

**THE IMPLEMENTATION OF DIRECT METHOD ASSISTED BY FLASH
CARD TO IMPROVE CHILDREN PRONOUNCIATION**

SKRIPSI

Submitted in Partial Fulfillment of Requirement

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**MAJELIS PENDIDIKAN TINGGI
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ABSTRACT

Mahfira Syahbandia. 1902050142P. The Implementation of Direct Method by Flash Card to Improve Children Pronunciation: Skripsi. English Education Program Faculty Of Teacher Training And Education. University Of Muhammadiyah Sumatera Utara. Medan. 2022.

This study aim to find out the benefit of direct method with flashcard to achieve students pronunciation ability. The subject of this research is students in 1st grade of SD Namira Islamic School Medan in the academic year 2021/2022. It consist of 30 students. This research aims to improve the children pronunciation with direct method by flashcard as learning media. This research using classroom action research (CAR) method. There are two kinds of data analysis in this research, quantitative and qualitative data. The quantitative data was taken from the students pronunciation score. The qualitative was taken from the observation of children activity and teacher's performance in learning process. The researcher found that the improvement of students scores after apply direct method by flashcard. In Pre-test, the students average score are 36.69 (no one get score more than 75). In cycle I the children average score is 66.86 (15 people get score more than 75) and in Cycle II the students average score are 80.69 (26 students acquire score more than 75). It indicate that there is an improvement from Cycle I to Cycle II at 66%. Also found that the students activity and the enhancement of the teacher performance. The average percentage of children activities in learning process are 57% in the first cycle and increase to 81% in the second cycle. The teacher activity in learning is raised by gain the average percentage of 42% in the I cycle and 89% in II cycle. Base on the outcome from quantitative and qualitative data analysis that shown beyond doubt that direct method by flashcard as learning media would be able to enrichment the children pronunciation.

Keywords: direct method, flashcard, pronunciation, implementation

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The Researcher

Mahfira Syahbandia

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CHAPTER I

INTRODUCTION

A. Background of the Study

In the era of high technology, learning media based on technology is needed by the teachers. One of the learning media based on technology is Interactive media. Interactive media is an innovation in education that has big contribution to change the learning process. (Heincich 2008: 205) stated that Interactive media is a multimedia learning that using flash card as a platform to help learners to connect into the learning process. It means that the teacher should use Interactive media one of the interesting method. The use of Interactive media enable to support the students to be more enthusiastic in learning English. Learning sources is not only from the text book but also using the flash card then it will be more interesting and innovative for the learning process. While pronounce the words in English is quite difficult for the primary students. The main problem faced by the children of primary school is when they pronounce the difficult words or sentences. If the students would like to pronounce the words they have to listen and read the words correctly.

Pronunciation is an important part of language when someone is transferring knowledge to other people. They do need to pronounce some words clear enough to understand in order to avoid misunderstanding. This refers to an important part of pronunciation (Diane Jonnes:101). English pronunciation is include into one of language components besides grammar and vocabulary. This is why it is very important for English learners.

In addition, some people believe that English pronunciation is difficult for English learner (non-native speakers). They are compulsorily pronounce every words in English clearly and correctly. This is define by Jossie Whitehead statement that the problem with the English language is “Pronunciation” because what we see in English is not necessarily what we say. It drives that pronounce word is not same as written form. Also Rebecca M. dauer stated that English is especially difficult because the pronunciation of words is not clearly show by how they are write.

Direct method assisted is an effective way to achieve the students speaking English. In her research, the researcher also used flashcard learning media. This phenomenon occurs in almost all secondary schools, including SD Namira Islamic School. This is due to the educational ministry's policy, which requires students to learn a foreign language, including English, beginning in elementary school. The students lacked the confidence to speak Englishp, they worry about making mistakes, the students are less vocabulary, they have many difficulties in pronunciation. The teacher should use appropriate method in teaching of English language to make the students have strong interest in teaching and learning process especially in learning speaking. Direct method is use to make interaction between the teacher and students. Then, the teacher need to prepare interesting learning media before the teaching and learning process is finish. In this case, the researcher used suitable method and creative learning media in teaching pronounce. Direct method is an effective way to achieve the students pronouncing English. The researcher also use flashcard learning media in her research.

