LEVERAGING FLASHCARD THROUGH DRILLING TECHNIQUE TO ELEVATE STUDENTS' SPEAKING ACHIEVEMENT

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S. Pd)
English Educational Program

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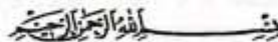**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
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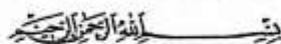Hj. Darmawati, S.Pd., M.Pd.

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PERNYATAAN KEASLIAN SKRIPSI

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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "**Leveraging Flashcard Through Drilling Technique To Elevate Students' Speaking Achievement**" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Univesitas Muhammadiyah Sumatera Utara.

Demikian pernytaan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

Medan, 18 Desember 2024
Hormat saya
Yang membuat pernyataan,

Yolanda Febrianti

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ABSTRACT

Yolanda Febrianti, 2002050012. "Leveraging Flashcard through Drilling Technique to Elevate Students' Speaking Achievement ": Skripsi. English Education Program Faculty of Teachers Training and Education. Universitas Muhammadiyah Sumatera Utara. Medan. 2024

This study aimed to find out the significant effect of using flashcard through drilling technique on the students' speaking achievement. This research was conducted at Pondok Pesantren Mawaridussalam. In the academic year 2024/2025. This research is quantitative and was conducted using a Quasi-Experimental research design. The population of the research consisted of 120 student's 9th-grade students at Pondok Pesantren Mawaridussalam. The sample consisted of 60 students and was taken by using a random sampling technique. The sample was divided into 2 classes, namely the experimental group, which consisted of 30 students, and the control group consisted of 30 students. The experimental group used flashcard through drilling technique while the control group did not use flashcard through drilling technique. The data was collected by using pre-test, treatment, and post-test, and then was analyzed by using the t-test formula in the SPSS version 26 application. The result showed that the level of significance was $0.000 < 0.50$, and the difference between the post-test mean scores of the control and experimental classes was (30.10) and (70.67). In this case, the H_a (alternative hypothesis) was approved, and the H_0 (null hypothesis) was disproved. Therefore, the result of this study was that there is a significant effect of using flashcard in learning through drilling technique on the students' speaking achievement at Pondok Pesantren Mawaridussalam.

Keywords: Flashcard, Drilling Technique, Speaking

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بِسْـــــــــمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

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The title of this study is Leveraging Flashcard through Drilling Technique to Elevate Students' Speaking Achievement at Pondok Pesantren Mawaridussalam. Writing this study was challenging, and the researcher needed help from many people. Therefore, the researcher would like to express her thanks to the people who have given guidance, support, and spirit during the completion of this research, they are:

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Medan,   Januari 2025

The Researcher

Yolanda Febrianti

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CHAPTER I

INTRODUCTION

A. The Background of the Study

English is a second language, which makes it one of the most crucial lessons that pupils need to learn. Being an international language, English is essential. Everywhere, people utilize it to communicate. The ability to speak English is the most important skill to master in school. Students should be able to communicate orally by the end of their English learning. According to Nakhalah (2016), students' difficulties in speaking English are caused by limited speaking practice time in class and a lack of motivation to practice. In addition, teaching methods that are less attractive and too teacher-centered cause students to become passive and not actively involved in the learning process. This causes students to feel afraid of making mistakes, lack confidence, and experience difficulties in pronunciation and vocabulary development.

English is taught as a foreign language from elementary to tertiary levels. One of the main skills that must be mastered in learning English is speaking, as it is the primary means of communicating orally. However, in reality, students' speaking abilities in English remain relatively low. Learning English is supposed to create a conducive environment and provide students with ample opportunities to practice speaking. According to Gagne (2019), learning media is an important component that can stimulate students to interact more actively and increase learning

effectiveness. The use of interesting media, such as flashcards, can enrich students' learning experience and reduce boredom in the classroom (Sudirman & Prasetiyowati, 2014; Tafona, 2018).

Flashcards, as an effective tool, are effective in enhancing students' memory of new vocabulary. Flashcards can help students remember words through a combination of text and images, thus facilitating the process of internalizing language. Furthermore, the drilling technique, which is a structured repetition method in language learning, can be employed to strengthen students' pronunciation mastery, sentence structure, and fluency in speaking. Zakima (2020) stated that drilling techniques can increase students' confidence in speaking because students receive intensive practice and direct correction from teachers.

The use of drilling techniques with the help of flashcard is believed to be an alternative solution in overcoming these problems. With the drilling technique, students practice repeating vocabulary or sentences over and over again so that they can improve pronunciation accuracy and fluency in speaking. Meanwhile, flashcards help students to understand the meaning of words visually so that they are easier to remember and apply in daily communication.

The problem addressed in this research stems from actual classroom events, based on the researcher's experience as a teacher at Mawaridussalam Islamic Boarding School. The students still show

limitations in vocabulary, inappropriate pronunciation, and fear of public speaking. Based on initial observations, the learning method used has not been fully able to increase students' active participation in speaking English. Therefore, an innovative and effective learning approach is needed to improve students' speaking skills.

To find out the extent to which the use of flashcards through drilling techniques can improve students' speaking skills, especially at Mawaridussalam Islamic Boarding School. Through this research, it is hoped that it can contribute to the development of more effective English speaking learning methods, as well as provide a reference for educators to apply creative and interesting techniques in the learning process, to increase students' motivation and learning achievement in speaking skills.

By looking at the background above, the researcher is interested in conducting research under the title "Leveraging Flashcard Through Drilling Technique to Elevate Students' Speaking Achievement".

B. The Identification of the Problems

The problems of the research were identified clearly as follows:

1. The students had less vocabulary

2. The teacher in teaching speaking was less exciting for the students

3. The students had a lot of difficulty pronouncing words correctly

C. The Formulation of the Problem

To make the study easier to comprehend, the researcher formulated the problem as follows:

1. Is there any significant effect of leveraging flashcard through drilling technique on students' speaking achievement?

2. How is leveraging flashcard through drilling technique to elevate students' speaking achievement?

D. The Objective of the Study

Based on the problem of the study, the aims of the study are:

1. To determine if there is a significant effect of using flashcard through drilling technique on enhancing students' speaking achievement at Pondok Pesantren Mawaridussalam.

2. To find out how effective flashcard through drilling technique for enhancing students' vocabulary acquisition, pronunciation, and speaking fluency.

E. The Scope and Limitations

Based on the problem above, the scope of the research was focused on speaking, and the researcher limited the research to Leveraging Flashcards through Drilling Techniques to Elevate Students' Speaking Achievement in IX-grade students of Mawaridussalam Islamic Boarding School.

F. The Significance of the Study

The findings of the study were expected to be useful theoretically and practically as follows:

1. Theoretically

    This research hopefully provided information for English teachers on the drilling technique to teach speaking and additional information for further research.

2. Practically

    a) For the Teacher

        1. The teacher can apply Drilling Technique with flashcards as a learning media in the teaching and learning process.

        2. The teacher can motivate the students to encourage their speaking achievement through the Drilling Technique.

    b) For the Students

        1. The student was interested and motivated in speaking learning.

        2. The student can raise their speaking achievement.

    c) For the Researcher

        The result of this study may be useful for researchers who are researching the topic speaking for the researcher.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting research, theories are needed to explain some concepts that apply to the research. The theories must be classified to avoid confusion. The following theories are used in this study.

1. Speaking Skill

    1.1 Definition of Speaking Theories

    Speaking is one skill that needs to be mastered in learning every language, including English. Therefore, it can be considered that one of the principles in teaching and learning the English language is to make the students speak. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing speech of sound as the main instrument (Brown H. D., 2000).

    Speaking English as a foreign language is a difficult skill to teach and learn because the learners should master some aspects like vocabulary, correct pronunciation, knowing about grammar, and others. When learners want to speak, they should also consider all those aspects (Haryudin and Jamilah, 2018). Speaking English is often viewed as the most demanding skill from other skills and even evaluated as the success in language learning. It implies that speaking is a very essential need for students than having good speaking skills is a priority for students nowadays (Darmawati Y. H., 2020).

Another definition is that speaking is a productive skill that allows students to create texts in spoken forms actively. Thus, the teacher develops a learning atmosphere where the learners can communicate actively in the classroom (Afi Normawati, January, 2023). Therefore, the teaching of speaking should be well designed and planned so students can gain confidence and knowledge of speaking in English.

