

AN UNDERGRADUATE THESIS

**THE EFFECTIVENESS OF FLASH CARD MEDIA
ON THE STUDENTS' PRONUNCIATION
AT THE THIRD GRADE OF SD NEGERI 7 METRO PUSAT**

**By:
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Student Number: 2101051035**



**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF METRO
1446 H / 2024 M**

**THE EFFECTIVENESS OF FLASH CARD MEDIA
ON THE STUDENTS' PRONUNCIATION
AT THE THIRD GRADE OF SD NEGERI 7 METRO PUSAT**

Presented as a Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study Program

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ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF METRO
1446 H / 2024 M



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APPROVAL PAGE

Assalaamu'alaikum Wr. Wb

Title : THE EFFECTIVENESS OF FLASH CARD MEDIA TOWARDS
STUDENTS' PRONUNCIATION FOCUS AT THIRD GRADE OF
SD NEGERI 7 METRO PUSAT

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To be discussed in the examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty of
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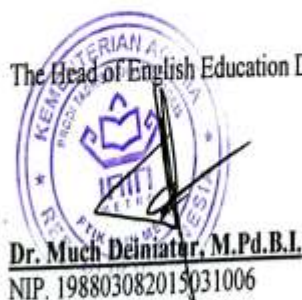
We have given guidance and enough improvement to research thesis script which is written by:

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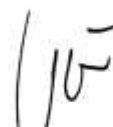
It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the examined. Thank you very much.

Wassalmu'alaikum Wr. Wb

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Assalamualaikum Wr.Wb.

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SD NEGERI 7 METRO PUSAT

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE EFFECTIVENESS OF FLASH CARD MEDIA ON THE STUDENTS' PRONUNCIATION AT THE THIRD GRADE OF SD NEGERI METRO PUSAT written by: Shazkya Putri Devania, Student Number 2101051035 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, December 23th, 2024, at 08.00-10.00 AM

BOARD OF EXAMINERS

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**THE EFFECTIVENESS OF FLASH CARD MEDIA
ON THE STUDENTS' PRONUNCIATION
AT THE THIRD GRADE OF SD NEGERI 7 METRO PUSAT**

ABSTRACT

**By:
SHAZKYA PUTRI DEVANIA**

The purpose of this study is to determine how the use of flashcards against students' pronunciation. The main problem faced by the students is the difficulties when pronounce sentences in English. It happens because most students still use the Indonesian way of speaking when learning English. This research aims to discuss the effectiveness of the flashcards media on students' pronunciation at third graders of SD Negeri 7 Metro Pusat.

The researcher used quantitative approaches and quasi-experiment research designs. Additionally, the researcher used cluster sampling data to obtain the research. Data were collected through tests and documentation. The sample in this study was 58 students of third graders SD Negeri 7 Metro Pusat which is separated into two categories: experiment and control. To obtain the data, the researcher administered pronunciation tests in the form pre-tests and post-tests to the students. After collecting the data, the researcher analyze it using SPSS 27 version software.

The results of this study demonstrated that is possible to conclude that the students score in experiment class, which was taught using the flashcards media is greater than the score in the control class. The researcher used Mann-Whitney U Test to analyze the data because of there is data abnormalities between control class and experiment class that are quite extreme differences. The test resulted in a Asymp. Sig. (2-tailed) value of 0.000, which is below that $\alpha 0.05 = 0.05$. So it means the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. Therefore, the researcher concludes that Flash card Media was effective in pronunciation at third graders at SD Negeri 7 Metro Pusat.

Keywords: *Flashcards media, Pronunciation, Quantitative Research*

**EFEKTIVITAS MEDIA FLASH CARD
TERHADAP PELAFALAN SISWA
KELAS III SD NEGERI 7 METRO PUSAT**

ABSTRAK

Oleh:
SHAZKYA PUTRI DEVANIA

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana penggunaan media flashcard terhadap pelafalan siswa. Masalah utama yang dihadapi oleh para siswa adalah kesulitan ketika mengucapkan kalimat dalam bahasa Inggris. Hal ini terjadi karena sebagian besar siswa masih menggunakan cara berbicara bahasa Indonesia ketika mengucapkan kata dalam Bahasa Inggris. Penelitian ini bertujuan untuk membahas efektivitas dari media flashcards terhadap pengucapan siswa di tingkat 3 SD Negeri 7 Metro Pusat.

Jenis penelitian yang digunakan adalah penelitian kuantitatif dan desain penelitian kuasi-eksperimen. Selain itu, peneliti menggunakan data cluster random sampling untuk mendapatkan data penelitian. Data dikumpulkan melalui tes dan dokumentasi. Subjek penelitian adalah 58 siswa kelas tiga yang dibagi menjadi dua kategori: eksperimen dan kontrol. Untuk memperoleh data, peneliti memberikan tes pelafalan dalam bentuk pre-test dan post-test kepada siswa. Setelah data terkumpul, peneliti menganalisa data tersebut dengan menggunakan perangkat lunak SPSS versi 27.

Hasil dari penelitian ini menunjukkan bahwa dapat disimpulkan bahwa nilai siswa di kelas eksperimen yang diajar menggunakan media flashcard lebih besar daripada nilai siswa di kelas kontrol. Peneliti menggunakan uji Mann-Whitney U Test untuk menganalisis data karena terdapat ketidaknormalan data antara kelas kontrol dengan kelas eksperimen yang perbedaannya cukup ekstrem. Pengujian tersebut menghasilkan nilai Asymp. Sig (2-tailed) sebesar 0.000, yang berada di bawah nilai $\alpha 0.05 = 0.05$. Sehingga berarti hipotesis alternatif (H_a) diterima dan hipotesis nol (H_o) ditolak. Oleh karena itu, peneliti menyimpulkan bahwa media flashcards efektif dalam pelafalan pada siswa kelas III di SD Negeri 7 Metro Pusat.

Kata Kunci: *Media Flashcards, Pengucapan, Penelitian Kuantitatif*

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of the certain part which are quoted from the bibliographies mentioned.

Metro, Januari 5 2025

Researcher,



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 5 Januari 2025

Peneliti,



Shazkya Putri Devania

NPM. 2101051035

MOTTO

وَاللَّهُ بِمَا تَعْمَلُونَ بَصِيرٌ

“And He is with you wherever you are. And Allah is All-Seeing of what you do.”
(Q.S. Al-Hadid : 4)

“Dan Dia bersama kamu di mana saja kamu berada. Dan Allah Maha Melihat apa yang kamu kerjakan.”

DEDICATION PAGE

Praise and gratitude I pray to Allah SWT, with great gratitude I dedicate this undergraduate thesis as an expression of my sincere respect and love to:

1. My beloved parents, Mr. Hendri Kurniawan, S.I.P and Mrs. Siti Muntoyah who always give me the best support and always prayers for my succes. I love you.
2. My beloved grandmother, Ma'am Sukilah who always give me wisest advices.
3. My brothers and sister, thank you Reyhan for always comforting me when I burn out. Thank you Mas Yogi and Mba Ica for supporting me. Thank you for Pashya, even though you do not really anticipate it.
4. My advisor, Mrs. Dr. Yuniarti, M.Pd, thank you for your support, dedication, and the patience for guiding me. You are the best lecturer I have ever met.
5. My beloved lecturers of English Education Department of State Institute for Islamic Studies of Metro
6. My closest friends, Arianti, Vinsi, Wahid, and Nay who always support me in every condition. Thank you for all the appreciations.
7. Thank you for all of my beloved friends, whom I cannot mention one by one.
8. Headmaster and Teachers of SD Negeri 7 Metro, thank you for let me do my research.

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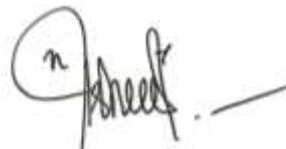
In the holy name of Allah SWT, the Almighty and Merciful the Lord of the universes; none of this would be possible without His mercy and graces. Thank you also to our hero, the Prophet Muhammad SAW having shown us the role of life to make our life true. The researcher can complete an undergraduate thesis titled “The Effectiveness of Flash Card Media On The Students’ Pronunciation at The Third Grade of SD Negeri 7 Metro Pusat”.

As a result, many thanks to everyone who assisted in the preparation of this study, especially to:

1. Prof. Dr. Hj. Siti Nurjanah, M. Ag, PIA as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M. Pd as Dean of Tarbiyah and Teacher Training Faculty
3. Dr. Much Deiniatur, M.Pd.BI. as the Head of English Education Department of IAIN Metro Lampung.
4. Dr. Yuniarti, M.Pd as the advisor who have gave the researcher, advice and suggestion for this undergraduate thesis.
5. Euis Ariyani, S.Pd., M.Pd as the Headmaster of SD Negeri 7 Metro Pusat.
6. Lydia Hardijanti, S.Pd as the English teacher of SD Negeri 7 Metro Pusat.

Furthermore, the researcher recognizes that this research still contains flaws. As a result, the researcher anticipates receiving feedback and recommendations from the readers in order to complete the creation of this research project. May the writer’s acts of worship, encouragement, and prayer receive the blessings of Allah SWT.

Metro, Januari 5 2025
The Researcher



Shazkya Putri Devania
NPM. 2101051035

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CHAPTER I

INTRODUCTION

A. Background of Study

As stated by Rao that speaking is the most important skill among all the four language skills in English to communicate well in this global world¹. Yuniarti points out that speaking skill is a major criterion in judging whether English students competencies are good or bad in target language². Mappiasse & Bin Sihes stated that today's Indonesian curriculum, English is referred to as the target language that must be taught in schools³. Generally, English learning consists of four skills, namely reading, writing, listening, and speaking. Speaking skills is the one of skill that must be mastered to be able to support interaction in English.

English pronunciation is of the basic skills and plays important roles in learning speaking English. Due to it is generally accepted that communication is the main purpose of language, proficient pronunciation is one of those skills that English language learners should work on supposed to be a major emphasis of any language taught in the classroom.

¹ Parupalli Srinivas Rao, "The Importance Of Speaking Skills In English Classrooms" (2019), no. 2 (Kingdom of Saudi Arabia : Alford Council of International English & Literature Journal(ACIELJ)) 5–10.

² Yuniarti, *Developing Speaking Materials Based On The Common European Framework Of Reference (Cefr) For Increasingthe Students' Speaking Skill*, *Journal of English Language Teaching* 4, no. 1 (2017): 1–14, <https://www.researchgate.net/publication/305320484>

³ Sitti Syamsinar Mappiasse and Ahmad Johari Bin Sihes, "Evaluation of English as a Foreign Language and Its Curriculum in Indonesia: A Review," *English Language Teaching* 7, no. 10 (2014): 113–22, <https://doi.org/10.5539/elt.v7n10p113>.

Rita points out that pronunciation as one of facet of language, is a form of behavior⁴. Learners must have motivation to recognized new sentences. Rita said that motivating learners to develop their pronunciation is not easy⁵. Therefore, the use of flash card media as a teaching tool will be effective when learning speaking especially in pronunciation. This is corroborated by the theory from Hotimah stating that the advantage of flash card media is that it helps the right brain's ability to remember images and word as components⁶. That is the reason why flash card are able to stimulate the brain's interest because of the images on the cards.

Flash card media is not a new media in the world of education, this media was proposed by Glenn Doman, a brain surgeon from Philadelphia, Pennsylvania. Usually flash card are picture cards with words, however in this study the researcher modified the flashcards by separating the pictures with vocabulary. Students are asked to match the vocabulary that matches the picture and then read the vocabulary with the appropriate pronunciation. This is expected by the researcher to sharpen students' memory and understanding of the new vocabulary.

The effectiveness of using flash card is supported by the theory from Herlina and Dewi that flash card are fun strategy and can increase students' interest in learning. Dunn & Dunn stated that 40 % young students use visual

⁴ Roland Terry Williams and Rita Wong, *Teaching Pronunciation: Focus on English Rhythm and Intonation*, *The Modern Language Journal*, vol. 72, 1988, <https://doi.org/10.2307/32826>, pg. 16.

⁵ *Ibid*, pg. 17 .

⁶ Hotimah Empit, "Penggunaan Media Flashcard Dalam Meningkatkan Kemampuan Siswa Pada Pembelajaran Kosakata Bahasa Inggris Kelas Ii Mi Ar-Rochman Samarang Garut," *Jurnal Pendidikan Universitas Garut* 4, no. 1 (2010): 10–18.

style in language learning⁷. Using the use of flash cards, learners may improve their vocabulary in a fun environment. In this research, researcher chose to use flash card media as a medium in teaching techniques that can make students more interested in learning more deeply.

On September 24th, 2024, a pre-survey was conducted of the third grade of SD Negeri 7 Metro Pusat. The result was that the students found it difficult to pronounce directly in English. This was also mentioned by Lydia Hardijanti, S.Pd.–the English teacher, Lydia mentioned that most of students still cannot pronounce vocabulary in English correctly. Lydia had to repeat the pronunciation to emphasize the correct pronunciation. This required Lydia to use various media and methods to improve students' pronunciation as well as reduce students' lacks of right pronunciation when performing in front of the class.

In the pre-survey results, Lydia also said that the students still had difficulty in writing vocabulary in English, requiring Lydia to repeat how to write vocabulary that was being learned. Based on classroom observation, the researcher found students who still did not understand the material presented. Some students were not able to fully understand because some of them were not able to read fluently. According to Lydia, the students still used Indonesia pronunciation when pronouncing English sentences. For example, students pronounce the word 'apple' using the Indonesian pronunciation which

⁷ Rs Dunn and Kj Dunn, "Learning Styles/Teaching Styles: Should They... Can They... Be Matched?," *Educational Leadership* 36, no. 4 (1979): 238–44, <https://doi.org/10.1016/j.sbspro.2010.03.205>.

becomes 'apple'. This makes Lydia have to use the repetition method so that the students understand also memorize how to pronounce the vocabulary.

The main reason why the researcher chose the SD Negeri 7 Metro Pusat as the object of research is because the general use of flashcards is still less used in the classroom. This is a strong reason for the researcher to find out whether the use of flashcards innovated by the researcher is effective or not in learning English on speaking skills. Starting from those above phenomena the researcher in this particular writing intends to investigate **The Effectiveness of Flash Card Media On The Students' Pronunciation at The Third Grade of SD Negeri 7 Metro Pusat.**

B. Problem Identification

Regarding to the background above, the researcher identify the problems as follows:

1. The students may difficulties to pronounce sentences in English
2. The students may difficulties to understand about the material.
3. The students may difficulties to write proper sentence spelling.
4. The students may still use the Indonesian way of reading in English.

C. Problem Limitation

Based on the problem identification the researcher limit the problem that the students have difficulties to pronouncing vocabularies, so the researcher focus on **"The Effectiveness of Flash Card Media On The**

Students' Pronunciation at The Third Grade of SD Negeri 7 Metro Pusat.”

D. Problem Formulation

Based on the information provided in the background of study, the research question is *what is the effectiveness of using flashcard on the students' pronunciation at the third grade of SD Negeri 7 Metro Pusat?*

E. Objective and Benefit of Study

1. The Objective of study

Based on the research questions, the researcher determines the objectives of research, to find out the effectiveness of flashcards in influencing students' when pronounce vocabularies in English.

2. The benefit of study

a. Students

Through this research, students are expected to be able to pronounce English vocabulary correctly when pronounce English vocabularies in front of class and overcome proper suggestion to students who have difficulties.

b. Teachers

This research is expected to provide benefits for teachers in teaching and learning activities related to speaking English and overcome proper suggestion to students who have difficulties when pronounce new vocabularies in English.

c. Other researchers

This research is expected to provide benefits for other researchers who conduct research with the same research topic related to pronunciation in English. In addition, the researcher can get the benefit from this research not only information in the factors of students' difficulties, but also the solution. Therefore, this research can be used as one of the basic foundations for other researchers.

F. Prior Research

The first previous research is "The Effectiveness of Flashcards on the Motivation To Increase English Vocabulary Among the Fourth Elementary School in 2019" by Lisa, Helda⁸. The purpose of this study was to find out how "Flash Card" 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 "Flash Card". Researchers also used quantitative data research with experimental methods. According to the average score obtained by students in the pre-test is 67. 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.