Base on the description above, the researcher intends to conduct a research entitled “The Implementation of Direct Method Assisted By Flash Card To Improve Children Pronunciation”.

B. Identification of the Problem

The problems of the research are identify clearly as the followings:

1. Some of children are still not clear to pronounce the words on the flash card properly and correctly
2. Method are not appropriate for children in implementing their pronunciation

C. Formulation of the Problem

The problem of this research are to formulate as follow :

1. What are the words on the flash card still not clear of pronunciation properly and correctly by some of children ?
2. How the method appropriate to improve pronunciation by children of that implementation ?

D. Objective of the Study

The objectives of this research are :

1. To know the pronunciation of words on the flash card by some children are still not properly and correctly.
2. To find out the appropriate method for improve children’s pronunciation of that implementation.

E. Scope and Limitation

This study is intended to find out the children's pronunciation in syllable m/n/est/ using flashcard in which limited on pronouncing and capability of vocabulary and willingness.

F. Significance of the Study

The finding of the study expect to be useful theoretically and practically.

1. Theoretically

Theoretically, these are the valuable references in achieve the speaking skill, especially about pronunciation and vocabulary.

2. Practically

The findings of the author will be useful for:

a. The teacher

It can give inspiration to english teachers of SD Namira Islamic School or private english teacher for better in teaching

b. The students

Through by use flash card, children are helped to study with fun in pronouncing skill also enjoy to learn english

c. The reseacrher

To increase benefit knowledge about direct method assisted by flash card.

d. The other reseachers

Can get some new experiences of this research who want interest in doing research related to the study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In the theoretical framework, some of important terms used in the study have to be clear in order to avoid misunderstanding. So, the readers and the researcher must have some perception on the concept of this study.

1. Description of Pronunciation Theories

According to Concise Oxford English Dictionary, pronunciation means the way in which a word pronounce. Again, pronunciation is the act of manner of pronouncing syllables, word and phrases with regard to the production of sound and the placing of stress and intonation.

According to Richard (1992), pronunciation is the way a certain sound is produced. Unlike articulation which refers to the actual production of speech sounds are produced by the hearer. Thus, it includes one of the most important language skills. When people are just good in grammar and vocabulary, and then they are not pronouncing and stressing words correctly, the other people will not understand clearly what they are saying. In spite of this, when their accent is pleasant, they will enjoy talking to each other.

In addition, According to Hornby, “pronunciation is the way in which a language or particular word is pronounce. Pronunciation is also defined as the fact of producing the speeches. Speech sounds are sound produced by the speech organs (articulation).

The activity of these speech organs will produce the speech sounds. Speech sounds are made by air moving outward from the lungs through the mouth or nose. Speech sounds are produced only when there is some interruption of the out-going air and this interruption is carried out by those parts of the speech organs. When we breathe restfully, the air goes in and out but it is uninterrupted and no speech sound is produced.

1.1 Elements of Pronunciation

Ramelan (2003:17) divides the elements of English pronunciation into two parts. The first one Segmental Features, which refer to sound units arranged in a sequential order. This feature can be studied in isolation. It means that every utterance may be cut up or segmented or chopped up into isolated features. The other one is Suprasegmental features, which refer to such features as stress, pitch length intonation, and other features that always accompany the production of segmental. On the other hand, suprasegmental, the other feature cannot be studied in isolation. It cannot describe the suprasegmental features, unless it deals with segmental. Furthermore, we have to differentiate whether the stress is on the first, second, or another syllable of the word. For example the words of monkey [em] , nest [en] /nest/ (n). Therefore, to have 'good' pronunciation everyone has to master them so there will be good understanding between the speaker and listener.