1.2 Types of Speaking Skills

Brown (2004) stated it was a process of building and sharing meaning through a verbal or oral form that described six categories of speaking skill areas. Those six categories are as follows:

a. Imitative

This category involves practicing intonation and focusing on certain aspects of language form. That is merely a word, phrase, or sentence imitation. Here, it's crucial to concentrate on pronunciation. Drilling is a tool used by teachers to aid in their students' learning. The explanation behind this is that drilling gives students the chance to listen and repeat some words aloud.

b. Intensive

These students' speaking skills are practiced using various phonological and grammatical language features in this speaking performance. Students typically complete the tasks in pairs (group work), such as reading aloud a paragraph, having a partner read aloud to them, or reading data from a chart, among other activities.

c. Responsive

Interaction and test comprehension are part of responsive performance, however at a very low-level chats, polite greetings, small talk, simple requests, and remarks. This is a brief answer that guides responses to queries or remarks raised by the teacher or students. Usually, those responses are appropriate and useful.

d. Transactional

It is carried out to convey or exchange specific information. For example, here is the conversation which is done in pair work.

e. Interpersonal

Interpersonal speaking here is also carried out in a dialogue. It is a purpose to maintain social relationships rather than for the transmission of facts and information. Interpersonal speaking performance can take many different forms, including role-playing, games, talks, debates, and interviews.

f. Extensive

Teachers give students extended monologues through oral reports, summaries, storytelling, and short speeches. Based on the theory above, it can be concluded that some points should be considered when assessing speaking. The students need to know at least the pronunciation, vocabulary, and language functions they will use. When the students have been ready and prepared for the activity, they can use the language appropriately.

1.3 Speaking Aspects

As we all know, speaking ability is extremely important. To improve their communication effectiveness, students must improve their speaking skills. To master speaking skills, students must first understand the components of speaking, which are pronunciation, grammar, vocabulary, fluency, and comprehension.

a) Pronunciation

Pronunciation is the process by which students produce clearer language when speaking. It is concerned with the phonological process, which refers to the elements and principles that determine how sounds are patterned in a language.

b) Grammar

Grammar is the way to organize words into a correct sentence. This is important because if the speaker can master grammar to organize the words, the speaker can also easily speak English.

c) Vocabulary

Learning a language is inextricably linked to learning vocabulary. In communication, vocabulary helps the speaker express their opinions, ideas, and feelings. The most important component of language is vocabulary because it affects the four language skills: listening, speaking, reading, and writing. The importance of vocabulary learning is central to language acquisition, whether it is the first, second, or a foreign language. Vocabulary is the knowledge of word meanings in general.

d) Fluency

Fluency typically refers to the ability to express oral language freely and without interruption. If the teacher wants to assess students' fluency during the teaching and learning process, the teacher allows students to express themselves without interruption. The goal is for students to be able to speak easily and fluently. The teacher does not correct right away because too much correction disrupts the flow of the conversation.

e) Comprehension

Both speakers discuss comprehension because comprehension can lead people to get the information they want. Comprehension is defined as the ability to understand something through a reasonable understanding of the subject, or as knowing what a situation is.

1.4 Classroom Speaking Activities

Teaching speaking was taught through attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001) stated that there are five classroom speaking activities. They are acting from the script, communication games, discussion, problem-solving, and role-play.

a) Acting from the script

In this type of speaking, the teacher assigns the students to act out a play that they have created or that is based on the dialogues they have

read from their coursebooks. Stated differently, the teacher needs to guide the pupils through the scripts as though he were the director.

b) Communication Games

One of the things that might help students relax while learning is playing a game. For younger students, games are an excellent educational tool. Game-based speaking exercises are frequently an effective means of providing pupils with useful practice. Oral methods, including oral describing, oral prediction, and asking for feedback, can be used in game-based activities.

c) Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001) discussion range was divided into several stages, from highly formal interactions.

The first is the buzz group, which can be used for a whole range of discussions. For example, the students are expected to predict the content of a reading text or talk about their reactions after reading the text.

The second is giving instant comments, which can train the students to respond fluently and immediately. The final exercise involved a formal debate in which students prepared arguments in support of or against various propositions.

The debate began with those designated as "panel speakers" producing well-rehearsed "writing" arguments, with the audience joining in as the discussion went on with their own opinions. This involved showing the students photographs or introducing topics at any point during a lesson, and selecting students to speak the first thing that came to mind.

d) Prepared talk

The students are asked to make a presentation on the topic of their own choice. Such talks are not designed for informal, spontaneous conversations because they are prepared and more written; however, if it is possible, the students should speak from notes rather than from the script.

f) Questionnaires

Students can create questionnaires on any relevant topic, and they are highly helpful because they ensure that both the questionnaire and responses have something to say to one another. The teacher can assist them in the design process by serving as a resource while they work on it. Teachers can use those exercises to teach speaking. The lesson's theme and goal might be connected to an activity selected by the teachers. Besides, they must consider the situation, the condition of the students, and the materials that will be taught.

For example, they use simulation and role-play activities when they teach expressions. The teachers can ask them to write some

dialogues, and after that, they have to act them out in front of the class. It may be used by the teachers in using acting from the script. In discussion, the teachers can use some pictures or maybe videos in a certain situation. These activities can be used as a way to measure how far they can speak, say, and express their feeling in English.

1.5 Speaking Process

When a person is speaking or when a conversation between two people is going on, it may seem effortless, nonetheless, the process of speaking is very complex, especially when it comes to speaking in a second or foreign language. (Bygate, 2010) addressed this process as processing skills, the skill of deciding what to say, when to say it, and how to say it clearly. (Goh & Burns, 2012) argued that there are three stages in the process of speaking. To understand further, the writer will elaborate on the theory below.

a) Conceptual Preparation (thinking about what to say)

Also known as conceptualization, is where the process of speaking originates. This is the thought that happens inside one's mind before actually uttering the words. Two things are necessary for this stage. The first is the topic and the second is the background or "encyclopedic" knowledge that the person speaking already knows about the topic itself. The more background knowledge that the person knows about the topic, the vaster the result of the spoken language can be.

In a classroom setting, teachers might ask their students to explain what they have just read in spoken form. Or otherwise, receive information and then produce another information based on her or his understanding. Therefore, how well the student comprehends the written text will determine how well they describe it in spoken language. Another challenge that will appear is, that students need to choose which part of the input is the most important to be included in the output. In spontaneous responses such as in conversations, students need to construct relevant responses that are sociocultural appropriate.

b) Formulation (how to say it)

In this process, speakers map out the ideas that were created during the conceptual preparation to specific words in the speaker's mental lexicon and incorporate that Garman (1990), cited in Goh & Burns (2012)

This stage is probably the most challenging of the other stages because learners need to make some lexico-grammatical choices that require them to decide which words and grammatical forms are relevant to the message they want to deliver.

Sometimes, learners also need to know fixed phrases in the English Language to make sure the audience knows exactly in which direction the speaker is going. For example, when telling a narrative text, learners include phrases such as "once upon a time" or when telling a procedure text, they include a phrase like "after that". For this, learners

need to understand language appropriateness for the social context in which the speech is produced.

c) Articulation (actually saying it aloud)

Articulation occurs when the speaker controls a specific muscle group in the articulatory system that comprises the vocal tract, larynx, and lungs. This stage is made possible with sound waves that reach the listener.

This stage is also closely related to memory and information processing. Because it's different between very competent and less competent speakers. Very competent speakers can do it effortlessly because they do not have to worry about phonological encodings such as pronunciation and stress, since it has become natural for them. However, this stage can be an issue for less competent speakers since they pay close attention to every articulation they make. Whether the pronunciation is correct and if their message can be accepted by the listener, Goh & Burns (2012)

2. Drilling Technique

2.1 Definition of Drilling Technique

In foreign language classrooms, the drilling method is often used. This method was a key part of the audio-lingual approach, which focused on the oral repetition of language patterns. During a drill, students practice speaking while responding to prompts under supervision. The specific drill determines the response. Drills are typically used to help students practice what they have learned accurately during the controlled practice phase of

language learning. They allow students to quickly and automatically practice using specific language structures, such as transformations, verb forms, or tag endings. Drills are effective for teaching and learning because they provide practice in small, manageable language chunks, developing confidence and automatic application of previously practiced structures and expressions.

The drilling technique is a fundamental method in language teaching, particularly within the audio-lingual approach, which emphasizes repetition and imitation. Drilling involves repetitive practice of language structures or vocabulary to reinforce correct usage and pronunciation. The rationale behind this method lies in behaviorist theories of learning, which suggest that repetition leads to habit formation (Richards, 2001)When applied to speaking practice, drilling helps learners internalize speech patterns and improve their fluency, accuracy, and pronunciation.

