* (Harlow Person Longman, 2002), p.5

Even vocabulary is very essential to know, but teaching vocabulary is not easy. Because there are many who are not still interested in learning vocabulary so that why it needs a technique to make the students easier to learn and easy to understand. Because english is still un familiar for some students. And then if a teacher cannot provide fun and meaningful in learning the students would face the difficulties to catch the material. For the instances, they often dont know what words means and do not understand many of the words because they dont have enough vocabulary in their mind, they just remember the word for while and did not save in their long term memory.

Based on the observation on the 7th grade at SMPN 3 Mattiro Sompe Kab.pinrang. the researcher found that the students vocabulary was still low and they lack vocabulary. The conclusion is find by given them a short story to they translate and the result is there many words that they dont know the meaning and they difficult to memorize the vocabulary.

Therefore, the researcher decide to overcome their problem with teach them by using flashcard and crossword puzzle. Through it the students would feel relax and enjoy in learning vocabulary. And it makes them easier to understand the material. Flashcard is a card with the word of words and sometimes a picture down it and crossword puzzle is a puzzle with sets of square to be fill in with words, it would make the students would enjoy and easier to learning vocabulary.

Knowing the advantage of technique, the researcher wants to conduct a research about “Enriching students vocabulary mastery by using flashcard and crossword puzzle.

The reason the researcher took these two media to be applied in the learning process was because this media had advantages and disadvantages of each. Students also do not get bored during the learning process because the researcher applied two media that can make class fun and interesting and these media complete each other.

B. Problem Statement

Based on the background of the study stated above. The researcher formulates a research question as follow:

1. Is the Flashcard and Crossword Puzzle media able to increase the student's vocabulary mastery at the 7th grade students of SMPN 3 Mattiro Sompe?
2. How the students' vocabulary mastery before and after using Flashcard and Crossword Puzzle media at the 7th grade students of SMPN 3 Mattiro Sompe?

C. Objectives of the Research

In relation with the problem statement, The objective of the research can be stated that :

1. To find out whether or not Flashcard and Crossword Puzzle media able to increase students' vocabulary mastery at the 7th grade students of SMPN 3 Mattiro Sompe.
2. To know the students' vocabulary mastery before and after using Flashcard and Crossword Puzzle media at the 7th grade students of SMPN 3 Mattiro Sompe.

D. Significance of the Research

1. To add more knowledge about discourse study especially about this research especially for the researcher.
2. To help students able to memorize the words and too enrich students English vocabulary words.

3. To help the teacher to add more variation of model and give a new experience during the learning process.
4. To help an addition teaching media to encourage teaching and the learning process especially for the students of English Department.



CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature. It is important to elaborate some theories, which are used in this research in order to have an understanding of certain concepts. There were many related theories as the basis of the research.

A. Some Pertinent Ideas

1. The Concept of English Vocabulary

a. Definition of Vocabulary

Learning language cannot be divided from learning vocabulary. Because learning vocabulary support us to express our opinion, ideas, and feeling in communication. Vocabulary is the most important element in english language because vocabulary affects the three skills of language, there are listening, speaking, reading and writing. As merianne celc murua said vocabulary learning is central to language acquisition, whether the first language, second or foreign.² Generally, vocabulary is the knowledge of meaning. Elprieda H Hiebert and Michael L.Kamil state that a learner recognizing to communicative power of vocabulary is the knowledge of meaning words.³

According to Jum Scrivener “Vocabulary is powerful carrier of meaning a learner recognizing the communicative powert of vocabulary, might reasonably aim to acquire. A working knowledge of a large number of words.⁴ While oxford Dictionary state that vocabulary is all the words that a person know or uses.⁵

²Marriane Celc e-murcia, (2001), *Teaching English as Second of Foreign Language*, USA: Heinle&Heinle, p.285.

³Elprieda H Hiebert and Michael L.Kamil, (2005), *Teaching and Learning Vocabulary*.

⁴Jim Scrinever, (1194), *Learning Teaching English*: Heinemann Publishers Oxford, p.74

⁵Oxford Dictionary, (2008), *Oxford Leatrnrs Pocket Dictionary*, New York: Oxford University Press, p.495

Moreover, it is stated that vocabulary is a central part of language, the more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances.⁶

From the definition above we can know almost of human life use set of the word. So we can conclude that vocabulary is one aspect of language which is the most important in learning language because vocabulary supports us in communication.

b. The types of Vocabulary

According to John Read there are two types of vocabulary, they are active and passive vocabulary.⁷ While learning words need more practice and content connections to learn them well. Vocabulary storage in the memory, and recall it when speaking or writing. So two groups of vocabulary are active and passive vocabulary. With active vocabulary, on the other hand, is vocabulary that you can recall and use at will when the situation requires it. While passive vocabulary, you can listen and understand. Hearing the vocabulary used prompts you to recall its meaning, in other words, you are being made to recall it. So it's passive vocabulary.

Active vocabulary or productive vocabulary is used in speech or writing is made up of words that come up in our mind immediately when they have to produce a spoken or written sentence. On the other hand, passive vocabulary or receptive vocabulary refers to words that learners understand but are not yet able to use.

Elfrida and Michael state that the group of passive vocabulary is usually larger than the one of active vocabulary.⁸ Factually, both types of vocabulary blend

⁶ Averil Coxhead, (2006), *Essentials of Teaching Academic Vocabulary*, USA: Houghton Mifflin Company, p.1

⁷ John Read, (2000), *Assessing Vocabulary*, Cambridge UK: Cambridge University Press, p.

⁸ Elfrida H. Hiebert and Michael L. Kamil, Op.cit, p.3

together. The active vocabulary, may seen to be more important in communication, however the aim and teaching language us to expand students, passive and active vocabulary and build all the four skill speaking, writing, reading and listening.

Different from John, Wiji state divide vocabulary into four groups as follows:

- 1) The first is function words. There words, although some of them may also have full-words meaning contents. Amount of these groups are auxiliaries, preposition, conjunction, depending on where there are placed.
- 2) The second is substitute words. Those words do not represent as individual things or specific action, but function as substitutes for whole for classes of words. Its means that as link among words.
- 3) The third types of vocabulary items are those that are distributed in use according to such grammatical matters as the absence or presence of a negative. For example, Rena speaks English well and Anton does too. Too means that Anton also can speak English well although the sentence does not how immediately that Anton can speak English well.
- 4) The large body of “content words” constitutes the fourth group of vocabulary items and chief materials are usually considered when the vocabulary of language is discussed.

Different from John, Wiji state divide vocabulary into four groups as follows:

- 5) The first is function words. There words, although some of them may also have full-words meaning contents. Amount of these groups are auxiliaries, preposition, conjunction, depending on where there are placed.
- 6) The second is substitute words. Those words do not represent as individual things or specific action, but function as substitutes for whole for classes of words. Its means that as link among words.

- 7) The third types of vocabulary items are those that are distributed in use according to such grammatical matters as the absence or presence of a negative. For example, Rena speaks English well and Anton does too. Too means that Anton also can speak English well although the sentence does not how immediately that Anton can speak English well.
- 8) The large body of “content words” constitutes the fourth group of vocabulary items and chief materials are usually considered when the vocabulary of language is discussed.

c. Vocabulary Mastery

Vocabulary Mastery is comprehensip knowledge or use of a subject or instrument. Mastery derived from the word “master”, which means to become skilled or proficient in the use of, to gain complete to knowledge through understanding.⁹

Vocabulary Mastery is the competence or complete knowledge of a list or a set of word that make up a language which might be used by particular person, class, profession. Vocabulary mastery is on component to master English as a foreign language in elementary, intermediate, and advanced levels.

In learning four language skills, vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they would get nothing without vocabulary. They larger the students master vocabulary, the better they perform their language. By heving too limited vocabulary, the students would find difficulties in mastering reading and other skills.¹⁰

⁹William Collins, (19790, Webster’s New Twentieth Century Dictionary, America: The united States Of America, P. 604.

¹⁰Anita Yuliana Suregar, 2013, *Improving Students’ Vocabulary Mastery through Crossword Puzzle*, North Sumatera: English Departemen of Education State Institute for Islamic Studies, p. 11.

d. The Problem of Vocabulary

There are several strong reasons for which the vocabulary components of language course need to be carefully planned. Firstly, because different vocabulary gives greatly different return for learning, it is important to make sure that learner have a good control of high frequency words of the language before moving on to the less frequent vocabulary. Secondly, most language teaching course make vocabulary learning more difficult than it should be as a result of the way vocabulary in the course is sequenced. Grouping, opposites, synonyms, and items in a lexical set together courses. Interference that results in confusion for the learners it is simple matter to avoid this problem. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skill activities.¹¹

Many problems faced when Indonesian students learn a target language such as English in vocabulary is they cannot understand what the connection between the new vocabulary they have learned with the function of the vocabulary word, then they can not apply their new vocabulary in their mind for communication.

Term used to classify word based on their functional categories are called part of speech. The classification of the words of a language in this way is dependent on their function in communication. Noun can occur in certain places in sentence and serve certain function. Verb, adjective, and adverb also occur in certain places in sentences and serve special function. In English, the function categories include pronouns and interjections.¹²

¹¹Paul Nation, (1994), *New Ways In Teaching Vocabulary*, Alexandria: TESOL, p.20.

¹²Hall, J. Eugene, (1993), *Grammar for Use*, Jakarta: Bina Rupa Aksara, P. 8.

Noun is member of a class of words that can function at the subject or object in a construction, refer to places, animals, things, states, or qualities.¹³ Verb is a member of a class of words that can function as the main elements of predicates, typically express action, state, or a relation between two things. Adjective is a word used to quality a noun pronoun.¹⁴ Adverb is a word which modifies a verb, adjective another adverb.

2. The Nature of Flash Cards

a. Definition of Flash Cards

There are many definitions of flash cards. Based on oxford advanced learner's dictionary flashcard is a card with the word of words and sometimes a picture down it.¹⁵ While Azhar Arsyad explained that flashcards means small cards contain picture, text or symbol to remind and to stimulate the students on certain something.¹⁶ Based on the picture, flashcards usually have 8x12 cm or it can be adapt by big or small class such as alphabet can be used practice spelling (in Arabic or English). It contains of picture and words. It is classified based on kind and the class such as the flashcards of food, fruits, vegetables, household, transportation, profession and clothes. Usually the teacher holds and moves some flashcards is in a pile of flashcards to front side. The movement of cards quickly, maybe it is the reason, why does it called by flashcard. Flash is quickly, or a flash, in Indonesia language means "sekilas".

¹³Random House Webster's Collage Dictionary, (2001), America: United States of America, p. 842.

