



**THE EFFECTIVENESS OF USING FLASH CARD
MEDIA IN VOCABULARY MASTERY
AT NINTH GRADE STUDENTS
OF SMPN 35 SINJAI**



THESIS

Submitted in Partial Fulfillment of the Requirement of
the Thesis English Education Study Program

By:

YUSRIADI

NIM: 170110021

Supervisor

1. Dr. Mustamir, M.Pd.
2. Danial, S.Pd., M.Pd.

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC INSTITUTE OF MUHAMMADIYAH SINJAI
2021**

STATEMENT OF AUTHENTICITY

I am student with following identity:

Name : Yusriadi
Student Number : 170110021
Study Program : English Education

Truly state that:

1. This thesis proposal is really the result of my own work, not plagiarism or duplication of the writings / works of other people which I admit to be the result of my own writing or thoughts.
2. All parts of this thesis are my own work other than the quotation indicated the source. Any errors in it are my responsibility.

Hereby this statement is made accordingly. If later this statement turns out to be untrue, then I am willing to accept sanctions for that act in accordance with the provisions of the applicable laws.

Sinjai, August 19th 2021
The Researcher,

Yusriadi
NIM: 170110021

PENGESAHAN SKRIPSI

Skripsi berjudul *The Effectiveness of Using Flash Card Media in Vocabulary Mastery At Ninth Grade Students of SMPN 35 Sinjai* yang ditulis oleh Yusriadi Nomor Induk Mahasiswa 170110021, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAI Muhammadiyah Sinjai, yang dimunaqasyahkan pada hari Kamis, tanggal 19 Agustus 2021 M bertepatan dengan 10 Muharram 1443 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan.

Dewan Penguji

Dr. Firdaus, M.Ag.

Ketua

(.....)

Dr. Ismail, M.Pd.

Sekretaris

(.....)

Harmilawati, S.S., S.Pd., M.Pd.

Penguji I

(.....)

Jamaluddin, S.Pd.I., M.Pd.I.

Penguji II

(.....)

Dr. Mustamir, M.Pd.

Pembimbing I

(.....)

Danial, S.Pd., M.Pd.

Pembimbing II

(.....)



Takdir, S.Pd.I., M.Pd.I.

NBM. 1213495

ABSTRACT

Yusriadi. The Effectiveness of Using Flash Card Media in Vocabulary Mastery at Ninth Grade Students of SMPN 35 Sinjai. Essay. Sinjai: Islamic Religious Education Study Program, Tarbiyah Faculty and Teacher Training IAI Muhammadiyah Sinjai, 2021. The objectives to be achieved in this study are to find out the effectiveness of using flash card media in vocabulary mastery at ninth grade students of SMPN 35 Sinjai. This research was conducted by using quantitative research and quasi experiment method. The population of this research which consisted of The population in this research is of the students of SMPN 35 Sinjai in the ninth grade Academic Year 2020/2021.. This research used saturated sampling technique so the sampel of the research, there are 32 students of IX A and 32 students of IX B. Therefore, there were 64 students in each class. In collecting data, researchers used test and documentation. While the data analysis used descriptive statistics. that score at pre-test experiment mean was 69,09, median 70,00, mode was 70, standar Deviation was 6,002 minimum was 56 maximum 79. score at post-test experiment mean was 85,13, median was 85,13, mode was 85,00, minimum was 80, maximum was 92, standar deviation 3,471. Pre-test control mean was 68,38, median 69,50, mode was 70, standar deviation 7,636, minimum was 55 maximum 84. Score at post-test control median 79,00, mode was 79, standar deviation 5,529, minimum was 67, maximum was 90, mean was 79,41. Paired Samples Test, it is known that the value of Sig. (2-tailed) is $0.00 < 0.05$, then (H_0) is rejected and (H_a) is accepted. So it can be concluded that there is The use of using flash card media is effective in vocabulary mastery at Ninth grade students of SMPN 35 Sinjai.

Keywords : Effectiveness, Flash Card, Vocabulary.

ABSTRACT

Yusriadi. The Effectiveness of Using Flash Card Media in Vocabulary Mastery at Ninth Grade Students of SMPN 35 Sinjai. Essays. Sinjai: Islamic Education Study Program, Tarbiyah Faculty and Teacher Training Islamic Institute of Muhammadiyah Sinjai, 2021. The objectives to be achieved in this study are to find out the effectiveness of using flash card media in vocabulary mastery at ninth grade students of SMPN 35 Sinjai. This research was conducted by using quantitative research and quasi-experimental methods. The population of this research consists of population of the students of SMPN 35 Sinjai in the ninth grade Academic Year 2020/2021. This research used saturated sampling technique so the sample of the research, there are 32 students of IX A and 32 students of IX B. Therefore, there were 64 students in each class. In collecting data, researchers used test and documentation. While the data analysis used descriptive statistics. The result at pre-test experiment mean was 69.09, median was 70.00, mode was 70, standard Deviation was 6.002 minimum was 56 maximum 79. The result at post-test experiment mean was 85.13, median was 85.13, mode was 85.00, minimum was 80, maximum was 92, standard deviation 3,471. Pre-test control mean was 68.38, median 69.50, mode was 70, standard deviation 7.636, minimum was 55 maximum 84. Score at post-test control median 79.00, mode was 79, standard deviation 5.529, minimum was 67, maximum was 90, mean was 79.41. Paired Samples Test, it is known that the value of Sig. (2-tailed) is $0.00 < 0.05$, then (H_0) is rejected and (H_a) is accepted. So it can be concluded that there is The use of using flash card media is effective in vocabulary mastery at Ninth grade students of SMPN 35 Sinjai.

Keywords: *Effectiveness, Flash Card, Vocabulary.*

المستخلص

يسريادي. فاعلية استخدام وسائط بطاقات الفلاش في إتقان المفردات لدى طلاب الصف التاسع بمدرسة الثانوية الحكومية ٣٥ سنحائي. بحث جامعي. سنحائي: برنامج دراسة التربية الإسلامية، تربية أعضاء هيئة التدريس والمعلمين المعهد الإسلامي للمحمدية سنحائي، ٢٠٢١. الأهداف التي يجب تحقيقها في هذه الدراسة هي معرفة فاعلية استخدام وسائط البطاقات التعليمية في إتقان المفردات لطلاب الصف التاسع بمدرسة الثانوية الحكومية ٣٥ سنحائي. تم إجراء هذا البحث باستخدام طرق البحث الكمي وشبه التجريبية. يتكون مجتمع هذا البحث من طلاب بمدرسة الثانوية الحكومية ٣٥ سنحائي في الصف التاسع العام الأكاديمي ٢٠٢١/٢٠٢٢. استخدم هذا البحث تقنية أخذ العينات المشبعة بحيث تضمنت عينة البحث ٣٢ طالبًا من ٩ أ و ٣٢ طالبًا من ٩ ب. لذلك، كان هناك ٦٤ طالبًا في كل فصل. في جمع البيانات، استخدم الباحثون الاختبار والتوثيق. بينما استخدم تحليل البيانات الإحصاء الوصفي. كانت النتيجة في متوسط التحربة قبل الاختبار ٦٩.٠٩، وكان الوسيط ٧٠.٠٠، وكان الوضع ٧٠، وكان الانحراف المعياري ٦.٠٠٢ كحد أدنى ٥٦ كحد أقصى ٧٩. وكانت النتيجة في متوسط التحربة بعد الاختبار ٨٥.١٣، وكان الوسيط ٨٥.١٣، وكان الوضع ٨٥.٠٠، وكان الحد الأدنى ٨٠، الحد الأقصى ٩٢، الانحراف المعياري ٣.٤٧١. كان متوسط التحكم قبل الاختبار ٦٨.٣٨، وسيط ٦٩.٥٠، وكان الوضع ٧٠، والانحراف المعياري ٧.٦٣٦، وكان الحد الأدنى ٥٥ كحد أقصى ٨٤. النتيجة في متوسط التحكم بعد الاختبار ٧٩.٠٠، وكان الوضع ٧٩، والانحراف المعياري ٥.٥٢٩، وكان الحد الأدنى ٦٧، وكان الحد الأقصى ٩٠، كان يعني ٧٩.٤١. اختبار العينات المقترنة، من المعروف أن قيمة Sig. (2-tailed) تساوي ٠.٠٠٠ > ٠.٠٥، ثم يتم رفض (Ho) ويتم قبول (Ha) لذلك يمكن استنتاج أن استخدام وسائط بطاقات الفلاش فعال في إتقان المفردات في طلاب الصف التاسع بمدرسة الثانوية الحكومية ٣٥ سنحائي.

الكلمات الأساسية: الفاعلية، بطاقة الفلاش، المفردات.

ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
الحمد لله رب العلمين والصلاة والسلام على اشرف الانبياء والمر
سلين سيد
نا محمد وعلى اله واصحابه أما بعد

On this occasion, the researcher would like to express herdeepest gratitude to the almighty ALLAH SWT, the only provider, the most merciful whose blessing give His guidance, inspiration and good health all the time to conduct to writing of this thesis . Also Salawat and Salam are delivered to our great prophet Muhammad SAW who has brought us fro the darknes to the lightness. During the writing this thesis , the researcher received much assistance froma number people, for their valuable guidance, correction, suggestion, advice, and golden support. Therefore researcher would like to express the greatest thanks and appreciate for those people, they are :

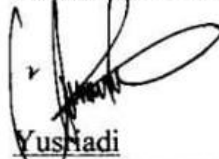
1. The two beloved parents, Muh. Jufri and Hasmah who always give attention to their children and their strong motivation both material and spiritual until the completing of this thesis ;
2. The researcher's beloved siblings, Muh.Irfan, Akmaluddin, Sriwahyuni, Saiful Asbar, and Zahra Muthmainnah who always give motivation, passion, and affection in my life;

3. Dr. Firdaus, [M. Ag.](#) as Rector the Islamic Institute of Muhammadiyah Sinjai;
4. Dr. Ismail, M. Pd. as Vice Rector I, Dr. Hardianto Rahman, M. Pd as Vice Rector II, and Dr. Muh. Anis, M. Hum. as Vice Rector III of the Islamic Institute of Muhammadiyah Sinjai;
5. Takdir, S.Pd.I.,M. Pd.I. as Dean of the Faculty of Tarbiyah and Teacher Training, the Islamic Institute of Muhammadiyah Sinjai;
6. Dr. Mustamir, M.Pd. as Advisor I and Danial, S.Pd., M.Pd. as Advisor II;
7. Harmilawati, S.S., S.Pd., M.Pd. as Head of English Education;
8. All employees and ranks of the Islamic Institute of Muhammadiyah Sinjai who have helped smooth academics;
9. Head and Staff of the Library of the Islamic Institute of Muhammadiyah Sinjai;
10. Headmaster, teachers, and students of SMPN 35 Negeri 1 Sinjai, who have helped the smooth running of the research;

11. The researcher's classmate in English Education Study Program (ATT17UDE) for their solidarity that always keep as the motivation and support for the researcher.