2.2 Steps of Drilling Technique

Drilling can be conducted at any proficiency level using a list of vocabulary items or phrases, a short text, or a dialogue. The process involves listening to the teacher as a model and then promptly and accurately repeating what the teacher says. The steps are as follows:

a) The teacher divides the line/paragraph into several parts

When using this technique, the teacher must first divide the paragraph into several parts. This is done so that students will have no trouble understanding what the teacher is explaining. As a result, rather than

studying one paragraph directly, this will greatly assist students in learning it.

b) The students repeat a portion of the sentence

The student repeats the sentence several times after dividing it into parts. Students need to say the sentence out loud so that the teacher can hear and correct any errors. This is to ensure that students pronounce the words or sentences correctly.

c) The students respond to the teacher's cue

If a pronunciation error occurs, the teacher should correct it immediately to prevent the error from persisting. To reduce pronunciation errors, the teacher should also review the students' mistakes, either in groups or individually.

d) The students gradually expand what they are repeating until they can repeat the entire line

Students can read the next paragraph to the end after repeating the first paragraph until there are no pronunciation errors. The teacher will continue to check the student's pronunciation until the end. This helped minimize errors in terms of pronunciation. Based on the explanation above, the drilling technique involves the teacher saying a sentence to the student, who then repeats it until they can say it correctly.

2.3 Advantages of Drilling Technique

Drilling and practice are an effective way for students to learn. Drills involve the repetitive practice of different skills. For instance, a drill in

language could include having students repeatedly write a list of words or equations, or using flashcards. Teachers can incorporate drilling to help students reinforce newly acquired skills. However, if they heavily rely on drills, students may only be learning things to move on to the next step without gaining a full understanding of the material.

The advantages of the drill technique include providing basic skills for students and allowing them to build on mastered skills. Practice and drills enable students to learn certain concepts quickly and effectively, catering to different learning styles. For example, using various drills can help students integrate different tactics to remember skills.

2.4 Disadvantages of Drilling Technique

One of the drawbacks of using drills is that learners may repeat without truly understanding the material. Teachers should monitor and guide learners' production during drills to minimize errors and increase efficiency. Although using drills to master a foreign language has its challenges, relying too heavily on drills during the learning process may hinder learners' ability to think critically. It is beneficial to provide a variety of exercises to prepare learners for different environments and expectations.

When drills are used too frequently, it can be difficult for students to stay focused. Students who exclusively learn through drills may become disengaged and bored, especially if they have already mastered the skills. After students demonstrate proficiency in a subject, drills and practice

exercises should be incorporated sporadically to maintain skill levels. While drilling and practice are effective for learning, excessive reliance on drills might lead to students simply memorizing material to progress to the next level, rather than gaining a deep understanding of the content.

Students might end up simply recalling information rather than comprehending it thoroughly if the learning process becomes too predictable. This approach might prevent students from gaining a clear understanding of the skills they are expected to master, as they might only be memorizing material. This can pose challenges when trying to tackle more complex tasks and advanced lessons in the future.

2.5 Types of Drilling Technique

Brooks in Richards and Rodgers states that using drills and pattern practice is a distinctive feature of the audio-lingual method. Various kinds of drills used include the following:

1) Repetition, students repeat an utterance as soon as they hear it

2) Inflection, one word in an utterance appears in another form when repeated

3) Replacement, the word uttered is replaced by another

4) Restatement, students paraphrase and address it to someone else based on instructions

5) Completion, students hear the completed utterance and repeat the utterance in completed form

6) Transposition, changing the word order to add another word

7) Expansion, adding a word that takes a certain place in the sequence

8) Contraction, a single word that stands for a phrase or clause

9) Transformation, transforming a sentence to a negative or interrogative sentence is transformed

10) Integration, two separate utterances are integrated into one

11) Rejoinder, making an appropriate rejoinder to a given utterance

12) Restoration, the student is given a sequence of words that have been culled from a sentence but still bear its basic meaning

3. Flashcard Learning Media

3.1 Interactions Flashcard

Flashcards are widely recognized as an effective tool for vocabulary acquisition, particularly in language learning. They facilitate active recall, a cognitive process where learners attempt to retrieve information from memory, strengthening neural connections. According to Nation (2022), flashcards promote focused learning by simplifying complex information into smaller, manageable units, which are easier to process and remember. This process is further enhanced by spaced repetition, which systematically reviews material at increasing intervals, helping learners transfer knowledge into long-term memory.

Flashcards are particularly effective in language learning for building vocabulary, a crucial component of communicative competence. Studies such as Merrill & Snyder (2021) have shown that students who use flashcards to learn vocabulary outperform those who rely on traditional

study methods, as flashcards encourage frequent exposure and active engagement. Furthermore, Zhao et al (2023) said digital flashcard platforms such as Quizlet and Anki incorporate multimedia elements, including audio and images, making them more interactive and conducive to auditory and visual learners.

In conclusion, the researcher has determined that using flashcards may help teachers improve their teaching strategy and increase young learners' interest in learning English. Ultimately, this approach created an enjoyable, interesting, and fun atmosphere for the subject while ensuring the students understood the material well.

B. Previous Related Study

Based on several sources related to this research, the researcher showed several previous studies that matched this research. Here are the results of this research and previous studies:

1. *The Effect of Using Flashcards Improving Students' Speaking Achievement Through Drilling Technique.* It wrote by Resty Wahyuni and Nindi Voerezky (2021). The objective of the study is to improve the students' speaking achievement by implementing a drilling technique assisted by media flashcards, it was conducted in a VII-3 grade class in cycles of activities. This article used quantitative and qualitative data. This study showed that the mean score of pre-tests was 29.3, in the first cycle test the mean score was 66.6 and in the second cycle test the mean score was 83. The improvement also can be

seen from the percentage of the students' speaking achievement, in the pre-test, it was 0% of students can get points more than 70. In the first cycle test, 53.4% of students get points more than 70. In the second cycle test, 100% of students get points more than 70, which means that teaching by using drilling technique can help students improve their speaking achievement.

2. *Improving Speaking Skill by Using Drill Technique at The Tenth Grade Students of SMKN1 Singaraja*. It wrote by Budhi Astu Okta Widhi Atmi and Kadek Agus Jaya Pharhyuna (2019). The use of drill technique in this study was intended to improve students' speaking skills. The researcher discovered that drill is an effective technique for improving speaking skill after conducting the research in two cycles. there are 3 part of cycles. The first part is pre-cycle, first cycle, and second cycle. The data analysis of the post-test score in cycle 1 revealed that the mean score improved from pre-test to post-test 1 by as much as 12,22. Furthermore, the percentage of passing grades increased by 52%. It meant that 25 students could reach the KKM of 72 after the first cycle. The improvement in the first cycle did not meet the criteria for success in this study, so cycle 2 was carried out. Based on observations from cycle two, students showed a keen interest when the teacher explained the sentence structure and expressions.

3. *The Implementation of Drill Method by Using Flashcard Learning Media to Achieve Students' Speaking*. It wrote by Mutiara Damayanti

(2020). The study aims to determine the use of drill method with flashcard learning media to achieve students' speaking. This article used quantitative and qualitative data. The result showed a significant difference between each group test before and after treatment. The result of this study presented that there was an improvement in students' speaking ability by using drilling method with flashcard learning media.

4. *Improving Students' Speaking Mastery by Using Repetition Drill Technique at Seven Grade Students of The MTs AL-MA'ARIF PANDAN INDAH*. It was written by Siti Mariyam (2020). This research aimed to know the extent of the improvement of students' speaking mastery by using the repetition drill technique and to identify the situation when the repetition drill was implemented in speaking class. The method of this research was classroom action research (CAR) involved 3 cycles. It was proven by the mean results of the pos-test in cycle 3 was 80,94, meanwhile, the mean score of pre-tests was 35, the mean score of the pos-test in cycle 1 was 50,51 and the mean score of the pos-test in cycle 2 was 69,31. It means that the mean score of post-tests in cycle 3 is higher than the test in pre-test even, on post-tests in cycle 1 and cycle 2.

C. Conceptual Framework

The conceptual framework below was the process of teaching speaking with flashcard through drilling technique. Before doing the treatment, the

researcher divided the class into two groups. The first group was the experimental group and the second was the control group. Before treatment, both groups were given a test to determine the pupils' speaking achievement.