¹⁴AJ. Thomson And AV. Martinet, (1986), A Parctical English Grammar, Oxford: Oxford Universi ty Press, p 10

¹⁵Oxford University Press. *Oxford Learner's Pocket Dictionary* (China, 1995), p. 94

¹⁶Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT Raja Grafindo Persada, 2002), 119.

According to Harmer, Flashcards are smallish cards which we can hold up for our students to see.¹⁷ According to Sarah Philips, flashcards are picture cards which are an invaluable way of introducing and revising vocabulary and it can be used to drill simple structure and function.

Based on the definition above, it can be concluded that flashcards are cards with a word or words, number, or a picture on them for use in the classroom by teachers and students that help to learn and memorize new words. Besides that, a flashcard is one of the visual aids which are used to make the students more interested and enjoy the teaching learning process and to increase the student's understanding of the material given by the teacher.

In using flashcards, it requires considerable attention about the way of handling and moving them when we would change the picture. The picture has to be clear enough if seen by students and it must be moved quickly from the back side to the front side. In making flashcards, there are three criteria as follows:

- 1) Flashcard should be visible and is big and clear enough so that all of the students can see the detail.
- 2) The picture on the flashcard has to convey the message clearly, not confuse or describe something that is confusing.
- 3) The way of using the flashcard must be correct.

In addition, when using flashcards, they must be appropriate with the material that would be taught to the students and the teacher should check the copyright before giving them to their students.

¹⁷ Jeremy Harmer, *The Practice of Language Teaching*, (Malaysia, Associated Companies through the World, 2002), P 134.

b. Using Flashcard in Teaching Vocabulary

- 1) The teacher would determine a material.
- 2) The teacher provide a card that a containing a word or picture.
- 3) The teacher would show the card to the student and teach them how to pronounce it.
- 4) The student focus with the card and repeat what teacher said.
- 5) The students would memorize one by one every vocabulary in the cards.

c. The Advantage and Disadvantage of Flashcards

1) The Advantage of Flashcards

There are some advantages of using flashcards in language teaching. They are namely :

- a) Flashcards can be used for onsolidating vocabulary
- b) Flashcards are motivating and eye-catching
- c) Flashcards are effective that can be used for any level students
- d) Flashcards can be taken almost everywhere and studied whenever has free moment
- e) Flashcards can be arranged to create logical grouping of the target words
- f) Flashcards are cost effective/inexpensive
- g) Flashcards provide visual link between L1 and the target language
- h) Flashcards also can be used for practicing structure and word order or for a variety of games.

2) The Disadvantage of flashcards

Besides some advantages of teaching vocabulary by using flashcards, there are also some disadvantages in teaching vocabulary by using flashcards. According to

Leny there are some disadvantages of using flashcards in teaching and learning process as follows.

- 1) Students can pay attention on the flashcards more than on material learned.
- 2) Small and unclear flashcards may arouse problems in the teaching learning process since the students may misunderstand about pictures.

3. Crossword Puzzle

a. The Concept of Crossword Puzzle

Crossword Puzzle is one of the games that used in teaching learning process. It would challenge the student's tube creative in the classroom. Crossword Puzzle is a puzzle or wordplay which has a pattern of white and black space are to be filled with the letters that from word vertically and horizontally. Jones says that crossword puzzle solving is a much more active type of learning and would engage students with the material more than passive types of review techniques do.¹⁸ So, crossword puzzle makes a terrific educational tool. Crossword puzzle is a funny way to practice spelling and improve vocabulary.

Crossword puzzle is a funny way to practice spelling and vocabulary that can be used and practice. The students know where and how use a word in English context. It is easy processes to teach and learn and would be happy get vocabulary. Sudjana agrees that using crossword puzzle in teaching learning process train the students think quickly and enjoy in studying.¹⁹ Crossword puzzle is an interesting technique to improve motivation, skill, and knowledge of students.

¹⁸Kerry Jones, *Educational Games English for Teaching, in Journal* (Cambridge: Cambridge University Press, 1995), p. 4.

¹⁹ Sudjana, *Metode dan Teknik Pembelajaran Partisipatif*, p. 138.

Thus, it can be concluded that Crossword puzzle is an activity that can be used in teaching English. Crossword puzzle is a challenging that interesting, funny and creative to teach and learning process. Students have more motivation using crossword puzzle and make active part in teaching learning. Besides, Crossword puzzle is a technique that improve motivation, simulation and imagination of the students because it is study while play.

b. Using Crossword Puzzle in Teaching Vocabulary

- 1) The teacher would determine the material.
- 2) The teacher would provide Crossword Puzzle with the clues.
- 3) The student fill the Crossword Puzzle based on the clues.
- 4) The teacher would help students if they dont understand the meaning every word.
- 5) The teacher would correct their answer.

c. The Advantages and Disadvantages of Crossword Puzzle

1) The Advantages of Crossword Puzzle

There are some advantages of using crossword puzzle in the classroom they are:

- a) They are motivating and challenging.
- b) Learning a language requires a great deal of effort.
- c) Crossword Puzzle helps students to make and sustain the effort of learning.
- d) Crossword puzzle provides language practice in the various skills- speaking, writing, listening and reading.
- e) They encourage students to interact and communicate.
- f) They create a meaningful context for language use.

- g) Crossword Puzzle usually involves friendly competition and they keep students interested in learning the language.
 - h) Crossword puzzle can help them (children) learn and hang on to new words more easily.²⁰
- 2) The Disadvantage of Crossword Puzzle
- a) Constructing Crossword Puzzle may become, for students, frustrating and time consuming because the students often have trouble matching up the squares.
 - b) The teacher should be aware that Crossword Puzzle do not become busy work. The teacher should like the use of all educational games, have some purposes in mind, even if the purpose is fun. So it needs long time for some students to finish it.

So, it can be said that using crossword puzzle has many functions and significances. It can be motivating and challenging, helps students to make and sustain the effort of learning so that their outcomes in learning vocabulary can be into very good category. And can help simulation and motivation of the students more and more develop in the learning material.

Beside the Advantages, there are many disadvantages of using crossword puzzle in the classroom:

- 1) Player elimination. Players can get knocked out of the game early.
Who wants to watch other people play a game?
- 2) Too dependent on luck. Once all the properties are bought &

²⁰ Fauzan Bachrie, "Skripsi Bahasa Inggris Increasing", (<http://fauzan-bachrie.educationalnet.com/2020/11/.html> accessed at December 12th, 2020 retrieved on 11 pm).

traded, the game is just rolling the dice until everybody goes bankrupt.

- 3) Doesn't scale well to the number of players.²¹

The other statements about disadvantages of using crossword puzzle are:

- 1) The way of game deemed like a gambling.
- 2) Emerge feeling to burn down and don't for collaborator.
- 3) Need skill to search and develop tools that some with condition of area.
- 4) Sometimes over time that have certainly.²²

Based on the advantages and disadvantages above, it can be concluded that games of crossword puzzle can help the students to improve knowledge and give motivation to easy and interest in learning vocabulary. Student's vocabulary mastery through crossword puzzle would make students more enjoy and fun to practice language, to write English letter, easy guess new word. Disadvantage of crossword puzzle is a difficult key word to find a word or meaning of word and then students not focus to another word that relationship meaning.

B. Prevoius Research finding

Many researches have conducted research about enriching students' vocabulay mastery, some previous researches which relevant to this research as follows;

²¹Fauzan Bchrie, "Skripsi Bahasa Inggris Increasing" (<http://fauzan-bachrie.educationalnet.com/2012/11/.html> accessed at June 20th, 2012 retrieved on 11 pm).

²²Sudjana, *Metode danTteknik Pembelajaran Partisipatif*, p. 140.

Firstly, Sri wahyuni in her research entitled “Improving Students’ Vocabulary Achievement By Using Flash Card at SMP PERCONTOHAN NEGERI 5 TAKENGON”. The aim of this research is to find out the improvement of the students’ achievement by using flash card strategy. The population and sample of this research is 34. The finding of this research in the improvement students’ score from the pre-test was 44, 41 and post-test cycle 1 was 64, 85, cycle II 80, 44. The conclusion is flash card can improve the students’ achievement in vocabulary.²³

Secondly, Ita Kurniati in her research entitled “Improving Students’ Vocabulary Mastery Through Mind-Mapping Strategy (A Classroom Action Research at the Second Grade of SMP Negeri 2 Polanharjo, Klaten in the Academic Year of 2010/2011). She used quantitative approach to describe the students’ interest to explain the procedure of mind-mapping strategy when it was implemented in teaching learning processes. She also used quantitative approach to find out the improvement of students’ vocabulary mastery through pre-test and post-test. The mean score of pre-test in cycle I was 54 and cycle II was 56, 33, while the score of post-test in cycle I was 65, 66 and cycle II was 76, 66.²⁴

Thirdly, Khoirul Bahri Lubis in his research entitled “The effect of using crossword puzzle in Rein Foreign Activity”. Toward students vocabulary mastery at fifth Grade of Islamic Elementary School (MIN)

²³Sri wahyuni “Improving Students’ Vocabulary Achievement by Using Flashcard at SMP Percontohan Negeri 5 Takengon” (In published skripsi of syiah kuala University Aceh, 2011)

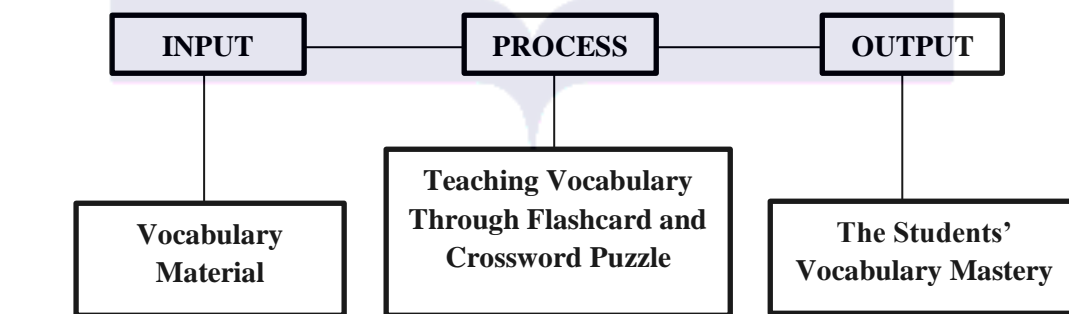
²⁴ Ita Kurniati, Improving Students’ Vocabulary Mastery through Mind-Mapping Strategy at the second Grade of SMP Negeri 2 Polanharjo” (Unpublished skripsi of Baiturrahmah University Klaten, 2009)

Pampangan Padang the used quantitative approach which one he found. That using Crossword Puzzle is very useful toward. The improvement of student's vocabulary at elementary school with score 69,3 from score vocabulary just in 48-50 score, however the result was still low, it is different with what has been found by the research in this research, because the researcher found grod improvement by booking up the result of mean score (61,64 to 84,82 and 62,14 to 91,78).²⁵

Based on the previous research finding above, there are many media that we can use to encriching students' vocabulary mastery where one of them is a flash card and crossword puzzle. And the researcher is motivated to used flash card and crossword puzzle as media to enrich students' vocabulary mastery. The different from previous research finding explained above, in this research use two media where is flash card and crossword puzzle, and in this research focus on use pre-experimental. It's different from the previous research finding which they were using class action.