With prayers that the good deeds of the various parties get a reward that doubles from Allah SubhanahuWaTa'ala. Hopefully this scientific work is useful for anyone who reads it. AamiinAllahummaAamiin.

Sinjai, March 19th 2021

A handwritten signature in black ink, appearing to be 'Yushadi', written over a horizontal line.

Yushadi
NIM. 170110021

TABLE OF CONTENT

COVER	i
PAGE OF TITLE.....	ii
STATEMENT OF AUTHENTICITY.....	iii
RATIFICATION OF THE THESIS	iv
ABSTRACT	v
ACKNOWLEDGMENTS	viii
TABLE OF CONTENT.....	xi
LIST OF TABLES	xiii
CHAPTER I INTRODUCTION.....	1
A. Background of the Research	1
B. Problems Statement.....	6
C. The Objective of the Research	7
D. Benefit of the Research	7
CHAPTER II THEORETICAL REVIEW.....	8
A. Literature Review.....	8
1. Vocabulary	8
2. Flash Card Media	11
B. Relevan Research	16
C. Hypothesis	20

CHAPTER III RESEARCH METHODS.....	21
A. Type of Research Design	21
B. Variable Definitions	23
C. Place and Time Schedule of the Research	24
D. Population and Sample.....	25
E. Technique of Collecting Data.....	26
F. Research of The Instrument.....	28
G. Technique of Data Analysis	29
CHAPTER IV RESULT OF DISCUSSIONS	37
A. Genaral Description of Research Location	37
1. History of SMPN 35 Sinjai	37
2. Vision and Mission SMPN 35 Sinjai	38
B. Result and Discussions of Research.....	39
1. Result of the Research.....	39
2. Discussions of the Research.....	48
CHAPTER V CLOSING	51
A. CONCLUSION	51
B. SUGGESTION	51
BIBLIOGRAPHY	53
ATTACHMENT.....	57

LIST OF TABLES

Table 3.1 Research Design.....	22
Table 3.2 Table of Mean	31
Table 3.3 Data Normality Classification Test	34
Table 4.1 Characteristics of Respondents Class	
Experiment	39
Table 4.2 Characteristics of Respondents Class	
Control.....	41
Table 4.3 Survey Result Pre Test and Post Test	42
Table 4.4 Score of Respondents.....	43
Table 4.5 Descriptive Statistics.....	45
Table 4.6 Test of Normality	46
Table 4.8 Homogeneity Test.....	46
Table 4.7 Paired Simple T-Test.....	47

CHAPTER I

INTRODUCTION

A. Background of Research

Language has become an important part of human life. According to Felicia “in daily communication, one of the most frequently used tools is language, both spoken and written”. (Felicia, 2001) That is why language is very important for humans. Without language, it is difficult to communicate with others. In Indonesia which has a variety of different languages, it is not new to discuss language. For example in sets of education. Every school in Indonesia, especially for language lessons is obligatory for every citizen to know Indonesian language. Apart from that, foreign languages are also emphasized to be learned for each generation. For all foreign languages in the world, the most foreign language that needs to be learned is English. English is becoming an international language. Therefore, it is desirable for every student and even people to be able to master this foreign language. It is important to know English. Because, all the tools used English, as well as work, and even in matters relating to learning at school. That is why the Indonesian government includes learning English in every school.

English is recognized as the most widely spoken and studied foreign language in the world. It has been introduced from elementary school to university that gives an opportunity to carry out the English instructor. Even some kindergartens in big cities have introduced it as one of the subjects. On the other hand, many formal education institutions and courses also offer the same programs as the formal education. Teaching English to children of elementary schools is not an easy job. The students sometimes face some problems in acquiring the language as their foreign language. (E Burhayani, 2013) Teaching English especially for children in elementary schools and course institutions aims to motivate more self-confidence.

(Khaerul Anwar, 2019) Definition of Effectiveness Effectiveness comes from the verb effective, namely the occurrence of an effect or desired effect in an action that contains the meaning that has been achieved.

Vocabulary is very important because vocabulary we cannot speak English. This idea is supported by Hatch and Brown they say that vocabulary is the basic or important part of building a language, plays a very basic role in terms of communication. (E. Hatch & C. Brown, 1995) It means that, the more vocabulary we have the easier to speak English.

In mastering English vocabulary, it was found out that students have problem in memorizing and understanding vocabulary. They easily forget some new words that the teacher taught and sometimes they could not remember how to pronounce it. They tend to dislike English subject because their lack of vocabulary. Language teacher should possess considerable knowledge on how to manage an interesting classroom activity so that the learners can gain a great success in their vocabulary learning. This is also experienced at Ninth Grade Students of SMPN 35 Sinjai, where students need learning methods that can increase student motivation in developing English vocabulary and pronunciation.

In learning English vocabulary, there are many media can help the teacher in teaching vocabulary for students and can develop students vocabulary, such as puppets, cartoon films, tape recorder, color passing, songs, flash card games. In this research, the researcher using flash card media to improve student's vocabulary mastery. Because the using flash card media to improve student's vocabulary mastery can develop the quality of students' vocabulary and can motivate students to get new words that they spell in game form. In addition, most learners enjoy playing game, Flash

card can often be a variety from the routine of learning the foreign language. Flash card media are also effective to make the students to remember the words easily and feel more motivated in the class because they learn in an interesting way. (Aini, 1997) It's mean that, One of the ways in creating an enjoyable learning atmosphere is by using flash card as teaching media in the classroom to develop students vocabulary mastery.

Learning English at school becomes a challenge for every teacher to be able to present easy English learning for students who are able to master this foreign language. English is not the mother tongue or the first language that every student gets, it becomes a difficulty for every student to learn the foreign language. Both from the way of pronunciation vocabulary, dialect, and even vocabulary in English is very difficult to remember and pronounce. (Aini, 1997) A part from these factors, other factors are why many students are less to master foreign languages, because English learning is obtained in schools is ineffective and the lack of learning media makes English only remembered for a moment and is forgotten after not being studied again. For example in SMPN 35 Sinjai, which later will be the object of this research. The result of observation, the difficulty the

researcher found was the lack of students' ability to remember English material, another factor because it was not only English that students had to learn at school, but there were many subjects that students had to master, and students were not accustomed to using English feel embarrassed when asked to speak English. Finally, the most common factor is the ability of a teacher who teaches English material with the same methods, then students who learn only remember for a moment and do not remain in the students' memories for a long time because the learning atmosphere does not present something that can make students are more interested in English.

In this writing, the writer focuses on vocabulary especially for noun, adjective, verb and word meaning. To master those basic competences, students have to know about noun, adjective and verb. Commonly, they get difficulties to differentiate them. To overcome this problem, the teacher tries to teach based on the students ability and make the students easy to understand the vocabulary by using creative and interesting ways.

The rapid development of technology can help teacher in teaching English especially in teaching vocabulary. One of the ways that teacher can use in improving vocabulary is

by using Instructional Media. Instructional media is all types of educational tools which are used as intermediates in the teaching and learning process to improve the effectiveness and efficiency of achievement of instructional objectives. (Ahmad Rohani, 1996)

But in discussing this writing, the writer will take the visual media. However, based on Dunn and Dunn, 40 % Young students use visual style in language learning. (Rita S. Dunn & Kenneth J. Dunn, 1979) Therefore, the writer proposes Flash Card as a tool to teach vocabulary at SMPN 35 Sinjai. On the other side, student can get and understand the materials easily and it can be an interesting way in learning English especially vocabulary.

Based on the description above, the researcher expected that the using of Flash Card Media can improve students' vocabulary mastery, with the title of the research is **“The Effectiveness of Using Flash Card Media in Vocabulary Mastery at Ninth Grade Students of SMPN 35 Sinjai”**.

B. Problems Statements

Based on the background above, the writer identifies some problems.

“Is the use of flash cards effective in increasing the

vocabulary of SMPN 35 Sinjai students than using conventional media ?”.

C. The Objective of the Research

Considering the problems statement above, the objective of the research is to know the effectiveness of using flash card media in vocabulary mastery at ninth grade students of SMPN 35 Sinjai.

D. Benefit of the Research

The benefits of research are divided into two parts, namely:

1. Theoretical Benefits

- a. The research results are expected to add knowledge about vocabulary skills in the field, especially in Students of SMPN 35 Sinjai which uses the media Flash Card.
- b. The results of this study are expected to provide input in the efforts media Flash Card to measure the vocabulary in Students of SMPN 35 Sinjai

2. Practical Benefits

For researcher, increase knowledge and insight about the use of media Flash to measure their vocabulary.

CHAPTER II

THEORETICAL REVIEW

A. Literatur Review

1. Vocabulary

a. Definition of Vocabulary

The basis of a language is vocabulary, if the vocabulary does not exist, there is never such a thing as a language. The word "vocabulary" is a word that represents briefly a number of word collections in the language. (Joklova, 2014) Vocabulary is a number of words that students know in a language. Vocabulary continues to develop with age which is very useful as a means of communication according to Komachali and Khodareza. (ME & Komachali, 2012)

In Oxford Learner's pocket dictionary, explains that vocabulary is are; (1) a number of words the students know and use, (2) a number of words used in the language, (3) a word list consisting of words and their meanings. (Oxford Learner's Pocket Dictionary, 2008) According to Komachali and Khodareza, vocabulary usually develops and increases with each age level, and fundamentally functions as a means of communication. (Komachali, 2012)

According to Brown, another factor causes children to master a second language more easily, because children use language to present their conceptions as a means of thinking and to present their world. (Brown, H.D, 2014) The child's ability to pronounce a second language with the correct accent also decreases with age. The sharp decline occurs after the age of 10 to 12 years according to Asher and Garcia in Santrock. This is what supports the critical period of learning a foreign language. According to Santrock, the critical period is a definite period of time when certain experiences can have long-term consequences in development.