There are some treatments for students using pre-tests and post-tests to get the scores from the students before and after using flashcard through drilling technique. In learning to speak, the experimental group used flashcard and the control group used the conventional method. This research aimed to find out the results of existing independent variables by leveraging flashcard on the students' achievement in speaking mastery. The following diagram illustrates the conceptual framework used in this research:
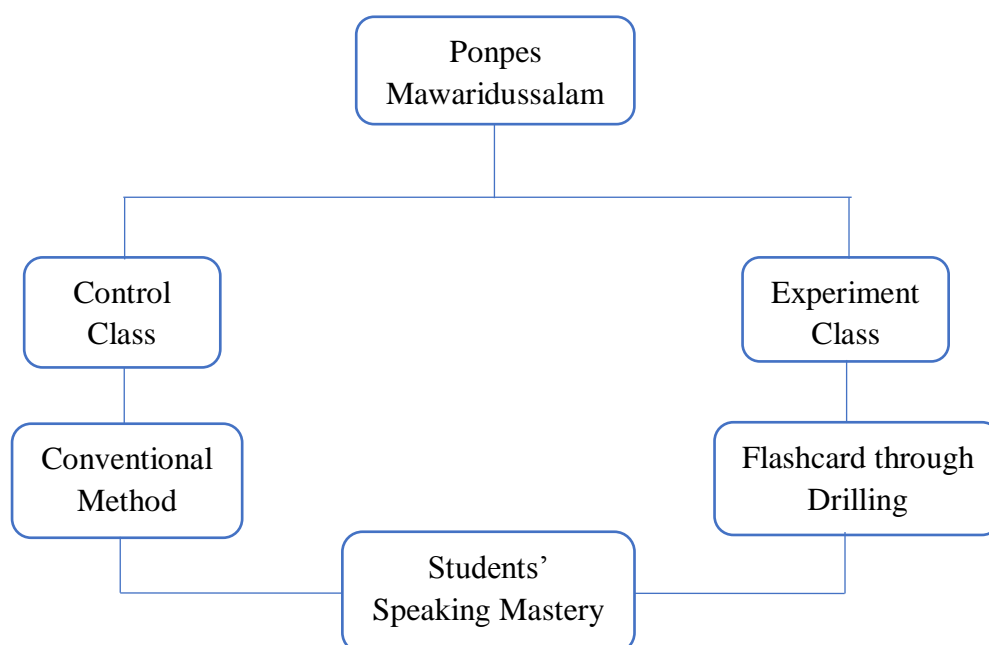

Figure 2. 1 Conceptual Framework

D. Research Hypothesis

Based on the previous explanation of the related theories and the basic assumption above, the hypothesis of this research was as follows:

1. H_0 (Null Hypothesis): There is no significant difference in speaking mastery between the students who used flashcard through drilling techniques in learning.

2. Ha (Alternative Hypothesis): There is a significant difference in speaking mastery among the students who used flashcards through drilling techniques in learning.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used a quantitative approach with a quasi-experimental design. Sugiyono (2018) Stated that experimental research was a research method that investigated the effects of a specific treatment under controlled conditions. The reasons for choosing this design are:

1. To prove the hypothesis in one experiment.

2. To understand the interaction between the dependent and independent variables.

The researcher chose the quasi-experimental design to determine whether students' speaking achievement would be elevated by using flashcard through the drilling technique. Flashcard learning media through drilling technique was the independent variable, while the students' speaking achievement was the dependent variable. The research design is described in detail in the following table.

Table 3. 1 Research Design: Pre- and Post-Test Design of the Study

Group	Test	Treatment	Test
Control Class	Pre-test	No treatment (without using flashcard)	Post-test
Experiment Class	Pre-test	Treatment (using flashcard)	Post-test

B. Location and Time

The location of this research was Pondok Pesantren Mawaridussalam for the 2024/2025 academic year. This school was located in Jl. Pringgan Dusun III Desa Tumpatan Nibung Kec. Batang Kuis Kab. Deli Serdang. This research was carried out in the academic year 2024/2025.

C. Population and Sample

1. Population

Population was a generalization area in the form of objects or subjects with qualities and characteristics the researcher determines to be observed and concluded Sugiyono (2016). Meanwhile, Arikunto (2013) stated that the population was all subjects within the scope of research. So, it can be concluded that the population was the entire object or subject of research that had the qualities and characteristics observed by the researcher.

The population of this research was the students in the ninth grade of Ponpes Mawaridussalam for the 2024/2025 academic year, which is divided into four classes. There was IX C which consisted of 30 students, IX E consisted of 30 students, IX G consisted of 30 students, and IX I consisted of 30 students. So, the total of the population was 120 students.

Table 3. 2 Population of Research

No	Class	Population
1	IX C	30
2	IX E	30
3	IX G	30
4	IX I	30
Total		**120**

2. Sample

The sample was part of the number of objects or subjects that have the qualities and characteristics possessed by the population Sugiyono (2016, p. 81). Meanwhile, Arikunto (2013, p. 174) stated that the sample represented the population taken for research. It can be concluded from the above two opinions that the sample was a part of the overall object or subject as a representative that has the qualities and characteristics possessed by the population to be studied.

The sampling in this study used the Simple Random Sampling technique. According to Arifin (2014), simple Random Sampling was a sampling method where every member of the population had an equal and independent chance of being selected. The sample for this study included all students from two different classes chosen randomly to represent the population with similar characteristics. The first class, as the experimental group, was IX C, which was taught using the flashcard, while the second class, as the control group, was IX E, which was taught using the conventional learning model. The total number of samples in this study was 60 students.

Table 3. 3 Sample of Research

No	Class	Sample
1	Experimental Class	30
2	Control Class	30
Total		**60**

D. **Instrument of the Research**

A test was used in this study to measure the level of students' English learning ability. Arikunto (2010) stated that tests are a series of questions or exercises and other tools used to measure skills, intelligence, knowledge, abilities, or talents possessed by individuals or groups.

To get the data, the researcher gave a test. In speaking tests, the researcher made tests that are suitable to measure students' speaking ability. The researcher tested the students by asking them to explain orally either in individual tests or group tests based on the topic that was given.

Table 3. 4 The scoring rubric of speaking (Brown, 2001)

Aspect	Score	Description
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak their language.
	2	The accent is intelligible, though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. The accent may be foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers
Grammar	1	Grammar errors are frequent, but the speaker can be understood by a native speaker.
	2	Can usually handle elementary construction quite accurately, but does not have thorough or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammatical are quite rare.
	5	Equivalent to that of an educated native speaker.
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. The vocabulary used is broad enough that he rarely has to

		grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision in vocabulary
	5	Speech on all levels is fully accepted by educated native speakers in all its features, including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Fluency	1	No specific fluency description. Refer to the other four language areas for the implied level of fluency.
	2	Can handle with confidence but not with facility most situations, including introductions and casual conversation about current events, as well as work, family, and autobiographical information.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of the experience with a high degree of fluency
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Comprehension	1	Within the scope of his very limited language experience, he can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrasing.
	2	Can get the gist of most conversations on non-technical subjects (i.e., topics that require no specialized knowledge)
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience

	5	Equivalent to that of an educated native speaker.

E. Techniques of Data Collection

There were be some procedures for collecting data:

1. Pre-Test

   A pre-test administered before treatment to assess the student's competence with the method. Both the experimental and control groups were getting a pre-test. The pre-test's purpose was to determine how well-versed speaking pupils are before utilizing flashcard learning media.

2. Treatment

   The Treatment was given to the students after the pre-test. The experimental group applied flashcard learning media through drilling technique, while the control group applied the conventional method by using the student's English book for class IX.

3. Post-Test

   The post-test was given after the treatment phase was completed. It aimed to compare the average scores of the experimental and control groups to determine the effect of the teaching methods.

F. Techniques of Data Analysis

In this research, the data were analyzed using SPSS Statistics 26. The SPSS program was used to generate several types of statistics, such as

mean, median, sum, and others, from the quantitative data collected via the pretest and posttest.

The data analysis technique is the most decisive step of a study because it concludes the research results, systematically searches and organizes the data obtained to improve the researcher's understanding, and presents the findings to others. Data analysis is one of the research processes carried out after all the data has been collected to solve the problems that have been studied and to obtain complete data.

Testing the requirements of the analysis:

1. Normality Test

   Normality tests are used as a requirement for parametric statistics, such as t-tests, ANOVA, regression analysis, correlation analysis, and others. Commonly used techniques (available in SPSS), namely

   • *Kolmogorov Smirnov Test* (sample >100)

   • *Shapiro-Wilk Test* (sample <100)

   Testing with statistical analysis Kolmogorov-Smirnov Test and the Shapiro-Wilk Test have H_0 testing criteria, namely

   Ho is accepted if Sig. $> \alpha = 0.05$

   Ha is accepted if Sig. $< \alpha = 0.05$.

2. Homogeneity Test

The Homogeneity Test is a statistical test used to determine whether two or more groups of data have the same or similar variance (variability). This test is very important in statistical analysis, especially in the context of analysis of variance (ANOVA) or other parametric tests, where the assumption of homogeneity of variance must be fulfilled.