1.2 The Importance and Difficulties in Pronunciation

Ramelan (2003:17) says that pronunciation includes one of the most important language skills. When people are just good in grammar and vocabulary, and then they are not pronouncing and stressing words correctly, the other people will not understand clearly what they are saying. In spite of. How to pronounce a

foreign language like a native speaker is difficult but not impossible. The better the pronunciation, the better people will understand. That is why pronunciation is always important, not only for beginning children, but also when it interests with intelligibility, but at all times. It is very important that learners are hope to begin and develop their pronunciation of English from the beginning levels correctly. Because when they have bad pronunciation habits, They will be hard to acquire a successfull communication. However, pronunciation is not always easy. Students often face difficulties in their pronunciation because of several factors.. The reasons are as follow:

- a. The existence of a given sounds in the foreign language which is not found in the native language.
- b. Sounds which have the same phonetics features in both languages but differ in their distribution.
- c. Similar sounds in two languages, which differ only slightly in their phonetic features.
- d. Sounds that have the same qualities in both languages may constitute some learning problem if they occur in cluster or sequences of sounds. Another problem of pronunciation is that there are sounds which do not exist in Indonesian. Also, the movement of their speech organs have been set to produce the speech sounds of their own languages; it will be difficult for them to change the habit of moving their speech organs in such a way to produce the foreign sounds. All in pronunciation is always an important part and very crucial, eventhough is not always easy. However, the main point refers to someone does not need to have exact perfect native speaker

pronunciation, but someone does need to pronounce clearly enough to be understood

1.3 Pronunciation Teaching

English is second language taught in many schools in Indonesia. As a result, nowadays, we can see many World Class schools in Indonesia. Gerald Kelly (2000:15) states that there are some techniques and activities in teaching pronunciation. They can be divided into some kinds as follows:

2. Direct Method

Direct Method is derived from Direct word which means direct. Direct method or direct model is a way of presenting foreign language subject matter in which the teacher directly uses the foreign language as the language of instruction, and without using the language of the students in teaching. If there is a word that is difficult to understand by the students, then the teacher can interpret by using props, demonstrating, describing and others. This method is based on the understanding that the teaching of a foreign language is not the same as teaching natural science. If teaching the science of certainty, students are required to memorize certain formulas, think, and remember, then in language teaching, students train practice say certain words or sentences. Even if the words or phrases are originally still foreign and not understood by students, but little by little words and sentences that will be pronounced. The purpose of this method is to teach students, usually adults, to be able to talk with other languages in everyday life situations. From this idea developed direct methods as antithetical to grammar-translation approach. In the teaching process always use the tools (props) either in the form of direct props, indirect (artificial objects) and demonstrations through

symbols or certain movements After class, students are really conditioned to receive and talk- proficient in a foreign language, and prohibit from using other languages.

2.1 Characteristic of Direct Method

According to Sumardi, the characteristics of Direct Method are the lesson items consist of sentence structure and words which many used in everyday. The grammar is taught through situation and done verbally, not by learning by heart. The meaning which is concrete to be taught by using objects, while the meaning which is abstract thought through association. Many listening and imitating practices in order the language mastering can be reached automatically. Many learning activities are done in class. Reading is originally given verbally. Since the beginning the pupils trained to think in foreign language.

There are some general characteristic of direct method for example as follows it is grammar teaching of approach is inductive then practice to speak English after that make an effect of question answer session next try to concept of teaching also vocabulary and doing use Audio, Visual, Video materials.

2.2 Procedure of Direct Method

The following procedure is adapted from Larsen-Freeman is the students are called on one by one and they read the text loudly. After the students finish reading the passage, they are asked in the target language if they have questions. The teacher answers the students' question in the target language. The teacher works with the students on the pronunciation. The teacher gives question to the students and the questions and statements are about the students in the classroom.

The student make up their own questions and statements and direct them to other students in the classroom. The teacher instructs the students to turn to an exercise in the lesson which asks them to fill in the blanks.