The critical period is the time when learning is easy to do, and after the critical period has passed, learning becomes something difficult. The first language and the second language have different definitions, namely the first language is the language that children acquire naturally, in which there is a process of imitation, repetition and becoming a sedentary behavior. Meanwhile, the second language is the target language, namely the language that is

deliberately studied for a specific purpose, both for education, career and so on. (Asher & Garcia , 2015)

Teaching Pavicic Vocabulary in Khodareza according to teachers should look for ways to improve students' abilities to explore, store and use a number of types of vocabulary and create activities and assignments to help students improve their vocabulary and develop strategies for learning vocabulary. (Komachali, 2012)

b. Teaching Vocabulary

Teaching vocabulary is an act of showing or telling in an appropriate way according to the age and level of the student's ability to receive a teaching, so that the student understands and knows what is being taught. (Komachali, M.E. & Khodareza, M, 2014)

Piaget argues that children as active learners are busy with objects around him. If a student cannot do something, it means that he has not reached the development phase to do it, on the other hand Vygotsky focuses more on social relationships that can help children learn to use language more quickly according to Santrock. (John W Santrok, 2013)

Teachers can provide various forms of assistance to

students, by simplifying assignments, breaking down tasks into smaller components or providing less complex tools.

Based on Vygotsky's thinking, social interaction is a factor that affects children's cognitive abilities, on the basis of this social interaction Vygotsky created the scaffolding method, which is an aid given to children to be able to complete tasks according to their zone of proximal development. (AL Brown, KE Metz & JC Campione, 1996)

2. Flash Card Media

a. Definition of Flash Card Media

According to Azhar Arsyad, picture card media is a small card measuring 8 x 12 cm or can be adjusted according to the size of the class being faced which consists of pictures, text, or symbols that help students remember something related to the picture. Image card media is included in the visual media in the form of images. (Azhar Arsyad, 2015) The use of picture card media is expected to improve students' mastery of English vocabulary because it is in accordance with the cone of Edgar Dale's experience which suggests that visual symbols are more concrete than word

symbols. Azhar Arsyad said that the Flash cards can be a guide and stimulate students to give the desired response. (Azhar Arsyad, 2015) Arief S. Sadiman according to that that there are six conditions that must be met by images as a learning medium, namely as follows. (Arief S. Adiman, dkk., 2009)

- 1) Authentic. The picture must honestly depict the situation as if it were real objects.
- 2) Simple. The composition of the image should be clear enough to show the main points in the image.
- 3) Relative size. Images or photos can enlarge or reduce the actual objects. Photo images of objects that are unknown or have never been seen by students, so it is difficult to imagine how big they are.
- 4) Objects or objects. Photo or images provide something that students are already familiar with and can help students to imagine the actual object.

Image card media in its use has advantages. The advantages of flash card media when applied in learning are as follows.

- 1) Flash card media can be integrated in the learning model and can be done in the form of games so that students become enthusiastic in learning.
- 2) Helping teachers in teaching material about vocabulary.
- 3) Train students to read vocabulary
- 4) Practical, because the size of the image card is relatively small, making it easy to carry.
- 5) Image card media is easy to use.
- 6) Flash card media is concrete and can be used directly by students.

Based on the above opinion, the image card media used in this study measures 8 x 12 cm. The flash card media used in the study contained pictures of the material being taught and the object names of the pictures. The naming of image objects is presented in two languages, namely English and then interpreted in Indonesian. (Azhar Arsyad, 2015) The method of reading from the selected image objects is included on the picture card so that it can help students read and understand vocabulary that is new to students. Picture card media in learning English is used in a learning

model implemented in games that can attract students' attention to learn English vocabulary.

b. Steps for Learning Vocabulary Through Flash Cards Media

Flash card media is one of the media that can be used in learning. Flash card media was chosen as a medium in learning English vocabulary because picture card media was seen as a medium that could help convey English vocabulary material. Flash card media has a procedure for its use in the classroom. Learning steps that can be applied to improve English vocabulary mastery through picture card media are as follows. (Azhar Arsyad, 2015)

- 1) Hollingsworth according to that reading and writing activities can be active when students feel involved in learning physically and emotionally. Every day the teacher gives a new word and then the word is written on a card measuring 12 cm x 20 cm and reads the new word and copies it. This is done every day with different words so that every day the students get new words. (Hollingsworth, dkk., 2008)
- 2) Domino

Ginnis according to that the learning steps in dominoes are as follows. (Ginnis & Paul, 2008)

- a) Prepare a set of cards that are A6 or A7, each divided into two with lines like dominoes.
- b) The cards are shuffled and dealt with one student each.
- c) Everyone can start reading the questions. Someone in the room has the answer.
- d) Whoever has the right answer asks questions on his card and so on.

3) Create a unique dictionary

Hollingsworth, suggests that you are unique as a collection of words selected and requires students to browse the dictionary to look for words, think creatively, and make the right sentence using these words. Students must choose a word for each alphabet. Students can work in groups or individually.

The purpose of this unique dictionary creation activity is to get students interested in new words and to familiarize themselves with the use of dictionaries. (Ginnis & Paul, 2008)

4) Make-a match (looking for a partner)

Hamzah B. Uno according to learning steps using the make a match method are as follows: (Hamzah B. Uno, 2011)

- a) The teacher prepares several cards containing the concepts being taught. One part is the question card and the other part is the answer card.
- b) Each student gets one card.
- c) Each student thinks of the answer or question from the card he is holding.
- d) Each student looks for a pair that has a card that matches the card (a question or answer on the card).
- e) Each student who can match their cards before the deadline is awarded points.

B. Relevan Research

In this part the researcher describe some previous researches wick are relevant to the thesis proposal.

1. he first previous research is the thesis "Effectiveness of Flashcards on Motivation to Improve English Vocabulary in Elementary School IV in 2019" by Lisa, Helda. The purpose of this study was to find out how "Flashcards" can be used in vocabulary learning at SDN 71 Palembang

in the 2001/2002 school year and to determine the improvement in student learning outcomes after being taught by the game "Flashcards". Researchers also used quantitative data research with experimental methods. According to the average score obtained by students in the pre-test is 67. The highest score is 90 which can be obtained by 2 students. And the lowest score is 50 which is 50 obtained by 2 students. In the post-test the students' mean scores were 78. These mean scores were much higher than those they obtained in the pre-test (67). While the highest score in the post-test was 10 which was obtained by 5 students. While the lowest score of 55 obtained is only 1 student. Based on the research results, it can be concluded that flash cards can be used as a strategy to improve students' vocabulary mastery. In addition, students' opinions about the game also showed that the game helped students learn vocabulary. (Lisa & Helda, 2019)

2. the second previous research was the "thesis". "The effect of using flash cards and pictorial stories on vocabulary mastery in seventh grade students of SMP Pgri 1 Margatiga". By Hidayat, Khoirul. The purpose of this study, the researcher wants to see to what extent the use

of flash cards helps students improve vocabulary mastery and can see students in learning vocabulary through flash cards. To collect data, researchers used field research. Field research was carried out by applying several techniques, namely experimental learning, tests and questionnaires. The result of this research is that flash cards can improve students' vocabulary mastery. Researchers also received good responses from students. Students have positive opinions about vocabulary learning through ball games which can be seen from the results of the questionnaire analysis. They agreed that the ball game improved their vocabulary mastery and they also stated that using the ball game was helpful, interesting and fun as a technique for learning vocabulary. (Hidayat & Khoirul, 2017)

3. he Third, Another study was conducted by Maryam Eslahchar Komachali with the title "The Effect of Using Vocabulary Flash Card on Iranian Pre-University Students' Vocabulary Knowledge". The aim of the study is to investigate the effect of using vocabulary flash card on Iranian pre-university students' vocabulary knowledge. The participants of the study comprised 50 female learners. They were randomly assigned into two

homogenous groups each consisting of 25 learners. The control group received the traditional treatment while the experiment group received the vocabulary flash card treatment. Before starting the treatment, two similar test were prepared as the pretest/posttest which revealed significant differences between the two groups. The result showed that the students in the experimental group out performed the students in the control group in their vocabulary knowledge. (Komachali, Maryam Eslahcar, & Mohammadreza Khodareza, 2012)

According to the three of studies above, the studies concern on teaching vocabulary. They are similar to this study which concerns on teaching vocabulary by using flash card. The studies above were using experimental method. The differences between the three studies above and this study are the place to conduct it and the kinds of vocabulary that will be taught. In this research, the writer will teach noun, adjective, verb and word meanings as the materials. This study would be conducted using flash card media in vocabulary mastery at ninth grade students of SMPN 35 Sinjai.

C. Hypothesis

The hypothesis in this study are as follows :

Ho : The use of flash card media is not effective in vocabulary mastery at Ninth grade students of SMPN 35 Sinjai.

Ha : The use of flash card media is effective in vocabulary mastery at Ninth grade students of SMPN 35 Sinjai.

CHAPTER III

RESEARCH METHODOLOGY

A. Type of Research Design

1. Type of Research

This type of research is a quasi experimental research. A quasi experimental research will define as a research method to find the effect of certain treatments on others under control conditions. (Sugiyono, 2018) In other references it will explain that in principle experimental research will define as a systematic method to build relationships that contain causal effects. (Suryana, 2010)

A quasi experimental research is a type of research design that has a control group and the experimental group is not chosen randomly. In addition, a quasi eexperimental research will be carried out by researchers with the aim of managing situations in which the influence of several variables on one or the dependent variable can be identified.

2. Research approach

The approach would be this research is a quantitative approach. Using quantitative methods, because the data present in this study are numbers and

the analysis uses statistics. Quantitative research is a process of finding knowledge that uses data in the form of numbers as a tool to analyze information about what you want to know. Quantitative aims to develop and collect data from the require data sources. (Suryana, 2010) Quantitative analysis requires numeric information in the form of variables. A variable is a way of measuring any characteristic that varies or has two or more possible values. Many characteristics are naturally numeric in nature (such as years of education, age, income); for these numeric variables, the numbers used to measure the characteristic are meaningful in that they measure the amount of that characteristic that is present.