C. Conceptual Framework

The conceptual framework underlying this research would be given the following diagram:



²⁵Khoirul Bahri Lubis, "The Effect of Using Crossword Puzzle in Reinforcing Activity Toward Students' Vocabulary Mastery at Fifth Grade of Islamic Elementary School (MIN) Pampangan Padang 2011" (*A Thesis* : IAIN Imam Bonjol Padang, 2011)

There are three main components are explained as follows:

1. **Input**

In this input, the researcher would be using vocabulary material before applying any treatment

2. **Process**

In this process, the researcher would be teaching vocabulary through flash card and crossword puzzle media.

3. **Output**

The students' vocabulary mastery after applying treatment through flashcard and crossword puzzle media.

D. **Hypothesis**

The researcher formulates the hypothesis as follows:

1. H_0 (Null hypothesis) : Flash Card and Crossword Puzzle can not enriching students' vocabulary mastery.
2. H_2 (Alternative hypothesis) : Flash Card and Crossword Puzzle can enriching students' vocabulary mastery.

E. **Operational Definition of Variable**

1. **Variable**

There are two variables in this research namely dependent and independent variable. Dependent variable is students' vocabulary mastery and independent variable is Flashcard and Crossword Puzzle media.

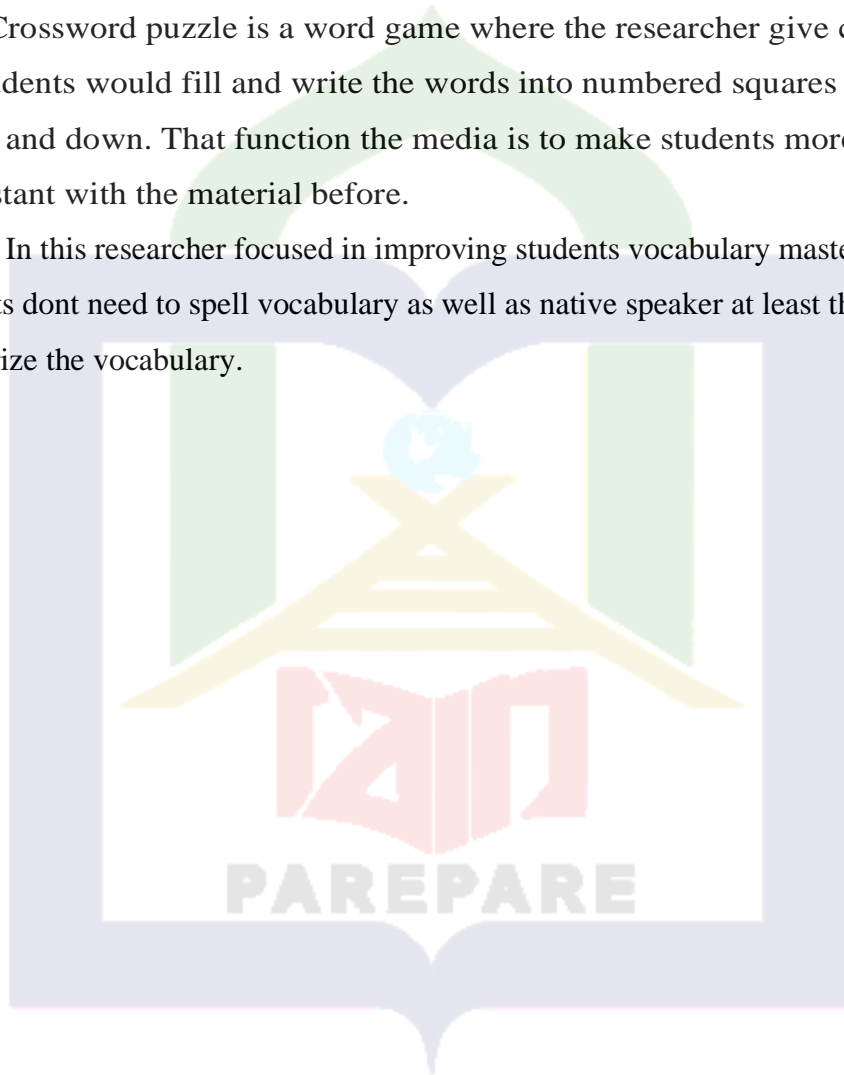
2. **Operational Definition of the Variable**

- a. Vocabulary is the total number of word which makes up language, range of words to countaining a list of word and in this research would focus in active vocabulary.

- b. Flash card can be use to help students to memorize vocabulary easily where the researcher would show a card that a containing a small information to the students and students would focus with the card and memorize it.

Crossword puzzle is a word game where the researcher give clues and the students would fill and write the words into numbered squares that go across and down. That function the media is to make students more understant with the material before.

In this researcher focused in improving students vocabulary mastery the students dont need to spell vocabulary as well as native speaker at least they can memorize the vocabulary.



CHAPTER III

RESEARCH METHOD

A. Research Design

This research would use pre-experimental method that applies the pretest and post test design. The design is presented as follow:

$$E = O_1 \quad X \quad O_2$$

Where :

E = Experimental

O1 = pre-test

X = treatment

O2 = post-test²⁶

In this research, there are two variables, namely Bloom flashcard and cross word puzzle media (X) and the students' Vocabulary Mastery as dependent variable (Y).

B. Location of the Research

The research would be conducted in SMPN 3 Mattito Sompe Kab. Pinrang by focusing at 7th grade students of SMPN 3 Mattiro sompe Kab. Pinrang. The duration of the research was taken one month.

C. Population and Sample

1. Population

The population of this research is the 7th grade student's of SMPN 3 Mattiro Sompe Kab. Pinrang. The number of population is 160 students. The researcher's

²⁶Sugiono, Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D) (Bandung: Alfabeta, 2010), p.110-111

reason took this school to be population, because the researcher has done surveyed in this school.

Table 3.1 Total Students' of SMPN 3 Mattiro some Kab.Pinrang

No	CLASS	JUMLAH TOTAL
1	VII.1	22
2	VII.2	22
3	VII.3	22
4	VII.4	23
5	VII.5	23
6	VII.6	24
7	VII.7	24
		160

2. Sample

The technique of sampling that used in this research is cluster sampling. Cluster sampling is technique where there are many range in population and we just choose one cluster. In this this research the sample consists of one class where is class VII.1 is chosen as sample. The number of the students for the sample is 22 students where is the sample only one class from seven class.

D. Instrument of the Research

In this research, the researcher used vocabulary test as the instrument. The test would gave on pretest on posttest. The pretest was used to find out students' vocabulary mastery before they are given the treatments and the post test was used to find out students' vocabulary mastery after they are given the treatments.

E. Procedure of Collecting Data

The procedure of collecting data is described as follows:

1. Pre-test

Before giving treatment, the researcher gave pre-test for the students. The pre-test would be a multiple choice. It was used to recognize the students' prior knowledge on vocabulary mastery.

2. Post-Test

The researcher gave the post-test to the students by using vocabulary test. The pretest was multiple choice and translation after giving a treatments. It is same with the pre-test form.

F. Treatment

The treatment conducts after pre-test has given in the classroom. The materials gave based on the syllabus. The researcher applied the procedure of each activity. The treatment is based on procedures for each activity in each meeting as follows;

1. First meeting

- a. The researcher opened the class.
- b. The researcher greeted the students.
- c. The researcher explained the material with use flash card
- d. The researcher showed the flashcard which already consisted some of noun vocabulary.
- e. The researcher showed one by one of those vocabularies on the flashcard about 10 seconds in each flashcards by asking the students to spell those vocabularies by following the researcher.
- f. The researcher corrected students' pronunciation errors on those vocabularies.

- g. The researcher asked the students to remember those vocabularies on that flashcard.
- h. The researcher pointed some of the students to mention those vocabularies
- i. The researcher gave a game where is the game is crossword puzzle.
- j. The students filled the blank which the answer related the flash card.
- k. The researcher corrected students' work.
- l. The researcher concluded the material
- m. The researcher gave a motivation to students to practice the vocabulary that they learned

2. Second meeting

- a. The researcher opened the class.
- b. The researcher greeted the students.
- c. The researcher explained the material by using flashcard.
- d. The researcher provided the flashcard which already consisted some of another noun vocabulary.
- e. The researcher divided the students into some groups.
- f. The researcher played the game.
- g. The researcher explained the procedure of the game and the game is crossword puzzle.
- h. The researcher invited three members of each groups as representing to come forward to fill the crossword puzzle.
- i. The researcher pointed another group to correct it.
- j. The researcher gave comments and suggestion in students work.
- k. The researcher concluded the given material.
- l. The researcher gave the students motivation to practice their English.

m. The researcher closed the class.

3. Third meeting

- a. The researcher opened the class.
- b. The researcher greeted the students.
- c. The researcher taught the students by using flash card.
- d. The researcher divided the students into some groups.
- e. The researcher played crossword puzzle game.
- f. The researcher explained the procedure of the game.
- g. The researcher gave the students a clues and the students will fill the crossword puzzle related the clues.
- h. The researcher gave comments and suggestion of students work.
- i. The researcher concluded the given material.
- j. The researcher gave the students motivation to practice their English.
- k. The researcher closed the class.

4. Fourth meeting

- a. The researcher opened the class.
- b. The researcher greeted the students.
- c. The researcher taught the students by using flash cards.
- d. The researcher provided some picture cards without giving the meaning of the vocabulary.
- e. The researcher pointed the student to categorize the vocabulary and they will translate it.
- f. The researcher corrected students work.
- g. The researcher asked the students to develop those vocabularies by write another vocabularies that related with the picture.

- h. The researcher gave comments and suggestion in students work.
- i. The researcher concluded the given material.
- j. The researcher gave the students motivation to practice their English.
- k. The researcher closed the class.

5. Fifth meeting

- a. The researcher opened the class.
- b. The researcher greeted the student. The researcher will teach the students by using flash cards.
- c. The researcher provided some picture.
- d. The researcher asked the students to follow what the researcher said with show the cards.
- e. The researcher provided a clues related vocabulary in the flash cards.
- f. The researcher asked the students to fill the crossword puzzle.
- g. The researcher corrected students' work.
- h. The researcher concluded the material.
- i. The researcher gave students a motivation to practice a vocabulary that they learned.
- j. The researcher closed the class.