The students read a sentence out loud and supply the missing word as they are reading. The teacher asks the students to take out their notebooks and he/she gives them a dictation; the passage is about the topic that has been discussed.

2.3 The Principle of Direct Method

Therefore, the principles of direct method is very important when we teach the student with using direct method, we can apply the principles of direct method through combination of ideas, visuals or daily activities experienced by the students mentioned by Richards and Rodgers (2007:9-10). First, Classroom is conduct exclusively in the target language. Second, Only everyday vocabulary and sentences are teach. Third, Communication skills build in a carefully grade progress on organize around question and answer exchanges between teachers and students in small, intensive class. Fourth, Grammar is teach inductively. Fifth, New teaching points are introduce orally. Sixth, Concrete vocabulary is teach through demonstration, objects, and pictures, whereas abstract vocabulary is teach by association of ideas. Seventh, Both speech and listening comprehension are teach. And last, Correct pronunciation and grammar are emphasizes.

The main purpose of direct method is mastery of foreign language orally so learner able to communicate English language. Using on this method like native speaker. To reach this purpose, learners are give exercises to understand words and sentences with meaning although demonstration, shows, actions, also mime. The Direct Method is quite successful in private language schools, such as

those of the Berlitz chain, where paying clients are high motivation and the use of native-speaking teachers is the norm.

2.4 Strategies of using Direct Method

This method often develops around a set of flashcard and videos depicting life in countries with target languages. From the beginning, children are taught and must respond in the target language. In addition to flashcard and videos that are reality and simple actions frequently asked questions based on the material taught, for example by using a video in the Youtube.

- a. Teacher shows an application for substitute flashcard of speaking news subject.
- b. Then children opens the Youtube app
- c. Teacher show a flashcard and asks children with the target words.
- d. Students answer questions as best they can using the target language.
(Norland and Terry, 2006).
- e. Students start watching the video contain in the Youtube application.
- f. Students focus on the words as they get a lot of new vocabulary.

2.5 The advantages of Direct Method

Clearly the Direct Method is a shift away from the Grammar Translation Method. One of its positive points is that it promises to teach the language and Not about the language. Direct method is very specific learning target,using direct method students can easily understand any given material,direct method has many advantages for example:students can immediately express their own ideas of what

they have learned. this method is good for teaching specific facts and basic skills, teachers can also measure the extent of English student's skills through this direct method.

2.6 Disadvantages of Direct Method

Major fallacy of Direct Method is the belief that second language can be learned in the same way as the first language is acquired. Second language learning is a determined process, whereas, the learning of the first language is the natural one, so learning of the both cannot be considered on the same lines and on the same principles. The direct method does not rule out the teaching of grammar; instead, it stresses upon the inductive teaching of grammar. In addition, this method also requires more time in learning because it should give more attention to each student, so that it can hinder the development of teacher creativity.

3. Flashcard Learning Media

In this research, one learning media that the researcher uses in conducting an interesting learning for young learners is flashcard. Flashcard is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom direct or in private study.

Furthermore, Eslahcar (2012) states that: Flashcards are widely used as a learning drill to aid memorization by way of spaced repetition. Flashcards are useful for drilling new letters, syllables, words, and other information. They are normally used in a classroom, but can also be used more informally. A flashcard or flashcard is a set of cards bearing information, as words or numbers, on either or

both sides, use in classroom drills or in private study. Flashcards can bear vocabulary, historical dates, formulas or any subject matter that can learn via a question and answer format.

Therefore, it can conclude that flashcard is a cardboard consisting of a word, a sentence, or a simple picture on it which can bear information that is useful media for teaching learning activities.