The description of the learning carried out is as follows:

Table 3.1
Research design

Pre test	Treatment	Post test
X_1	O	X_2

Information:

X_1 : Preliminary test results (Pre test)

O : Comparison results achieved

X₂: Result of the final test (Post test) (Sugiyono, 2018)

From the table image above, it will conclude that there is no comparison between the experimental class and the control class, but it is single. Single group testing in this study will be carried out in only one class. So that after taking the measurement in front pre-test before the treatment and after that the measurement will be carried out again post test.

B. Variable Definition

Variable is a description of the limitation of the problem or variable in question or about what is measured/discussed by the variable in question. The variables used in this study consisted of the independent variable and the dependent variable.

a. Independent Variable (X)

The independent variable, in Indonesian is often referred to as the independent variable or variable X. The independent variable is the variable that affects or causes the change or the emergence of the dependent variable. The independent variable in this study is the using flash card media.

b. Dependent Variable (Y)

The dependent variable, in Indonesian is often referred to as the dependent variable or the Y variable. The dependent variable is the variable that is affected or that is the result of the independent variable. The dependent variable in this study is the vocabulary mastery. (Suryana, 2010)

C. Place and Time Schedule of The Research

1. Place

This research was conducted to 9th grade students of SMPN 35 Sinjai which located in Jl. Petta Punggawa North Sinjai, South Sulawesi since 28th of May 2021 until 7th of July 2021.

2. Time

The research was done for 5 meetings in each class (experiment and controlled class). One meeting for pre-test in both classes, three meetings for giving treatment (using Flash Card) in experiment class and (using conventional media) in controlled class, and one last meeting for post-test in both classes. It started from 28th of May 2021 until 7th of July 2021.

D. Population and Sample

1. Population

According to Creswell population is a group of individuals who have the same characteristic. (Jhon W. Creswell, 2012) According to Sugiyono the population means generalization region consists of objects or subjects that have certain qualities and characteristics are determined by investigators to be studied and then drawn conclusions. (Sugiyono, 2018) Also according to Arikunto that the population is all subject research. (Suharsimi Arikunto, 2013)

2. Sample

According to Creswell sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. (Jhon W. Creswell, 2012) In this research, the researcher choose sampling technique named saturated sampling. According to Sugiyono “Saturated Sampling is a sampling technique when all members of the population are used as samples. This is often done when the population is relatively small, less than 30 people. A saturated sample is also called a census, where all members of the population are sampled. (Sugiyono, 2017) The reason the researcher chose

saturated sampling is because the population was less than 100. Sample of this research are class IX A and IX B. The writer used IX A as a controlled class and IX B as an experimental class. There are 32 students of IX A and 32 students of IX B. Therefore, there were 64 students in each class.

E. Technique of Collecting Data

Data collection techniques are the most important step in a study. (Sugiyono, 2011) Therefore, in this study the problem formulation will be answered using quantitative data collection techniques. Data obtained directly from respondents by conducting observation tests, and documentation methods.

1. Observation Method

Observation is a very effective way of knowing what people are doing in certain context, patterns and routine interaction patterns from their daily lives. In collecting quantitative research data, observation is preferred as a tool because researchers can see, hear, or feel the information directly. When going directly into the field, the information that emerges will very valuable. Therefore, by observing the researcher, it will be easier to manage existing information or even information that

appears suddenly without predicting it. Researcher would participatory observation, namely observations made by researchers by would be directly involved in the daily activities of the people being observed.

2. Test

The data collection technique is the most strategic step in the research. Because the main purpose of research is to get data. In this study, there are two ways to measure students' abilities, namely the Post Test and the Pre-Test.

a) Pre test

The pre-test, would conduct to determine the psychomotor aspects of students through the social constructivity approach. In general, the learning process begins with a pre-test.

b) Post test

Post test would conduct to determine the improvement of the psychomotor aspects of students through a social constructivist approach. So that the implementation of learning with the post test is the same as the pre-test. (Harmilawati, 2011)

3. Documentation method

The documentation method is looking for data about things or variables in the form of notes, books, newspapers, magazines, or other agendas. Documentation is also a researcher who examines written objects such as books, documents, diary notes and so on, this method aims to obtain student data, documents are a significant collection or amount of written material or film (different from notes), in the form of data that will be written, viewed, stored, and rolled out in research. The term document refers to material such as photos, videos, films, memos, letters, diaries, and all kinds of things that can be used as additional information. (Sugiyono, 2017)

F. Instrumen of The Research

Suharsimi Arikunto according to that instrument is the tool for the research that uses a method. (Suharsimi Arikunto, 2013) According to Cresswell an instrument is a tool for measuring, observing, or documenting quantitative data. (Jhon W. Creswell, 2012) The researcher use observation, test and documentation for instrumen in this research.

There are two tests in this research, namely pre-test and post-test. The test which is given is vocabulary testing in

the form of pre test and post test. The pre-test is given to the students before the researcher do a treatment. While post test is given to the students after the researcher do a post test and get the treatment. The treatment is taught vocabulary to the student by using flash card media.

G. Technique of Data Analysis

Any data obtained in the research process must be analyzed descriptively by making a narrative in accordance with the classroom atmosphere. Starting from the beginning of the cycle until the lesson ends in a cycle discussion. Percentage techniques in describing quantitative data must also be implemented to see trends that occur in the context of learning. (Basrowi & Suwandi, 2008)

To find out the effectiveness of a strategy in learning activities, data analysis is necessary. In this study, data analysis use simple statistics or independent t-test using SPSS 25.

The data analysis in this study is the paired t-test using SPSS 25. The paired t-test is part of the comparative hypothesis or comparison test. To find out the comparative test, the researcher needs to use the Pre test carried out before the social constructivist approach and the Post test will be carried out after the social constructivist approach.

1. Descriptive Statistics

Descriptive statistics, which are also commonly known as deductive statistics, simple statistics, and descriptive statistics, are statistics whose job level includes ways to collect, organize, or organize, process, present, and analyze numerical data, in order to provide an organized picture. , be concise, and clear about a symptom, event, or situation.

In other words, descriptive statistics are statistics that have the task of organizing and analyzing data, numbers, in order to provide an orderly, concise, and clear picture of a symptom, event or situation, so that it can be based on certain definitions or meanings.

According to Husaini Usman in Hilda Hilaliyah, descriptive statistics or statistics in a narrow sense, there is a number arrangement that provides an overview of the data presented in the form of tables, diagrams, histograms, polygons, frequency, ozaiv (ogive), size of placement (median, quartile, deciles, and percentiles), central symptom measures (calculated mean, measured mean, harmonic mean, and mode), standard deviation, standard number, normal curve, wallpaper, and regression. (Hilaliyah, Hilda, Et Al., 2020)

a) Mean

Calculation of the mean is done by adding up all the data values of a sample group, then divided by the number of samples. To find values using SPSS 25.

Table 3.2
Table of Mean

No	Mastery Level (%)	Category
1.	0-34	Very Low
2.	35-54	Low
3.	55-64	Moderate
4.	65-84	High
5.	85-100	Very High

b) Median

Median is the middle value of data that has been arranged in order from smallest to largest. The median determines the middle position after the data is arranged in order of values. It can also be the middle value of sorted data. The symbol for the median is Me. With the median of Me, 50% of the data with the highest value is Me, and 50% of the data with the lowest value is Me. In finding the

median, differentiated for many odd data and many even data. For many odd numbers of data, once the data is arranged according to value, the median Me is the data that lies right in the middle. To find values using SPSS 25. (Hilaliyah, Hilda, Et Al., 2020)

c) Modus

Modus is a value that occurs frequently. If we are interested in frequency data, the sum of a given value from the data set, then we use mode. Modus is very good when used for data that has a categorical scale, namely nominal or ordinal. (Hilaliyah, Hilda, Et Al., 2020)

d) Deviation Standard

Deviation Standard is a variation of the distribution of data. The smaller the value of the distribution means that the variation in data values is the same. If the distribution is 0, then the value of all data is the same. The greater the value of the distribution, the more varied the data.

Standard Deviation and Variance One statistical technique used to explain group homogeneity. The variance is the sum of the squares of all individual values deviations to the group mean.

Meanwhile, the root of the variance is called the standard deviation or standard deviation. (Hilaliyah, Hilda, Et Al., 2020)

2. Inferential Statistics

Inferential statistics, also known as inductive statistics, advanced statistics, in-depth statistics, or inferential statistics, are statistics that provide rules or that can be used as a tool for general testing from a set of data that has been compiled and processed. In addition, statistical inference also provides certain rules for drawing conclusions, compiling or making predictions, and estimating.

Thus, inferential statistics are deeper and follow-up than descriptive statistics. Descriptive statistics in the interview are the fundamentals of statistical science as a whole; it is the basis and backbone of the entire structure of statistical science. (Sholikhah & Amiotun, 2016)

There are 3 techniques of data analysis use in this research, namely the normality test, homogeneoust test,

1. Normality Test

In techniques of data analysis, it is necessary to do a normality test. The normality test is a prerequisite before

the hypothesis or t-test is carried out. The normality test aims to determine whether the data use in the research is normally distributed or not. (Nuryadi, et.al., 2017)

In testing the normality of One Sample Kolmogorov-Smirnov carried out with the help of SPSS 25, the results to be obtained from the normality test using this formula are:

a. If the significance value or probability value $(P) > (0.05)$ then the data is declared to be normally distributed, on the contrary;

b. If the significance value or probability value $(P) < (0.05)$ then the data is declared not normally distributed.