6. Sixth meeting

- a. The researcher opened the class.
- b. The researcher greeted the students. The researcher will teach the students by using flash card.
- c. The researcher provided a vocabulary in the flash cards.
- d. The researcher asked the students for memorize.

- e. The researcher showed the flash cards and the students will mention the meaning.
- f. The researcher corrected it.
- g. The researcher gave a crossword puzzle to make sure that students still memorize what they learned.
- h. The researcher corrected students' work.
- i. The researcher concluded the material.
- j. The researcher closed the class.

G. Technique of Data Analysis

1. Vocabulary tests

The data would collect through the test analyzed quantitatively in percentage to measure the students' achievement. This quantitative analysis employed statically calculation to test the hypothesis. The steps are:

Table 3.2 Classification the students' communicating score

Classification	Score
Excellent	86-100
Good	71-85
Fair	56-70
Poor	41-55
Very poor	≤40

(SuharsimiArikunto, *Dasar-DasarEvaluasiPendidikan*²⁷)

²⁷SuharsimiArikunto, *Dasar-DasarEvaluasiPendidikan* (edisi revisi), (Jakarta: PT. Bumi Aksara, 2005), p.245.

2. Finding out the mean score of pre-test and post-test by using the following formula:

$$X = \frac{\sum E}{N}$$

In which:

X = Mean score

$\sum E$ = Total f row score

N = Number of Students²⁸

3. Calculating the mean score of difference between pre-test and post-test by using the following formula:

$$D = \frac{\sum D}{N}$$

In which:

D = the mean score of difference

$\sum D$ = the total scores of difference between pre-test and post-test
($X^1 - X^2$)

N = Total sample

- 3.7.4 Finding out the difference by calculating the T-test value by using the following formula;

Notation:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

²⁸L.R. Gay, *Educational Research* (New York: Charles Merrill Publishing Company, 1987), p.298.

In which:

T : the test of significance

D : the mean score of difference (X1-X2)

$\sum D$: the sum of the total score

$\sum D^2$: the square of the sum score of difference

N : the total sample.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with findings, data analysis and discussion. The result of the data was presented in findings (description of the research) and further explained in data analysis technique and discussion.

A. Findings

1. The students vocabulary mastery before using flashcard and crossword puzzle media at the 7th grade students of SMPN 3 mattiro sompe.

The researcher has given pre-test to know the students' vocabulary mastery before treatment by applying flashcard and crossword puzzle media. The students were difficult to get excellent even good in the pre test, that's why they have to get some treatments to enhance the students' vocabulary mastery. In this research the researcher gave 6 meetings to treat students. All of students do the best for getting score in the pre-test of this research and result is good. There was the result of the students' pre-test.

To find out the answer of the research question in the previous chapter, the researcher administered a test. The test was a vocabulary test that was given before twice, pre-test and post-test. The pre-test was given before treatment process to know the students' vocabulary mastery, while the post-test given after treatment, which aims to know the answer of the problem statement: "Is Spelling be Game able to Enriching Students Vocabulary Mastery?". Post test was given to compare students' vocabulary mastery before we apply and after we applied flashcard and crossword puzzle media. This research was encountered by using one independent sample to know there were any influences of the students' achievement in vocabulary by applying flashcard and crossword puzzle media.

In the first meeting, the researcher introduced flashcard and crossword puzzle media and the aims of this treatment, so the students understood about how to apply flashcard and crossword puzzle media.

After that, the researcher explained to the students the material about alphabeth as the basic learning to help the students how to spell the vocabulary well. The last, each students were asked to write their names and tried to memorized it, then spell it in front of the class.

In this second meeting, the researcher gave list of vocabulary about academic vocabulary. The researcher asked to memorize the list vocabulary, because it would help the students to answer the assessment (post-test).

Table 4.1 The List of Vocabulary

No	Item	Word Class	Meaning
1	Bat	Noun	Kelelawar
2	Crocodile	Noun	Buaya
3	Monkey	Noun	Monyet
4	Horse	Noun	Kuda
5	Bee	Noun	Lebah
6	Dolphin	Noun	Lumba-lumba
7	Kangaroo	Noun	Kangguru
8	Pig	Noun	Babi
9	Tiger	Noun	Harimau
10	Wolf	Noun	Serigala
11	Conclude	Verb	Menyimpulkan
12	Assemble	Verb	Menyatukan
13	Compared	Verb	Membandingkan
14	Discover	Verb	Menemukan
15	Describe	Verb	Menggambarkan
16	Appropriate	Adjective	Pantas
17	Complete	Adjective	Lengkap
18	Crucial	Adjective	Sangat penting
19	Important	Adjective	Penting

Continued

Connection

No	Item	Word Class	Meaning
20	Main	Adjective	Pokok, Utama
21	Deer	Noun	Rusa
22	Frog	Noun	Kodok
23	Snake	Noun	Ular
24	Tiger	Noun	Harimau
25	Elephant	Noun	Gajah
26	Explain	Verb	Menjelaskan
27	Judge	Verb	Menilai
28	Explore	Verb	Menyelidiki
29	Coherent	Adjective	Hubungan
30	Articulate	Adjective	Pandai berbicara

After that, the researcher explained all the vocabularies starting from the word class and meaning. The researcher also gave a chance to the students to ask about how the vocabulary is used in sentences or even the definition of the vocabulary while they were memorizing it. After that, the researcher explained the rules of the flashcard and crossword puzzle media and asked some of the students answer the question of the flashcard as the researcher explained.

The next meeting is the third where the researcher gave treatment to the students by providing the list of vocabulary with the meaning and word class that they must learn. The researcher also gave a chance to the students to ask about how the vocabulary is used in sentence or even the definition of the vocabulary while they were memorizing it.

Table 4.2 The List of Vocabulary

No	Item	Word Class	Meaning
1	Ant	Noun	Semut
2	Beetle	Noun	Kumbang
3	Buffalo	Noun	Kerbau
4	Camel	Noun	Unta

Continued

Connection

No	Item	Word Class	Meaning
5	Chameleon	Noun	Bunglon
6	Crab	Noun	Kepiting
7	Caterpillar	Noun	Ulat bulu
8	Chicken	Noun	Ayam
9	Crane	Noun	Bangau
10	Crow	Noun	Gagak
11	Donkey	Noun	Keledai
12	Dragonfly	Noun	Capung
13	Goat	Noun	Kambing
14	Goose	Noun	Angsa
15	Gorilla	Noun	Gorila
16	Prepare	Verb	Menyiapkan
17	Predict	Verb	Meramalkan
18	Alter	Verb	Mengubah
19	Suggest	Verb	Menyarankan
20	Solve	Verb	Memecahkan
21	Skim	Verb	Meluncur
22	Speculate	Verb	Berspekulasi
23	Scan	Verb	Pindai
24	Crucial	Adjective	Sangat penting
25	Valid	Adjective	Sah
26	General	Adjective	Umum
27	Irrelevant	Adjective	Tidak berhubungan
28	Awesome	Adjective	Mengagumkan
29	Arrogant	Adjective	Sombong
30	Amazing	Adjective	Menakjubkan

The students improved their vocabulary by using the flashcard and crossword puzzle media, they not only know the meaning of the words but also they know the concept of vocabulary.

In the fourth meeting, the researcher firstly gave motivations to the students then gave a chance to students to review the last material then continued the question and answer by using flashcard and crossword puzzle media. They already know the meaning, definition, parts of speech even the synonyms of the words. After that, the researcher gave lists of vocabulary to improve their vocabulary mastery. The

students memorized the words while understanding the concept of vocabulary. The researcher asked to memorized the list of vocabulary and practiced by using flashcard and crossword puzzle media to enrich the students vocabulary mastery.

Table 4.3 The List of Vocabulary

No	Item	Word Class	Meaning
1	Badger	Noun	Luwak
2	Beaver	Noun	Biwara
3	Boar	Noun	Babi hutan
4	Buzzard	Noun	Rajawali
5	Calf	Noun	Anak sapi
6	Catfish	Noun	Lele
7	Clam	Noun	Kerang
8	Cricket	Noun	Jangkrik
9	Fireflies	Noun	Kunang-kunang
10	Fox	Noun	Rubah
11	Grasshopper	Noun	Belalang
12	Jellyfish	Noun	Ubur-ubur
13	Octopus	Noun	Gurita
14	Panda	Noun	Panda
15	Shark	Noun	Hiu
16	Borrow	Verb	Meminjam
17	Buy	Verb	Membeli
18	Choose	Verb	Memilih
19	Clean	Verb	Membersihkan
20	Encourage	Verb	Mendorong
21	Find	Verb	Menemukan
22	Forbid	Verb	Melarang
23	Forgive	Verb	Memaafkan
24	Adorable	Adjective	Menarik
25	Angry	Adjective	Marah
26	Agree	Adjective	Setuju
27	Beneficial	Adjective	Bermanfaat
28	Dangerous	Adjective	Berbahaya
29	Diligent	Adjective	Rajin
30	Exclusive	Adjective	Eksklusif

The fifth meeting, firstly the researcher gave motivation to the students and reviewed all last materials. After that, they were given the list of vocabulary as the fifth meeting material.

Table 4.4 The List of Vocabulary

No	Item	Word Class	Meaning
1	Scorpion	Noun	Kalajengking
2	Rabbit	Noun	Kelinci
3	Seal	Noun	Anjing laut
4	Sheep	Noun	Domba
5	Shrimp	Noun	Udang
6	Snail	Noun	Siput
7	Tortoise	Noun	Kura-kura
8	Turtle	Noun	Penyu
9	Weasel	Noun	Musang
10	Zebra	Noun	Zebra
11	Worm	Noun	Cacing
12	Whale	Noun	Paus
13	Rhinoceros	Noun	Badak
14	Pigeon	Noun	Merpati
15	Peacock	Noun	Merak
16	Take	Verb	Membawa
17	Have	Verb	Mempunyai
18	Use	Verb	Menggunakan
19	Look	Verb	Melihat
20	Give	Verb	Memberi
21	Provide	Verb	Menyediakan
22	Keep	Verb	Menjaga/menyimpan
23	Play	Verb	Bermain
24	Comfortable	Adjective	Nyaman
25	Delightful	Adjective	Menyenangkan
26	Dramatic	Adjective	Dramatis
27	Entertaining	Adjective	Menghibur
28	Helpful	Adjective	Bermanfaat
29	Gifted	Adjective	Berbakat
30	Fortunate	Adjective	Beruntung

The last meeting, the researcher informed to the students that this was last meeting and asked them preparation for the post test in the next meeting. After that,

the students prepared to do flashcard and crossword puzzle. Firstly, the researcher explained again the rules and the procedures of the flashcard and crossword puzzle media to ensure that they were ready. All of students were given cards to be spelt.