The equivalence between the research conducted by Helda with the research being conducted by this researcher is that both use Flash Card as

⁸ Helda Lisa, "The Effectiveness of Flashcards on the Motivation To Increase English Vocabulary Among the Fourth Elementary School," *JOALL (Journal of Applied Linguistics & Literature)* 4, no. 1 (2019): 43–53, <https://doi.org/10.33369/joall.v4i1.6852>.

media in research and also use quantitative data research. The main difference with the first prior research is that the researcher examines the effectiveness of using Flash Card in speaking performance when learning English. The flash cards studied by the researcher is a type that has been modified by separating the vocabulary from the picture.

The second prior research is “Using Flashcards To Improve The Teaching Of Pronunciation Of Vowels In Simple Vocabulary For Third Graders At SD Laboratorium Universitas Negeri Malang” by Aulia Akifina Annur⁹. A preliminary study at SD Laboratorium UM’s class 3 A Bilingual revealed that students struggled with pronouncing simple words, despite the teacher’s efforts. The study aimed to improve vowel pronunciation using flash cards. This study used Classroom Action Research involved planning, acting, observing, and reflecting, with data collected via interviews, observation sheets, questionnaires, and pronunciation tests. In conclusion, flash cards effectively improved pronunciation skills for third graders, offering a viable teaching solution.

The similarity between the research conducted by Aulia Akifina Annur with the research being conducted by this researcher is that both of them use flash cards media for pronunciation. The significant difference with the second prior research that researcher modified the flash cards by separating the pictures with vocabulary. Students are asked to match the sentence that matches the picture and then read the vocabulary with the appropriate

⁹ Aulia Akifina Annur, “*Using Flashcards To Improve The Teaching Of Pronunciation Of Vowels In Simple Vocabulary For Third Graders At SD Laboratorium Universitas Negeri Malang,*” <https://Repository.Um.Ac.Id/10422/>, 2018, <http://repository.um.ac.id/id/eprint/10422>.

pronunciation. This is expected by the researcher to sharpen students' memory and understanding of how to pronounce the new vocabulary.

The third previous research is the thesis "The Use of Flashcards to Teach Speaking at The Second Year Students of SMAN 5 Enrekang" by Afrianto Aminuddin¹⁰. This research discussed about The Use of Flashcard to Teach Speaking. The objective of this research was to find out whether or not Flashcard is effective to teach speaking. This research applied quasi-experimental method with two groups pre-test and post-test design. There were two variables of this research; they were independent variable and dependent variable, while the independent variable was Flashcard and dependent variable was students' speaking skill. The population of this research was the second year students of SMAN 5 Enrekang Regency academic year 2016/2017 consisting of 352 students. The sample of the research consisted of 60 students which were taken by using Purposive Sampling technique, there were 30 students from XI IPA 4 as experimental class and 30 students from XI IPA 3 as controlled class. This reasearch used only one instrument. That was the oral speaking test. Futhermore, that instrument process was used pre-test and post-test. Moreover, the researcher collected the data with assessing student's vocabulary and fluency. As the result, the data indicated that there was significant differences between students post-test in experimental class and control class. The mean score of posttest (4.1) in experimental class was greater than the mean score of post-

¹⁰ Afrianto Aminudin, "The Use of Flashcard to Teach Speaking at the Second," no. 20400113179 (2017).

test (2.9) in controlled class. From t-test, the researcher found that the value of t-test (2.29) was greater than t-table (2.00). Therefore, the researcher suggested that The Use of Flashcard is effective in teaching speaking.

The similarity between the research conducted by Afrianto Aminuddin with the research being conducted by this researcher is that both of them use Flash Card as media in speaking skill research. The significant difference with the third prior research that researcher creates flashcards by separating the pictures with vocabulary. Students are asks to pair the pictures with the vocabulary that is separated. Then the students read the contents of the with the right pronunciation according to what the researcher practiced. This is expected by the researcher to sharpen students' memory and understand how to pronounce new vocabulary.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Pronunciation

1. Definition of Pronunciation

Celce-Murcia defines that pronunciation is process of producing sounds in a language, pronunciation includes intonation stress, and rhythm in addition to the articulation of individual phoneme.¹ Furthermore, Field stated that pronunciation emphasize the significance of comprehensibility by encompassing not just the articulation of sounds but also the way in which these sounds are arranged in speech to convey meaning². James holds that acceptable pronunciation can be understood based on the following basic levels³. Based on the statements of experts, pronunciation is the process of producing sounds in a language and the following basic levels can be used to determine appropriate pronunciation

Pronunciation is divided into 3 levels, levels 1 is what the speaker is saying is not understandable to people. In level 2 what the speaker is saying can be understandable to people, but the speaker's pronunciation is not acceptable to listen to because he/she has strange and heavy accent. In level 3, people understand the speaker and the speaker's English is

¹ M Celce-Murcia, D. Brinton, and J. Goodwin, "Teaching Pronunciation: A Course Book and Reference Guide." 7, no. 7 (2010): 556.

² J Field, "Intelligibility and the Listener: The Role of Lexical Stress.," *TESOL Quarterly* 39, no. 3 (2005), <https://doi.org/http://dx.doi.org/10.2307/3588487>.

³ R. B James, "Teaching Pronunciation Gets a Bad R.A.P: A Framework for Teaching Pronunciation," Hankuk: University of Foreign Studies, 2010, https://www.academia.edu/108519595/Teaching_Pronunciation_Gets_a_Bad_R_A_P_a_Framework_for_Teaching_Pronunciation.

acceptable to listen. Moreover, Hahn points out that the capacity to create a language's sounds in a way that native speakers can understand is known as pronunciation⁴. Pronunciation focuses on the proper articulation of phonemes and suprasegmental.

2. The Elements of Pronunciation

There are various aspects of speaking with someone that we need to be aware of, and pronunciation is undoubtedly a crucial component of that capacity. This is where the pronunciation components are separated into two categories. Segmental and suprasegmental are those seen in the figure below:

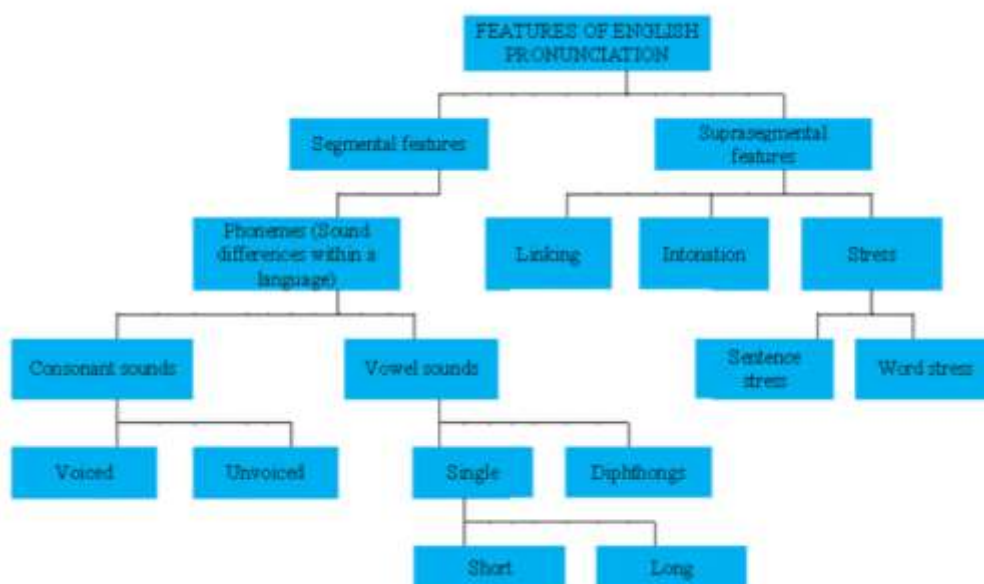


Figure 2.1

The Elements of Pronunciation

⁴ Laura D. Hahn, "Primary Stress and Intelligibility: Research to Motivate the Teaching of Suprasegmentals," *JSTOR* 38, no. 2 (2004): 201–23, <https://doi.org/https://doi.org/10.2307/3588378>.

The characteristic of segmental features are consonant and vowels, while for supramental features are stress, intonation and linking⁵.

a. Kinds of segmental features

1) Vowel

A vowel is a sound made when the airflow from the lungs to the lungs to the outside through the mouth and nose is slightly restricted. The vocals' caliber is determined by the form of the air passing via the sound channel. Lips may pucker or open, the velum may rise or fall. Another portion of the low in the mouth⁶.

Table 2.1
The sounds of vowels

	Front	Mid	Back
High	[i] Beat		[u:] you
	[I] Hid		[ʊ] Good
Mid		[ə] ago	
	[ɜ:] bird	[e] pen	[ɔ:] saw
Low	[æ] bad	[ʌ] cup	[ɒ] gone
		[ɑ:] car	

a) Single Vowel

A single vowel sound is any vowel that is not a diphthong. A single vowel may short or long.

(1) Short Vowels

/ɪ/ [Ship] /æ/ [Cat]

/ʊ/ [Book] /ʌ/ [Cup]

/e/ [Egg] /ɒ/ [Hot]

⁵ Nuria Edo Marza, "Pronunciation and Comprehension of Oral English in the English as a Foreign Language," *Journal of Language Teaching and Research* 05, no. 02 (2014): 264.

⁶ Robert Rodman, "An Introduction to Language," *North Carolina State University*, 2011.

(2) Long Vowels

/i:/ [Sheep]

/u:/ [Boot]

/ɜ:/ [Learn]

/ɔ:/ [Door]

/ɑ:/ [Car]

b) Diphtong

Kelly defines diphthongs as two vowel sounds that are joined together at the same time and connected by the movement of one vowel sound to another (example, /eɪ/ as in Break). In English, the first phoneme's sound is pronounced louder and longer than the second. From one vowel position to another, there is a conscious glide or movement of the jaw lips and tongue. It is created in a single surge of breathe. For example: 'find', 'sow', 'know' and etc⁷.

Table 2.2
Diphthong of English

/ɪə/ [Beer]	/əʊ/ [Nose]
/eɪ/ [Same]	/eə/ [Hair]
/ɔɪ/ [Tour]	/aɪ/ [Fly]
/ɔɪ/ [Coin]	/aʊ/ [House]

2) Consonant

The vocal tract produces consonants with some closure or restriction which prevents air from leaving the lungs. The phrases

⁷ Gerald Kelly, *How to Teach Pronunciation* (England: Longman : Pearson Education Limited, 2000).

‘consonant’ and ‘vowel’ in phonetics relate to different kinds of noises. Not to the letters that stand for them. When discussing the alphabet, we might refer to ‘a’ as a vowel sound and ‘b’ as a consonant, but this simply indicates that we use ‘a’ to stand for vowel sounds and ‘b’ for consonant⁸. The consonant letter in English consist of twenty –four , those are /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, /y/.

a) Voiced Sounds

- 1) Voiced sonds (with vibration) (/b/, /d/, /g/, /v/, /ð/, /z/, /ʒ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/.

Table 2.3
Voiced Sounds

/b/ [back]	/ ð/ [the]
/ ʒ/ [measure]	/ ŋ/ [sing]
/d/ [day]	/z/ [zone]
/ dʒ/ [jeans]	/I/ [believe]
/g/ [gold]	/r/ [car]
/m/ [make]	/n/ [town]

- 2) Unvoiced/Voiceless (no vibration) (/p/, /t/, /k/, /f/, /θ/, /s/, /ʃ/, /tʃ/.

Table 2.4
Unvoiced/Voicless Sounds

/p/ [pencil]	/k/ [candy]
/ θ/ [thin]	/ ʃ/ [she]
/t/ [two]	/f/ [find]
/s/ [see]	/tʃ/ [change]

⁸ Victoria Fromkin, *An Introduction to Language*, Seventh Ed (Los Angeles: Thomson Wadsworth University of California, 2003).

b. Kinds of Supra-segmental

1) Linking

The addition of non-phonemic consonant sound is known as linking. Typically, the final word's is linked to the subsequent word's first sound.

For example:

- Very old : /vɛri/ + /oʊld/ [vɛriɔʊld]
- So old : /soʊ/ + /oʊld/ [soʊoʊld]

2) Intonation

A word's intonation is its consistent tone, which gives the syllable a benefit and gives the word to be uttered a distinct meaning.

For example:

- Speak /spi:k/
- Good /gu:d/
- Forty /for:ti:/

3) Stress

One syllable that is highlighted more than the others and sticks out is stress. Typically, there are multiple syllables in a single syllable, signifying the emphasis⁹.

⁹ Ee-Ling Low, "Pronunciation for English as an International Language," *From Research to Practice* (London and New York: Routledge, 2015), 50.

a) Sentence stress

A word with three or more syllables that appears in a phrase or sentence is said to have sentence stress. It can be claimed that three or more syllables share the same stress pattern as a statement of phrase with an equal number of syllables.

For example:

- I got up **at** (et) four o'clock (Saya bangun pada pukul empat)
- What are you looking at (et)? (Apa yang kamu perhatikan)

b) Word stress

Word stress is the emphasis placed during pronunciation on specific syllables that make up a word. When using English terms with many syllables, often to allow for the stressing or unstressing of each syllable of a word, do not pronounce each one with the same weight.

For example:

- Export
- BROther
- COFfee

3. Teaching Pronunciation

Linda asserts that the aim of mastering pronunciation is not to sound like native speaker in a non-English speaking nation and more practical goals for developing pronunciation include clarity, sound quality, completeness and accent¹⁰. Acquiring the pronunciation of native speakers is not the goal of learning pronunciation, rather it emphasize the development of appropriate verbal accents and clear, intelligible pronunciation. Thus, the teacher's objective as an English teacher is to concentrate on the students' English proficiency and pay attention to comprehensible pronunciation.

4. The Importance of Pronunciation

As a result, one of the most crucial skills that students must acquire in order to speak clearly and affectively is pronunciation. The most significant and challenging issue non-native English speakers encounter when learning the language is pronunciation. Instead paying close attention to English pronunciation is a common error made by many international students studying the language. Although learners believes that pronunciation is less significant than other English skills such as grammar, lexicology, and vocabulary.

As a result, communication skills and proper pronunciation are tightly related. Learners are familiar with standard pronunciation, which is language. As an outcome, pronunciation greatly aids in listening

¹⁰ Linda Lane, *Tips for Teaching Pronunciation: A Practical Approach* (White Plains: NY: Pearson Education ESL, 2010).

comprehension. Pronunciation reinforces listening you have recently learned through repeated exposure. In particular, it can be rather comforting to hear someone use the word for the first time after students have mastered its pronunciation.

In summary, there is no denying the importance of pronunciation in communication skills. Since accurately pronunciation words is the initial stage in communicating it aids listeners in understanding the message.

5. Difficulties in Pronunciation

a. Word Stress

One important aspect of English pronunciation is word stress. Stress affects a word's meaning to some extent. Stress is a major factor in English pronunciation, which is necessary to become a proficient speaker. The secret to comprehending spoken English is word stress. It comes naturally to native English speakers to employ word stress. Word stress is very normal for students that use without even realizing it.

Speaking English to native speakers without employing word stress causes two issues for non-native speakers. First, students has trouble understanding native speakers particularly when native speakers speaks quickly and second, the native speakers may have trouble understanding students. As a result, Hahn points out that

adopting the incorrect stress can confuse the discourse¹¹. When examining variables like accented words in a research by Field¹² on the function of stress, the change in accent in a word (left or right) and the vowel change (quality vowel change). Field points out that the syllables in words were not stressed by any norms, both native speakers and English language learners had trouble communicating¹³.

b. Intonation

The shapes or waves of language that are acquired during speech production are known as intonation, this means that while speak the melody or music of language rises and falls. As an example, Vietnamese does not allow for the use of intonation to cast doubt on a statement without altering the word order. Because Vietnamese does not understand the significance of adopting proper intonation. Vietnamese learners of English do not focus much on mastering English intonation when studying the language. In summary, there are differences between the English and Vietnamese sound systems. To improve the effectiveness of the teaching and learning process, an English teacher should take note of each of these variations.

¹¹ Hahn, "Primary Stress and Intelligibility: Research to Motivate the Teaching of Suprasegmentals."