Based on the description above, the normality test is described in table form as follow: (Arikunto Suharsimi, 2011)

Table 3.3
Data Normality Classification Test

No	Criteria	Result
1.	$P > (0,05)$	Normal
2.	$P < (0,05)$	Abnormal

2. Homogeneous Test

To determine the experimental class and the control class the researcher conducted the test homogeneity, so that through the homogeneity test the experimental class (Class IXA) and class can be determined controls (Class IXB) who have the same ability to understand the material. In this research to test the homogeneity of researchers using SPSS software version 25 for Windows with the menu select data view - select analyze - select compare means - select one way -ANOVA - click options - check homogeneity of variance test - continue - click ok. As for guidelines for making decisions regarding the homogeneity test are as follows:

- a) If the Sig. < 0.05 , then H_0 that the variance of both experimental and control classes the same was rejected. This means that both the experimental and control classes on the pretest results has an inhomogeneous variance.
- b) If the Sig. > 0.05 then H_0 is accepted. This means both experimental and class control on

the pretest results has homogeneous variance.
(Sugiyono, 2011)

3. T-test

The t-test is conducted to determine whether there is a significant influence between the independent variable and the dependent variable. The t-test used is paired sample t-test. Paired t-test is a hypothesis testing method in which the data used are not independent but in pairs. The characteristics most often found in paired cases in a research object are known by 2 different treatments. Even though using the same sample, the researcher still obtained 2 kinds of sample data, namely sample data before treatment and sample data after treatment. (Nuryadi, et.al., 2017)

The guideline for decision making in the paired sample t-test test based on the significant value (sig.) The results of the SPSS output are as follows

1. if the value of sig. (2 tailed) < 0.05 then H_0 is rejected and H_a is accepted
2. otherwise if the value of sig. (2 tailed) > 0.05 then H_0 is accepted and H_a is rejected.

CHAPTER IV

RESULT OF THE RESEARCH

A. General Description of Research Location

1. History of SMP 35 Sinjai

SMP Negeri 4 Sinjai Utara which was opened in 2009 and inaugurated on July 7, 2009. Since July 2019 it has changed to UPTD SMP NEGERI 35 Sinjai.

The first principal at SMP Negeri 4 Sinjai Utara was Mrs. H. Hijrah, S.Pd., M.Pd., MM from 2009 to 2018 and was later replaced by Mr. Abdul Hasir, S.Pd., M.Pd in January 2019. (UPTD SMP Negeri 35 Sinjai, 2021)

In 2020 until now the principal of UPTD SMPN 35 Sinjai is Mr. Muhammad Ridwan, S.Pd., M.Si.

1. School Name : UPTD SMP NEGERI 35 SINJAI UTARA
2. Address : Jl. Petta Ponggawae No. 54, Bongki Village, North Sinjai District, Sinjai Regency
3. No. Phone : 0482-2425586
4. School Status : State
5. Ownership Status: Local Government
6. Operational Permit Decree: September 2009
7. SK date : 7 July 2009

8. E-mail : 40315301.sinjaikab@gmail.com
9. Website :-
10. NPSN : 40315301
11. NSS : 201191201005
12. Land Area : 2256 m²
13. Land Status : Owned
14. Number of Study Rooms : 6 classes
15. Educators: 32 people
16. Number of Students: 156 people
17. Study Time: Morning 07.20 to 12.30 WITA
18. Types of Extracurricular Activities a²³ Student council
 - a. OSIS
 - b. Scout
 - c. PMR

2. Vision and Mission SMPN 35 Sinjai

VISION

“The Realization of Disciplined, Religious and Achievement Persons and Love for the Environment”

MISSION

- a) Improve Discipline.
- b) Increase Faith and Devotion to God Almighty.
- c) Improve character.
- d) Improve academic and non-academic skills

- e) Improve the quality of graduates
- f) Improve service quality
- g) Improve facilities and infrastructure
- h) Establish harmonious cooperation between school residents and the environment. (UPTD SMP Negeri 35 Sinjai, 2021)

B. Result And Discussion of the Research

1. Result of The research

- a) Characteristics of respondents

The characteristics of the respondents in the research, there are 32 students of IX A and 32 students of IX B. Therefore, there were 64 students in each class.. Here's the description:

- 1). Class Experiment

Table 4.1
Characteristics of respondents Class Experiment

No.	Name	Gender	Class
1.	A. SA	Female	IX A
2.	A.NSH	Female	IX A
3.	AFI	Male	IX A
4.	AHF	Male	IX A
5.	AMA	Male	IX A
6.	ARA	Male	IX A
7.	ATP	Female	IX A

8.	ATF	Female	IX A
9.	AZZ	Female	IX A
10.	DNR	Female	IX A
11.	F M	Male	IX A
12.	FAD	Male	IX A
13.	FAU	Male	IX A
14.	FER	Male	IX A
15.	FIT	Female	IX A
16.	HIK	Female	IX A
17.	HUS	Female	IX A
18.	IRW	Male	IX A
19.	JUH	Male	IX A
20.	KAY	Female	IX A
21.	MUHA	Male	IX A
22.	MUF	Male	IX A
23.	NAJ	Female	IX A
24.	NUR	Female	IX A
25.	RIF	Male	IX A
26.	RISW	Male	IX A
27.	RIZ	Female	IX A
28.	SIT	Female	IX A
29.	SUKM	Female	IX A
30.	SUM	Female	IX A
31.	SYA	Male	IX A
32.	ZAS	Female	IX A
Total Student's			32 Student's

2) Class Control

Table 4.2
Characteristics of respondents Class Control

No.	Name	Gender	Class
1.	ANAB	Male	IX B
2.	AG	Male	IX B
3.	AIA	Male	IX B
4.	AID	Male	IX B
5.	AIN	Female	IX B
6.	AM	Female	IX B
7.	AN	Male	IX B
8.	ARIN	Female	IX B
9.	CAND	Male	IX B
10.	DIN	Female	IX B
11.	DITA	Female	IX B
12.	FEBR	Male	IX B
13.	FIR	Female	IX B
14.	KUR	Male	IX B
15.	MIFT	Male	IX B
16.	MUD	Male	IX B
17.	MUHAM	Male	IX B
18.	MU	Male	IX B
19.	NIL	Female	IX B
20.	HAS	Female	IX B
21.	NAL	Female	IX B
22.	ILLAH	Female	IX B
23.	NURA	Female	IX B
24.	NURFA	Female	IX B
25.	RAST	Female	IX B
26.	RIFI	Male	IX B
27.	RIS	Male	IX B

28.	SAI	Male	IX B
29.	SURY	Female	IX B
30.	WIJD	Female	IX B
31.	ZAIN	Female	IX B
32.	ZAS	Female	IX B
Total Student's			32 Student's

Table 4.3
Survey Results Pre Test and Post Test

EXPERIMENT CLASS

CONTROL CLASS

No	Experiment Class (Flash Card)		No	Control Class (Konvensional)	
	Pre Test	Post Test		Pre Test	Post Test
1	56	87	1.	67	67
2	72	92	2.	78	89
3	67	87	3.	55	67
4	58	82	4.	56	72
5	70	89	5.	72	74
6	68	86	6.	74	79
7	76	90	7.	81	83
8	70	86	8.	71	83
9	69	80	9.	70	79
10	58	85	10.	56	77
11	65	90	11.	67	79
12	70	83	12.	68	81
13	75	80	13.	59	76
14	67	87	14.	69	72
15	72	82	15.	70	78
16	74	80	16.	70	77
17	76	85	17.	72	79
18	68	82	18.	64	76

19	62	89	19.	62	77
20	60	85	20.	60	78
21	61	90	21.	61	76
22	77	85	22.	84	87
23	79	88	23.	72	80
24	68	84	24.	74	85
25	70	80	25.	76	90
26	73	87	26.	68	83
27	69	82	27.	62	80
28	74	80	28.	60	87
29	72	85	29.	61	82
30	76	82	30.	77	80
31	65	89	31.	79	85
32	74	85	32.	73	83
Total	2211	2724	Total	2188	2541

Table 4.4
Score of Respondents

No	Classification	Experiment Class		Control Class	
		Pre Test	Post Test	Pre Test	Post Test
1.	Very Low	-	-	-	-
2.	Low	-	-	-	-
3.	Moderate	6	-	11	-
4.	High	26	12	21	26
5.	Very High	-	20	-	6
Total		32	32	32	32

The table above shows the classification scores of students in the pre-test and post-test of the Experimental Class and the pre-test and post-test of the control class. In the table above, the students' vocabulary ability on the average pre test. The data shows that there are students who score very well, and well. This is shown in the experimental pre-test there are 26 students who get high scores, as for 6 students with moderate scores and no scores Very Low, Low, Very High. While the experimental value in the post test there was an increase in student scores. There were 20 students got very high scores, as for 12 students got high scores and there were no Very Low, Low, Medium scores.

This is shown in the control pre test, there are 21 students who get high scores, 11 students get moderate scores and there are no Very Low, Low, Very High scores. While the control value In the post test there was an increase in student scores. there are 6 students got very high scores, 26 students got high scores and none Very Low, Low, Medium.

b) Descriptive Statistics

Table 4.5

		Statistics			
		PRE EXPERIMENT	POST EXPERIMENT	PRE CONTROL	POST CONTROL
N	Valid	32	32	32	32
	Missing	0	0	0	0
Mean		69,09	85,13	68,38	79,41
Median		70,00	85,00	69,50	79,00
Mode		70	85	70 ^a	79 ^a
Std. Deviation		6,002	3,471	7,636	5,529
Minimum		56	80	55	67
Maximum		79	92	84	90

a. Multiple modes exist. The smallest value is shown

Table above show that score at pre-test experiment mean was 69,09, median 70,00, mode was 70, standar Deviation was 6,002 minimum was 56, and maximum 79. Score at post-test experiment mean was 85,13, median was 85,13, mode was 85,00, minimum was 80, maximum was 92, standar deviation 3,471. Pre-test control mean was 68,38, median 69,50, mode was 70, standar deviation 7,636, minimum was 55 maximum 84. Score at post-test control median 79,00, mode was 79, standar deviation 5,529, minimum was 67, maximum was 90, mean was 79,41.

c) Tests of Normality

Table 4.6**Tests of Normality**

		Kolmogorov-Smirnov ^a		
	KELAS	Statistic	df	Sig.
HASIL	PRE-EKS	,115	32	,200 [*]
	POST-EKS	,129	32	,195
	PRE-KON	,111	32	,200 [*]
	POST-KON	,113	32	,200 [*]

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the table 4.4 above, the significance value of the variable based on the results of the Kolmogorov-Smirnov normality test, it is known that the significance value of pre experiment was $0,200 > 0,05$, post experiment $0,195 > 0,05$, pre control $0,200 > 0,05$, post control $0,200 > 0,05$. It can be concluded that the data is normally distributed.

d) Homogeneity Test

Table 4.7
Homogeneity Test**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	3,594	1	62	,063
	Based on Median	3,437	1	62	,068
	Based on Median and with adjusted df	3,437	1	48,160	,070
	Based on trimmed mean	3,673	1	62	,060

From the table 4.4 above, the significance value of the variable based on the results of the test of homogeneity, it is known that the significance value of pre experiment was $0,063 > 0,05$ post experiment $0,068 > 0,05$, pre control $0,070 > 0,05$, post control $0,060 > 0,05$. It can be concluded that the data is Homogen distributed.

e) Paired Simple T-Test

Tabel 4.8
Paired Simple T-Test

Paired Samples Test								
		Paired Differences						
				Std. Error	95% Confidence Interval of the Difference			
		Mean	Std. Deviation	Mean	Lower	Upper	t	df
Pair 1	Pre-Test Experiment - Post-Test Experiment	-16,031	7,472	1,321	-18,725	-13,337	-12,136	31
Pair 2	Pre-Test Kontrol - Post-Test Kontrol	-11,031	6,403	1,132	-13,340	-8,723	-9,746	31

The table 4.5 above shows that on the result of Paired Simple Test, it is known that the significance value is $0.00 < 0.05$, so it can be concluded that The use of using flash card media is effective in vocabulary mastery at Ninth grade students of SMPN 35 Sinjai.