The criteria for acceptance or rejection of the homogeneity test are as follows:

Ho is accepted if Sig. $> \alpha = 0.05$

Ha is accepted if Sig. $< \alpha = 0.05$

3. Hypothesis testing

Hypothesis testing in SPSS 26 is the process of analyzing data using SPSS features to test whether there is a significant relationship, difference, or influence in the data.

The research hypothesis for leveraging flashcard media is as follows:

- H_0 (Null Hypothesis): There is no effectiveness of using flashcard media on students' speaking ability.

- Ha (Alternative Hypothesis): There is an effectiveness of using flashcard media on students' speaking ability.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

This research was carried out in class IX of Pondok Pesantren Mawaridussalam with a total of 60 students who were divided into two groups: the experimental group and the control group. The experimental group consisted of 30 students who were treated using the drilling technique with flashcards, while the control group consisted of 30 students who were not treated. This research was conducted to determine the increase in students' speaking achievement. To investigate whether or not flashcard through drilling technique is leveraged in teaching speaking achievement. Then, the data of this study were taken from students' speaking mastery.

1. Data Analysis

   4.1 Results of Speaking Interest Data in the Experiment Group

   The results of the pre-test and post-test that have been obtained on the experiment group can be seen in the following table.

Table 4. 1 Pre-test and Post-test Scores of Students' Experiment Group

Student's Name	Pre-Test	Post-Test
TA	43	75
DA	50	65
FAS	42	68
QZA	45	60
SICS	48	64
NMM	52	78
AZR	46	70
SAP	55	76

RRL	56	80
HSAD	59	77
LRRS	47	65
KAN	51	74
IM	54	79
MAF	57	72
AB	49	62
NA	44	66
ANFH	49	73
VIK	53	70
FAT	57	71
ISSY	46	66
HF	50	78
INT	42	64
SH	52	63
KI	58	75
FST	57	73
IT	56	76
NNY	48	69
ART	50	65
KSM	51	67
FMBG	54	79
Mean	50.70	70.67

The highest score on the pre-test in the experiment group was 59 and the lowest was 42. So, the total score of the pre-test in the experiment group was 1521. The mean score of the pre-test in the experiment group was 50.70. The data showed the highest score on the post-test was 80 and the lowest score was 60. So, the total score of the post-test in the experiment group was 2120. The mean of post-tests in the experiment was 70.67.

Based on the table above the mean score of students in the experimental group who were taught by using flashcard was greater

than the mean score of students in the control group who were taught by
using the conventional method.

4.2 Results of Speaking Interest Data in the Control Group

The following is presented for the pre-test and post-test Control Group
Speaking Scores.

Table 4. 2 Pre-test and Post-test Scores of Students' Control Group

Student's Name	Pre-Test	Post-Test
AAL	20	30
LAN	22	32
NMN	24	34
AMS	20	36
SBAR	25	35
CNAQ	18	26
ZA	19	24
MP	15	22
ASY	25	40
NS	26	36
AR	18	28
KUH	20	28
OA	23	30
FAB	18	25
LK	23	34
SRSL	24	37
AH	25	36
SML	20	28
TA	18	26
NZ	21	28
SII	19	27
APH	21	31
MPS	23	30
SFD	17	25
FAH	18	29
NA	24	32
NF	21	33
YZS	25	32
SYL	20	25

TNL	19	24
Mean	21.03	30.10

The table shows the data of this research, which consists of the students' codes and the students' scores in the pre-test and post-test of the control group. The highest score on the pre-test in the control group was 26, and the lowest was 15. So, the total score of the pre-test in the control group was 631. The mean score of the pre-test in the control group was 21.03. The data showed the highest score on the post-test was 40, and the lowest score was 22. So, the total score of the post-test in the control group was 903. The mean of the post-test in control was 30.10.

4.3 Data Descriptive Statistics

Table 4. 3 Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre-Test Experiment	30	42	59	50.70	.906	4.963
Pre-Test Control	30	15	26	21.03	.528	2.895
Post-Test Experiment	30	60	80	70.67	1.068	5.851
Post-Test Control	30	22	40	30.10	.834	4.566
Valid N (listwise)	30					

Based on the table above, it is known that the speaking ability of students after using flashcard in the experimental group obtained an average pre-test score of 50.70 with a standard deviation of 4.963, while the average post-test score was 70.67 with a standard deviation of 5.851. The results showed that in students' speaking achievement in the control group, the average pre-test score was 21.03 with a standard deviation of 2.895, while the average post-test score was 30.10 with a standard deviation of 4.566.

4.4 Normality Test

A normality test is used to determine whether the data obtained is normally distributed or not. To test the normality of the pre-test results of the experimental class and control class can be used with the help of IBM SPSS Statistics 26. The basis for decision-making in the Shapiro-Wilk normality test namely:

1. If the significance value (sig) > 0.05, then the data is normally distributed.

2. If the significance value (sig) < 0.05, then the data is not normally distributed.

Table 4. 4 Experimental group normality results in Tests of Normality

Tests of Normality		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Class		Statistic	df	Sig.	Statistic	df	Sig.
Student Learning Outcomes	Pre-Test Experiment	.091	30	.200[*]	.963	30	.373
	Pre-Test Control	.139	30	.141	.949	30	.163
	Post-Test Experiment	.121	30	.200[*]	.950	30	.170
	Post-Test Control	.111	30	.200[*]	.972	30	.606
a. Lilliefors Significance Correction							

Based on the table above, the normality test for the experimental class pre-test was 0.373, the experimental class post-test was 0.170, the control class pre-test was 0.163, and the control class post-test was 0.606. So, it can be said that all significant values > 0.05 are declared normally distributed, and there is an effect of flashcard on students' speaking ability.

4.5 Homogeneity Test

This test is conducted to determine whether the samples used in the study are homogeneous or not, so that if this homogeneity test is fulfilled, then the researcher can conduct hypothesis testing using the t-test. The

data used in this homogeneity test is the data on students' speaking ability after being treated, namely the students' post-test scores.

The basis for decision-making in the homogeneity test namely:

1. If the significance value (sig) > 0.05 then the data distribution is homogeneous.

2. If the significance value (sig) < 0.05 then the data distribution is not homogeneous.

The results of the homogeneity test calculation of the experimental class and control class are as follows:

Table 4. 5 Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Student Learning Outcomes	Based on Mean	3.614	1	58	.062
	Based on Median	3.651	1	58	.061
	Based on the Median and with adjusted df	3.651	1	57.316	.061
	Based on trimmed mean	3.650	1	58	.061

Based on the results of the homogeneity test above, the significant value is $0.062 > 0.05$; it can be said that the research data above is homogeneously distributed in its research.

4.6 Hypothesis Testing

After obtaining normally distributed and homogeneous data, the next step is to conduct hypothesis testing. Hypothesis testing with an independent samples test was conducted to determine the utilization of flashcard through drilling technique on the speaking ability of Pondok Pesantren Mawaridussalam students.

The basis for decision-making in the t-test namely:

1. If the significance value (2-tailed) < 0.05, then there is an effect of flashcard through drilling technique on students' speaking ability.

2. If the significance value (2-tailed) > 0.05, then there is no effect of flashcard through drilling technique on students' speaking ability.

Table 4. 6 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Student Learning Outcomes	Equal variances assumed	3.614	.062	29.938	58	.000	40.567	1.355	37.854	43.279

	Equal variances are not assumed.			29.938	54.769	.000	40.567	1.355	37.851	43.282

Based on the table above, the results of the t-test, the p-value (Sig. 2-tailed) = 0.000, which is smaller than 0.05, indicates that there is a significant difference then H_0 is rejected and H_a is accepted, therefore it can be concluded that there is a significant effect of flashcard on students' speaking achievement.

B. Discussion

Based on the results of the study, it can be concluded that the use of drilling techniques with flashcards succeeded in improving students' speaking skills. This is by the theory, which states that drilling is an effective technique to improve speaking skills because it provides repetitive exercises that help students to remember and master sentence structures. In addition, the use of flashcards in the drilling process also proved effective in speeding up students' understanding of the material taught. Flashcards help students understand the material or sentences to be learned, making the learning process more interesting and interactive. The results also show that students who were treated with drilling techniques using flashcards were more motivated and felt more confident in speaking English, because they felt more prepared and trained in expressing ideas orally.

The research implementation process went well overall. The study was carried out in two classes, experimental and control classes, with a total of 30 students in each class. The research process began with the distribution of pre-test questions and treatment, followed by a post-test at the end of the study. The experimental class and the control class are known to have different average post-test scores. The experimental class's average score on the post-test was 70.67, whereas the control group's score was 30.10. The experimental and control classes were given different treatments, which is why the average value differed. The difference in both the experimental and control classes' post-test results demonstrates that students who used flashcard through the drilling technique had better speaking achievement than students who did not receive the treatment.