¹² Field, "Intelligibility and the Listener: The Role of Lexical Stress." p. 1

¹³ *Ibid*, p.3.

c. Accent

Derwing and Munro argues that accentedness is a normal consequence of second language learning¹⁴. Many older English language learners are recognized as non-native speakers by their foreign accents. The notion is supported by certain linguists, referred to as the Critical Period Hypothesis, which Lenneberg states that in order for a student to acquire native-like pronunciation¹⁵. Native speakers must start learning the language before the age of seven.

Marinova et all. Indicates that intonation and accent might be more crucial in fostering native-like pronunciation than learning age¹⁶. Derwing and Munro holds that teachers can recognize and address aspects of learner pronunciation by having a thorough awareness of learner accent elements and how teachers affect intelligibility¹⁷. Understanding students is the main goal. For this, proper pronunciation is required. However, it is not a 'perfect accent'. For instance, an American may use the 'h' sound to pronounce the word 'hello'. A british person may say 'hello' without using the letter 'h'. The accent used when speaking this terms is different, yet it remains the same.

¹⁴ Derwing & Munro, *The Effects of Pronunciation Instruction on the Accuracy, Fluency, and Complexity of L2 Accented Speech*, Applied La, 1997.

¹⁵ Lenneberg, *Teaching American English Pronunciation* (Oxford: Oxford UP, 1967).

¹⁶ H Fraser, *Coordinating Improvements in Pronunciation Teaching for Adult Learners of English as a Second Language* (Canberra: Department of Education, Training and Youth Affairs, 2000).

¹⁷ Munro, *The Effects of Pronunciation Instruction on the Accuracy, Fluency, and Complexity of L2 Accented Speech*.

6. The Assessment of Pronunciation

Celce-Murcia defines that pronunciation is process of producing sounds in a language, pronunciation includes intonation stress, and rhythm in addition to the articulation of individual phonemes¹⁸. Brown argues that specific metrics should be applied in order to assess pronunciation¹⁹, which are:

Table 2.5
Indicators of Pronunciation Measurements:

Indicators	Point	Criteria
Acceptable pronunciation	2	Excellent
Comprehensible, partly correct pronunciation	1	Adequate
Silence, serious incorrect pronunciation	0	Bad

Accumulation of assessment categories as follows:

Score guidelines:

2 = excellent

1 = adequate

0 = bad

B. English for Young Learners

Sukarno states that since elementary school students have a key era during which they can learn anything with ease, and also elementary school students are in a period known as the golden age, it makes sense to teach them English. Children can learn anything, even languages, because their brains are

¹⁸ Celce-Murcia, Brinton, and Goodwin, “*Teaching Pronunciation: A Course Book and Reference Guide*.”

¹⁹ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education, 2004).

still developing during this time²⁰. Additionally, students have open views toward other languages and cultures, which aid in their language acquisition. Based on the fact, it is appropriate that English included in the local content of school-based curriculum in elementary school.

The book that is researcher used as a reference for learning English at SD Negeri 7 Metro Pusat is 'My Next Words Grade 3 for Elementary School', which was compiled by the EYLC (English for Young Learner Community) Sidoarjo team. This is a working group of English teachers from SD/MI Muhammadiyah in Sidoarjo. This book is designed using Merdeka Curriculum for grade third elementary school. There are ten units in this book that have a different focus for each unit. The ten units are divided into two, five units for odd semester and five units for even semester. At present, the third grade under study is in the odd semester on unit three on 'I have fried chicken for breakfast'.

The learning outcomes in unit three in speaking skills is to be able to use English to interact in an increasingly wide range of predictable (routine) social and classroom situations. In a wider range social and classroom situations that are still predictable (routine). Learners use formulaic language to participate in routine classroom and learning activities such as conveying feelings, expressing need, and asking for help.

However, the main objectives in this unit three are:

1. Learners are able to express breakfast, lunch, and dinner.

²⁰ Sukarno, *Teaching English To Young Learners And Factors To Consider In Designing The Materials*. Faculty of Languages and Arts Yogyakarta State University.n.d., 57–73.

2. Learners are able to name the food and drinks for each meal time.
3. Learners are able to respond to teacher's questions about food and drinks both orally and in writing.

The researcher used the book as a reference for the use of vocabulary in accordance with the English material in class, so that students can better understand the English material taught by the teacher in class.

C. The Concepts of Flashcards

This portion goes over the nature of flashcards while also discussing several things.

1. The Definition of Flashcards

Komachali stated that flashcard is one strategy for learning vocabulary is the use of flash cards. A flash card is a cardboard consisting of a word, a sentence, or a simple picture on it. It should be noted that the letters on it must be visible and large enough for everyone sitting in the front and the back of the classroom. Flash cards are useful for drilling new letters, syllables, words, and other information. Flashcards are normally used in a classroom, but can also be used more informally²¹. A flashcard or flash card is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study.

Arsyad added that flashcard media is a small card that contains images, text and can be adapted to the size of the class at

²¹ Maryam Eslahcar Komachali, "The Effect of Using Vocabulary Flash Card on Iranian Pre-University Students' Vocabulary Knowledge" 5 (2012): 20, <https://doi.org/10.5539/ies.v5n3p134>.

hand²². Hamalik stated that flashcard media is a flat image media that is included in silent visual media²³. From the description, it can be concluded that flashcards are media in the form of picture cards whose shape and size are adjusted to the size of the class at hand.

According to Kagan, The flashcards game is excellent for memorizing facts. Usually it is played for content learning. For teambuilding, students use flashcards to learn facts about their teammates²⁴. John Haycraft points out that flashcard is cards on which word and picture are printed or drawn. Flashcard can be used for consolidating vocabulary, practicing structure and word order, or for a variety of games²⁵. Considering the above discussed factors, it is possible to infer that flashcards are essentially cards with a word, number, or picture on which teachers and students use in the classroom to assist with learn and retain new information.

2. Types of Flashcards

Flashcard can be divided into several types by Scott²⁶ which are:

²² Azhar Arsyad, *Media Pembelajaran* (Raja Grafindo Persada, 2009), <https://www.rajagrafindo.co.id/produk/media-pembelajaran/>.

²³ Oemar. Hamalik, *Media Pendidikan*, 8th ed. (Bandung: PT. Citra Aditya Bakti, 1994), <https://inlislite.uin-suska.ac.id/opac/detail-opac?id=20159>.

²⁴ Spencer and Miguel Kagan Kagan, *Cooperative Learning*, 2nd ed. (Kagan, 1994), https://books.google.co.id/books/about/Cooperative_Learning.html?hl=id&id=dfxJAAAAYAAJ&redir_esc=y.

²⁵ John Haycraft, "An Introduction to English Language Teaching," *Longman Group Limited*, 1978, 102–6.

²⁶ Wendy A. Scott, *Teaching English To Children*, 20th ed. (Longman, 2004), <https://search.worldcat.org/title/Teaching-English-to-children/oclc/254197884>.

a. Picture Card

According by Nasr²⁷, picture cards are useful for the teaching of vocabulary and reading. These picture cards can be drawings or cut outs from magazines or perhaps photos. It is easiest to sort these picture cards according to size really big ones for class work, and smaller ones for individual or group work.

b. Card Games

A card game is any game using playing cards as the primary things with which the game is played, be its traditional or game specific card games can be made into language card game and while for concentrate on games where some sort of language interaction is taking place, it also could play card game simply for relaxation. A simple snap game using picture cards is one of kind of card game.

c. Word/ Sentence Cards

Word cards are useful for displays and for work on the flannel graph. Sentence cards should only be used for the beginners and only with sentences which are use a lot of. Students can simply write the question on one side and the answer on the opposite side and test themselves repeatedly. Word/sentence card usually consist of two sides, on the front of card appears the word entry plus whatever supplementary information is needed, on the back appear a concise definition and an illustration of the word use. In the using word card

²⁷ Raja T. Nasr, *Teaching and Learning English as Foreign Tongue* (Pearson English Language Teaching, 1972), <https://www.amazon.com/Teaching-Learning-English-Foreign-Tongue/dp/0582525357>.

and sentence card the students can match a word with the definition in the other sentence cards. By this manner the student can more interest to learning English. Sometimes the word/ sentence on the cards are commands. And the learners are used to giving and obeying these commands orally and they are learning to recognize them as whole.

Based on the type of flashcard which are picture, word, or artwork should be eye-catching, entertaining, and large enough for the entire class to see, depending on the type of flashcard as this will stimulate the students' interest.

3. Advantages of Flashcards

John Haycraft points out there are some advantages of using flashcard in language teaching²⁸. As follows:

- a. Flash card is motivating and eye-catching.
- b. Flash card can be used for consolidating vocabulary.
- c. Flash card is cost effective and simple.
- d. Flash card can be arranged to create logical grouping of the target words.
- e. Easy to make and to find.
- f. Easy to handle and to store.
- g. Flash card also can be used for practicing structure and word order or for a variety of games.

²⁸ John Haycraft, "An Introduction to English Language Teaching," Longman Group Limited, 1978, 102-6."

The previously stated reasoning leads one to the conclusion that using flash cards in the teaching and learning process has several benefits. Flash cards are very effective stimulation and motivating children. For junior high school students in particular, flash cards are a simple teaching tool that can assist both teachers and students in the learning process.

D. Theoretical Hypothesis and Paradigm

1. Theoretical Framework

In this study have two variables. There are independent variables (X) and dependent variable (Y). The independent variable (X) is flashcards media and dependent variable (Y) is pronunciation. English pronunciation is of the basic skills and plays important roles in learning speaking English. Due to it is generally accepted that communication is the main purpose of language, proficient pronunciation is one of those skills that English language learners should work on supposed to be a major emphasis of any language taught in the classroom.

However, pronunciation learning had shown some problems: still cannot pronounce vocabulary in English correctly, students have difficulty in remembering new words, and most students need variation technique in learning English. Therefore, based in the problems mentioned above, it suggested that there should be some efforts to make pronunciation learning become interesting and help students develop their vocabulary. According to same linguists, the advantage of flash card media is that it helps the right brain's ability to remember images and word as components. That is the

reason why flash card are able to stimulate the brain's interest because of the images on the cards. Based on the explanation above, the researcher thought that flash card media can be one of effective strategies used to build students' vocabulary mastery.

2. Paradigm

Based on theoretical framework above, the researcher illustrates the paradigm as follows:

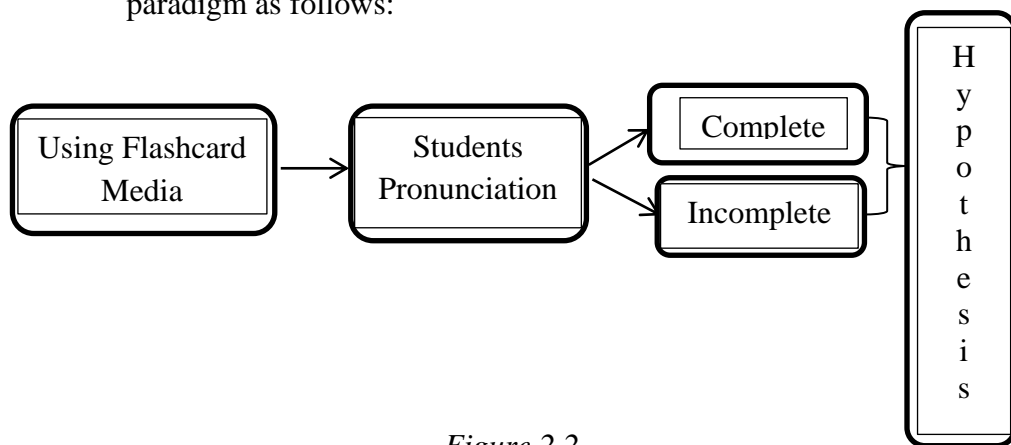


Figure 2.2

The Scheme of Paradigm

Based on the paradigm above, this paradigm can describe: If students using the flashcard and pronunciation is complete the test, it means there is positive and significant effect of using flash cards media on Students' Pronunciation of the Third Grade SD Negeri 7 Metro Pusat.. However, if the use of the Probing flashcard and pronunciation is incomplete, so there is no positive or significant effect of using flash cards media on Students' Pronunciation of the Third Grade SD Negeri 7 Metro Pusat.

E. Theoretical Hypothesis

In this research, the hypothesis research can be stated as follow: null hypothesis (H_0) and alternate hypothesis (H_a). The null hypothesis always predicts that no differences exist between the groups being investigated. On the other hand, the alternate hypothesis predicts that there is a difference between groups.

Based on the frame of thinking, the researcher will formulate the hypotheses as follow:

H_a : There is a significant effectiveness of using flash cards media on Students' Pronunciation of the Third Grade SD Negeri 7 Metro Pusat.

H_0 : There is no significant effectiveness of using flash cards media on Students' Pronunciation of the Third Grade SD Negeri 7 Metro Pusat.

Statistical Hypothesis is an assumption about a population parameter. Related to this research the Statistical Hypothesis:

H_a : if Asymp. Sig. value $< 0,05$, then H_0 is rejected, then H_a is accepted

H_0 : if Asymp. Sig. value $> 0,05$, then H_0 is accepted, then H_a is rejected

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The researcher had employ quantitative method. The following definition, taken from Aliaga and Gunderson describes quantitative research method is explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics)¹. Creswell argues that quantitative approaches focus on carefully measuring (or experimentally manipulating) a parsimonious set of variables to answer theory-guided research questions and hypotheses². Textual explanations supplement numerical explanations in quantitative research. Usually, the advancement of methods or strategies is the main focus of the study.

Type of the research is quasi-experimental research. Quasi-experimental research refers to the study of the casual relationship associated with an independent variable and dependent variable is controlled to determine its effect on the dependent variable. Whereas an experimental design systematically manipulates one or more variables in order to evaluate how this manipulation impacts outcome of interest. Importantly, an experiment isolates the effects of this manipulation by holding all other variables constant.

¹ B. Aliaga, M., & Gunderson, “*Interactive Statistics*,” 2002, <https://www.scirp.org/reference/referencespapers?referenceid=2955884>.

² John W. Creswell and J. David Creswell, *Mixed Methods Procedures, Research Defign: Qualitative, Quantitative, and Mixed M Ethods Approaches*, 2018. p. 241

Practical design was used in the research design process. Quasi-experimental research constitutes the model used in the experimental design of the design of the research. An experimental study approach referred to as a quasi-experiment includes employing a single group for pre- and post-testing. Obtaining a pre-test prior to therapy, a post-test following treatment and the outcomes will be compared.

In this research the researcher uses two classes. The researcher use quasi-experimental design to know effectiveness of Using Flash Card Media (X) in students' pronunciation (Y) through a treatment. The following is a representation of the above design:

Table 3.1
The Quasi-Experimental Design based on Frankel and Wallen³

Class	Pre-test	Treatment	Post-test
Experimental	√	√	√
Control	√	X	√

B. Variable and Operational Definition of Variable

This research includes two variables: independent and dependent variables. Flashcards media, which was employed to influence students' pronunciation, is the independent variable in this research. Furthermore, the research's dependent variable is pronunciation.

1. Independent Variable (X)

Independent variable as one that is assumed to have an influence on another variable (a dependent variable). The independent variable is one

³ Jack Frankel, *How to Design and Evaluate Research in Education, Sustainability (Switzerland)*, vol. 11, 2019, http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPU_SAT_STRATEGI_MELESTARI.

that influences the other variables. Flashcards media is the research's independent variable.

2. Dependent Variable (Y)

Zina O'Leary argues the items of researcher are aiming to investigate are known as dependent variables⁴. A variable that may be impacted by an independent variable is referred to as a dependent variable. Pronunciation is the dependent variable in this research.

C. Population, Sample, Sampling Technique

1. Population

A population sometimes called is a target population or the set off elements. Population is the large groups to which a researcher wants to generalize or her sample the result⁵. Thus, population is a generalize that explain the subject, event or object to be studied and make a conclusions. This research took place at SD Negeri 7 Metro Pusat. Which is located at Hasanuddin Street No. 91 Yosomulyo, Metro Pusat. Researcher chose third grade as research subject which consists of two classes, class A and class B.

⁴ Zina O'leary, *The Essential Guide to Doing Research* (London: Sage Publication, 2004).

⁵ R. Burke Johnson and Larry Christensen, *Educational Research Quantitative, Qualitative and Mixed Approaches*. (Los Angeles, London, New Delhi, Singapore, Washington DC. 2014)., p.g. 346.