Based on the results of the hypothesis analysis, (H_a) accepted and (H_0) is so it can be concluded that

The use of using flash card media is effective in vocabulary mastery at Ninth grade students of SMPN 35 Sinjai. Based on the results of the hypothesis analysis,

2. Discussion of the Research

The research that has been conducted by researcher show that the use of using flash card media is effective in vocabulary mastery at Ninth grade students of SMPN 35 Sinjai. The result score of respondents, this is shown in the experimental pre-test there are 26 students who get high scores, as for 6 students with moderate scores and no scores Very Low, Low, Very High. While the experimental value In the post test there was an increase in student scores. There were 20 students got very high scores, as for 12 students got high scores and there were no Very Low, Low, Medium scores. This is shown in the control pre test, there are 21 students who get high scores, 11 students get moderate scores and there are no Very Low, Low, Very High scores. While the control value In the post test there was an increase in student scores. there are 6 students got very high scores, 26 students got high scores and none Very Low, Low, Medium.

The results of statistic descriptive the data that have been obtained show that the total value of respondents from each variable whose sample consists of 32 students from the class experiment and 32 from the class control is the value of that score at pre-test experiment mean was 69,09, median 70,00, mode was 70, standar Deviation was 6,002 minimum was 56 maximum 79. score at post-test experiment mean was 85,13, median was 85,13, mode was 85,00, minimum was 80, maximum was 92, standar deviation 3,471. Pre-test control mean was 68,38, median 69,50, mode was 70, standar deviation 7,636, minimum was 55 maximum 84. Score at post-test control median 79,00, mode was 79, standar deviation 5,529, minimum was 67, maximum was 90, mean was 79,41. results of the Kolmogorov-Smirnov normality test, it is known that the significance value of pre experiment was $0,200 > 0,05$, post experiment $0,195 > 0,05$, pre control $0,200 > 0,05$, post control $0,200 > 0,05$. It can be concluded that the data is normally distributed. Results of the test of homogeneity , it is known that the significance value of pre experiment was $0,063 > 0,05$ post experiment $0,068$

$> 0,05$, pre control $0,070 > 0,05$, post control $0,060 > 0,05$. It can be concluded that the data is Homogen distributed.

The results of the T test $0.00 < 0.05$, so it can be concluded that The use of using flash card media is effective in vocabulary mastery at Ninth grade students of SMPN 35 Sinjai.

Based on the results of the hypothesis analysis, (H_a) accepted and (H_0) is So it can be concluded that The use of using flash card media is effective in vocabulary mastery at Ninth grade students of SMPN 35 Sinjai. Based on the results of the hypothesis analysis.

CHAPTER V

CLOSING

A. Conclusion

Based on the results of the thesis research entitled " The Effectiveness of Using Flash Card Media in Vocabulary Mastery at Ninth Grade Students of SMPN 35 Sinjai " it can be concluded that from the analysis of the hypothesis test, it can be seen that Flash Card Media has an effectiveness in vocabulary Mastery at Ninth Grade Students of SMPN 35 Sinjai. This can be proven by the results of the analysis using a simple paired T test, it is known that the significance value is $0.000 < 0.05$, so it can be concluded that The use of using flash card media is effective in vocabulary mastery at Ninth grade students of SMPN 35 Sinjai.

B. Suggestion

Based on the results of the research on The Effectiveness of Using Flash Card Media in Vocabulary Mastery at Ninth Grade Students of SMPN 35 Sinjai, the researchers will convey the following suggestions:

1. The teacher of SMPN 35 Sinjai

The teacher of SMPN 35 Sinjai is already good in various aspects of teaching, especially in the aspect on improving vocabulary mastery. Flash Card Media are

expected to be able to maintain quality and further improve their teaching methods so that alumni from SMPN 35 Sinjai are able to compete at an international level.

2. To student

It is hoped that students will seriously follow and continue to mastery vocabulary through SMPN 35 Sinjai because it has many benefits in the future.

3. To the next researcher

It is hoped that next researchers who will take the same title and research method in order to develop better research methods. The results of this study are used as a reference or comparison of research materials and as material to deepen next research using the same method.

Finally, the researcher realizes that this research still has many weaknesses and errors. Therefore, the researcher humbly accepts all constructive suggestions for the improvement of this research.

BIBLIOGRAPHY

- Aini, N. (1997). The effectiveness of teaching vocabulary using flashcard game on vocabulary mastery of the eleventh grade students of MAN kota kediri.Unpublished thesis. Kediri: Islamic University of Malang, 2013.
- Ahmad, R. (1996). *Media Instruksional Edukatif*, Jakarta: Rineka Cipta.
- AL Brown, K. M. & Campione J.C. (1996). Social Interaction in Individual Understanding in Communiity of Learners.
- Arikunto, S. (2011). *Prosedur Penelitian: Suatu Pendekatan Praktik*,Cet. XIX; Jakarta: Rineka Cipta.
- Arief, S.A. (2009). *Media Pendidikan, Pengembangan dan Pemanfaatannya*, Jakarta: Rajawali Pers.
- Asher & Garcia (2015). *Perkembangan Anak Edisi Kesebelas Jilid 1*, Jakarta: Erlangga.
- Azhar, A. (2015). *Media Pembelajaran*, Jakarta: Rajagrafindo Persad.
- Basrowi & Suwandi, (2008). *Procedure Penelitian Tindakan Kelas*, Jakarta: Ghalia Indonesia.
- Brown, H.D. (2014). *Prinsip Pembelajaran dan Pengajaran Bahasa, edisi kelima*, Kedutaan Besar Amerika Serikat di Jakarta.

- Burhayani, E. (2013). *(IKKT) Elementary School West Jakarta*. 2nd International Seminar on Quality and Affordable Education, ISQAE.
- Hatch, E. & Brown C. (1995). *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press.
- Felicia, F. (2001). *Peranan dan Fungsi Bahasa*. Jakarta: Rineka Cipta.
- Firdaus, dkk. (2020). *Pedoman KTI IAI Muhammadiyah Sinjai*, Sinjai: CV Latinulu.
- Ginnis & Paul, (2008). *Trik dan Taktik Mengajar – Strategi Meningkatkan Pencapaian Pengajaran di Kelas*, Jakarta: Indeks.
- Hamzah, B. U. (2011) *Teori Motivasi dan Pengukurannya*, Jakarta: PT. Bumi Aksara.
- Harmilawati, H. (2011) *The Use of Mind Map in Mastering Vocabulary Through Picture At The Seventh Grade of SMP Negeri 4 Libureng, Sinjai: IAI Muhammadiyah Sinjai, 2020*.
- Hilaliyah, H. (2020). "The Implementation Of Performance Assessment In Social Science Learning." *Humanities & Social Sciences Reviews*.
- Hidayat & Khoirul, (2017). "The effect of using flash card and picture story in vocabulary mastery to the seventh grader of Smp Pgri 1 Margatiga." *Premise: Journal of English Education and Applied Linguistics*.

- Hollingswort, dkk. (2008). *Pembelajaran Aktif : Meningkatkan Keasyikan Kegiatan di Kelas*, (Jakarta : PT Indeks,).
- Jhon W. C. (2012). *Educational Research: Planning, Conducting, And Evaluating Quantitative And Qualitative Research (4th Ed)*, Boston: Pearson.
- John W. S. (2013). *Social Relationships* (Edisi kesebelas:).
- Joklova, (2014). Using Pictures In Teaching Vocabulary, *Bachelor's thesis, masaryk Universitu Facultu of Education* Departmen of English Language and Literature. Brn.
- Anwar, K. (2019). *Efektivitas Program Syiar Islam Gerakan Kepanduan Hizbul Wathan Institut Agama Islam Muhammadiyah Sinjai Dalam Meningkatkan Baca Tulis Alqur'an Masyarakat Desa Palae Kecamatan Sinjai Selatan Kabupaten Sinjai* (Doctoral Dissertation, Institut Agama Islam Muhammadiyah Sinjai).
- Komachali, M.E. & Khodareza, M. (2014). "*International Education Studies the Effect of Using Vocabulary Flash Card on Iranian Pre-University Students Vocabulary Knowledg*" *International Education Studies*.
- Komachali, Maryam, E. & Mohammadreza K. (2012). "The Effect of Using Vocabulary Flash Card on Iranian Pre-University Students' Vocabulary Knowledge." *International Education Studies* 5.3.