Some students have trouble with spelling and memorizing the words. Sometimes they misspelt the word with the different reasons. Most of the mistakes they made were mentioning vowels /a,i,e/ and some are wrong when spelling words that have the same two letters such as “**A**ppropriate”, “**A**nnotate”, “**A**ssumption”, “**I**llustrate” or even they got the difficult word to be spelt like “Hypothesize”, “Appropriate”, “Synthesize” that made them were difficult to remember the word. That is because spelling is a complex activity that involves many skills.

Fortunately, most of the students succeeded to spell and memorize the word given and say it correctly and confidently. They have been treated for several meetings, so that they are fit and familiar with the words given and have a good spelling. Although the word is rather long but they can spell it well.

The students got themselves to be more confident. They learnt without feeling any burden. By flashcard and crossword puzzle media, all of the students are motivated to be involved in the game activity.

2. Finding Through the Test

a. Score of Pre-Test

The researcher has given pre-test to know the students’ vocabulary mastery before treatment by applying flashcard and crossword puzzle media. The students were difficult to get excellent even good in the pre-test, that’s why they have to get some treatments to enhance the students’ vocabulary mastery. In this research the researcher gave 6 meetings to treat students. All of students do the best for getting score in the pre-test of this research and result is good. There was the result of the students’ pre-test.

Table 4.5 The Students' Score of Pre-test

No.	Nama	The Score of Pre-Test	Classification
1	Responden 1	85	Good
2	Responden 2	85	Good
3	Responden 3	80	Good
4	Responden 4	80	Good
5	Responden 5	80	Good
6	Responden 6	85	Good
7	Responden 7	85	Good
8	Responden 8	85	Good
9	Responden 9	85	Good
10	Responden 10	75	Good
11	Responden 11	70	Fair
12	Responden 12	70	Fair
13	Responden 13	70	Fair
14	Responden 14	85	Good
15	Responden 15	75	Good
16	Responden 16	75	Good
17	Responden 17	90	Exellent
18	Responden 18	90	Exellent
19	Responden 19	90	Exellent
20	Responden 20	85	Good
21	Responden 21	80	Good
22	Responden 22	80	Good
	Σ	1785,0	Good

Source: The result of pre test of SMPN 3 Mattiro Sompe

Based on the result of pre-test analysis in the table above, it shows that there are 3 students got fair, there are 16 students got good, and there are 3 students got excellent. However, the average score is 81,1 from the overall students achieved of their vocabulary. It is described that the quality of the students' vocabulary mastery is good before getting a treatment.

The following are the process of calculating to find out the mean score based on the calculating of student's score in the pre-test.

Calculating the mean score of pre-test as follow:

$$X = \frac{\sum E}{N}$$

In which:

X = Mean score

$\sum E$ = Total f row score

N = Number of Students

X = $\frac{1785}{22}$

22

X = 81,1

So, the mean score of pre-test is 81,1

After determining the mean score of pre-test was 81,1 it could be seen that student's vocabulary mastery was in good category. Based on Suharsimi arikunto "Dassar-dasar pendidikan"

Table 4.6 The Classification of Frequency and Percentage Score of Students' Vocabulary Mastery in Pre-Test

NO	CLASSIFICATION	SCORE	FREQUENCY	PERSENTAGE
1	EXCELLENT	86-100	3	14%
2	GOOD	71-85	16	72%
3	FAIR	56-70	3	14%
4	POOR	41-55	0	0%
5	VERY POOR	≤ 40	0	0%
Σ			22	100%

Source: The result of pre test of SMPN 3 Mattiro Sompe

The data above shows that from 22 students, there were 3(14%) students in fair level, 16(72%) students in good level, 3(14%) student in excellent level none of students who gain poor level.

3. The students vocabulary mastery after using flashcard and crossword puzzle media at the 7th grade students of SMPN 3 mattiro sompe.

The researcher has given post-test to know the students' vocabulary mastery after giving treatment by applying flashcard and crossword puzzle media for six meetings. Most of them were better than before. They can memorize the list of vocabularies fluently with a good pronunciation.

a. Score of Post-Test

The researcher has given post-test to know the students' vocabulary mastery after giving treatment by applying flashcard and crossword puzzle media for 6 meetings. Most of them were better than before. They can memorize the list of vocabularies fluently with a good pronunciation.

Table 4.7 The Students' Score of Post-test

No.	Nama	The Score of Pre-Test	Classification
1	Responden 1	90	Exelent
2	Responden 2	95	Exelent
3	Responden 3	90	Exelent
4	Responden 4	95	Exelent
5	Responden 5	90	Exelent
6	Responden 6	100	Exelent
7	Responden 7	100	Exelent
8	Responden 8	100	Exelent
9	Responden 9	95	Exelent
10	Responden 10	100	Exelent
11	Responden 11	80	Good

Continued

Connection

No.	Nama	The Score of Pre-Test	Classification
12	Responden 12	80	Good
13	Responden 13	85	Good
14	Responden 14	95	Exelent
15	Responden 15	85	Good
16	Responden 16	85	Good
17	Responden 17	100	Exelent
18	Responden 18	100	Exelent
19	Responden 19	95	Exelent
20	Responden 20	90	Exelent
21	Responden 21	90	Exelent
22	Responden 22	90	Exelent
	Σ	2030,0	Exelent

Source: The result of pre test of SMPN 3 Mattiro Sompe

Based on the result of the post-test analysis in the table above, it shows that there are 17 students got Exellent, there are 5 students got good and none students got fair or poor category. However, the total score is 2030 from the overall students achieved of their vocabulary mastery. It described that the quality of the students' vocabulary mastery is excellent. They got an improvement after getting treatment by using flashcard and crossword puzzle media.

Calculating the mean score of post-test as follow:

$$X = \frac{\sum E}{N}$$

In which:

X = Mean score

$\sum E$ = Total f row score

N = Number of Students

$$X = \frac{2030}{22}$$

$$22$$

$$X = 92,2$$

So, the mean score of pre-test is 92,2

After determining the mean score of post-test was 92,2 it could be seen that students' vocabulary mastery was in an excellent category. Based on Suarsimi Asrikunto "*Dasar-dasar pendidikan*".

Table 4.8 The Classification of Frequency and Percentage Score of Students' Vocabulary Mastery in Post-Test

NO	CLASSIFICATION	SCORE	FREQUENCY	PERSENTAGE
1	EXCELLENT	86-100	17	77%
2	GOOD	71-85	3	23%
3	FAIR	56-70	0	0%
4	POOR	41-55	0	0%
5	VERY POOR	≤ 40	0	0%
Σ			22	100%

Source: *The Classification of post test of MA YMPI Rappang*

The data above shows that from 22 students, there were 17 (77%) students in Excellent level, 5(23%) students in good level and none of students who gained fair level.

4. The increase of the students vocabulary mastery 7th grade students of SMPN 3 Mattiro some by using flashcard and crossword puzzle media.

The result explained that the pre-test and post-test are used to measure the students' knowledge gained in the treatment by applying flashcard and crossword puzzle media in this research. In other words to determine the student's knowledge

level of their vocabulary mastery, the pre-test is given to the students before doing treatment, it means that the students had to answer the test well and the post-test is given to the students after doing treatment with the same kind of test. In another word to measure the students' knowledge level of vocabulary mastery is applying flashcard and crossword puzzle media. The students got improvement vocabulary mastery after applying flashcard and crossword puzzle media.

The comparison of the gained score between pre-test and post-test can be illustrated as follow:

Table 4.9 The Comparison between Pre-test and Post-test Result

No.	Nama	The Score of Pre-Test	The Score of Post-test
1	Responden 1	85	90
2	Responden 2	85	95
3	Responden 3	80	90
4	Responden 4	80	95
5	Responden 5	80	90
6	Responden 6	85	100
7	Responden 7	85	100
8	Responden 8	85	100
9	Responden 9	85	95
10	Responden 10	75	100
11	Responden 11	70	80
12	Responden 12	70	80
13	Responden 13	70	85
14	Responden 14	85	95
15	Responden 15	75	85
16	Responden 16	75	85
17	Responden 17	90	100
18	Responden 18	90	100
19	Responden 19	90	95
20	Responden 20	85	90
21	Responden 21	80	90
22	Responden 22	80	90
MEAN		81,1	92,2

(Source: Primary data processing)

The table above showed that the students got improvement by gaining score before and after treatment. It proved that the students got improvement in their vocabulary mastery by applying flashcard and crossword puzzle media. The improvement can be measured by presenting the minimum and maximum score of pre-test and post-test. The minimum score of pre-test was 70 and the maximum was 90, beside that the minimum score of post-test was 80 and the maximum score of post-test was 100. The mean of pre-test was 81,1 and the mean of post-test was 92,2. Before giving a treatment the students got good category but after doing treatment by applying flashcard and crossword puzzle media the students got excellent category, it means that there is improvement with students' vocabulary mastery.

5. T-test value to know the different score between pre test and post test

T-test was used to ensure that students got an improvement after giving treatment. The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.10 The Worksheet of the Calculating of the Score on Pre-test and Post-test

No.	Nama	The Score of Pre-Test	The Score of Post-test	(D)	D ²
1	Responden 1	85	90	5	25
2	Responden 2	85	95	10	100
3	Responden 3	80	90	10	100
4	Responden 4	80	95	15	225
5	Responden 5	80	90	10	100
6	Responden 6	85	100	15	225
7	Responden 7	85	100	15	225
8	Responden 8	85	100	15	225
9	Responden 9	85	95	10	100
10	Responden 10	75	100	25	625

Continued

Connection

No.	Nama	The Score of Pre-Test	The Score of Post-test	(D)	D ²
11	Responden 11	70	80	10	100
12	Responden 12	70	80	10	100
13	Responden 13	70	85	15	225
14	Responden 14	85	95	10	100
15	Responden 15	75	85	10	100
16	Responden 16	75	85	10	100
17	Responden 17	90	100	10	100
18	Responden 18	90	100	10	100
19	Responden 19	90	95	5	25
20	Responden 20	85	90	5	25
21	Responden 21	80	90	10	100
22	Responden 22	80	90	10	100
Σ				245	3125

(Data Source: the worksheet of the calculating on pre-test and post-test)

In the other to see the student's score, the following is t-test was statically applied:

To calculate the mean score of the difference between pre-test and post-test scores, it is used following formula:

$$D = \frac{\Sigma D}{N}$$

In which:

D = the mean score of difference

ΣD = the total scores of difference between pre-test and post-test

N = Total sample

$$D = \frac{245}{22}$$

22

D = 11,13

So, the mean score of difference is 11,13

Finding out the difference by calculating the T-test value by using the following formula:

Notation:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

T : the test of significance

D : the mean score of difference (X1-X2)

$\sum D$: the sum of the total score

$\sum D^2$: the square of the sum score of difference

N : the total sample.