2. Sample

Sample is part of population. Sample is the process of drawing a sample from population⁶. The research's sample was the most efficient means of correctly representing a sizeable population. It entails selecting a portion of the population for the study's measurement. The example needs to truly represent and match the general populace. The subject of this research are the students from third grade, a total of students consisting of females and males are 58 students.

3. Sampling Technique

In this study, the researcher implemented cluster random sampling as a sample cluster strategy. In this study, the researcher implemented cluster random sampling as a sample cluster strategy. Cluster sampling is a form or types of sampling in which clusters are randomly selected⁷. The sampling technique is a means of selecting a sample that is compatible with the data source, paying consideration to the population's characteristics and distribution to obtain a representative sample.

The sampling strategy used in this study had the sample chosen through cluster random sampling, which uses considering. The researcher chose classes of students for the sampling in this study. Both male and female are involved in this research. The students are almost at the same age, and both of students have different characteristics and achievements.

⁶ R. Burke Johnson and Larry Christensen, *Educational Research Quantitative, Qualitative and Mixed Approaches*. (Los Angeles, London, New Delhi, Singapore, Washington DC. 2014)., p.g. 346, 343.

⁷ *Ibid*, 359.

D. Data Collecting

In the data collecting procedure, there are three steps that have to follow in the research:

1. Test

Test is a method used to measure a person's ability, knowledge, and performance in a given realm⁸. The other statement that test is an exercise or some question for a person used to measure an intelligent, knowledge, skills, ability by individual or groups. Test is usually performed by using that element of the survey and determining how it works. There are two tests in their research as follows:

a. Pre-test

Pre-test was given to the experimental class and control class before giving a treatment to measure students' pronunciation. The experimental classes acquire the same pre-test with control class. The type of test used is oral test which measures students' pronunciation. In their case the researcher gives a sheet containing a list of vocabularies, which students pronounce the vocabulary correctly.

b. Post-test

After giving the treatment, the researcher gave the post-test at the last meeting after treatment to find out if the statement given whatever contribution to pronunciation is the experimental class is higher than the previous class or if there is a positive and significant difference

⁸ H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (New York: Longman, 2004), 03.

between the experimental class and the previous class score. This step will be done after the treatment to know the effectiveness of using flashcard media in pronunciation at the third grade of SD Negeri 7 Metro Pusat.

2. Documentation

In the context of research, Creswell concludes that documentation is the methodical gathering and arrangement of data, such as notes, documentation, records, and materials that support the investigation's methodology and conclusions⁹. It provides transparency and acts a way to validate the research. The researcher uses the documentation method to get some information about:

- a. The archive score of students of the third grade
- b. Test results which conducted by researchers of the third grade
- c. Recordings of pronounce activities of the third grade

E. Research Instruments

1. Pronunciation Test

To identify the students' pronunciation 45 of the third grade SD Negeri 7 Metro Pusat, the researcher conducted pronunciation test. The test is measuring the ability of the students in pronounce the sentences based on the flashcards.

The test consisted of pre-test and post test, the researcher assessed their pronunciation according to the scoring reference from Brown.

⁹ Creswell and Creswell, *Mixed Methods Procedures*.

F. Data Analysis Technique

During the research, data analysis is a continuous process. It may encourage the researcher's interpretation of the data in order to offer insightful analysis of the issue under investigation. As Marczyk, Geoffrey R. assume that *T*-test are used to test mean differences between two groups, in general they require a single dichotomous independent variable¹⁰. Using the *t*-test formula, the researcher examines the test results the pre-experimental class, which consists of a single group. Prior to performing the *t*-test, the normality and homogeneity values of the data must be ascertained. Data analysis techniques in this study used normality test, homogeneity test, and hypothesis testing.

1. Normality Test

The data obtained must be tested for normality first. This normality test was carried out on the learning outcomes achieved by sample. Data processing is done by looking the value column on Kolmogorof-Smirnov^a. The data said to be normal if the significance value shown in the Kolmogorof-Smirnov^a column shows a value greater than 0.05¹¹. Data processing uses the help of SPSS (Statistical Program for Social Science) version 27.

¹⁰ Geoffrey Marczyk, David DeMatteo, and David Festinger, *Essentials of Research Design and Methodology Essentials of Behavioral Science, Book*, 2005.

¹¹ Singgih Santoso, *Menggunakan SPSS Untuk Statistik Non Parametrik* (Jakarta: Gramedia, 2005), <https://books.google.co.id/books?id=fVNbamuPVugC&printsec=copyright#v=onepage&q&f=false> e. pg. 65

2. Homogeneity Test

Homogeneity testing aims to verify that the analyzed data is sourced from populations with minimal dissimilarity, ensuring their comparability.

The hypotheses for the homogeneity test are as follows:

- 1) Null Hypothesis (H_0): The variances of the data is not homogeneous if $\text{Sig.} < 0.05$
- 2) Alternative Hypothesis (H_a): The variances of the data is homogeneous if $\text{Sig.} > 0.05$

3. Hypothesis Test

Hypothesis testing is a procedure carried out for the purpose of deciding whether to accept or reject the null hypothesis. In order to test whether there is a difference in students learning outcomes using flashcard learning media and not using flashcard learning media, the t-test is used. The t-test is a statistical test used to test the truth or falsity of the null hypothesis¹². If the data is not normally distributed, the t-test is replaced with a non-parametric statistical test specifically used for two independent samples.

One of the widely used two independent samples test tools in practice is the Mann-Whitney test. The Mann-whitney test aims to determine whether there is a difference in the mean of two independent samples. In this research, the researcher used Mann-Whitney U Test

¹² I Putu Ade Andre Payadnya, *Panduan Penelitian Eksperimen Beserta Analisis Statistik Dengan SPSS*, 2018. pg. 75

because of the research data is not normally distributed and not homogeneous.

To answer the question “what is the effectiveness of using flashcard on the students’ pronunciation at the third grade of SD Negeri 7 Metro Pusat?”, the researcher analysis the data by independent sample t-test if the data normally distributed. Otherwise, the researcher will using the Mann-Whitney if data not normally distributed from SPSS 27 version. This is the formula of Mann-Whitney:

Alternative Hypothesis (H_a)

H_a : There is a significant effectiveness of using flashcards media on Students’ Pronunciation of the Third Grade SD Negeri 7 Metro Pusat.

Null Hypothesis (H_o)

H_o : There is no significant effectiveness of using flashcards media on Students’ Pronunciation of the Third Grade SD Negeri 7 Metro Pusat.

Statistical Hypothesis

H_a : if Asymp. Sig. value $< 0,05$, then H_o is rejected, then H_a is accepted

H_a : if Asymp. Sig. value $> 0,05$, then H_o is accepted, then H_a is rejected

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. Research Result

In this study, researcher conducted 2 test activities, namely pre-test and post-test. Researcher chose class 3A as the control class and class 3B as the experimental class. The researcher conducted a pre-test on the 2 classes, then applied different media to find out whether flashcards made a difference to the students' final results. The final results of the control and experimental class students were obtained by post-test. After implementing the study, the researcher analyzed the data using SPSS 27.

1. Description of Research Data

a. Control Class

1) The Control Class Pre-test Result

On November 12, 2024, the researcher conducted a pre-test to assess students proficiency before to implementing the whiteboard media. Pre-test conducting by teacher with used a paper containing a list of vocabularies with the themes of breakfast, lunch, dinner, and food. The test was considering the given themes, students were told to pronounce vocabulary. The researcher used the Cambridge Dictionary's pronunciation asesment guidelines to evaluate pronunciation. The table below is the outcome of the researcher's analysis of the students' pre-test result on the accuracy

of the vocabulary's pronunciation prior to using the whiteboard media.

Pre-test Score Frequency of Control Class

Table 4.1

No.	Scores	Frequency	Percentage
1	15-20	3	11%
2	21-26	4	14%
3	27-32	5	18%
4	33-38	7	25%
5	39-44	6	21%
6	45-50	3	11%
	Total	28	100%

Based on the data presented in the 4.1, out of total number students, 28 students, there are 15 students or 54% who got score under 38 points. Meanwhile, there are 13 students or 46% who got score above 38 points.

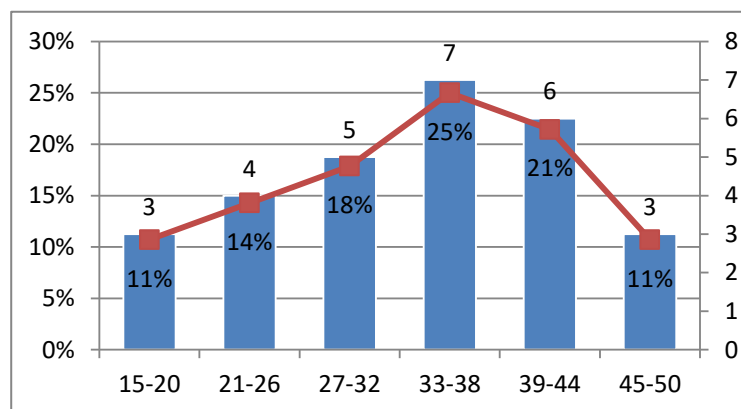


Figure 4.1

Pre-test Score of Control Class

Based on figure 4.1 about the result of pre-test in control class it can be seen percentages and frequency distribution above, the test followed by 28 students. It could be inferred that from 28

students as the sample of the research that 15 students got score under 38 points and 13 students got score above 38 points.

2) The Treatment

The treatment was held on November 12th, 2024, right after conducted the pre-test. The teacher received the materials list of vocabularies from the researcher during this meeting. The teacher used the whiteboard media to explain the relevant content. The teacher used the whiteboard media to vocabularies about breakfast, lunch, dinner, and food. The teacher wrote down the vocabulary that the researcher had provided. Then the teacher asked the students to pronounce the vocabulary correctly after the teacher finished pronouncing the vocabulary.

3) The Result of Post-test

After the previous meeting, on November 19th, 2024, the researcher conducted a post-test. Before conducting the post-test, the teacher reviewed pronunciation of the vocabulary for 10 minutes. Then, one by one students were asked to pronounce the vocabulary on the sheet randomly. This test was applied by paying attention to whether or not the students' pronunciation was correct. Same with pre-test, the researcher used the Cambridge Dictionary's pronunciation assesment guidelines to evaluate pronunciation.

Post-test Score Frequency of Control Class
Table 4.2

No.	Scores	Frequency	Percentage
1	30-34	6	21%
2	35-39	4	14%
3	40-44	4	14%
4	45-49	2	7%
5	50-54	10	36%
6	55-59	2	7%
Total		28	100%

After the treatment, the scores obtained by students are known to have increased from the pre-test results. It can be seen that as many as 14 students or 50% got scored below 45 points, then as many as 14 students scored above 45 points. This shows half of the number of students have increased scores and understanding of pronunciation.

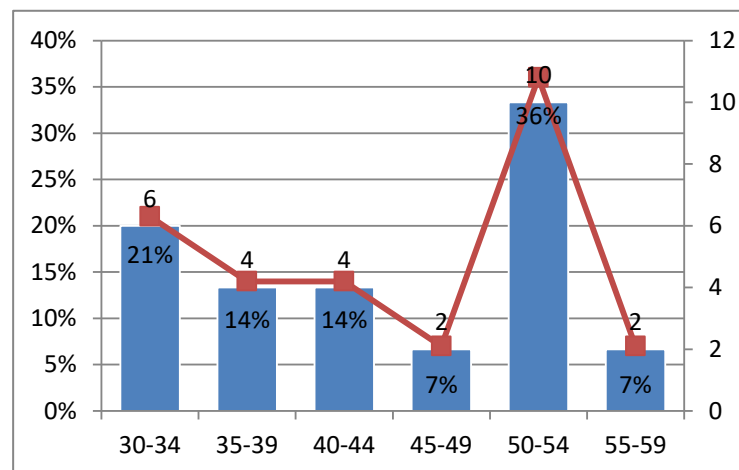


Figure 4.2

Post-test Score of Control Class

Based on figure 4.2 about the result of post-test in control class it can be seen there is a change from the previous diagram,

namely the pre-test results. There are 14 students or 50% of students experienced an increase in scores after treatment using a whiteboard.

b. Experimental Class

1) The Pre-test Result

On November 13, 2024, the researcher conducted a pre-test to assess students proficiency before to implementing the redesigned flashcard media. The teacher administered the pre-test with a list of vocabulary words related to breakfast, lunch, dinner, and food which the researcher has prepared in advance. Considering the given themes, students were told to pronounce vocabulary. In assessing pronunciation, the researcher used the Cambridge Dictionary guidelines in reference to the pronunciation assessment. The table below is the outcome of the researcher's analysis of the students' pre-test result on the accuracy of the vocabulary's pronunciation prior to using the modified flashcard media.

Pre-test Result Frequency of Experimental Class

Table 4.3

No.	Scores	Frequency	Percentage
1	25-30	4	13%
2	31-36	5	17%
3	37-42	7	23%
4	43-48	4	13%
5	49-54	2	7%
6	55-60	8	27%
Total		30	100%

Based on the data presented in the 4.3, out of total number students, 30 students were scored quite low. As many as 16 students or 53% got scored below 43 points. On the other hand, there was 14 students or 47% got score above 43 points. This result is the pure result of students' ability in pronunciation skills.

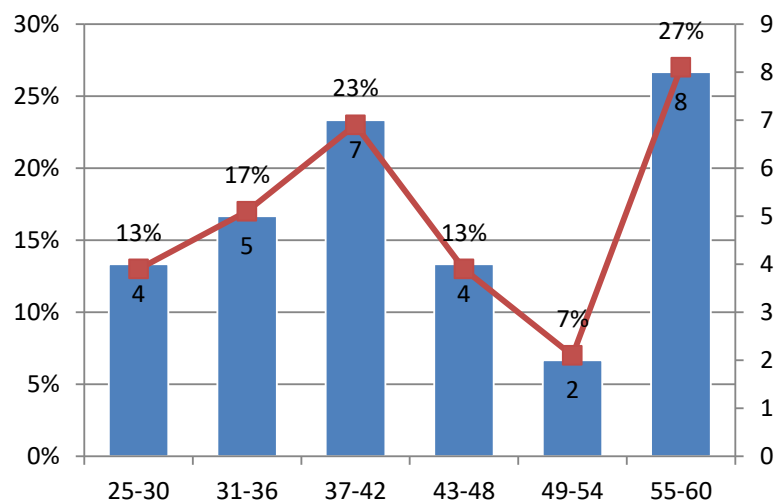


Figure 4.3
Pre-test Score of Experimental Class

Based on figure 4.3 about the result of pre-test in experimental class it can be seen there are 16 students or 53% got score under 43 points. Then, there are 14 students or 47% got score above 43 points. This diagram showed the results of students before the treatment using flashcards media is applied in class.

2) The Treatment

The treatment was held on November 13th, 2024, right after conducted the pre-test. The teacher received the redesigned from the researcher during this meeting. Each of the flashcards has a

different color with a specific purposes. The purpose of color is to give a sign of the food group at the right time.

This flashcards divided into 4 colours. First, green color is indicates that the food is included in breakfast menu. Then, orange color is indicates that the food is included in the lunch menu. While brown color is indicates that the food is included in the dinner menu. Lastly, there flashcards are dark brown which is indicates that the food can be eaten at any time. For example, if the bread card is green this indicates that bread included in the breakfast menu.

The teacher used the flashcard media to explain the relevant content. The teacher spelled out the vocabulary from the flashcard that the researcher had provided. Then the teacher asked the students to pronounce the vocabulary correctly after the teacher finished pronouncing the vocabulary.

3) The Result of Post-test

After the previous meeting, on November 20th, 2024, the researcher conducted a post-test. Before conducting the post-test, the teacher reviewed pronunciation of the vocabulary for 10 minutes. Then, one by one students were asked to the vocabulary with the corresponding picture randomly. After that, the students pronounce the vocabulary correctly. This test was applied by paying attention to whether or not the students' pronunciation was correct.

Post-test Score Frequency of Experimental Class

Table 4.4

No.	Scores	Frequency	Percentage
1	42,5 – 47,5	4	13%
2	48,5 – 53,5	1	3%
3	54,5 – 59,5	4	13%
4	60,5 – 65,5	6	20%
5	66,5 – 71,5	8	27%
6	72,5 – 77,8	7	23%
Total		30	100%

Based on the data presented in the table 4.4, out of 30 students, it can be seen that the scores produced by students during post-test show an increase. The results obtained were 14 students or 47% got score below 64 points. At the same time there were 16 students or 53% got score above 64 points. It can be concluded that flashcard media can be applied well in classroom.