- Lisa & Helda, (2019). Effectiveness of Flashcards on Motivation to Improve English Vocabulary in Elementary School IV.
- Komachali & Khodareza M. (2012). International Education Studies, "*The effectiveness of using vocabulary flash on iranian pre-university students vocabulary knowledge*".
- Nuryadi, N. (2017). *Dasar-Dasar Penelitian Statistik*, Cet. I; Yogyakarta: Gramasurya.
- Oxford Learner's Pocket Dictionary, (2008). (Oxford University).
- Rita S. D. & Kenneth J. D. (1979). *Learning Styles/ Teaching Styles : Should They.. Can They.. be Matched?*, Educational Leadership Journal.
- Sholikhah & Amirotnun, (2016). "*Statistik deskriptif dalam penelitian kualitatif*." KOMUNIKA: Jurnal Dakwah dan Komunikasi.
- Sugiyono, (2010,2017,2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Suharsimi A. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : Rineka Cipta.
- Sukardi, (2009). *Metode Penelitian Pendidikan Kompetensi dan Praktiknya*, Cet. VII; Yogyakarta: Bumi Aksara.
- Suryana, (2010). "*Metodologi Penelitian Model Praktis Penelitian Kuantitatif dan Kualitatif*" Universitas Pendidikan Indonesia.

UPTD SMP Negeri 35 Sinjai, (2021). (Profil Sekolah UPTD SMPN 35 Sinjai).

LIST OF APPENDIX 1

INSTRUMEN LATENCY

SCHOOL NAME : UPTD SMPN 35 Sinjai

SUBJECTS : ENGLISH

Standar Kompetensi	Kompetensi Dasar	Indikator	Bentuk Soal	No. Soal
Appreciate and live honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.	Capturing the meaning of narrative texts, spoken and written, in the form of folklore, short and simple. Material : (Vocabulary: nouns, verbs, and adjectives related to people, animals,)	1. Interpreting the words in the table.	Table Text	1,2,3,4,5,6,7,8, 9,10,11,12,13, 14,15,16,17,18 19,20.
		2. Answer the questions and the meaning in the table containing the pictures	Image Text	1,2,3,4,5,6,7,8 9,10,11,12,13 14,15,16,17,18 19,20.
		3. Complete the blank words in the paragraph	Multiple choice	1,2,3,4,5,6,7,8 9,10.
Total Question				50 Question

REFERENCE CURRICULUM : K13

NUMBER OF QUESTION : 50 QUESTION

LIST OF APPENDIX

Multiple Choice

Name :

Number :

Class :

1. Agus : Lovely view, don't you think?
 Irwan : Yeah, I think so. I love the beach scenery very much. What does the word "scenery" mean?
 a. Suasana c. Gambar
 b. Pemandangan d. Ombak
2. Laras: I miss you so much. Anna: Yeah, I miss you, too.
 What does the word "miss" mean?
 a. Bertemu c. Berpikir
 b. Bermimpi d. Rindu
3. Anita: What do you think of my bedroom? Andita: Wow.. it is a nice bedroom.
 What does the word "think" mean?
 a. Bertemu c. Berpikir
 b. Bermimpi d. Rindu
4. Sani: How many times a week do you clean your bedroom? Dian: I sweep it everyday. I change the

bedsheets once a week. What does the word “*bedsheets*” mean?

- a. Seprai c. Selimut
- b. Bantal d. Tempat Tidur

5. Agus: I’m Agus, by the way. Nice to meet you.
Irwan: Nice to meet you, too. I’m Irwan.

What does the word “*nice*” mean?

- a. Menakjubkan c. Mengagumkan
- b. Mempesona d. Menyenangkan

6. Santi : What do you think about my room? Laras:
Your room is clean and neat.

What does the word “*neat*” mean?

- a. Mewah c. Rapi
- b. Indah d. Nyaman

This message for number 7 and 8.

Hi, Vera. I want to tell you something. I have an idea. What do you think about taking a computer course this semester? Would you like to? I’ll be very happy if we can take course together. Reply me soon, please. Thanks.

7. What does the word “*tell* ” (line 1) mean?

- a. Menyanyikan c. Melakukan
- b. Menceritakan d. Membuat

8. What does the word “*idea* ” (line 2) mean?

- a. Ide c. Jadwal
- b. Susunan d. Catatan

This paragraph for number 9 and 10.

I live in a beautiful modern house. The house has three bedrooms. The bedrooms are in upstairs. The living room, the kitchen, and the dining room are in downstairs. My house has a balcony. The garden is full of flowers and trees. The color of the house is white and brown. There is a garage for our car. We like living here because it's very nice.

9. What does the word "live" (line 1) mean?
 - a. Tinggal
 - b. Pindah
 - c. Menjaga
 - d. Membersihkan
10. What does the word "garage" (line 7) mean?
 - a. Kamar
 - b. Gerbang
 - c. Pagar
 - d. Garasi

LIST OF APPENDIX 2

Instrumen of the Research Pre-test

<i>Name</i>	:	
<i>Number</i>	:	
<i>Class</i>	:	

Fill in the empty table below !

No.	Vocabulary	Meaning
1.	Headmaster	
2.		Guru
3.	Student	
4.	Whiteboard	
5.		Kursi

No.	Vocabulary	Meaning
6.		Meja
7.		Pensil
8.	Eraser	
9.	Flag	
10.	Canteen	
11.		Perpustakaan
12.	Exam	
13.	Dictionary	
14.		Kelas
15.		Teman sekelas
16.	Smart	
17.	Diligent	
18.	Lazy	

No.	Vocabulary	Meaning
19.	Ink	
20.		Pekerjaan rumah (PR)

Instrument of the Research Post Test

Name :

Number :

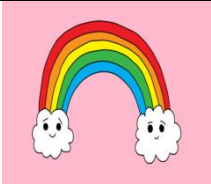
Class :

Check this table below !

Answer the questions in this table and write down what vocabulary is meant by the statement along with its meaning in Bahasa and match it with the picture on the side.

 1	1. Monkey's favorite food/fruit that is identical to a monkey. Answer : Meaning : Picture Number :
 2	2. When you eat that, you will be surprised because it is spicy. Answer : Meaning : Picture Number :

3  4 	3. A person who helps student to acquire knowledge/oftern works in classroom (school). Answer : Meaning : Picture Number : 4. An arc of colour in the sky that can be seen when the sun shines through falling rain (has 7 colours). Answer : Meaning : Picture Number :
5  6 	5. An activities that to clean the floor o room (using a broom). Answer : Meaning : Picture Number : 6. This is the most popular item that human wear during this pandemic (Covid-19). Answer : Meaning : Picture Number :

7		7. Writing instrument, used for writing on paper or books. Answer : Meaning : Picture Number :
8		8. Powerful activities in developing a healthy body and mind. Usually at school we do running, basketball, football, etc. Answer : Meaning : Picture Number :
9		9. A tool used to write on whiteboard. Answer : Meaning : Picture Number :
10		10. Pitched sound activity; songs (with lyrics or not) are very popular with many people. Example : dangdut. Answer : Meaning : Picture Number :
11		

	11. A common tool that students usually use when they go to school, to put books, pencils, etc. Answer : Meaning : Picture Number :
12 	12. The most popular tools today, can be used for communication, video calls, Facebook, Instagram, etc. Answer : Meaning : Picture Number :
13 	13. A group of one or more parents (grandmother, granfather, mother, father, aunty, etc) and their children living together as a unit. Answer : Meaning : Picture Number :
14 	14. Feeling or showing strong annoyance, displeasure, or hostility. Exmple : "Huh, i hate you !" Answer :
15 	

16 	Meaning : Picture Number :
17 	15. Comes from chicken, oval, if you fry or cook it will be white and yellow in the middle. Answer : Meaning : Picture Number :
18 	16. After fasting for 1 month, all Muslims around the world celebrate this. Answer : Meaning : Picture Number :
19 	17. Cute, adorable, and everyone loves it. "Meow, meow, meow" that's the sound it produces. Answer : Meaning : Picture Number :
	18. In Indonesia this animal is related to men who really likes to flirt, in Indonesia it is called "gombal".

20



Answer :
 Meaning :
 Picture Number :

**19. Type of food made from unleavened dough which is rolled flat and cut, stretched or extruded, into long strips or strings.
 Example: Intermi, Indomie, Samyang, Ramen, Sarimi, etc.**

Answer :
 Meaning :
 Picture Number :

20. An act of looking at and understanding point or process of looking at a series of written symbols and getting meaning from them. you can get from book, novel, newspaper, magazine, etc.

Answer :
 Meaning :
 Picture Number :

KEYWORDS

PRE-TEST

1. Kepala Sekolah	6. Table	11. Library	16. Cerdas; pintar
2. Teacher	7. Pencil	12. Ujian	17. Rajin
3. Siswa	8. Penghapus	13. Kamus	18. Malas
4. Papan tulis	9. Bendera	14. Classroom	19. Tinta
5. Chair	10. Kantin	15. Classmate	20. Assignment

POST TEST

1. Answer : Banana Meaning : Pisang Picture Number : 4	11. Answer : Bag Meaning : Tas Picture Number : 2
2. Answer : Chili Meaning : Lombok Picture Number : 13	12. Answer : Smartphone Meaning : Ponsel pintar Picture Number :
3. Answer : Teacher Meaning : Guru Picture Number : 6	1. Answer : Family Meaning : Keluarga Picture Number : 15
4. Answer : Rainbow Meaning : Pelangi Picture Number : 7	2. Answer : Angry Meaning : Marah Picture Number : 17
5. Answer : Sweep Meaning : Menyapu Picture Number : 3	15. Answer : Egg Meaning : Telur Picture Number : 19
6. Answer : Mask Meaning : Masker Picture Number : 8	16. Answer : Eid Meaning : Lebaran Picture Number : 18
7. Answer : Pen Meaning : Pulpen Picture Number : 10	17. Answer : Cat Meaning : Kucing Picture Number : 16

1. B
2. D
3. C

8. Answer : Sport Meaning : Olahraga Picture Number : 12	18. Answer : Crocodile Meaning : Buaya Picture Number : 20
9. Answer : Boardmarker Meaning : Spidol Picture Number : 14	19. Answer : Mie Meaning : Mi Picture Number : 11
10. Answer : Sing Meaning : Bernyanyi Picture Number : 9	20. Answer : Reading Meaning : Membaca Picture Number : 5