3.1 Contribution of Flashcards

The researcher decide to use flashcards as an alternative to improve young learners interest in learning English because young learners can build their own imaginary from the pictures they see in flashcards. Moreover, young learners also need visuals or reality to make them interest with something they learn. Pictures on flashcards are valuable aid. They bring image of reality into the unnatural world of the language classroom. (Joklov,2009) state that the picture is use in a more meaningful and real-life communicative way than being just display for students to say what they can actually see. This will probably have a greater impact on the retention of a piece of vocabulary again and also subsequently on the ability to use it in communication. Pictures bring not only images of reality, but also function as a fun element in the class (Hill, 1990). Sometimes, it is surprising, how pictures may change a lesson, even if only employe in additional exercises or just to create the atmosphere.

In addition, (Moon,2000) also state that having children involve in creating the visuals that are relate to the lesson helps engage students in the learning process by introducing them to the context as well as to relevant vocabulary items. Students are more likely to feel interest and investe in the

lesson and will probably take better care of the materials. It can conclude that flashcards that bear picture on it can be useful to create fun class activities. Flashcards can be bright and colorful and make a real impact on visual learners. Many of the activities outline below will also appeal to kinesthetic learners (Budden, 2004). Flashcards which have colorful pictures are interesting and can attract the young learners interest because generally, young learners like something unique, colorful and they are also interest about many pictures. Students' visual aids such as pictures, charts, flash cards are valuable to be use in the teaching learning process. Studying with those media is enjoyable and interesting.

While, Voxy ELT poll (2011) state: 93% of teachers say that flashcards help students learn language. Flashcards also appeal to the young learner; in pedagogy, the focus remains on the content and the effective delivery of that content. With flashcards, we are able to set numerical targets: "How many words I have today? when we meet our goals, we are reward with a sense of achievement that motivates us to keep learning. Brown (2000) as quote by Eslahcar(2012) state that flash card can take almost anywhere and study when one has a free moment. Flashcards are fast and fun to use and they are effective since they have multi-sensory appeal and occupy only a short time within lesson. Moreover, the result of a study conduct by Tan and Nicholson (1997) show that flashcard training groups are significantly better than the control group in speed of reading words and reading comprehension. Students said that they enjoy their lessons and flashcards could be fun. Base on the reasons above, flashcards are a simple, versatile, yet often underexploit resource. I will like to use flash cards in teaching and learning

activity in order to build interesting learning activity in young learners English class.

B. Previous Relevant Study

Numerous studies that are related to this study had been conducted before. One of them is conducted by Alawiyah (2017) with the research title is *The Use Of Repetition Drill to Improve Speaking Skill on Descriptive Text of the eighth year students of MTSN Salatiga in the academic year 2016/2017 A Graduating*. The research found that there is significant influence of Repetition Drill to increase student's pronouncing skill of the eighth year students of MTSN Salatiga. This finding showed that the students pronounced by using Repetition Drill have good result in pronouncing skill that who are pronounced by using conventional one.

The second that is related to this research was conducted by Aminuddin (2017) with title *The Use of Flashcard to Teach Speaking at the second year students of SMAN 5 Enrekang*. The result of the research was found that there was different significant of student's achievement in pronouncing with the score of posttest (4.1) in experimental class was greater than the mean score of post-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 pronouncing.

C. Conceptual Framework

Pronouncing is to say the sounds right, to use the words to express the appropriate meanings, or construct their sentences in a way that sounds

acceptable. As an activity of language production, Pronouncing need creativity in it. In other words, someone need creativity in conveying their ideas when pronouce with one and another . Before it, someone need to get some ideas or some points that they transfer to another person.

Unfortunately, it is not easy for some people to pronouncing English. They are afraid that they make mistake while pronouncing English and some people also doesn't understand how to arrange the words into sentences when they are want to pronounce with another person. This condition also happen in the area of school; there are many students who has difficulty in pronouncing English. Actually, for facing this problem, teachers should try to find an appropriate media which can help students to be more excited for pronouncing English, so it is easier for them to pronounce english.

With those reasons, the researcher thinks that using Direct Method by Flashcard is the best way to help the student's pronouncing because it has many benefits in the teaching and learning process. First, using Direct Method by Flashcard can help the student's bravery to pronouncing.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

The research is conducted by using Classroom Action Research (CAR) design. The design of the research is describe in detail as the following chart.