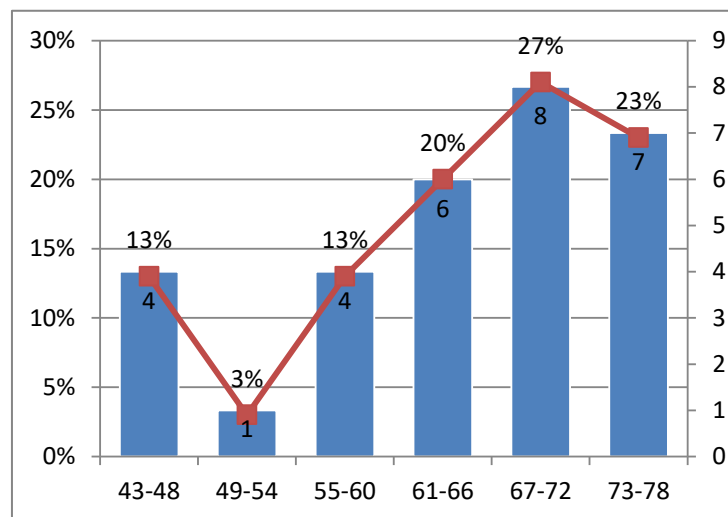


Figure 4.4

Post-test Score of Experimental Class

Based on figure 4.4 about the result of post-test in experimental class it can be seen that there is a significant

difference from the diagram of students pre-test results. There are 16 students or 53% experiencing an increase in scores that are above 64 points. This may affect final result of the effectiveness of modified flashcards.

2. Data Analysis

a. Normality Test

The purpose of normality test is to determined whether the data follow a normal distribution, which is common assumption for many statistical tests. Data were collected from samples of students who participated in a pronunciation pre-test and post-test among control class and experimental class. The score were than analyzed to check for normality through SPSS.

**The Normality Test of Control Class and Experimental Class
in Pronunciation
Table 4.5**

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Pronunciation	Control Class	,184	28	,016	,918	28	,031
	Experiment Class	,154	30	,067	,919	30	,026

a. Lilliefors Significance Correction

The Kolmogorov-Smirnov^a test for normality above indicated that experiment class scores sig. value was 0,067. Since the value is greater than 0,05, the null hyphothesis that the experimental class is normally distributed accepted. Moreover, the control class had a sig. value of 0,016 which less than 0,05, indicating that it was not normally

distributed. Because the one of data was not normal, so the writer did not need to do homogeneity test.

b. Mann-Whitney U Test

The Mann-Whitney U test aims to determine whether there is a difference between the average of two independent samples. The Mann-Whitney U test is used as an alternative to the independent t-test¹. The result is:

The Results of Mann-Whitney U Test
Table 4.6

Ranks				
	Class	N	Mean Rank	Sum of Ranks
Pronunciation	Control Class	28	16,95	474,50
	Experiment Class	30	41,22	1236,50
	Total	58		

Test Statistics ^a	
	Pronunciation
Mann-Whitney U	68,500
Wilcoxon W	474,500
Z	-5,482
Asymp. Sig. (2-tailed)	,000

a. Grouping Variable: Class

Based on the SPSS results, the the results showed that the experimental group got higher scores than their fellows in the control group with a mean rank of (41.22). The result of Asymp. Sig. (2-tailed) value in this research is 0,000. This makes it clearly evident that the alternative hypothesis (H_a) is accepted if the probability or Sig. value is smaller than α (0,05). This indicates that variable X significantly and

¹ Payadnya.

favorably affects variable Y. Stated otherwise, H_0 is rejected while H_a is accepted. Consequently, it can be said that this study effectively illustrates flashcards media towards students pronunciation.

B. Discussion

Pronunciation is the way in which a word or a language is spoken. This is in line with the Celce-Murcia theory, pronunciation is process of producing sounds in a language, pronunciation includes intonation stress, and rhythm in addition to the articulation of individual phonemes². Due to Celce-Murcia's statement, the researcher applied flashcards media which may have the capacity to improve students' pronunciation skills. Based on the problems collected by the researcher in chapter one, the main problem is third graders have difficulties when pronouncing English vocabularies. It happens because most students still use the Indonesian way of speaking when learning English. For this reason, the researcher examined pronunciation of the third-grade students at SD Negeri 7 Metro Pusat.

In order to solve this problem, the researcher applied flashcard materials that had been modified to help students learn how to speak English, with a particular focus on pronunciation. Students will easily remember new vocabulary, because the flashcards game is excellent for memorizing facts. Usually it is played for content learning³. By using the imitative method using flashcards media, this makes it easy for students to remember how to

² Celce-Murcia, Brinton, and Goodwin, "Teaching Pronunciation: A Course Book and Reference Guide."

³ Kagan, *Cooperative Learning*.

pronounce the vocabulary because they are affected by the pictures on flashcards. This statement is in line with the final results between the control class and experimental class, which show an increase when using flashcards.

Additionally, the findings of this study are the same with other studies which also demonstrated the effectiveness of flashcards. However, the researcher used the flashcard. Nevertheless, the pronunciation is the special subject of this study. In order to evaluate the students' pre-treatment pronunciation abilities, the researcher gave students a pre-test before to the study. November 12, 2024, was the date of the class control, and November 13, 2024, was the date of the experimental class. Next treatment completion, the control class's post-test was administered on November 19, 2024, while the experimental class was given the test at the next meeting on November 20, 2024.

Similar research was conducted by Asma and Tariq entitled "The Effect of Electronic Flashcards on EFL Students' Vocabulary Learning: The Case of Saudi Arabia"⁴ who used Mann-Whitney U, the results showed that the experimental group got higher scores than their fellows in the control group with a mean rank of (31.50). Also, the difference between post test scores of the two groups is statically significant because Asymp. Sig. (2-tailed) value showed 0.000 which smaller that 0.005 This indicates that variable X significantly and favorably affects variable Y. Stated otherwise, H_0 is rejected

⁴ Asma A. Alghamdi and Tariq Elyas, "The Effect of Electronic Flashcards on EFL Students' Vocabulary Learning: The Case of Saudi Arabia," *Randwick International of Education and Linguistics Science Journal* 1, no. 2 (2020): 114–25, <https://doi.org/10.47175/rielsj.v1i2.79>.

while H_a is accepted. It can be inferred that the flashcard learning method on English vocabulary skills at gives the positive influence for students.

Additionally, the data was analyzed using a Mann-Whitney U by SPSS. The result showed that mean score of post-test between experimental class and control class were slightly different. The score post-test in experimental class showed mean was 41.22 and the score of post-test in control class showed mean was 16.95. It means that the students' scores has increased after giving the treatment. Next, the researcher analyzed the data of normality test score and it showed that the data were not normal. After looking at the normality test which the data not normally distributed, the researcher tested the data by using Mann-Whitney Test. Mann Whitney included non-parametric statistic which was used to test the data with unnormal distribution data.

According to Heryana, data is not always normally distributed. The definition of "normal" is not data that is defective or data cannot be used for some reason. The term normal refers to the nature of data has a central value (mean or median) right in the middle of the data distribution, while other data is symmetrically distributed (left-right, top-bottom) around it is central endension value. It is highly unlikely that data with these ideal normal properties will be encountered empirically, so it is likely data are;

1. Data measurements that are unlikely to cross boundaries or number points.
2. Data collected from different populations in terms of location, gender, season, etc.
3. Data undergoes turnover or rotation in time.
4. Data contains extreme values (negative or positive) or called outliers.
5. Data has few significant digits or insufficient resolution, for example there are many data with a value of 0.0001.
6. And the data naturally follows a certain probability distribution such as Weibull, Log-normal, Largest-extreme-value, Exponential, Poisson, Binomial, and others⁵.

Research data is not normally distributed can be caused by one of the reasons mentioned above. Non-normally distributed data cannot be determined with certainty the cause of one of these, but it could be caused by one of the reasons described above, there is data contains extreme values or outliers. This can occur because of the significant difference in value between the post-test results of the control class and the experimental class which is too far away. The average value of the control class was 43 points, while the experimental class was 64 points. It happens because most students still use the Indonesian way of speaking when learning English.

Consequently, the Asymp. Sig. (2-tailed) value comes out to 0,000. This clearly shows that if the probability or Sig.value is less than α (0.05) the alternative hypothesis (H_a) is accepted. This suggests that variable X has a

⁵ Ade Heryana, "Bekerja Dengan Data Tidak Normal," *Research Gate*, 2023, <https://doi.org/10.13140/RG.2.2.27700.73604>.

significant and beneficial effect on variable Y. In other word, H_a is accepted while H_o is refused . It can be conclude that Flashcard Media has effective in pronunciation of the third graders at SD Negeri 7 Metro.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher draws the conclusion that flashcard media is effective for assisting students, particularly with pronunciation attention, based on the findings of the study. Initially, the third graders of experimental class students who had low scored on the pre-test, 30 students or 100% got score fail in pre-test for the score < 64 , but after applying flashcard media they were able to pronounce better. Based on data post-test that 17 students or 57% who achieved the criteria, 12 students or 43% got score fail in post-test for the score < 64 . It means that using flashcard media in pronunciation learning is helpful.

There was a significant of using flashcard media in pronunciation learning among the third graders of SD Negeri 7 Metro Pusat. The researcher analyzed the data of normality test score and it showed that the data were not normal. the researcher tested the data by using Mann-Whitney Test. The data resulted in a Asymp. Sig. (2-tailed) value of 0.000, which is below that $\alpha 0.05 = 0.05$.

Therefore, the researcher concludes that flash card media was positive and significant in pronunciation at the third graders at SD Negeri 7 Metro Pusat.

B. Suggestion

Based on the research findings, the researcher offers the following suggestions:

1. For English Teachers

The researcher thought that teachers should make their teaching more creative in order to increase students' speaking mastery and to avoid boredom inside classroom. The flashcard media is recommended for teachers to help students better understand the material being taught.

2. For the Students

Students must actively participant in the learning process in addition to improve their pronunciation of the material taught in English classes.

3. For the Headmaster

In the present era, the methods and media needed to support learning must be updated, therefore the school must support English language learning by ensuring that facilities and resources are adequately provided.

4. For the Researcher

It is hoped that this study will provide readers with fresh insight and serve as a guide for future studies. The researcher hopes that to further advance the theory of teaching and learning, another researcher will either perform a study on the same subject or one that is unrelated.

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APPENDICES

1. Flashcard Re-design

breakfast (sarapan) /brɛkˈfæst/	lunch (makan siang) /lʌntʃ/	dinner (makan malam) /ˈdɪnər/	fried chicken (ayam goreng) /fraɪdˈtʃɪkən/
tea (teh) /tiː/	vegetable soup (sup sayuran) /ˈvɛdʒəbəlˈsʊp/	noodle (mi) /ˈnuːdl̩/	water (air) /ˈwɔːtər/
fried fish (ikan goreng) /fraɪdˈfɪʃ/	porridge (bubur) /ˈpɔːrɪdʒ/	steak (steak daging) /stɪk/	sandwich (roti lapis) /ˈsændwɪtʃ/
fried rice (nasi goreng) /fraɪdˈraɪs/	bread (roti) /brɛd/	orange juice (jus jeruk) /ˈɒrɪndʒˈdʒuːs/	milk (susu) /mɪlk/
spaghetti (spaghetti) /spəˈɡet.i/	burger (burger) /ˈbɜːɡər/	cookie (biskuit) /ˈkʊki/	roasted chicken (ayam panggang) /ˈrəʊstɪdˈtʃɪkən/

2. Pre-test of Control Class and Experimental Class

Pronounce of Vocabulary

1. Pronounce the vocabularies from lists randomly.
2. The student have 10 minutes to read the min. 15 and max. 20 vocabularies.

Breakfast	Lunch	Dinner	Fried Chicken	Tea
Vegetable Soup	Noodle	Water	Fried Fish	Porridge
Steak	Sandwich	Fried Rice	Bread	Orange Juice
Milk	Spaghetti	Burger	Cookie	Roasted Chicken

**Rubric Assessment
Brown's Scoring Scale¹:**

No.	Scoring Scale	Grade	Assessment Criteria
1	0	Bad	Silence, serious incorrect pronunciation
2	1	Adequate	Comprehensible, partly correct pronunciation
3	2	Excellent	Acceptable pronunciation

Accumulation of assessment categories as follows:

Score guidelines:

2 = excellent

1 = adequate

0 = bad

An overview of the speaking test results above is as follows:

The maximum points are 40 and the minimum points is 0. The score range is 1 – 100. In the above case, if a student get a total points 36. The points will calculate $36:4 \times 10 = 90$. This means the student got a score **90**.

¹ Brown, *Language Assessment: Principles and Classroom Practices*.

3. Post-test of Control Class

Pronounce of Vocabulary

1. Pronounce the vocabularies from lists randomly.
2. The student have 10 minutes to read the min. 15 and max. 20 vocabularies.

Breakfast	Lunch	Dinner	Fried Chicken	Tea
Vegetable Soup	Noodle	Water	Fried Fish	Porridge
Steak	Sandwich	Fried Rice	Bread	Orange Juice
Milk	Spaghetti	Burger	Cookie	Roasted Chicken

**Rubric Assessment
Brown's Scoring Scale²:**

No.	Scoring Scale	Grade	Assessment Criteria
1	0	Bad	Silence, serious incorrect pronunciation
2	1	Adequate	Comprehensible, partly correct pronunciation
3	2	Excellent	Acceptable pronunciation

Accumulation of assessment categories as follows:

Score guidelines:

2 = excellent

1 = adequate

0 = bad

An overview of the speaking test results above is as follows:

The maximum points are 40 and the minimum points is 0. The score range is 1 – 100. In the above case, if a student get a total points 36. The points will calculate $36:4 \times 10 = 90$. This means the student got a score **90**.

² Brown, *Language Assessment: Principles and Classroom Practices*.

4. Post-test of Experimental Class

Pronounce of Vocabulary

1. Choose and match vocabulary with sentence correctly.
2. Pronounce the vocabularies from flashcards randomly.
3. The student have 10 minutes to read the min. 15 and max. 20 flashcards.
4. Match the picture with the words and then say it correctly!

The flashcards are organized as follows:

- Picture Cards (Top Left):** A 2x4 grid showing a person eating, two children at a table, a group of people eating, a fried chicken leg, a plate of fried rice, a loaf of bread, a glass of orange juice, and a carton of milk.
- Picture Cards (Top Right):** A 2x4 grid showing a cup of coffee, a bowl of soup, a bowl of noodle soup, a bottle of water, a plate of fried fish, a bowl of porridge, a sandwich, and a plate of spaghetti.
- Picture Cards (Bottom Left):** A 1x4 grid showing a bowl of rice, a hamburger, a plate of fried chicken, and a cookie.
- Text Cards (Bottom Right):** A 5x4 grid of text cards with Indonesian words and their English equivalents:

breakfast (sarapan) /bræk.fast/	snack (makanan ringan) /snæk/	steamer (pemakanan kukus) /sti:mer/	fried chicken (ayam goreng) /fraɪd.tʃɪkən/
tea (teh) /ti:/	vegetable soup (sup sayuran) /vɛdʒ.ə.bəl.sʊp/	noodle (mi) /nu:dl/	water (air) /wɔ:tə/
fried fish (ikan goreng) /fraɪd.fɪʃ/	porridge (bubur) /pɔ:ri:ʒ/	sandwich (sandwich) /sæn.dɪtʃ/	spaghetti (spageti) /spæɡ.ə'tʃi:ni/
fried rice (nasi goreng) /fraɪd.raɪs/	bread (roti) /brɛd/	orange juice (jus jeruk) /ɔ:ɪndʒ.ju:s/	milk (susu) /mɪlk/
spaghetti (spageti) /spæɡ.ə'tʃi:ni/	burger (burger) /bɜ:ɡə/	steak (daging) /sti:k/	spiced chicken (ayam panggang) /spɪsɪd.tʃɪk.ən/

**Rubric Assessment
Brown's Scoring Scale³:**

No.	Scoring Scale	Grade	Assessment Criteria
1	0	Bad	Silence, serious incorrect pronunciation
2	1	Adequate	Comprehensible, partly correct pronunciation
3	2	Excellent	Acceptable pronunciation

Accumulation of assessment categories as follows:

Score guidelines:

2 = excellent

1 = adequate

0 = bad

An overview of the speaking test results above is as follows:

The maximum points are 40 and the minimum points is 0. The score range is 1 – 100. In the above case, if a student get a total points 36 (from 18x2)..