Therefore, it was seen that there was a significant in students' achievement in speaking by using flashcard through drilling technique. From this explanation, the researcher concluded that learning using flashcard through drilling technique in the learning process can improve students' speaking ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and discussion results, it can be concluded that in the control class, pre-test data obtained the number of values with an average of 21.03 and a standard deviation of 2.895. Then the post-test data obtained the number of values with an average of 30.10, and a standard deviation of 4,566, while the lowest value was 22 and the highest value was 40. In the Experiment class, pre-test data obtained the number of values with an average of 50.70, and a standard deviation of 4,963, while the lowest value is 42 and the highest value is 59. Then the post-test data obtained the number of values with an average of 70.67, and a standard deviation of 5,851. The lowest value is 60, and the highest value is 80. So, it can be concluded that there is a significant effect of flashcard on the learning process on students' speaking ability. Based on the results of the t-test calculation, it is known that the value of the t-test results with a significance level of 5% ($\alpha = 0.05$) obtained a p-value (Sig. 2-tailed) = 0.000 which is smaller than 0.05 indicates that there is a significant difference then H_0 is rejected and H_1 is accepted, so it can be concluded that there is a significant effect of flashcard on students' speaking ability.

B. Suggestion

Based on the discussion and conclusions of the research results above, the researcher provides the following suggestions:

1. For Students.

   To increase the enthusiasm for learning by using flashcards through drilling technique in the learning process on students' speaking achievement.

2. For teachers

   To make flashcards through drilling techniques as an alternative to relevant learning processes, to help students improve their speaking achievement.

3. For further research

   It is anticipated that the defects in this study can be improved to achieve better results, maximizing the effectiveness of flashcards through the drilling technique and enhancing the learning process in students' speaking achievements.

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APPENDICES

Appendix 1

LESSON PLAN

EXPERIMENTAL GROUP

Satuan Pendidikan   : Sekolah Menengah Pertama (SMP)
Kelas / Semester   : IX (Sembilan) / Genap
Mata Pelajaran   : Bahasa Inggris
Sub-Materi Pokok   : Daily Activities
Skill   : Speaking
Alokasi Waktu   : 2 x 40 Menit

A. Kompetensi Inti

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

B. Kompetensi Dasar dan Indikator Pencapaian Bahasa Inggris

Kompetensi Dasar (KD)	Indikator
3.7.Memahami teks lisan tentang kegiatan sehari - hari	Siswa dapat mengenali kosa kata dan frasa yang berkaitan dengan Daily Activities melalui flashcard.
4.7 Mengungkapkan informasi lisan dan tulisan tentang kegiatan sehari – hari	- Siswa dapat mengucapkan kata dengan pelafalan yang benar melalui drilling technique - Siswa dapat membuat dan menyampaikan kalimat sederhana tentang daily activities

C. Tujuan Pembelajaran

1. Mengucapkan kosa kata terkait kegiatan sehari – hari dengan pelafalan yang benar
2. Meningkatkan kelancaran berbicara melalui teknik drilling menggunakan flashcard

D. Materi Pembelajaran

1. Fungsi Sosial: Menginformasikan kegiatan sehari-hari.
2. Struktur Teks: Uraian runtut tentang aktivitas yang dilakukan.
3. Unsur Kebahasaan:
   - Kosakata terkait aktivitas sehari-hari (e.g., wake up, having breakfast, studying together).
   - Pengucapan yang tepat.

E. Media, Alat, Sumber Belajar

a. Media: Flashcard, Kamus Bahasa Inggris
b. Alat: whiteboard, marker
c. Sumber Belajar: Buku paket mata pelajaran English in Context Grade IX

F. Pendekatan dan Metode Pembelajaran

1. **Scientific Approach Technique**
   a. Mengamati
   b. Menanya
   c. Mengumpulkan informasi
   d. Mengasosiasikan
   e. Mengkomunikasikan
2. **Drilling Technique**

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam,mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik. 2. Guru memberi salam dan menyapa peserta didik. 3. Guru mengecek kehadiran siswa/absensi 4. Guru menanyakan tentang pembelajaran sebelumnya melalui tanya jawab 5. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai	10 Menit

Kegiatan Inti	**A. Mengamati**
	  1. Guru menunjukkan beberapa flashcard yang berisi gambar aktivitas sehari-hari.
	  2. Siswa mengamati flashcard yang berisi gambar aktivitas sehari-hari.
	  3. Siswa memperhatikan kosakata baru yang muncul.
	
	B. Menanya
	  1. Guru memberikan kepada siswa untuk
		60 Menit

	bertanya tentang kosakata yang belum dipahami.	
	C. Mengumpulkan Data atau Informasi	
	1. Guru mengucapkan kosa kata, lalu siswa mengulanginya bersama-sama dan secara individual.	
	2. Siswa diminta mendiskusikan aktivitas sehari-hari mereka berdasarkan kartu yang diberikan.	
	D. Mengasosiasi	
	1. Siswa berlatih dalam kelompok kecil untuk menceritakan kegiatan harian mereka berdasarkan kartu.	
	2. Siswa saling memberikan masukan untuk memperbaiki pengucapan dan pemilihan kata.	
	E. Mengkomunikasikan	
	1. Siswa maju mempresentasi hasil pekerjaan mereka.	
	2. Guru dan teman-teman memberikan apresiasi dan umpan balik positif.	
Penutup	1. Siswa dengan bimbingan guru membuat kesimpulan pembelajaran yang telah dilakukan.	10 Menit
	2. Guru memberikan kesempatan kepada siswa untuk bertanya terkait materi.	
	3. Guru memberikan motivasi dan menutup pembelajaran.	

H. Penilaian Pembelajaran

1. Teknik Penilaian
   - Penilaian Kinerja: Berbicara tentang kegiatan sehari-hari di depan kelas dengan aspek penilaian meliputi:
     a. Ketepatan penggunaan kosakata.
     b. Pengucapan dan intonasi.
     c. Kelancaran berbicara dan kepercayaan diri.
   - Penilaian Sikap: Sikap percaya diri dan kerjasama selama diskusi kelompok.
   - Penilaian Tugas: Tugas menulis tentang kegiatan sehari-hari dalam bahasa Inggris.
2. Pedoman Penilaian

Criteria	Score
Very Good	17-20
Good	13-16
Fair	9-12
Poor	5-8
Very Poor	0-4

Batang Kuis,   November 2024

Guru Mata Pelajaran

Peneliti

Dewi Kartika Rani, S. Pd

Yolanda Febrianti

Mengetahui,

Appendix 2

LESSON PLAN

CONTROL GROUP

Satuan Pendidikan	: Sekolah Menengah Pertama (SMP)
Kelas / Semester	: IX (Sembilan) / Genap
Mata Pelajaran	: Bahasa Inggris
Sub-Materi Pokok	: Daily Activities
Skill	: Speaking
Alokasi Waktu	: 2 x 40 Menit

A. Kompetensi Inti

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

B. Kompetensi Dasar dan Indikator Pencapaian Bahasa Inggris

Kompetensi Dasar (KD)	Indikator
3.7.Memahami teks lisan tentang kegiatan sehari - hari	Siswa dapat mengenali kosa kata dan frasa yang berkaitan dengan Daily Activities melalui flashcard.
4.7 Mengungkapkan informasi lisan dan tulisan tentang kegiatan sehari – hari	- Siswa dapat mengucapkan kata dengan pelafalan yang benar melalui drilling technique - Siswa dapat membuat dan menyampaikan kalimat sederhana tentang daily activities

C. Tujuan Pembelajaran

1. Mengucapkan kosa kata terkait kegiatan sehari – hari dengan pelafalan yang benar
2. Meningkatkan kelancaran berbicara melalui teknik drilling menggunakan flashcard

D. Materi Pembelajaran

1. Fungsi Sosial: Menginformasikan kegiatan sehari-hari.
2. Struktur Teks: Uraian runtut tentang aktivitas yang dilakukan.
3. Unsur Kebahasaan:
   - Kosakata terkait aktivitas sehari-hari (e.g., wake up, having breakfast, studying together).
   - Pengucapan yang tepat.