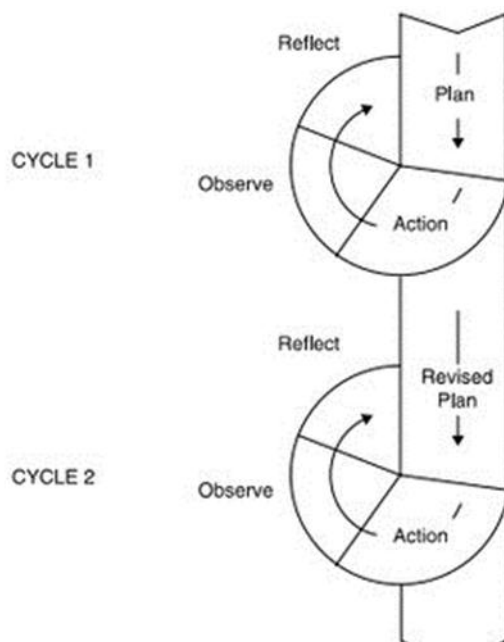


Chart 3.1 Classroom Action Research Model by Kemmis and Mc. Taggart in

Arikunto (2013)

Classroom Action Research Model by Kemmis and Mc. Taggart in Arikunto (2013) The research is applied in two cycles with three meetings for each. There are four steps in conducting this classroom action research, namely: (a) planning, the researcher and the teacher make the plans regarding the

implementation of the research relate to this strategy. (b) action, the teacher applied the strategy to the students' in the classroom and the researcher observe. (c) observation, the researcher observed the process of implementing learning in the classroom to get the data. And (d) reflection, the researcher took along with the teacher collaborator reflect on the implementation of the learning process.

B. Subject of Research

The subjects of this research are the teacher and the students of 1st grade in Elementary School of locate SD Namira Islamic School on g. Jl. Setia budi Pasar I No.76 Medan that is amount to 30 students. This subject is choose to a place of study because it is experience by the researcher based on the consideration that the class is the weak in pronouncing. The position of the researcher is as an observer while the implementation of the learning process done by the teacher. The researcher collaborated with the English teacher in applying the strategy.

C. Population and Sample

According to Arikunto (2006:130) the population is the whole subject study. Meanwhile, according to Sugiyono (2009:117) the population is generalization area which consists of objects/subjects that have certain qualities and characteristics defined by researchers to studied and then draw conclusions.

The population which was taken were 218 students that consists 6 classes.

The sample is part or representative of the population under study (Arikunto, 2006:131). The sample is part of the number and characteristics owned

by the population (Sugiyono, 2009:118). Samples that used in this study is a saturated sample, where Sugiyono (2009:124) defines that "saturated sampling is a technique" determination of the sample when all members of the population are used as samples." The researcher had taken III-A as experimental class which consists of 30 students and III-B as control class which consists of 30 students at SD Namira Islamic School.

D. Instrument of Research

The instruments that is used by the researcher in collecting the data. There are (1) test and (2) observation sheet.

1. Test

The test is given to the students in order to get quantitative data. The researcher used oral test in the form of performing short sentences based the topics. Pre-test is given before giving students the treatment, while post-test is given after giving students the treatment to know the Direct Method by using Flashcard to achieve student's pronouncing or not.

2. Observation Sheet

Observation is used to collect qualitative data. It is about teacher performance and students activities in the learning process of Direct Method by using Flashcard. The observation sheet is arranged and filled by the researcher by ticking the checklist during the learning.

E. Procedure of Research

The procedures of the research is described as the followings:

1. Cycle 1

1.1 Planning

In this step, the researcher collaborated with the teacher to offer a new method in improving student's pronouncing. It is the implementation of Direct Method by using Flashcard as a learning media. The action is base on the lesson plan apply in the class. Beside that the researcher also prepare materials that are teach in the class, make lesson plans, the form of observation in order that the class could observe well, teaching aids, test instrument, etc.