The points will calculate $36:4 \times 10 = 90$. This means the student got a score

90.

³ Brown, *Language Assessment: Principles and Classroom Practices*.

Transkrip Pre-test of Control Class

(Recording : <https://drive.google.com/drive/folders/1--ddXregeOzH71PMFZP0suX8kiBCq-cY>)

1. Student Initial : AIS

Vocabulary	Points	Reason
1. Breakfast	0	No respond, silence.
2. Lunch	0	The student says 'lonc' which is incorrect pronunciation.
3. Dinner	2	The student says 'dinner' which is correct pronunciation. Phonetic Sound: /'dm.ər/
4. Fried Chicken	0	No respond, silence.
5. Tea	2	The student says 'ti' which is correct pronunciation. Phonetic Sound: /ti/
6. Vegetable Soup	0	No respond, silence.
7. Noodle	0	The student says 'nodle' in Indonesian ways which is incorrect pronunciation.
8. Water	2	The student says 'water' which is correct pronunciation. Phonetic Sound: /'wɑ:.tə/
9. Fried Fish	0	No respond, silence.
10. Porridge	0	No respond, silence.
11. Steak	0	No respond, silence.
12. Sandwich	0	No respond, silence.
13. Fried Rice	0	No respond, silence.
14. Bread	0	No respond, silence.
15. Orange Juice	0	No respond, silence.
16. Milk	0	The student says 'milek' in Indonesian way which is incorrect pronunciation
17. Spaghetti	0	No respond, silence.
18. Burger	0	The student says 'burger' in Indonesia way which is incorrect pronunciation.
19. Cookie	0	The student says 'coki' in Indonesian way which is incorrect pronunciation.
20. Roasted Chicken	0	No respond, silence.
Total Points	6	Final score: 15

2. Student Initial : ANQJ

Vocabulary	Points	Reason
1. Breakfast	1	The student says 'brikfast', only correct in the 'fast'. Phonetic Sound: /'brek.fəst/
2. Lunch	0	The student says 'luh' which is incorrect pronunciation.
3. Dinner	2	The student says 'dinner' which is correct pronunciation. Phonetic Sound: /'dm.ər/
4. Fried Chicken	0	No respond, silence.

5. Tea	2	The student says 'ti' which is correct pronunciation. Phonetic Sound: /ti/
6. Vegetable Soup	0	The student says 'vegetable' in Indonesian ways which is incorrect pronunciation.
7. Noodle	0	The student says 'nodel' in Indonesian ways which is incorrect pronunciation.
8. Water	2	The student says 'water' which is correct pronunciation. Phonetic Sound: /'wa:.tə/
9. Fried Fish	0	No respond, silence.
10. Porridge	0	No respond, silence.
11. Steak	0	The student says 'stik' in which is incorrect pronunciation.
12. Sandwich	0	The student says 'sanwij' in Indonesian ways which is incorrect pronunciation.
13. Fried Rice	0	The student says 'frid rice' in Indonesian ways which is incorrect pronunciation.
14. Bread	0	No respond, silence.
15. Orange Juice	0	The student says 'orange juice' in Indonesian ways which is incorrect pronunciation
16. Milk	0	The student says 'mil' in Indonesian ways which is incorrect pronunciation.
17. Spaghetti	0	No respond, silence.
18. Burger	2	The student says 'berger' which is correct pronunciation. Phonetic Sound: /'bɜ:.gə/
19. Cookie	0	The student says 'cokiye' in Indonesian way which is incorrect pronunciation.
20. Roasted Chicken	0	No respond, silence.
Total Points	9	Final score: 22.5

3. Student Initial: AFB

Vocabulary	Points	Reason
1. Breakfast	1	The student says 'brikfast', only correct in the 'fast'. Phonetic Sound: /'brek.fəst/
2. Lunch	0	The student says 'lunc' in Indonesian ways which is incorrect pronunciation. Phonetic Sound: /lʌntʃ/
3. Dinner	2	The student says 'dinner' which is correct pronunciation.
4. Fried Chicken	0	No respond, silence.
5. Tea	2	The student says 'ti' which is

		correct pronunciation. Phonetic Sound: /ti/
6. Vegetable Soup	0	No respond, silence.
7. Noodle	0	The student says 'nodle' in Indonesian ways which is incorrect pronunciation. Phonetic Sound: /'nu:.dəl/
8. Water	2	The student says 'water' which is correct pronunciation. Phonetic Sound: /'wɑ:.tə/
9. Fried Fish	0	No respond, silence.
10. Porridge	0	The student says 'poridge' in Indonesian ways which is incorrect pronunciation.
11. Steak	0	The student says 'steyak' in Indonesian ways which is incorrect pronunciation.
12. Sandwich	0	The student says 'sanwih' in Indonesian ways which is incorrect pronunciation.
13. Fried Rice	0	No respond, silence.
14. Bread	0	No respond, silence.
15. Orange Juice	0	No respond, silence.
16. Milk	0	No respond, silence.
17. Spaghetti	0	No respond, silence.
18. Burger	2	The student says 'berger' which is correct pronunciation. Phonetic sound: /'bɜ:.gɜ:/
19. Cookie	2	The student says 'kuki' which is correct pronunciation. Phonetic sound: /'køk.i/
20. Roasted Chicken	0	No respond, silence.
Total Points	11	Final score: 27.5

4. Student Initial: ACZ

Vocabulary	Points	Reason
1. Breakfast	1	The student says 'brikfast', only correct in the 'fast'. Phonetic Sound: /'brek.fəst/
2. Lunch	0	The student says 'luncheh' in Indonesian ways which is incorrect pronunciation. Phonetic Sound: /lʌntʃ/
3. Dinner	2	The student says 'dinner' which is correct pronunciation.
4. Fried Chicken	1	The student only says 'chicken' which is correct pronunciation. Phonetic sound: fraid/'tʃɪk.ɪn/
5. Tea	2	The student says 'ti' which is correct pronunciation. Phonetic Sound: /ti/
6. Vegetable Soup	0	No respond, silence.

7. Noodle	0	The student says 'nodle' in Indonesian ways which is incorrect pronunciation. Phonetic Sound: /'nu:.dəl/
8. Water	2	The student says 'water' which is correct pronunciation. Phonetic Sound: /'wa:.tə/
9. Fried Fish	0	No respond, silence.
10. Porridge	0	The student says 'poridge' in Indonesian ways which is incorrect pronunciation.
11. Steak	0	The student says 'steyak' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /steik/
12. Sandwich	0	The student says 'sadwicheh' in Indonesian ways which is incorrect pronunciation.
13. Fried Rice	1	The student only says 'rais' which is only correct in the 'rice'. Phonetic sound: /fraid/ rais/
14. Bread	0	No respond, silence.
15. Orange Juice	0	No respond, silence.
16. Milk	0	No respond, silence.
17. Spaghetti	0	No respond, silence.
18. Burger	2	The student says 'berger' which is correct pronunciation. Phonetic sound: /'bɜ:.gɜ:/
19. Cookie	2	The student says 'kuki' which is correct pronunciation. Phonetic sound: /'køk.i/
20. Roasted Chicken	0	No respond, silence.
Total Points	13	Final score: 32.5

5. Student Initial: ANP

Vocabulary	Points	Reason
1. Breakfast	0	No respond, silence.
2. Lunch	0	The student says 'luncheh' in Indonesian ways which is incorrect pronunciation. Phonetic Sound: /lʌntʃ/
3. Dinner	2	The student says 'dinner' which is correct pronunciation.
4. Fried Chicken	1	The student only says 'chicken' which is correct pronunciation. Phonetic sound: fraid/'tʃɪk.ɪn/
5. Tea	2	The student says 'ti' which is correct pronunciation. Phonetic Sound: /ti/
6. Vegetable Soup	0	No respond, silence.
7. Noodle	2	The student says 'nudel' which is correct pronunciation. Phonetic

		Sound: /'nu:.dəl/
8. Water	2	The student says 'water' which is correct pronunciation. Phonetic Sound: /'wɑ:.tə-/
9. Fried Fish	0	The student says 'friyed fiseh' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /fraɪd/fɪʃ/
10. Porridge	0	No respond, silence.
11. Steak	2	The student says 'steik' in which is correct pronunciation. Phonetic sound: /steɪk/
12. Sandwich	0	No respond, silence.
13. Fried Rice	1	The student only says 'rais' which is only correct in the 'rice'. Phonetic sound: /fraɪd/ raɪs/
14. Bread	2	The student says 'bred' which is correct pronunciation. Phonetic sound: /bred/
15. Orange Juice	0	No respond, silence.
16. Milk	0	No respond, silence.
17. Spaghetti	0	No respond, silence.
18. Burger	2	The student says 'berger' which is correct pronunciation. Phonetic sound: /'bɜ:.gɜ:/
19. Cookie	0	No respond, silence.
20. Roasted Chicken	0	No respond, silence.
Total Points	17	Final score: 42.5

Transkrip Post-test of Control Class

(Recording : <https://drive.google.com/drive/folders/1--ddXregeOzH71PMFZP0suX8kiBCq-cY>)

1. Student Initial: ANQJ

Vocabulary	Points	Reason
1. Breakfast	1	The student says 'brikfast', only correct in the 'fast'. Phonetic Sound: /'brek.fəst/
2. Lunch	0	The student says 'luh' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /lantʃ/
3. Dinner	2	The student says 'dinner' which is correct pronunciation. Phonetic sound: /'dɪn.ər/
4. Fried Chicken	0	No respond, silence.
5. Tea	2	The student says 'ti' which is correct pronunciation. Phonetic sound: /ti/
6. Vegetable Soup	0	The student says 'sup', only correct in the 'sup'. Phonetic sound: /'vedʒ.tə.bəl/su:p/
7. Noodle	0	The student says 'nodle' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /'nu:.dəl/
8. Water	2	The student says 'water' which is correct pronunciation. Phonetic Sound: /'wɑ:.tə-/
9. Fried Fish	1	The student says 'friyed fish' only correct on 'fish'. Phonetic sound: /'fraɪd/fɪʃ/
10. Porridge	0	No respond, silence.
11. Steak	0	No respond, silence.
12. Sandwich	0	The student says 'senwicheh' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /'sæn.wɪdʒ/
13. Fried Rice	0	No respond, silence.
14. Bread	2	The student says 'bred' which is correct pronunciation. Phonetic sound: /bred/
15. Orange Juice	0	No respond, silence.
16. Milk	0	The student says 'milek' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /mɪlk/.
17. Spaghetti	2	The student says 'spegeti' which is correct pronunciation. Phonetic sound: /spə'get.i/
18. Burger	0	No respond, silence.
19. Cookie	0	The student says 'coki e' in Indonesian ways which is incorrect

		pronunciation. Phonetic sound: /'kʊk.i/
20. Roasted Chicken	0	No respond, silence.
Total Points	12	Final Score: 30

2. Student Initial: AFB

Vocabulary	Points	Reason
1. Breakfast	2	The student says 'brekfast', which is correct pronunciation. Phonetic sound: /'brek.fəst/
2. Lunch	2	The student says 'lunch' which is correct pronunciation. Phonetic sound: /lʌntʃ/
3. Dinner	2	The student says 'dinner' which is correct pronunciation. Phonetic sound: /'dn.ər/
4. Fried Chicken	1	The student only says 'chicken' which is correct pronunciation. Phonetic sound: fraɪd/'tʃɪk.ɪn/
5. Tea	2	The student says 'ti' which is correct pronunciation. Phonetic sound: /ti/
6. Vegetable Soup	0	No respond, silence.
7. Noodle	2	The student says 'nudel' in which is correct pronunciation. Phonetic sound: /'nu:.dəl/
8. Water	0	No respond, silence.
9. Fried Fish	1	The student says 'fryied fish' only correct in the 'fish'. Phonetic sound: /fraɪd/fɪʃ/
10. Porridge	0	The student says 'porid' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /'pɔ:r.ɪdʒ/
11. Steak	2	The student says 'steik' which is correct pronunciation. Phonetic sound: /steɪk/
12. Sandwich	0	The student says 'senwih' in Indonesian ways which is incorrect pronunciation.
13. Fried Rice	0	No respond, silence.
14. Bread	2	The student says 'bred' which is correct pronunciation. Phonetic sound: /bred/
15. Orange Juice	0	No respond, silence.
16. Milk	0	No respond, silence.
17. Spaghetti	0	No respond, silence.
18. Burger	0	No respond, silence.
19. Cookie	0	No respond, silence.
20. Roasted Chicken	1	The student only says 'chicken' which is correct pronunciation. Phonetic sound: /rəʊst/'tʃɪk.ɪn/

Total Points	16	Final Score: 40
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3. Student Initial: ACZ

Vocabulary	Points	Reason
21. Breakfast	1	The student says 'brikfast', only correct in the 'fast'. Phonetic sound: /'brek.fəst/
22. Lunch	0	The student says 'luch' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /lʌntʃ/
23. Dinner	2	The student says 'dinner' which is correct pronunciation. Phonetic sound: /'dɪn.ər/
24. Fried Chicken	1	The student only says 'chicken' which is correct pronunciation. Phonetic sound: fraɪd/'tʃɪk.ɪn/
25. Tea	2	The student says 'ti' which is correct pronunciation. Phonetic sound: /ti/
26. Vegetable Soup	0	No respond, silence.
27. Noodle	0	The student says 'nodle' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /'nu:.dəl/
28. Water	2	The student says 'water' which is correct pronunciation. Phonetic sound: /'wɑ:.tə/
29. Fried Fish	1	The student says 'fred fish' only correct in the 'fish'. Phonetic sound: /fraɪd/fɪʃ/
30. Porridge	0	The student says 'porige' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /'pɔ:.rɪdʒ/
31. Steak	2	The student says 'steik' which is correct pronunciation. Phonetic sound: /steɪk/
32. Sandwich	0	The student says 'sadwih' in Indonesian ways which is incorrect pronunciation.
33. Fried Rice	1	The student says 'frid rais' only correct in the 'rice'. Phonetic sound: /fraɪd/ raɪs/
34. Bread	0	The student says 'brad' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /bred/
35. Orange Juice	0	No respond, silence.
36. Milk	2	The student says 'milk' which is correct pronunciation. Phonetic sound: /mɪlk/
37. Spaghetti	0	No respond, silence.

38. Burger	2	The student says 'berger' which is correct pronunciation. Phonetic sound: /'bɜ:.gə/
39. Cookie	0	No respond, silence.
40. Roasted Chicken	1	The student only says 'chicken' which is correct pronunciation. Phonetic sound: /rəʊst/'tʃɪk.ɪn/
Total Points	17	Final Score : 42.5

4. Student Initial: ANP

Vocabulary	Points	Reason
1. Breakfast	2	The student says 'brekfast', which is correct pronunciation. Phonetic sound: /'brek.fəst/
2. Lunch	2	The student says 'lunch' which is correct pronunciation. Phonetic sound: /lʌntʃ/
3. Dinner	2	The student says 'dinner' which is correct pronunciation. Phonetic sound: /'dɪn.ər/
4. Fried Chicken	2	The student says 'fraid chicken' which is correct pronunciation. Phonetic sound: fraɪd/'tʃɪk.ɪn/
5. Tea	2	The student says 'ti' which is correct pronunciation. Phonetic sound: /ti/
6. Vegetable Soup	0	No respond, silence.
7. Noodle	2	The student says 'nudel' which is correct pronunciation. Phonetic sound: /'nu:.dəl/
8. Water	2	The student says 'water' which is correct pronunciation. Phonetic sound: /'wɑ:.tə/
9. Fried Fish	2	The student says 'fraid fish' which is correct pronunciation. Phonetic sound: /fraɪd/fɪʃ/
10. Porridge	0	The student says 'porige' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /'pɔ:.rɪdʒ/
11. Steak	2	The student says 'steik' which is correct pronunciation. Phonetic sound: /steɪk/
12. Sandwich	0	No respond, silence.
13. Fried Rice	2	The student says 'fraid rais' which is correct pronunciation. Phonetic sound: /fraɪd/ raɪs/
14. Bread	0	The student says 'bread' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /bred/
15. Orange Juice	0	No respond, silence.