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{11,13}{\sqrt{\frac{3125 - \frac{245^2}{22}}{22(22-1)}}$$

$$t = \frac{11,13}{\sqrt{\frac{3125 - \frac{60025}{22}}{22(21)}}$$

$$t = \frac{11,13}{\sqrt{\frac{3125 - 2728,4}{462}}}$$

$$= \frac{11,13}{\sqrt{\frac{396,6}{462}}}$$

$$t = \frac{11,13}{\sqrt{0,85}}$$

$$t = \frac{11,13}{0,92}$$

$t = 12,09$ So, the t-test value is 12,09

6. Test of Significant level of the students vocabulary mastery by using Flashcard and Crossword puzzle

In order to know whether the means score of the pre-test and the means score of the post-test was significantly different, the researcher used T-test. The result of T-test is $t = 12,09$. To find out the degree of freedom (df) the researcher used following formula;

$$df = N - 1$$

$$df = 22 - 1$$

$$df = 21$$

For the level of significance ($p = 0,05$) and $df = 21$ then the value of the T-test = 12,09 the value of the T-test was greater than the t-table ($12,09 > 1,72074$) it means that there was an improvement with the students' vocabulary mastery after

giving treatment by applying flashcard and crossword puzzle media to the students of SMPN 3 Mattiro Sompe.

B. Discussion

By looking at the test finding, from the data provided in classification table based on the vocabulary, clearly to see that there were no one students who got poor, 17 (77%) students in Exelent level, 5(23%) level From the result, the researcher concluded that the students' vocabulary mastery from good up to excellent category.

In addition, the mean score of pre-test was 81,1 and the mean score of post-test was 92,2. As conclusion, the mean score of post-test (92.2) was greater than pre-test (81.1). Even, for the level significant (p) 5% and $df = 21$, and the value of table is 1,72074 while the value of t-test is 12.09 it means that, the t-test value is greater than t-table. Thus, it can be concluded that the students' vocabulary mastery is significant better after getting the treatment. So, the null hypothesis (H_0) is refused and the alternative hypothesis (H_1) is accepted.

In the preface study that the researcher did in SMPN 3Mattiro Sompe it was found through the observation that the teachers' method in teaching vocabulary was mainly using memorizing method, the teacher seldom used game or media such as flashcard and crossword puzzle media to improve the students' vocabulary mastery.

The researcher concluded that one of the main factor which made the students lack of vocabulary caused by the strategy or media used in class is monotonous, the students rarely study using media or game in class since in vocabulary learning so many vocabularies were not familiar to them. Students who lack of vocabulary sometimes can not deduce the meaning of a word from the context.

For students, still many vocabularies that they had not known. An unknown vocabulary can be like a suddenly dropped causing the students stop and think about

the meaning of the word and thus making them miss the next part of the speech. Both the students and teacher had problem related to the in learning vocabulary process. The teacher did not follow the way to teach vocabulary properly. Moreover, the materials were also not good enough to be used since the materials were almost the same and less varied. Those condition were causing bad effect for the students so then the students got low score in vocabulary mastery.

Some problems occurred during the implementation of flashcard and crossword puzzle media to improve the students vocabulary mastery. First was related to time management, and the students also disturbed by the noisy so the researcher got difficult in controlling the students when explained the material of vocabulary. Besides that, the different of knowledge about vocabulary also was caused trouble in teaching. Considering the importance of teaching vocabulary, there should be a technique that can promote the language learning.

Teaching vocabulary has been presented in so many methods and should be taught in various ways so that students could be interested in learning vocabulary. One of method to develop students' vocabulary was playing game or using media. One kind of the media is flashcard and crossword puzzle media. There are some advantages in using flashcard and crossword puzzle media, it can improve students' spelling skill, vocabulary skill, comprehension in the text given and it also can be used by students to practice their concentration and their ability in memorizing. flashcard and crossword puzzle media is one of the effective media to teach English vocabulary. In this case children or students not only memorize a word, letter by letter but also students be brave speaking in front of public. Moreover students not only develop their vocabulary but also they are able to practice either in speaking or

understanding the meaning of words. This media has helped the students to enhance their vocabulary mastery in English by learning in a fun and interesting way.

After the researcher applied flashcard and crossword puzzle media in the class during teaching vocabulary, the researcher found that some of students seems to be appealing in doing the vocabulary test. It can be proved by the score and analyze. After calculating and analyzing the data, the researcher found that the result showed flashcard and crossword puzzle media can improve students' vocabulary mastery. The result was proven by the improvement of students' score in vocabulary test.

This was surely improve the students' vocabulary mastery. In the use of flashcard and crossword puzzle media, there were many advantages as follows:

1. Flashcards can be used for consolidating vocabulary
2. Flashcards are motivating and eye-catching
3. Flashcards are effective that can be used for any level students
4. Flashcards can be taken almost everywhere and studied whenever has free moment
5. They are motivating and challenging.
6. Learning a language requires a great deal of effort.
7. Crossword Puzzle helps students to make and sustain the effort of learning.
8. Crossword puzzle provides language practice in the various skills- speaking, writing, listening and reading.²⁹

In addition, some previous studies have proved that flashcard and crossword puzzle media is able to improve students' vocabulary mastery and it works also in this research. The object of this research is the 7th grade of SMPN 3 Mattiro Sompe

²⁹Fauzan Bachrie, "Skripsi Bahasa Inggris Increasing", (<http://fauzan-bachrie.educationalnet.com/2020/11/.html> accessed at December 12th, 2020 retrieved on 11 pm).

where researcher used flashcard and crossword puzzle media to enhance their vocabulary mastery. The application of this media proved the theory that said " flashcard and crossword puzzle media helped students to memorize words with the correct spelling words. And then, students' comprehension toward the words." Therefore, flashcard and crossword puzzle media is recommended as a good strategy in teaching

Moreover, it is perceived that the learners are more eager and interested in learning English, especially for the implementation of flashcard and crossword puzzle media it was proved that this method influenced the learners' vocabulary mastery.

Based on the students' value the researcher conclude that flashcard and crossword puzzle media help them to improve their vocabulary mastery. they were also interested to learn vocabulary by applying flashcard and crossword puzzle media. Besides, flashcard and crossword puzzle media is a complete package that can train students' spelling and vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts namely conclusion and suggestion of the research. The conclusion deal with the conclusion gotten based on the finding and discussion of the research and the suggestion deal with some ideas given by the researcher.

A. Conclusion

Based on the findings of the study, the researcher gave a conclusions:

- 1. Is the Flashcard and Crossword Puzzle media able to increase the student's vocabulary mastery 7th grade students of SMPN 3 Mattiro somepe.**

The research of data analysis showed that flashcard and crossword puzzle media is able to help students personalize their learning vocabulary and listen to and appreciate the ideas and thinking of others and it was also described that this material was an effective way when the students are solving problems that have no specific right answers.

- 2. How the students' vocabulary mastery before and after using Flashcard and Crossword puzzle media at the 7th grade students of SMPN 3 Mattiro somepe.**

The data analysis test also showed that there was a difference between the students' vocabulary mastery before and after applying "flashcard and crossword puzzle media", it was proved by the development of mean score from 81,1 on the pre-test to 92,2 on post-test, while the T-test value 12,09 is higher than t-table 1,72074. Therefore, flashcard and crossword puzzle media able to improve the students' vocabulary mastery of the the studens SMP 3 Mattiro Sompe.

Flashcard and crossword puzzle media was not only motivating and fun but could also provide excellent practice for improving the students' vocabulary mastery. Applying the flashcard and crossword puzzle media is considered very effective and the researcher indirectly add an element of fun and relaxation in vocabulary practice. The purpose of using media in teaching process is to make the material more interesting, enjoyable and challenging especially in introducing new vocabulary. flashcard and crossword puzzle media is one of the effective media to teach English vocabulary. In this mediaaaa students not only memorize a word, letter by letter but also students be brave speaking in front of the people. Moreover students not only develop their vocabulary but also they are able to practice either in speaking or understanding of meaning, class word, similiar meaning, definition and how the word is used in the sentence.

The researcher concluded that all of students were insteresting to apply flashcard and crossword puzzle media in learning process. They felt flashcard and crossword puzzle media able to enhance their vocabulary mastery.

B. Suggestion

In considering the conclusion of this research, the writer further proposed some suggestions to the teacher, students and the next researcher as follow:

1. For the English teacher

- a. The teacher has to be more creative and innovative to manage the use of media, method, technique and game in teaching Vocabulary.
- b. The English teacher should be able to use some of technique that was suitable for the students'condition. In other words, the teacher should build a favorable atmosphere in teaching-learning process because a conductive

condition in teaching would become one access to carry the success of material to be taught.

- c. The English teacher should teach the students how to explain something in the good explanation or description so, the students can practice or use English in daily life as well.
- d. The teacher should give more chances to the students to be more active, and let the students do several practices. The teacher should trust the students that they are able to do those activities by themselves. Here, the teacher only observes and helps the students when they meet difficulties.

2. For the students members

- a. The members should express their selves on improving their vocabulary mastery and does not less motivation in learning vocabulary wherever and whenever.
- b. The members should repeat to memorize vocabulry English in daily life because, practice makes perfect.
- c. The members should be intensified and accustomed to sharing their idea with their friends.

3. For the next researcher

- a. There were still much more media,technique,method,strategy and game in teaching English and flashcard and crossword puzzle media is one of the technique of teaching. So the next researcher should be more creative to find another technique of teaching.
- b. It is necessary to another researcher conduct a further research, in order to validate the result of this study.