E. Media, Alat, Sumber Belajar

a. Media: Flashcard, Kamus Bahasa Inggris
b. Alat: whiteboard, marker
c. Sumber Belajar: Buku paket mata pelajaran English in Context Grade IX

F. Pendekatan dan Metode Pembelajaran

1. **Scientific Approach Technique**
   a. Mengamati
   b. Menanya
   c. Mengumpulkan informasi
   d. Mengasosiasikan
   e. Mengkomunikasikan
2. **Drilling Technique**

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam,mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik. 2. Guru memberi salam dan menyapa peserta didik. 3. Guru mengecek kehadiran siswa/absensi 4. Guru menanyakan tentang pembelajaran sebelumnya melalui tanya jawab 5. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai	10 Menit

Kegiatan Inti	**A. Mengamati** 1. Guru menunjukkan beberapa flashcard yang berisi gambar aktivitas sehari-hari. 2. Siswa mengamati flashcard yang berisi gambar aktivitas sehari-hari. 3. Siswa memperhatikan kosakata baru yang muncul. B. **Menanya** 1. Guru memberikan kepada siswa untuk bertanya tentang kosakata yang belum dipahami. **C. Mengumpulkan Data atau Informasi** 1. Guru mengucapkan kosa kata, lalu siswa mengulanginya bersama-sama dan secara individual. 2. Siswa diminta mendiskusikan aktivitas sehari-hari mereka berdasarkan kartu yang diberikan. **D. Mengasosiasi** 1. Siswa berlatih dalam kelompok kecil untuk menceritakan kegiatan harian mereka berdasarkan kartu. 2. Siswa saling memberikan masukan untuk memperbaiki pengucapan dan pemilihan kata. **E. Mengkomunikasikan** 1. Siswa maju mempresentasi hasil pekerjaan mereka. 2. Guru dan teman-teman memberikan	60 Menit

	apresiasi dan umpan balik positif.	
Penutup	1. Siswa dengan bimbingan guru membuat kesimpulan pembelajaran yang telah dilakukan. 2. Guru memberikan kesempatan kepada siswa untuk bertanya terkait materi. 3. Guru memberikan motivasi dan menutup pembelajaran.	10 Menit

H. Penilaian Pembelajaran

1. Teknik Penilaian
   - Penilaian Kinerja: Berbicara tentang kegiatan sehari-hari di depan kelas dengan aspek penilaian meliputi:
     a. Ketepatan penggunaan kosakata.
     b. Pengucapan dan intonasi.
     c. Kelancaran berbicara dan kepercayaan diri.
   - Penilaian Sikap: Sikap percaya diri dan kerjasama selama diskusi kelompok.
   - Penilaian Tugas: Tugas menulis tentang kegiatan sehari-hari dalam bahasa Inggris.
2. Pedoman Penilaian

Criteria	Score
Very Good	17-20

Good	13-16
Fair	9-12
Poor	5-8
Very Poor	0-4

Batang Kuis,   November 2024

Guru Mata Pelajaran

Dewi Kartika Rani, S. Pd

Peneliti

Yolanda Febrianti

Mengetahui,

Appendix 3

Students Record Experimental and Control Groups doing Pre-test and Post-test

https://drive.google.com/drive/folders/1Ql17NWov5Kpm2umbuWc-Qg0EfDfJY44k

Appendix 4

INSTRUMEN PENELITIAN SKRIPSI

She wakes up in the morning

They are family

We are studying together in class

She is reading a book at a library
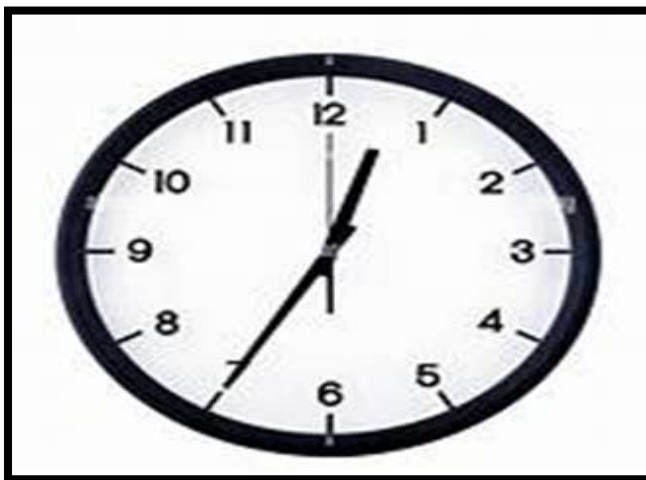
It is thirty-five past twelve

Appendix 5

Attendance List of Experimental Group

The Students' Attendance of the Experiment Group
at Pondok Pesantren Mawaridussalam

No.	Name	Pre-Test 1st Meeting	Treatment 2nd Meeting	Post-Test 3rd Meeting	Sign
1	TA	✓	✓	✓	
2	DA	✓	✓	✓	
3	FAS	✓	✓	✓	
4	QZA	✓	✓	✓	
5	SICS	✓	✓	✓	
6	NMM	✓	✓	✓	
7	AZSR	✓	✓	✓	
8	SAP	✓	✓	✓	
9	RRL	✓	✓	✓	
10	HSAD	✓	✓	✓	
11	LRRS	✓	✓	✓	
12	KAN	✓	✓	✓	
13	IM	✓	✓	✓	
14	MAF	✓	✓	✓	
15	AB	✓	✓	✓	
16	NA	✓	✓	✓	
17	ANFH	✓	✓	✓	
18	VIK	✓	✓	✓	
19	FAT	✓	✓	✓	
20	ISSY	✓	✓	✓	

21	HF	✓	✓	✓	
22	INT	✓	✓	✓	
23	SH	✓	✓	✓	
24	KI	✓	✓	✓	
25	FST	✓	✓	✓	
26	IT	✓	✓	✓	
27	NNY	✓	✓	✓	
28	ART	✓	✓	✓	
29	KSM	✓	✓	✓	
30	FMBG	✓	✓	✓	

Batang Kuis,   Desember 2024

The English Teacher

Dewi Kartika Rani, S. Pd

The Researcher

Yolanda Febrianti

Appendix 6

Attendance List of Control Group

The Students' Attendance of the Control Group at Pondok Pesantren Mawaridussalam

No.	Name	Pre-Test 1st Meeting	Without Treatment 2nd Meeting	Post-Test 3rd Meeting	Sign
1	AAL	✓	✓	✓	
2	LAN	✓	✓	✓	
3	NMN	✓	✓	✓	
4	AMS	✓	✓	✓	
5	SBAR	✓	✓	✓	
6	CNAQ	✓	✓	✓	
7	ZA	✓	✓	✓	
8	MP	✓	✓	✓	
9	ASY	✓	✓	✓	
10	NS	✓	✓	✓	
11	AR	✓	✓	✓	
12	KUAH	✓	✓	✓	
13	OA	✓	✓	✓	
14	FAB	✓	✓	✓	
15	LK	✓	✓	✓	
16	SRSL	✓	✓	✓	
17	AH	✓	✓	✓	
18	SML	✓	✓	✓	
19	TA	✓	✓	✓	
20	NZJ	✓	✓	✓	
21	SH	✓	✓	✓	

22	APH	✓	✓	✓	*signature*
23	MPS	✓	✓	✓	*signature*
24	SFBD	✓	✓	✓	*signature*
25	FAH	✓	✓	✓	*signature*
26	NA	✓	✓	✓	*signature*
27	NF	✓	✓	✓	*signature*
28	YZPS	✓	✓	✓	*signature*
29	SYL	✓	✓	✓	*signature*
30	TNL	✓	✓	✓	*signature*

Batang Kuis,   Desember 2024

The English Teacher

Dewi Kartika Rani, S. Pd

The Researcher

Yolanda Febrianti

Appendix 7

Form K-1

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JL Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : **Yolanda Febrianti**
NPM : 2002050012
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 115 SKS

IPK = 3.68

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Leveraging Flashcard through Drilling Technique to elevate Students' Speaking Achievement	
	Using Speaking Board Games to Develop Students' Speaking Skill	
	The Effect of Teaching Reading Comprehension through Small Group Discussion	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 6 Februari 2024
Hormat Pemohon,

Yolanda Febrianti

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Appendix 8

Form K-2

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

UMSU

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU
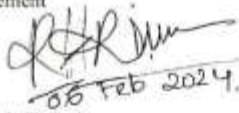
Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa   : **Yolanda Febrianti**
NPM   : 2002050012
Prog. Studi   : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Leveraging Flashcard through Drilling Technique to Elevate Students'
Speaking Achievement

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

Hj. Darmawati, S.Pd., M.Pd.

06 Feb 2024.

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 6 Februari 2024
Hormat Pemohon,

Yolanda Febrianti

Keterangan
Dibuat rangkap 3 :   -   Untuk Dekan / Fakultas
                              -    Untuk Ketua / Sekretaris Prog. Studi
                              -    Untuk Mahasiswa yang Bersangkutan

Appendix 9

Form K-3

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400   Medan 20217   Form : K3

Nomor   : 1453 /II.3/UMSU-02/F/2024
Lamp   : ---
Hal   : Pengesahan Proyek Proposal
               Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama   : Yolanda Febrianti
N P M   : 2002050012
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : **Leveraging Flashcard through Drilling Texhbique to Elevate**
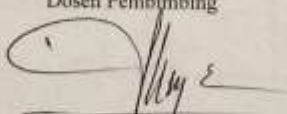   **Students' Speaking Achievement**

Pembimbing   : Hj. Darmawaty, S.Pd., M.Pd..