16. Milk	0	No respond, silence.
17. Spaghetti	0	No respond, silence.
18. Burger	2	The student says 'berger' which is correct pronunciation. Phonetic sound: /'bɜ:.gə:/
19. Cookie	0	No respond, silence.
20. Roasted Chicken	0	No respond, silence.
Total Points	21	Final score: 52.5

5. Student Initial: AP

Vocabulary	Points	Reason
1. Breakfast	1	The student says 'brikfast', only correct in the 'fast'. Phonetic sound: /'brek.fəst/
2. Lunch	0	No respond, silence.
3. Dinner	2	The student says 'dinner' which is correct pronunciation. Phonetic sound: /'dn.ə:/
4. Fried Chicken	0	No respond, silence.
5. Tea	2	The student says 'ti' which is correct pronunciation. Phonetic sound: /ti/
6. Vegetable Soup	0	No respond, silence.
7. Noodle	0	No respond, silence.
8. Water	2	The student says 'water' which is correct pronunciation. Phonetic sound: /'wɑ:.tə:/
9. Fried Fish	1	The student says 'frid fish' which is only correct in the 'fish'. Phonetic sound: /fraɪd/fɪʃ/
10. Porridge	0	No respond, silence.
11. Steak	0	The student says 'stek' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /steɪk/
12. Sandwich	0	No respond, silence.
13. Fried Rice	1	The student says 'frid rais' which is only correct in the 'rice'. Phonetic sound: /fraɪd/ raɪs/
14. Bread	0	No respond, silence.
15. Orange Juice	0	No respond, silence.
16. Milk	2	The student says 'milk' which is correct pronunciation. Phonetic sound: /mɪlk/.
17. Spaghetti	0	No respond, silence.
18. Burger	2	The student says 'berger' which is correct pronunciation. Phonetic sound: /'bɜ:.gə:/
19. Cookie	0	No respond, silence.
20. Roasted Chicken	0	No respond, silence.
Total Points	13	Final score: 32.5

5. The Result Pre-test and Post-test of Control Class

NO	Students Initial	Score		
		Pre-test	Post-test	Gap
1	AIS	15	30	15
2	ANQJ	22,5	30	7.5
3	AFB	27,5	40	12.5
4	ACZ	32,5	42,5	10
5	ANP	42,5	52,5	10
6	AP	17,5	32,5	15
7	ARP	22,5	37,5	15
8	AMP	40	50	10
9	DPS	37,5	52,5	15
10	ERKAH	27,5	42,5	25
11	FAA	47,5	50	2.5
12	FA	32,5	37,5	5
13	FAMF	27,5	35	7.5
14	FNA	32,5	50	17.5
15	GAR	37,5	40	2.5
16	HA	20	30	10
17	KAF	27,5	47,5	20
18	KNA	40	52,5	12.5
19	KAP	47,5	57,5	10
20	MTAW	30	32,5	2.5
21	MW	50	57,5	7.5
22	MFA	37,5	45	7.5
23	RRF	40	52,5	12.5
24	RSM	25	32,5	7.5
25	RSM	22,5	35	12.5
26	SRS	40	50	10
27	SPSP	42,5	52,5	10
28	ZAU	35	50	15
	Total	920	1,217	
	Average	32,85	43,4	

Transkrip Pre-test of Experimental Class

(Recording : https://drive.google.com/drive/folders/1FXEJWEC7GMXFXP7nMSsNkxV_nCR4J12)

1. Student Initial: ASA

Vocabulary	Points	Reason
1. Breakfast	0	No respond, silence.
2. Lunch	0	No respond, silence.
3. Dinner	2	The student says 'dinner' which is correct pronunciation. Phonetic sound: /'dɪn.ər/
4. Fried Chicken	0	No respond, silence.
5. Tea	2	The student says 'ti' which is correct pronunciation. Phonetic sound: /ti/
6. Vegetable Soup	1	The student only says 'sup' which is correct pronunciation. Phonetic sound: /'vedʒ.tə.bəl/su:p/
7. Noodle	0	The student says 'nodle' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /'nu:.dəl/
8. Water	0	The student says 'water' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /'wɑ:.tə/
9. Fried Fish	1	The student only says 'fish' which is correct pronunciation. Phonetic sound: /fraɪd/fɪʃ/
10. Porridge	0	No respond, silence.
11. Steak	0	The student says 'stek' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /steɪk/
12. Sandwich	0	No respond, silence.
13. Fried Rice	1	The student only says 'rais' which is only correct in the 'rice'. Phonetic sound: /fraɪd/ raɪs/
14. Bread	0	No respond, silence.
15. Orange Juice	2	The student says 'orenj jus' which is correct pronunciation. Phonetic sound: /'ɒr.ɪndʒ dʒu:s/
16. Milk	2	The student says 'milk' which is correct pronunciation. Phonetic sound: /mɪlk/.
17. Spaghetti	0	No respond, silence.
18. Burger	2	The student says 'berger' which is correct pronunciation. Phonetic sound: /'bɜ:.gə/
19. Cookie	0	No respond, silence.
20. Roasted Chicken	0	No respond, silence.
Total Points	13	Final score: 32.5

2. Student Initial: ASN

Vocabulary	Points	Reason
1. Breakfast	1	The student says 'brikfast', only correct in the 'fast'. Phonetic sound: /'brek.fəst/
2. Lunch	0	The student says 'luh' in Indonesian ways which is incorrect pronunciation. Phonetic Sound: /lʌntʃ/
3. Dinner	2	The student says 'dinner' which is correct pronunciation. Phonetic sound: /'dɪn.ər/
4. Fried Chicken	0	No respond, silence.
5. Tea	2	The student says 'ti' which is correct pronunciation. Phonetic sound: /ti/
6. Vegetable Soup	0	The student says 'vegetable' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /'vedʒ.tə.bəl/su:p/
7. Noodle	0	The student says 'nodle' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /'nu:.dəl/
8. Water	2	The student says 'water' which is correct pronunciation. Phonetic sound: /'wɑ:.tə/
9. Fried Fish	1	No respond, silence.
10. Porridge	0	No respond, silence.
11. Steak	2	The student says 'steik' which is correct pronunciation. Phonetic sound: /steɪk/
12. Sandwich	0	The student says 'sanwij' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /'sæn.wɪdʒ/
13. Fried Rice	1	The student says 'rais' which is only correct in the 'rice'. Phonetic sound: /fraɪd/ raɪs/
14. Bread	2	The student says 'bred' which is correct pronunciation. Phonetic sound: /bred/
15. Orange Juice	0	No respond, silence.
16. Milk	2	The student says 'milk' which is correct pronunciation. Phonetic sound: /mɪlk/.
17. Spaghetti	0	No respond, silence.
18. Burger	0	No respond, silence.
19. Cookie	0	The student says 'coki' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /'køk.i/
20. Roasted Chicken	0	No respond, silence.

Total Points	15	Final score: 37.5
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3. Student Initial: AIP

Vocabulary	Points	Reason
1. Breakfast	1	The student says 'brikfast', only correct in the 'fast'. Phonetic sound: /'brek.fəst/
2. Lunch	0	No respond, silence.
3. Dinner	2	The student says 'dinner' which is correct pronunciation. Phonetic sound: /'dn.ər/
4. Fried Chicken	1	The student only says 'chicken' which is correct pronunciation. Phonetic sound: fraɪd/'tʃɪk.ɪn/
5. Tea	2	The student says 'ti' which is correct pronunciation. Phonetic sound: /ti/
6. Vegetable Soup	0	No respond, silence.
7. Noodle	0	No respond, silence.
8. Water	2	The student says 'water' which is correct pronunciation. Phonetic sound: /'wɑː.t̩ə/
9. Fried Fish	0	No respond, silence.
10. Porridge	0	The student says 'porid' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /'pɔːrɪdʒ/
11. Steak	2	The student says 'steik' which is correct pronunciation. Phonetic sound: /steɪk/
12. Sandwich	0	The student says 'sanwih' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /'sæn.wɪdʒ/
13. Fried Rice	0	No respond, silence.
14. Bread	2	The student says 'bred' which is correct pronunciation. Phonetic sound: /bred/
15. Orange Juice	0	No respond, silence.
16. Milk	0	No respond, silence.
17. Spaghetti	0	No respond, silence.
18. Burger	2	The student says 'berger' which is correct pronunciation. Phonetic sound: /'bɜː.gəɹ/
19. Cookie	0	The student says 'cokiye' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /'kɔk.i/
20. Roasted Chicken	1	The student only says 'chicken' which is correct pronunciation. Phonetic sound: fraɪd/'tʃɪk.ɪn/
Total Points	15	Final score: 37.5

4. Student Initial : ATI

Vocabulary	Points	Reason
1. Breakfast	0	No respond, silence.
2. Lunch	0	The student says 'luncheh' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /lʌntʃ/
3. Dinner	2	The student says 'dinner' which is correct pronunciation. Phonetic sound: /'dɪn.ər/
4. Fried Chicken	1	The student only says 'chicken' which is correct pronunciation. Phonetic sound: fraɪd/'tʃɪk.ɪn/
5. Tea	2	The student says 'ti' which is correct pronunciation. Phonetic sound: /ti/
6. Vegetable Soup	0	No respond, silence.
7. Noodle	0	No respond, silence.
8. Water	0	No respond, silence.
9. Fried Fish	1	The student says 'fish' which is only correct in the 'fish'. Phonetic sound: /fraɪd/fɪʃ/
10. Porridge	0	No respond, silence.
11. Steak	0	The student says 'stek' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /steɪk/
12. Sandwich	0	No respond, silence.
13. Fried Rice	0	No respond, silence.
14. Bread	0	No respond, silence.
15. Orange Juice	0	No respond, silence.
16. Milk	0	No respond, silence.
17. Spaghetti	0	No respond, silence.
18. Burger	2	The student says 'berger' which is correct pronunciation. Phonetic sound: /'bɜː.ɡər/
19. Cookie	0	No respond, silence.
20. Roasted Chicken	0	The student only says 'chicken' which is correct pronunciation. Phonetic sound: fraɪd/'tʃɪk.ɪn/
Total Points	10	Final score: 25

5. Student Initial: ARS

Vocabulary	Points	Reason
1. Breakfast	1	The student says 'brikfast', only correct in the 'fast'. Phonetic sound: /'brek.fəst/
2. Lunch	2	The student says 'lunch' in which is correct pronunciation. Phonetic

		sound: / lʌntʃ/
3. Dinner	2	The student says 'dinner' which is correct pronunciation. Phonetic sound: /'dɪn.ər/
4. Fried Chicken	0	No respond, silence.
5. Tea	2	The student says 'ti' which is correct pronunciation. Phonetic sound: /ti/
6. Vegetable Soup	0	No respond, silence.
7. Noodle	2	The student says 'nudel' which is correct pronunciation. Phonetic sound: /'nu:.dəl/.
8. Water	0	No respond, silence.
9. Fried Fish	1	The student says 'fish' which is only correct in the 'fish'. Phonetic sound: /fraɪd/fɪʃ/
10. Porridge	0	No respond, silence.
11. Steak	0	The student says 'steak' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /steɪk/
12. Sandwich	0	No respond, silence.
13. Fried Rice	0	No respond, silence.
14. Bread	0	The student says 'breyad' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /bred/
15. Orange Juice	1	The student only says 'jus', which is only correct in the 'juice'. Phonetic sound: /'ɔr.ɪndʒ ,dʒu:s/
16. Milk	0	No respond, silence.
17. Spaghetti	0	No respond, silence.
18. Burger	2	The student says 'berger' which is correct pronunciation. Phonetic sound: /'bɜ:.gər/
19. Cookie	2	The student says 'kuki' which is correct pronunciation. Phonetic sound: /'kʊk.i/
20. Roasted Chicken	1	The student only says 'chicken' which is correct pronunciation. Phonetic sound: fraɪd/'tʃɪk.ɪn/
Total Points	13	Final score: 32.5

Transkrip Post-test of Experimental Class

(Recording : https://drive.google.com/drive/folders/1FXEJWEC7GMXFXP7nMSsNkxV_nCR4J12)

1. Student Initial: ASA

Vocabulary	Points	Reason
1. Breakfast	2	The student says 'brekfast', which is correct pronunciation. Phonetic sound: /'brek.fəst/
2. Lunch	2	The student says 'lunch' which is correct pronunciation. Phonetic sound: /lʌntʃ/
3. Dinner	2	The student says 'dinner' which is correct pronunciation. Phonetic sound: /'dɪn.ər/
4. Fried Chicken	1	The student only says 'chicken' which is correct pronunciation. Phonetic sound: /'fraɪd/'tʃɪk.ɪn/
5. Tea	2	The student says 'ti' which is correct pronunciation. Phonetic sound: /ti/
6. Vegetable Soup	1	The student says 'sup' which is correct pronunciation. Phonetic sound: /'vedʒ.tə.bəl/su:p/.
7. Noodle	0	The student says 'noodle' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /'nu:.dəl/
8. Water	2	The student says 'water' which is correct pronunciation. Phonetic sound: /'wɑ:.tə/
9. Fried Fish	1	The student only says 'fish' which is correct pronunciation. Phonetic sound: /'fraɪd/fɪʃ/
10. Porridge	0	The student says 'poridge' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /'pɔ:.rɪdʒ/
11. Steak	2	The student says 'steik' which is correct pronunciation. Phonetic sound: /steɪk/
12. Sandwich	0	The student says 'senwih' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /'sæn.wɪdʒ/
13. Fried Rice	2	The student only says 'fraid rais' which is correct pronunciation. Phonetic sound: /'fraɪd/ raɪs/
14. Bread	2	The student says 'bred' which is correct pronunciation. Phonetic sound: /bred/
15. Orange Juice	2	The student says 'orein jus', which is correct pronunciation. Phonetic sound: /'ɔr.ɪndʒ , dʒu:s/

16. Milk	2	The student says 'milk' which is correct pronunciation. Phonetic sound: /mɪlk/.
17. Spaghetti	0	No respond, silence.
18. Burger	2	The student says 'berger' which is correct pronunciation. Phonetic sound: /'bɜː.gər/
19. Cookie	2	The student says 'kuki' which is correct pronunciation. Phonetic sound: /'kʊk.i/.
20. Roasted Chicken	1	The student only says 'chicken' which is correct pronunciation. Phonetic sound: fraɪd/'tʃɪk.ɪn/
Total Points	28	Final score: 70

2. Student Initial: ASN

Vocabulary	Points	Reason
1. Breakfast	2	The student says 'brekfast', which is correct pronunciation. Phonetic sound: /'brek.fəst/
2. Lunch	2	The student says 'lunch' which is correct pronunciation. Phonetic sound: /lʌntʃ/
3. Dinner	2	The student says 'dinner' which is correct pronunciation. Phonetic sound: /'dɪn.ər/
4. Fried Chicken	1	The student only says 'chicken' which is correct pronunciation. Phonetic sound: /fraɪd/'tʃɪk.ɪn/
5. Tea	2	The student says 'ti' which is correct pronunciation. Phonetic sound: /ti/
6. Vegetable Soup	0	The student says 'vegetable soup' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /'vedʒ.tə.bəl/su:p/.
7. Noodle	0	The student says 'nodle' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /'nuː.dəl/
8. Water	2	The student says 'water' which is correct pronunciation. Phonetic sound: /'wɑː.tə/
9. Fried Fish	0	No respond, silence.
10. Porridge	0	No respond, silence.
11. Steak	2	The student says 'steik' which is correct pronunciation. Phonetic sound: /steɪk/
12. Sandwich	0	The student says 'senwɪj' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /'sæn.wɪdʒ/