BIBLIOGRAPHY

- Arilemto Suharsimi. *Dasar-dasar Evaluasi Pendidikan*, Jakarta : PT Bumi Aksara, 2005.
- Arsyad Azhar. *Media Pembelajaran*, Jakarta : PT Raya Grafindo Persada, 2002.
- Bachrie Fauzan. *Skripsi Bahasa Inggris*, 2002.
- Bucky Michael Bettridge David. *Belajar Bahasa Inggris dengan Ragam Permainan Kata*". Jogjakarta : Diva Press, 2010.
- Collins Williams. *Webster's New Twentieth Century Dictionary*, America : The United States of America, 1979.
- Coxhead Averil. *Essentials of Teaching Academic Vocabulary*, USA : Houghton Mifflin Company, 2006.
- Eungene J.Hall. *Grammar for Use*, Jakarta : Bina Rupa Aksara, 1993.
- Gay R L. *Educational Research*, New york : Charles Merril Publishing Company, 1987.
- Harmer Jeremy. *The Practice of Language Teaching*, Malaysia : Associated Companier Throughs the World, 2002.
- Jones Kerry. *Educational Games English for Teaching*, Cambrige : Cambrige University Press, 1995.
- Kurniati Ita. *Improving Student's Vocabulatrly Mastery through Mind-Mapping Strategy*. Klaten : University Biturrahma, 2009.
- L.Kamil Michael, and Hiebert H Elprieda. *Teaching ang Learning Vocabulary Bringing Research to Practice*, USA : Lawrance Erlbun Associate, 2005.
- Lestary Wiji. *Improving Students' Vocabulary Mastery through Word Clay Game*, Salatiga : English Department of Education state Institute for Islamic Studies, 2013.
- Lubia Bahri Khoirul. *The Effect of Using Crossword Puzzle in Reinforcing Activity towards Student's Vocabulary Mastery*, Padang : IAIN Imam Bonjol, 2011.
- Martinet AV, and Thomson Aj. *Practical English Grammar*, Oxford : Oxford University Press, 1986.
- Murcia Marrienne. *Teaching English as Second or Foreign Language*, USA : Heinle & heinle, 2001.
- Nation Paul. *New Ways in Teaching Vocabulary*, Alexandria : Tesol, 1994.

- Oxford Dictionary. *Oxford Learner's Pocket Dictionary*, New York : Oxford University Press, 2008.
- Read John. *Assesing Vocabulary*, UK : Cambridge University Press, 2002.
- Schmitt, Notbert. *Vocabulary in Language Teaching*. New York : Cambridge University Press, 2000.
- Scrivener, Jim. *Learning Teaching English*, New York : Heineman publisher Oxford, 1194.
- Sudjana. *Metode dan Teknik Pembelajaran*, 2002.
- Sugiono. *Metode Penelitian*, Bandung : Alfabeth, 2010.
- Suregar Yuliana Anit. *Improving Student's Vocabulary Mastery through Crossword Puzzle*, North Sumatera : English Department of Education State Institute for Islamic Studies, 2013.
- Wahyuni Sri. *Improving Student's Vocabulary Achievement by Using Flash Card*, Aceh : University of Syiah Kuala, 2011.
- Zubair, Muhammad Kamal dkk. *Pedoman Penulisan Karya Ilmiah IAIN Parepare*. IAIN Parepare Nusantara Press, 2020.



APPENDICES

Appendix 1. Research Instrument

Instrumen penelitian

Dalam penelitian ini, peneliti akan menggunakan pre experiment dengan memberikan pre-tes dan post- test yang sama pada kelas VII yang dilengkapi dengan instruksi pada instrumen sebagai berikut:

Instrument of the pre-test

Nama :.....

Class :.....

Direction :

Answer the questions below based on the picture!

1. The animal like to eat meat . What is the animal...?

Answer:



2. What is the English of “nanas”?

Answer:



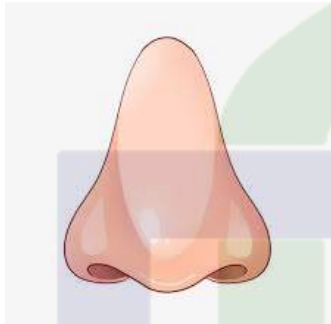
3. I can eat a delicious food with my.....

Answer:



4. I can smell something with my.....

Answer:



5. I put the glass on the

Answer:



6. We are playing..... in the yard (sepakbola)

Answer:



7. is for writing?

Answer:



8. What is the English for “Bawang putih”?

Answer:



9. What picture is this?

Answer:



10. What is the English for “Buaya”?

Answer:



11. What the meaning of “jeruk”?

Answer:

12. What is the English for “anjing”?

Answer:

13. Dimas need.... to drink

Answer:



14. The animal like to eat grass. What is the animal...?

Answer:



15. What the meaning of “coconut”?

Answer:

16. Riska need.....to eat?

Answer:



17. What is the English for”burung”?

Answer:

18. What is the English for”Nangka”?

Answer:

19. My mother cut the vegetable use the.....



Answer:

20. What is the meaning of “Refrigerator”?

Answer:



Appendix 2. Lesson Plan

- Sekolah** : SMPN 3 MATTIRO SOMPE KAB.PINRANG
- Mata Pelajaran** : Bahasa Inggris
- Kelas/ Semester** : VII
- Materi Pokok** : Teks in teraksi terkait nama benda, pekerjaan, dan tempat di sekitar pendidik
- Alokasi Waktu** : 8 x 40 menit (6pertemuan)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
	<p>1.1Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p>	<p>1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.</p> <p>1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.</p>
	<p>2.1Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p>	<p>2.1.1 Menunjukkan perilaku peduli dalam pembelajaran.</p>

<p>3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksi lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan public yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan dan kata terkait article a dan the, plural dan singular.)</p>	<p>3.1.1 Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk menyebutkan nama benda jumlah dan letaknya dengan kehidupan sehari-hari.</p> <p>3.1.2 Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama benda.</p>
<p>4.1 Menyusun teks interaksi transaksi lisan dan tulis dengan singkat, padat dan sederhana yang melibatkan tindakan member dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan public yang dekat dengan kehidupan siswa sehari-hari.</p>	<p>4.1.1 Mengidentifikasi nama benda, jumlah, dan letak dengan kehidupan sehari-hari</p> <p>4.1.2 Menirukan ungkapan untuk menyebutkan nama benda</p> <p>4.1.3 Membuat kalimat sederhana dengan</p>

	hari, sesuai dengan konteks penggunaannya. (perhatikan unsur teks kebahasaan terkait article a dan the, plural dan singular)	menggunakan nama benda.

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, siswa dapat:

1. Mengamati ungkapan atau tutur kata yang digunakan untuk menyebutkan nama benda, jumlah, dan letaknya yang dekat dengan kehidupan siswa sehari-hari.
2. Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama benda, jumlah, dan letaknya yang dekat dengan kehidupan siswa sehari-hari.
3. Mengidentifikasi nama benda, jumlah dan letaknya yang dekat dengan kehidupan siswa sehari-hari.
4. Menirukan ungkapan untuk menyebutkan nama benda, jumlah, dan letaknya yang dekat dengan kehidupan siswa sehari-hari.
5. Membuat kalimat pendek dalam menggunakan ungkapan untuk menyebutkan nama benda, jumlah, dan letaknya yang dekat dengan kehidupan siswa sehari-hari.

D. Materi Pembelajaran

Mengenalkan, mengidentifikasi benda, jumlah, dan letaknya yang dekat dengan kehidupan sehari-hari peserta didik.

1. Fungsi Sosial dari ungkapan:

Membanggakan, mengenalkan, mengidentifikasi, mengkritik, dsb nya.

2. Struktur Teks (gagasan utama dan informasi rinci)

- (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)

- It's my cricket.*
- They are my books.*
- Are they your toys? Which one is your book?*
- How many cows do you have?*
- The hospital is near the post office.*
- The police station is in the corner.* dan semacamnya.

3. Unsur Kebahasaan dari ungkapan sapaan dan pamitan, yaitu:

- (1) Nama benda dan binatang di sekitar rumah dan sekolah siswa: *hen, chicks, house lizard, dragon fly, cockroaches, mosquitoes.*
- (2) Nama bangunan umum: *the post office, the bank, the hospital.*
a *What? Which one? How many?*
- (4) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*).
- (5) Kata ganti *it, they, this, that, those, these.*
- (6) Ungkapan *There is/are..., Are there ...?*
- (7) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: *be, have, go, play, get, take*, dan sebagainya.
- (8) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.

E. Metode Pembelajaran

1. Metode Ilmiah
2. CLT
3. flashcard and crossword puzzle.

F. Media, Alat, dan Sumber Pembelajaran

1. Media
 - a. daftar kosa kata
 - b. spidol
2. Sumber Belajar
 - a. Kementerian Pendidikan dan Kebudayaan. 2014. Bahasa Inggris *When English Rings a Bell* SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan.
 - b. Lingkungan sekitar: Benda yang ada dilingkungan sekitar sekolah.

G. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Pertama

a. Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 5) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 6) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.
- 7) Guru memberikan tugas kepada peserta didik untuk menghafal kosa-kata minimal 20 kosa-kata sebagai hafalan sebelum memulai pelajaran pada pertemuan berikutnya.

b. Inti (60 menit)

1) Mengamati

- a. Guru memberikan penjelasan tentang metode flash card dan crossword puzzle.
- b. Guru memberikan kosa kata yang ada dalam kelas sebagai materi pelajaran.
- c. Guru memperlihatkan beberapa vocabulary yang ada di flash card dan menyuruh siswa untuk mengucapkan vocabulary tersebut.
- d. Guru membetulkan pengucapan siswa.
- e. Guru memberikan game yaitu crossword puzzle yang mana siswa mengisi kotak-kotak yang kosong.
- f. Guru mengoreksi pekerjaan siswa.
- g. Guru menyimpulkan materi.
- h. Guru menutup kelas.

2. Pertemuan Kedua

a. Pendahuluan (10 menit)

- 1) Guru membuka kelas dan mengucapkan salam kepada siswa.
- 2) Guru memeriksa kehadiran siswa.
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
- 4) Guru meminta siswa menyiapkan flashcard yang mana berisi vocabulary.

b. Kegiatan inti (60 menit)

1) Mengamati

- a) Sebelum pelajaran dimulai satu per satu siswa diharapkan untuk menyampaikan hafalan kosakata yang diberikan pada pertemuan sebelumnya.
- b) Siswa melihat dan mengamati vocabulary yang ada pada flash card.

1) Mengkomunikasikan

- a) Guru membagi siswa menjadi beberapa grup.
- b) Siswa akan bermain game crossword puzzle.
- c) Setiap siswa akan merepresentasikan timnya untuk mengisi jawaban.
- d) Anggota lain mengoreksi pekerjaan temannya

c. Penutup (10 Menit)

- 1) Guru mengoreksi jawaban.
- 2) Guru menyimpulkan materi.
- 3) Guru memberikan tugas kepada peserta didik untuk menghafal kosa-kata minimal 20 kosa-kata sebagai hafalan sebelum memulai pelajaran pada pertemuan berikutnya.
- 4) Guru menutup kelas.

Pertemuanke 3

a. Pendahuluan (10 menit)

- 1) Guru member salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Sebelum pelajaran dimulai satu per satu siswa diharapkan untuk menyampaikan hafalan kosakata yang diberikan pada pertemuan sebelumnya.
- 4) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 5) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 6) Guru memberikan review tentang materi sebelumnya.

b. Inti (60 menit)

1) Mengamati

- a. Guru membagi siswa dalam beberapa kelompok.
- b. Guru memberikan tema kosa kata tentang profesi.
- c. Guru menyebutkan kosa kata tersebut sebelum memainkannya.
- d. Peserta didik meniru apa yang di ucapkan oleh guru.
- e. Guru membenarkan setiap pengucapan yang salah.