KEYWORDS

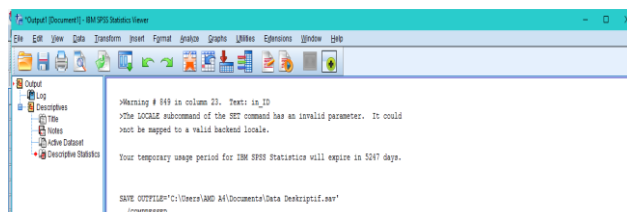
4. A
5. D
6. C
7. B
8. A
9. A
11. D

MULTIPLE CHOICE

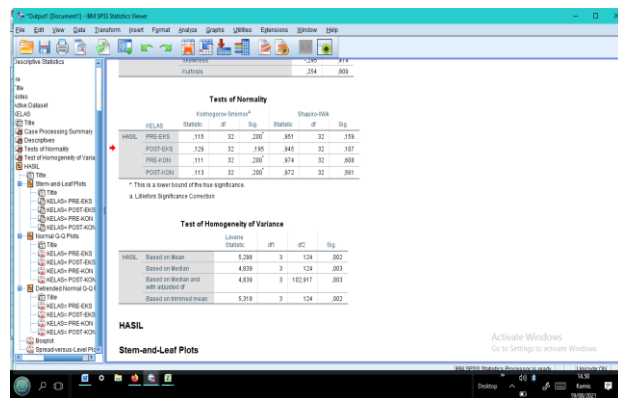
LIST OF APPENDIX 3

Test Result on SPSS 25

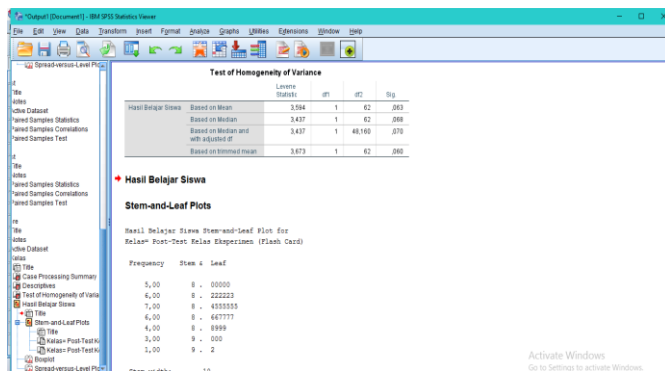
1. Descriptive Statistics



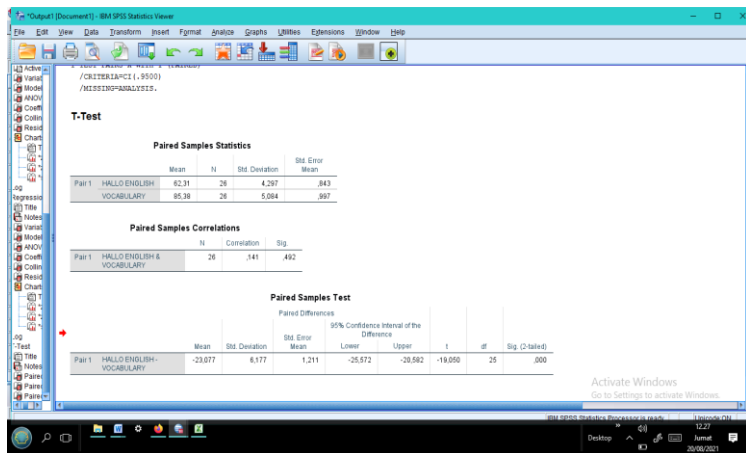
2. Test of Normality



3. Homogeneity Test



4. Peried Simple T-test



LIST OF APPENDIX 4

DOCUMENTATION





FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI

Kampus : Jl. Sultan Hassanudin No. 20 Kab. Sinjai, Tlp/Fax 048221418, Kode Pos 92612

Email : info.iainsinjai@yahoo.com

Website : <http://www.iainsinjai.ac.id>

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 456/SK/BAN-PT/AK-PKP/PT/XII/2019



SURAT KEPUTUSAN
NOMOR: 635 /I.3.AU/F/KEP/2020

TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A 2020/2021

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI

- Menimbang :
1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2019/2020, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
 2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
- Mengingat :
- a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
 - b. Undang-undang No.20 tahun 2003 tentang Sisdiknas.
 - c. Undang-undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
 - d. Keputusan Menteri Agama R.I No. 6722 Tahun 2015, tentang perubahan nama STAI Muhammadiyah Sinjai menjadi Institut Agama Islam Muhammadiyah Sinjai.
 - e. Surat Keputusan Rektor IAIM Nomor : 216/I.3.AU/D/KEP/2016 tentang Pendirian Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
 - f. Pedoman PP. Muhammadiyah No. 02/PED/I.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
 - g. Statuta Institut Agama Islam Muhammadiyah Sinjai.
- Memperhatikan :
- Kalender Akademik Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2020/2021.

MEMUTUSKAN

- Menetapkan :
- Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai tentang Dosen Pembimbing penulisan skripsi mahasiswa.
- Pertama :
- Mengangkat dan menetapkan saudara :

Pembimbing I	Pembimbing II
Dr. Mustamir, M.Pd.I	Danial, S.Pd., M.Pd.

untuk penulisan skripsi mahasiswa:

Nama : **YUSRIADI**
 NIM : 170 110 021
 Prodi : Tadris Bahasa Inggris (TBI)
 Judul Skripsi : The Effectiveness of Spelling Bee Game to Improve Students' Vocabulary Mastery Using Flashcard Media at Ninth Grade Students of SMPN 35 Sinjai in Academic Year 2019/2020.

- Kedua :
- Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Institut Agama Islam Muhammadiyah Sinjai.



FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI

Kampus : Jl. Sultan Hasanuddin No. 20 Kab. Sinjai, Tlp/Fax 048221418, Kode Pos 92612

Email : info.iainsinjai@yahoo.com

Website : <http://www.iainsinjai.ac.id>

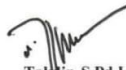
TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 456/SK/BAN-PT/Ak-PPK/PT/X/H/2019



- Ketiga : Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.
- Keempat : Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di : Sinjai
 Pada Tanggal : 01 Oktober 2020 M
 : 13 Shafar 1442 H

Dekan,


Taktir, S.Pd.L., M.Pd.I.
 NBM. 1213495

Tembusan :

1. BPH IAIM Sinjai di Sinjai
2. Rektor IAIM Sinjai di Sinjai.
3. Ketua Prodi PAI, PGMI, PBA, TBI & TM IAIM Sinjai di Sinjai.



**INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

KAMPUS : JL. SULTAN HASANUDDIN NO. 20 KAB. SINJAI, TLP. 08529999166, KODE POS 92612
Email: fi@iainsinjai.ac.id Website: <http://www.iainsinjai.ac.id>

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 41088/SK/BAN-PT/Akred/PT/XII/2020

Nomor : 311.D1 /III.3.AU/F/2021
Lamp : Satu Rangkap
Hal : Permohonan Izin Penelitian
Sinjai, 7 Dzul Hijjah 1442 H
17 Juli 2021 M

Kepada Yang Terhormat
Kepala SMP Negeri 35 Sinjai
Di -

Sinjai

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S1) Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIM Sinjai, dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Yusriadi
NIM : 170110021
Program Studi : Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan mengadakan penelitian dengan judul :

"The Effectiveness Of Using Flash Card Media In Vocabulary Mastery At Ninth Grade Students Of SMPN 35 Sinjai"

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di SMP Negeri 35 Sinjai.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Dekan,



Fahri, S.Pd.I., M.Pd.I.
NIM: 1213495

Tembusan disampaikan Kepada Yth :

1. Rektor IAIM Sinjai
2. Kepala Cabang Dinas Wilayah III

Islami, Progresif, dan Kompetitif



**PEMERINTAH KABUPATEN SINJAI
DINAS PENDIDIKAN
UPTD SMP NEGERI 35 SINJAI**

Jl. Petta Ponggawae No. 54 Kec. Sinjai Utara Kab. Sinjai email : 40315301.sinjaikab@gmail.com

SURAT KETERANGAN

Nomor : 800/069/SMPN.35/VIII/2021

Yang bertanda tangan dibawah ini, Kepala Sekolah UPTD SMP Negeri 35 Sinjai Menerangkan
Bahwa :

Nama : Yusriadi
Nim : 170110021
Program Studi : Tadris Bahasa Inggris (TBI)

Bahwa Mahasiswa tersebut diatas telah melaksanakan Penelitian di UPTD SMP Negeri 35 Sinjai pada Tanggal 18 Juli 2021 s.d 18 Agustus 2021. Berdasarkan Surat Izin Penelitian dari Institut Agama Islam Muhammadiyah Sinjai nomor : 311.DI/III.3.AU/F/2021 tanggal 17 Juli 2021 untuk memperoleh data dalam rangka penyusunan Skripsi dengan judul :

“ The Effectiveness Of Using Flash Card Media In Vocabulary Mastery At Ninth Grade Student Of SMPN 35 Sinjai “

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
segaimana mestinya.

Sinjai, 19 Agustus 2021
Kepala UPTD SMP Negeri 35 Sinjai



MUHAMMAD RIDWAN, S.Pd., M.Si.
NIP. 19680716 199103 1 010

BIODATA PENULIS



Nama : YUSRIADI
 Nim : 170110021
 Tempat/ Tgl Lahir : Sinjai, 22 Desember 1997
 Alamat : Dusun Baru Desa Bulukamase
 Kec. Sinjai Selatan
 Kab. Sinjai
 Hobby : Olahraga
 Pengalaman Organisasi : Pramuka, PMI, Pancak Silat dan
 Himpunan Esa IAIM
 Riwayat Pendidikan :
 - SD/MI : SDN. 203 Bola
 - SLTP/ MTS : MTSN. 1 Sinjai Tengah
 - SMA/ SMK : SMKN. 1 Sinjai Utara
 Handphone : 085340250836
 E-mail : Kakyuss2212@gmail.com
 Nama Orangtua : Muh. Jufri (Ayah)
 Hasmah (Ibu)



Similarity Report ID: oid:30061:15445529

PAPER NAME

170110021

AUTHOR

YUSRIADI



WORD COUNT

7423 Words

CHARACTER COUNT

36389 Characters

PAGE COUNT

35 Pages

FILE SIZE

568.9KB

SUBMISSION DATE

Mar 29, 2022 1:40 PM GMT+7

REPORT DATE

Mar 29, 2022 1:41 PM GMT+7

23% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

- 18% Internet database
- 12% Publications database
- Crossref database
- Crossref Posted Content database
- 14% Submitted Works database