13. Fried Rice	2	No respond, silence.
14. Bread	2	The student says 'bred' which is correct pronunciation. Phonetic sound: /bred/
15. Orange Juice	0	No respond, silence.
16. Milk	2	The student says 'milk' which is correct pronunciation. Phonetic sound: /milk/.
17. Spaghetti	2	The student says 'spegeti' which is correct pronunciation. Phonetic sound: /spə'get.i/
18. Burger	2	The student says 'berger' which is correct pronunciation. Phonetic sound: /'bɜ:.gə/
19. Cookie	0	The student says 'coki' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /'køk.i/.
20. Roasted Chicken	1	The student only says 'chicken' which is correct pronunciation. Phonetic sound: fraid/'tʃik.ɪn/
Total Points	22	Final score: 55

3. Student Initial : ATI

Vocabulary	Points	Reason
21. Breakfast	1	The student says 'brikfast', which is only correct in the 'fast'. Phonetic sound: /'brek.fəst/
22. Lunch	0	The student says 'luch' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /lʌntʃ/
23. Dinner	2	The student says 'dinner' which is correct pronunciation. Phonetic sound: /'dɪn.ər/
24. Fried Chicken	0	No respond, silence.
25. Tea	2	The student says 'ti' which is correct pronunciation. Phonetic sound: /ti/
26. Vegetable Soup	0	No respond, silence.
27. Noodle	0	The student says 'nodle' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /'nu:.dəl/
28. Water	2	The student says 'water' which is correct pronunciation. Phonetic sound: /'wɑ:.tə/
29. Fried Fish	0	No respond, silence.
30. Porridge	0	The student says 'porige' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /'pɔ:r.ɪdʒ/

31. Steak	2	The student says 'steik' which is correct pronunciation. Phonetic sound: /steik/
32. Sandwich	0	No respond, silence.
33. Fried Rice	0	No respond, silence.
34. Bread	2	The student says 'bred' which is correct pronunciation. Phonetic sound: /bred/
35. Orange Juice	1	The student only says 'jus', which is only correct in the 'juice'. Phonetic sound: /'ɔr.ɪndʒ dʒu:s/
36. Milk	2	The student says 'milk' which is correct pronunciation. Phonetic sound: /mɪlk/.
37. Spaghetti	0	No respond, silence.
38. Burger	2	The student says 'berger' which is correct pronunciation. Phonetic sound: /'bɜ:.gə/
39. Cookie	0	No respond, silence.
40. Roasted Chicken	1	The student only says 'chicken' which is correct pronunciation. Phonetic sound: fraɪd/'tʃɪk.ɪn/
Total Points	17	Final score: 42.5

4. Student Initial: ARS

Vocabulary	Points	Reason
1. Breakfast	1	The student says 'brikfast', which is only correct in the 'fast'. Phonetic sound: /'brek.fəst/
2. Lunch	2	The student says 'lunch' which is correct pronunciation. Phonetic sound: /lʌntʃ/
3. Dinner	2	The student says 'dinner' which is correct pronunciation. Phonetic sound: /'dɪn.ər/
4. Fried Chicken	1	The student only says 'chicken' which is correct pronunciation. Phonetic sound: fraɪd/'tʃɪk.ɪn/.
5. Tea	2	The student says 'ti' which is correct pronunciation. Phonetic sound: /ti/
6. Vegetable Soup	0	No respond, silence.
7. Noodle	2	The student says 'nudel' which is correct pronunciation. Phonetic sound: /'nu:.dəl/
8. Water	2	The student says 'water' which is correct pronunciation. Phonetic sound: /'wɑ:.tə/
9. Fried Fish	0	No respond, silence.
10. Porridge	0	No respond, silence.
11. Steak	2	The student says 'steik' which is correct pronunciation. Phonetic

		sound: /steik/
12. Sandwich	0	The student says 'sanwich' in Indonesian ways which is incorrect pronunciation. Phonetic sound: /'sæn.wɪdʒ/
13. Fried Rice	0	No respond, silence.
14. Bread	0	The student says 'brad' which is incorrect pronunciation. Phonetic sound: /bred/
15. Orange Juice	0	No respond, silence.
16. Milk	2	The student says 'milk' which is correct pronunciation. Phonetic sound: /mɪlk/.
17. Spaghetti	0	No respond, silence.
18. Burger	2	The student says 'berger' which is correct pronunciation. Phonetic sound: /'bɜː.gər/
19. Cookie	0	No respond, silence.
20. Roasted Chicken	1	The student only says 'chicken' which is correct pronunciation. Phonetic sound: fraɪd/'tʃɪk.ɪn/
Total Points	19	Final score: 47.5

5. Student Initial: ADR

Vocabulary	Points	Reason
1. Breakfast	2	The student says 'brekfast', which is correct pronunciation. Phonetic sound: /'brek.fəst/
2. Lunch	2	The student says 'lunch' which is correct pronunciation. Phonetic sound: /lʌntʃ/
3. Dinner	2	The student says 'dinner' which is correct pronunciation. Phonetic sound: /'dɪn.ər/
4. Fried Chicken	1	The student only says 'chicken' which is correct pronunciation. Phonetic sound: fraɪd/'tʃɪk.ɪn/.
5. Tea	2	The student says 'ti' which is correct pronunciation. Phonetic sound: /ti/
6. Vegetable Soup	0	No respond, silence.
7. Noodle	0	No respond, silence.
8. Water	2	The student says 'water' which is correct pronunciation. Phonetic sound: /'wɑː.t̩ə/
9. Fried Fish	2	The student says 'fraid fish' which is correct pronunciation. Phonetic sound: /fraɪd/fɪʃ/
10. Porridge	0	No respond, silence.
11. Steak	2	The student says 'steik' which is correct pronunciation. Phonetic sound: /steik/

12. Sandwich	0	No respond, silence.
13. Fried Rice	2	The student says 'fraid rais' which is correct pronunciation. Phonetic sound: /fraid/ rais/
14. Bread	2	The student says 'bred' which is correct pronunciation. Phonetic sound: /bred/
15. Orange Juice	2	The student says 'orenj jus' which is correct pronunciation. Phonetic sound: /'ɒr.ɪndʒ ,dʒu:s/
16. Milk	2	The student says 'milk' which is correct pronunciation. Phonetic sound: /mɪlk/.
17. Spaghetti	2	The student says 'spegeti' which is correct pronunciation. Phonetic sound: /spə'get.i/
18. Burger	2	The student says 'berger' which is correct pronunciation. Phonetic sound: /'bɜ:.gɜ:/
19. Cookie	2	The student says 'kuki' which is correct pronunciation. Phonetic sound: /'kʊk.i/
20. Roasted Chicken	1	The student only says 'chicken' which is correct pronunciation. Phonetic sound: fraid/'tʃɪk.ɪn/
Total Points	30	Final score: 75

6. The Result of Pre-test and Post-test of Experimental Class

NO	Students Initial	Score		
		Pre-test	Post-test	Gap
1	ASA	32,5	70	37.5
2	ASN	37,5	55	17.5
3	AIP	37,5	67,5	30
4	ATI	25	42,5	17.5
5	ARS	32,5	47,5	15
6	ADR	52,5	75	22.5
7	ANS	40	60	20
8	AKD	60	70	10
9	DA	30	62,5	32.5
10	DTS	60	70	10
11	FM	37,5	62,5	25
12	GAM	57,5	72,5	15
13	GAZ	55	72,5	17.5
14	LIP	40	67,5	27.5
15	MA	35	62,5	27.5
16	MSJ	40	77,5	37.5
17	MANP	35	70	35
18	MS	60	77,5	17.5
19	NAAZ	60	70	10
20	NHA	35	62,5	27.5
21	PADS	55	70	15
22	RA	42,5	75	32.5
23	RAW	42,5	60	17.5
24	RCP	55	75	20
25	SBP	25	47,5	22.5
26	SP	52	65	13
27	SDF	42,5	62,5	20
28	TBG	30	42,5	12.5

29	AAF	42,5	55	12.5
30	MAA	37,5	50	12.5
	Total	1287,5	1917,5	
	Average	43	64	

7. Documentation of Control Class



Pre-test Documentation



Treatment Documentation



Post-Test Documentation

8. Documentation of Experimental Class



Pre-test Documentation



Treatment Documentation



Post-test Documentation



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

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METRO PUSAT
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : SHAZKYA PUTRI DEVANIA
NPM : 2101051035
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : THE EFFECTIVENESS OF FLASH CARD MEDIA TOWARDS
STUDENTS' SPEAKING PERFORMANCE AT THIRD GRADE
OF SD N 7 METRO PUSAT

untuk melakukan prasurvei di SD Negeri 7 METRO Pusat, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvei tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Agustus 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH DASAR NEGERI 7 METRO PUSAT
Jalan Hasanudin Nomor 91 Kelurahan Yosomulyo Kecamatan Metro Pusat
KOTA METRO PROVINSI LAMPUNG



Nomor : 421.2/005/D.1/SDN.07/2024
Lampiran : -
Perihal : Izin Prasurvey

Kepada Yth.
Ketua Jurusan Mata Kuliah Bahasa Inggris
di -
Tempat

Dengan Hormat,

Berdasarkan surat nomor : 3932/In.28/J/TL.01/08/2024 Prihal permohonan Izin Prasurvey di SD Negeri 7 Metro Pusat sebagai syarat menyelesaikan studi atas nama mahasiswa :

Nama : **SHAZKYA PUTRI DEVANIA**
NPM : 2101051035
Jurusan : Tadris Bahasa Inggris
Program Studi : FTIK
Semester : VII (tujuh)

Bersama ini kami sampaikan bahwa mahasiswa tersebut di atas kami terima untuk melaksanakan Penelitian Prasurvey di SDN 7 Metro Pusat.

Demikian izin penelitian ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Metro, 20 September 2024
Kepada SDN 7 Metro Pusat

EUIS ARIYANI, S.Pd., M.Pd.
NIP. 19790930 200801 2 018



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Ringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47295, Website, www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : /In.28.1/J/TL.00//2024
Lampiran :-
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Yuniarti (Pembimbing 1)
(Pembimbing 2)

di-
Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **SHAZKYA PUTRI DEVANIA**
NPM : 2101051035
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **THE EFFECTIVENESS OF FLASH CARD MEDIA TOWARDS
STUDENTS PRONUNCIATION FOCUS AT THIRD GRADE OF SD N 7
METRO PUSAT**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro,
Belum di proses,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode dan pastikan diarahkan ke alamat <https://sismik.metrouniv.ac.id/v2/cek-suratbimbingan.php?npm=2101051035>.
Token = 2101051035



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INSTITUT AGAMA ISLAM NEGERI METRO
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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

Nomor : B-5182/In.28/D.1/TL.00/11/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SD NEGERI 7 METRO
PUSAT
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5183/In.28/D.1/TL.01/11/2024, tanggal 13 November 2024 atas nama saudara:

Nama : **SHAZKYA PUTRI DEVANIA**
NPM : 2101051035
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SD NEGERI 7 METRO PUSAT bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SD NEGERI 7 METRO PUSAT, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF FLASH CARD MEDIA TOWARDS STUDENTS PRONUNCIATION FOCUS AT THIRD GRADE OF SD NEGERI 7 METRO PUSAR".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 November 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-5183/In.28/D.1/TL.01/11/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **SHAZKYA PUTRI DEVANIA**
NPM : 2101051035
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SD NEGERI 7 METRO PUSAT, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF FLASH CARD MEDIA TOWARDS STUDENTS PRONUNCIATION FOCUS AT THIRD GRADE OF SD NEGERI 7 METRO PUSAT".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 13 November 2024

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003





PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SD NEGERI 7 METRO PUSAT
Jalan Hasanudin Nomor 91 Kelurahan Yosomulyo Kecamatan Metro Pusat
KOTA METRO PROVINSI LAMPUNG



Nomor : 421.2/036/D.1/SDN.07/2024
Lampiran : -
Perihal : **Izin Research**

Kepada Yth.
Ketua Jurusan Mata Kuliah Bahasa Inggris
di -

Tempat

Dengan Hormat,

Berdasarkan surat nomor : 3932/In.28/J/TL.01/08/2024 Prihal permohonan Izin Research di UPTD SD Negeri 7 Metro Pusat sebagai syarat menyelesaikan studi atas nama mahasiswa :

Nama : **SHAZKYA PUTRI DEVANIA**
NPM : 2101051035
Jurusan : Tadris Bahasa Inggris
Program Studi : FTIK
Semester : VII (tujuh)

Bersama ini kami sampaikan bahwa mahasiswa tersebut di atas kami terima untuk melaksanakan Research di UPTD SDN 7 Metro Pusat.

Demikian izin penelitian ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

22 November 2024
Kepala Sekolah

EUIS KRYANI, S.Pd., M.Pd.
NIP. 199302008012018



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1277/ln.28/S/U.1/OT.01/12/2024

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

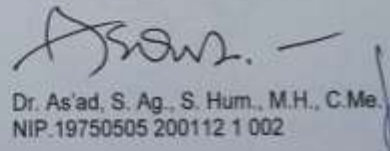
Nama : SHAZKYA PUTRI DEVANIA
NPM : 2101051035
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101051035

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 19 Desember 2024
Kepala Perpustakaan


Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Hingmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296
Website: www.metroiain.ac.id E-mail: iainmetro@metroiain.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Shazkya Putri Devania
NPM : 2101051035
Prodi : Tadris Bahasa Inggris
Judul Skripsi : THE EFFECTIVENESS OF FLASH CARD MEDIA TOWARDS STUDENTS' PRONUNCIATION FOCUS AT THIRD GRADE OF SD NEGERI 7 METRO PUSAT

Telah menyelesaikan administrasi peminjaman buku pada Program Studi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, Desember 2024

Ketua Prodi/TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Shazkya Putri Devania
NPM : 2101051035

Program Studi : TBI
Semester : VII

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	17/24 7	✓	Overview Research	
2.	29/24 7	✓	Revise Background of Study	
3.	5/2024 9	✓	Revise Background of Study	
4.	25/24 9	✓	Revise Data collecting technique	
5.	27/24 9	✓	Revise	
6.	30/24 9	✓	ACC to Seminar	

Mengetahui
Ketua Program Studi TBI

Dr. Much Beiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

✓

Yunlarti, M.Pd

NIP. 19890604 202321 2 048



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15-A Jongsuyu Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimil (0725) 47296, Website: www.tarbiyah.metroiain.ac.id, e-mail: tarbiyah.iain@metroiain.ac.id


KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Shazkya Putri Devania
NPM : 2101051035

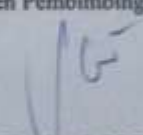
Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	5/2024 11		Acc Research Instrument	
	9/2024 12			

Mengetahui,
Ketua Program Studi TBI


Dr. Much Dequlatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing


Dr. Yuniarti, M.Pd.
NIP. 19890604 202321 2 048



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan: Ki. Hajar Dewantara Kampus 15 A Inggomulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41607, Faksimil (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iam@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Shazkya Putri Devania
NPM : 2101051035

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	9/12 ²⁰²⁴		Analysís data	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Dr. Yuniarti, M.Pd.
NIP. 19890604 202321 2 048



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulya Metro Timur Kota Metro Lampung 34111
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Shazkya Putri Devania
NPM : 2101051035

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	16 Des 2024		Discussion should be enriched by the theories.	

Mengetahui,
Ketua Program Studi TBI

Dr. Moch Deindar, M.Pd.B.I.
NIP. 198803082013031006

Dosen Pembimbing

Dr. Yuniarti, M.Pd.
NIP. 19890604 202321 2 048



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Haji Dewantara Kampus 15 A Ringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimil (0725) 47298; Website: www.tarbiyah.metrouni.ac.id; e-mail: tarbiyah.iaim@metrouni.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Shazkya Putri Devania
NPM : 2101051035

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin, 16 Des 2021		transcription of Students' test	
2.	Rabu/ 18/12		ACC for muraqoyah	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Dcinistur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Dr. Xuniarti, M.Pd.
NIP. 19890604 202321 2 048

CURRICULUM VITAE



The writer's name of this undergraduate thesis is Shazkya Putri Devania. Shazkya was born in Metro City on October 28th 2002. She is the first daughter of three. Hendri Kurniawan, S.I.P and Siti Muntoyah are her parents. Shazkya studied at SD Negeri 1 Metro Pusat from 2009 to 2015. She continued her studies at SMP Negeri 1 Metro from 2015 to 2018, and afterwards, she pursued her education at SMA Negeri 1 Metro Timur from 2018 to 2021. Then, in 2021, the researcher continued her studies at IAIN Metro, majoring in English Education Department (TBI)