Dengan demikian mahasiswa tersebut di atas ditzinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
      1.Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
      2.Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
      3.Masa kadaluwarsa tanggal : 26 Juni 2025

Medan   19 Dzulhijiah   1445 H
         26 Juni   2024 M

Wassalam
Dekan

Dra, Hj. Syahsfurnita,MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :
1.Fakultas (Dekan)
2.Ketua Program Studi
3.Pembimbing Materi dan Teknis
4.Pembimbing Riset
5.Mahasiswa yang bersangkutan :
    WAJIBMENGIKUTISEMINAR

Appendix 10

Form Lembar Pengesahan Proposal

Appendix 11

Form Berita Acara Bimbingan Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UMSU Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id/E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

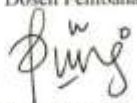|	
Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama	: Yolanda Febrianti
NPM	: 2002050012
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: Leveraging Flashcard through Drilling Technique to Elevate Students' Speaking Achievement

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
13 Jun 2024	Discuss about the tittle	
10 July 2024	Background , the formulation	
20 July 2024	Discuss of review of literature, study relevance	
14 Aug 2024	Discuss of research methodology	
26 Aug 2024	Discuss of research design	
20 Sept 2024	Discuss of population and sample, analyzed data	
30 Sept 2024	ACC to submit sempro	
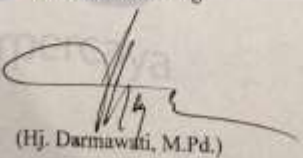
Diketahui oleh:
Ketua Prodi

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Medan, 1 Oktober 2024

Dosen Pembimbing

(Hj. Darmawati, M.Pd.)

Appendix 12

Form Berita Acara Seminar Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id
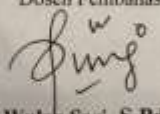
BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jumat Tanggal 11 Bulan Oktober Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Yolanda Febrianti
N.P.M : 2002050012
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Leveraging Flashcard Through Drilling Technique to Elevate Students' Speaking Achievement

No	Masukan dan Saran
Judul	—
Bab I	The Formulation of the problem The objective of the study
Bab II	Theoretical Framework
Bab III	Population and Sample
Lainnya	References
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Ambar Wulan Sari, S.Pd., M.Pd)

Dosen Pembimbing

(Hj. Darmawati, M.Pd.)
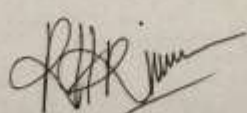
Panitia Pelaksana

Ketua

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

Appendix 13

Form Lembar Pengesahan Hasil Seminar Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap	:	Yolanda Febrianti
N.P.M	:	2002050012
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	Leveraging Flashcard Through Drilling Technique to Elevate Students' Speaking Achievement

Pada hari Jumat, tanggal 11 bulan Oktober, tahun 2024 sudah layak menjadi proposal skripsi.

Medan,   Oktober 2024
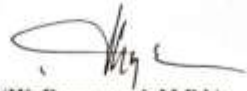
Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

(Ambar Wulan Sari, S.Pd., M.Pd)   **(Hj. Darmawati, M.Pd.)**

Diketahui oleh
Ketua Program Studi,

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Appendix 14

Surat Pernyataan

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini :

Nama Lengkap	:	Yolanda Febrianti
N.P.M	:	2002050012
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	Leveraging Flashcard Through Drilling Technique to Elevate Students' Speaking Achievement

Dengan ini saya menyatakan bahwa:
1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 0 Oktober 2024
Hormat saya
Yang membuat pernyataan,

Yolanda Febrianti

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum.

Appendix 15

Surat Keterangan

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext. 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap	: Yolanda Febrianti
N.P.M	: 2002050012
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: Leveraging Flashcard Through Drilling Technique to Elevate Students' Speaking Achievement

benar telah melakukan seminar proposal skripsi pada hari Jumat, tanggal 11, Bulan Oktober, Tahun 2024

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan,   Oktober 2024

Ketua,

Dr. Pirman Ginting, S.Pd., M.Hum.

Appendix 16

Surat Izin Riset

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1513/SK/BAN-PT/Ak-XX/PT/XI/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp (061) 6622400 - 6224567 Fax (061) 6625474 - 6631003

https://fkip.umsu.ac.id fkip@umsu.ac.id umsumedan umsumedan umsumedan umsumedan

Nomor	: 3138/II.3/UMSU-02/F/2024	Medan, 22 Rabiul Akhir 1446 H
Lamp	: ---	25 Oktober 2024 M

Hal : **Izin Riset**

Kepada : Yth. Bapak/Ibu Kepala
Pondok Pesantren Mawaridussalam Batang Kuis
Di
Tempat.

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama	:	**Yolanda Febrianti**
N P M	:	2002050012
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	**Leveraging Flasheard Through Drilling Technique to Elevate Students' Speaking Achievement.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.

Wassalam
Dekan

Dra. Hj. Syamsuyurnita, MPd.
NIDN. 0004066701

Pertinggal

Appendix 17

Surat Balasan Riset

MADRASAH TSANAWIYAH
PONDOK PESANTREN MAWARIDUSSALAM
NSM : 121212076163 NPSN : 10264176 Email : mtsppmawaridussalam@gmail.com
Jl. Peringgan Desa Tumpatan Nibung Kec. Batang Kuis Kab. Deli Serdang Sumatera Utara 20372

Nomor   : 0296/MTsS-PP.Masa/SPP/I/2025
Lamp   : -
Hal   : Penerimaan Penelitian

Kepada Yth:
Ka. Jurusan FKIP UMSU
Di
        Tempat

Kepala Madrasah Tsanawiyah Swasta PP Mawaridussalam

Nama   : Sirojul Alwan Situmorang, ST
Jabatan   : Kepala Madrasah
Alamat   : Jl. Peringgan Dusun III Desa Tumpatan Nibung Kec. Batang Kuis

Dengan Ini menyatakan bahwa nama yang tertera di bawah ini:

Nama   : Yolanda Febrianti
NIM   : 2002050012
TTL   : Medan, 22 Februari 2002

Adalah benar telah diterima melakukan riset penelitian di MTsS PP Mawaridussalam guna memenuhi tugas akhir dengan judul "LEVEREGING FLASHCARD THROUGH DRILLING TECHNIQUE TO ELEVATE STUDENTS' SPEAKING ACHIEVEMENT"

Demikian surat keterangan ini dibuat sebagai mana adanya, dan digunagan sebagai mana mestinya.

Batang Kuis, 28 Januari 2025
Kepala Madrasah Tsanawiyah Swasta
PP Mawaridussalam

Sirojul Alwan Situmorang, ST

Appendix 18

Berita Acara Bimbingan Skripsi

Appendix 19

Lembar Pengesahan Skripsi

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama : Yolanda Febrianti
NPM : 2002050012
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Leveraging Flashcard Through Drilling Technique To Elevate Students' Speaking Achievement

sudah layak disidangkan.

Medan, 28 Desember 2024
Disetujui oleh:
Pembimbing

Hj. Darmawati, S.Pd., M.Pd.

Diketahui oleh:

Dekan   Ketua Program Studi

Dra. Hj. Syamsuyurnita, M.Pd.   Dr. Pirman Ginting, S.Pd, M.Hum.

Appendix 20

Documentation of Experimental Group doing Pre-test and Post-test

Appendix 21

Documentation of the Control Group doing Pre-test and Post-test

Appendix 22

Documentation with The Teachers of Mawaridussalam Islamic Boarding School

CURRICULUM VITAE

1. **Personal Information**

Name   Yolanda Febrianti

Student's Number   2002050012

Place/Date of Birth   Medan, 22 February 2002

Gender   Female

Religion   Islam

Address   Jl. Makmur Gg. Taqwa Psr 7 Tembung

Father's name   Muhammad Yusuf

Mother's name   Sri Sumiyanti

Young sister's name   Satira Aulia Nisa

2. **Educational Background**

2006 – 2007   Kindergarten at Paud Ananda

2007 – 2010   Elementary School at SD Muhammadiyah 10

2010 – 2013   Elementary School at SD Triana

2013 – 2016   Junior High School at Mts PP Mawaridussalam

2016 – 2019   Senior High School at Mts PP Mawaridussalam

2019 – 2020   Devotion teacher at PP Mawaridussalam

2020 – 2025   An active student of the English Department of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatra Utara