2) Mencoba

- a) Setiap siswa mencoba mentranslate vocabulary yang ada di flashcard.
- b) Siswa kotak kosong pada crossword puzzle

c. Penutup (10 Menit)

- 1) Guru membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru memberikan motivasi kepada siswa untuk selalu berlatih.
- 3) Guru memberikan tugas kepada peserta didik untuk menghafal kosa-kata minimal 20 kosa-kata sebagai hafalan sebelum memulai pelajaran pada pertemuan berikutnya.
- 4) Guru menutup kelas.

Pertemuan ke 4**a. Pendahuluan (10 menit)**

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru menyiapkan beberapa gambar tanpa arti

b. Inti (60 menit)**1) Mengamati**

- a. Siswa mengikuti apa yang guru katakan.
- b. Siswa memperhatikan gambar yang ada di flash card

2) Mencoba

- a) Setiap siswa mencoba mengategorikan setiap kosakata.
- b) Siswa mencari kosakata lain yang berhubungan dengan tema

c. Penutup (10 Menit)

- 1) Guru mengoreksi pekerjaan siswa.
- 2) Guru menyimpulkan materi.
- 3) Guru memberikan motivasi kepada siswa.
- 4) Guru memberikan tugas kepada peserta didik untuk menghafal kosa-kata minimal 20 kosa-kata sebagai hafalan sebelum memulai pelajaran pada pertemuan berikutnya.
- 5) Guru menutup kelas

H. Penilaian

1. Teknik Penilaian : Testertulis
2. Instrumen Penilaian : Tes tertulis dalam bentuk soal. Penilaian dilakukan dengan cara menghitung jumlah jawaban yang benar.

Pertemuan ke 5

a. Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru memberikan review tentang materi sebelumnya.

b. Inti (60 menit)

1) Mengamati

- Guru mengamati beberapa kosakata yang ada di flashcard

3) Mengumpulkan informasi

- Peserta didik mengumpulkan clues yg di berikan oleh guru.

2) Mencoba

- Setiap siswa mengisi crossword puzzle..

c. Penutup (10 Menit)

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru memberikan motivasi untuk mempraktikkan kemampuan bahasa inggris peserta didik.

H. Penilaian

1. Teknik Penilaian : Testertulis
2. Instrumen Penilaian : Tes tertulis dalam bentuk soal. Penilaian di lakukan dengan cara menghitung jumlah jawaban yang benar.

Pertemuanke 6

a. Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru
memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru memberikan review tentang materi sebelumnya.

b. Inti (60 menit)

1) Mengamati

- a. Guru memberikan beberapa kosakata.
- b. Guru menyebutkan satu persatu kosakata tersebut.
- c. Peserta didik mengikutinya.

3) Mengumpulkan informasi

- Peserta didik mencari setiap arti kosakata tersebut.

2) Mencoba

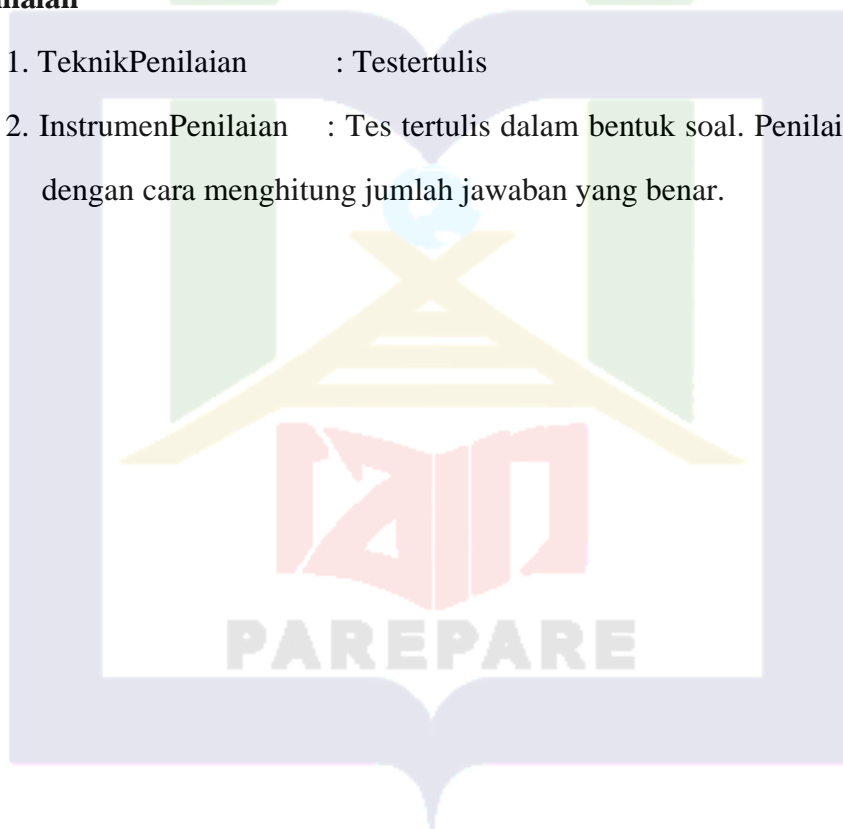
- a. Setiap siswa mengingat kosakata yang di berikan.
- b. siswa mengisi crossword puzzle untuk menguji ingatan mereka

c. Penutup (10 Menit)

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru memberikan motivasi untuk mempraktikkan kemampuan bahasa Inggris peserta didik.

H. Penilaian

1. Teknik Penilaian : Test tertulis
2. Instrumen Penilaian : Tes tertulis dalam bentuk soal. Penilaian dilakukan dengan cara menghitung jumlah jawaban yang benar.



Appendix 4. Documentation











Appendix 5. Research Allowance



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 9132 ☎ (0421) 21307 Fax:24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.682/In.39.5.1/PP.00.9/03/2021
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di-

Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Riskawati
Tempat/Tgl. Lahir : Langnga, 19 April 1998
NIM : 15.1300.164
Fakultas / Program Studi : Tarbiyah / Tadris Bahasa Inggris
Semester : XII (Dua Belas)
Alamat : Langnga, Kec. Mattiro Sompe, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul :

"Enriching Students' Vocabulary Mastery By Using Flashcard And Crossword Puzzle Media At The 7th Grade Students SMPN 3 Mattiro Sompe kab. Pinrang "

Pelaksanaan penelitian ini direncanakan pada bulan Maret sampai bulan April Tahun 2021.
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 02 Maret 2021

Wakil Dekan I,



Muh. Dahlan Thalib

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0105/PENELITIAN/DPMPTSP/03/2021

Tentang

REKOMENDASI PENELITIAN

- Menimbang** : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 09-03-2021 atas nama RISKAWATI, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.
- Mengingat** :
1. Undang - Undang Nomor 29 Tahun 1959;
2. Undang - Undang Nomor 18 Tahun 2002;
3. Undang - Undang Nomor 25 Tahun 2007;
4. Undang - Undang Nomor 25 Tahun 2009;
5. Undang - Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
- Memperhatikan** :
1. Rekomendasi Tim Teknis PTSP : 0197/R/T.Teknis/DPMPTSP/03/2021, Tanggal : 12-03-2021
2. Berita Acara Pemeriksaan (BAP) Nomor : 0105/BAP/PENELITIAN/DPMPTSP/03/2021, Tanggal : 12-03-2021

MEMUTUSKAN

- Menetapkan** :
- KESATU** : Memberikan Rekomendasi Penelitian kepada :
- 1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
 - 2. Alamat Lembaga : JL. AMAL BAKTI NO. 8 SOREANG PAREPARE
 - 3. Nama Peneliti : RISKAWATI
 - 4. Judul Penelitian : ENRICHING STUDENTS VOCABULARY MASTERY BY USING FLASHCARD AND CROSSWORD PUZZLE MEDIA AT THE 7TH GRADE STUDENTS SMPN 3 MATTIRO SOMPE KAB. PINRANG
 - 5. Jangka waktu Penelitian : 1 Bulan
 - 6. Sasaran/target Penelitian : SISWA KELAS VII.1 SMPN 3 MATTIRO SOMPE KAB. PINRANG
 - 7. Lokasi Penelitian : Kecamatan Mattiro Sompe
- KEDUA** : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 12-09-2021.
- KETIGA** : Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
- KEEMPAT** : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 12 Maret 2021



Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP., M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-



ZONA HIJAU





PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 3 MATTIRO SOMPE

Alamat :Katteong, Desa Samaenre, Kec. Mattirosompe, Kab. Pinrang



SURAT KETERANGAN

Nomor . 422/045/UPT.SMP.19/2021

Yang bertanda tangan di bawah ini Kepala UPT SMP Negeri 3 Mattirosompe
Kab. Pinrang Menerangkan bahwa :

Nama : RISKAWATI
NIM : 15.1300.164
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah
Universitas : Institut Agama Islam Negeri (IAIN) Kota Parepare

Benar telah melaksanakan penelitian dalam rangka penyusunan skripsi pada tanggal
08 Maret – 02 April 2021 dengan judul :

**“ENRICHING STUDENTS’ VOCABULARY MASTERY BY USING
FLASHCARD AND CROSSWORD PUZZLE MEDIA AT THE 7TH GRADE
STUDENTS SMPN 3 MATTIROSOMPE KAB. PINRANG”**

Demikian surat keterangan dibuat dan diberikan untuk dipergunakan sebagaimana
mestinya.

Pinrang, 02 April 2021
Kepala UPT SMP Negeri 3 Mattirosompe



H. SUKUR, SUHRMAN, S.Pd., MM
NIP. 19670521 199403 1 008

CURICULUM VITAE



RISKAWATI, the writer was born on April 19th 1998 in Pinrang. She is from the couple Ridwan and Renni. She is the second child from six children in her family. She has one sister she is Risna and She has four brothers, they are Riswan, Irwan, Erwin and Muhammad Ikram.

She began her study in Elementary School at SDN 52 Langnga and graduated on 2009. In the same year, she continued her study in Junior High School and finished her study there on 2012. After that she enrolled in SMAN 1 Pinrang which has been changed into SMAN 3 Pinrang and graduated on 2015. In the same year, she decided to continue her study at State Islamic Collage (STAIN) Parepare which has become State Islamic Institute (IAIN) Parepare. During her study in IAIN Parepare. She completed her skripsi with the title “ Enriching students’ vocabulary mastery by using Flashcard and Crossword puzzle media at the seventh Grade of SMPN 3 Mattiro Sompe Kab.pinrang”.

PAREPARE