1.2 Action

This step is the implementation of Direct Method by using Flashcard as teaching-learning media. The teacher carry out the lesson plan in the classroom step by step. It describes how the implementation of Direct Method by using Flashcard in the class can promote student's pronunciation. To obtain the purpose, the teacher must create the classroom atmosphere as well as possible. In this case, the teacher took roles as a controller of the student's activities and also provide help when they get difficulties in doing the tasks.

1.3 Observation

The observation is used to collect data namely, teacher and student activities during the teaching and learning process. In this case, the researcher is observed by using observation sheet namely: student's observation sheet and the teacher's performance in learning activities. The researcher is an observer for English teacher and the students.

1.4 Reflection

Reflection is a feedback process from the action that is done. Reflection is used to help the teacher to make a decision. The teacher and researcher analyzed all recording information in the learning process.

2. Cycle II

The researcher did cycle II because the result in cycle I was still need improvement. In cycle II also has four stages; planning, action, observation, and reflection. Every weakness in cycle I is revised in cycle II.

F. Technique of Collecting Data

There are some procedures in collecting data:

1. Pre-Test

Pre-test is given before the treatment. The function of the pre-test is to know the mean scores of students before giving a treatment.

2. Treatment

The treatment is given to the children by using Direct Method by Flashcard Learning Media. The treatment is given in the cycles.

3. Post-Test and after the treatment gave to the students, the researcher give a test again to find out their score in pronouncing .

G. Technique for Data Analysis

There are two kinds of research data namely: quantitative and qualitative data. The quantitative data is used to describe the situation during the teaching learning process, and the quantitative data is use to analyzing the students' score.

The qualitative data consists of the information about the teacher's performance and the students' activities in the learning process will be analyzed based on the student's activities and the teacher's performance category as propose by Arikunto (2007). After getting the percentage of each individual activity, then the results is used as a determination of the criteria level of students' activities in the learning process propose by Arikunto (2007). The teacher's performance is analyze base on the following category as propose by Arikunto (2007).

H. Success Indicator

According to Arikunto (2013), This Classroom Action Research (CAR) is judge to succes if $\geq 75\%$ of the total students reach the minimum score at 75 (Good), then the students activities in learning activities is categorize good if the average percentage shows that it is reach 75% of the number of students.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. Data

The study conduct quantitative and qualitative data in one classroom during the cycle of Class Action Research. The quantitative data use to describe the situation in the teaching and learning process and the qualitative data are use to analyze the children's ability in pronouncing. It is complish of two cycles that have some stages are planning, action, observation, and reflection.

B. Data Analysis

The researcher is an observer for the English teacher and the children of the class that consist of 30 students. After conduct the test to 30 children, the researcher obtaine which is mean score of students' pronouncing is 23.39 with the successful percentage 3%. The researcher observe the meetings in cycle 1 and cycle 2 to achieve children's pronunciation.

1. Report of Cycle 1

The situation in the class students is understand about the material and the application and the researcher collaborate with the teacher increase the children's pronouncing skill through direct method by using flashcard learning media. All activities are elaborate by the researcher as follows:

a. Planning

The researcher ready and make the lesson plan (RPP) and learning media which is relate to the oral test that they are pronunciation, accent, grammar, vocabulary, fluency, and topic will discuss. The researcher prepare

the instrument of collect the data such as observation sheet note in order to know children's communicative in join teaching learning process. Then the researcher conduct test to know the improve of children's pronouncing. It consist of one topic. There are 30 children join the class. In this research, the researcher devide the score of the students base on the aspects of pronouncing.

b. Action

This stage include 3 stages, first observation sheet, second is learning process, and third appendices. The researcher prepare instruction and instruments need to facilitate the implementation of English learning. The teacher start the lesson with introduce herself, convey the purpose of come to the class, and check the students's attendance list. The researcher motivate the children before teach the pronouncing of words. The teacher ask to them about what is pronunciation.

The teacher show pictures with words then ask them how to pronounce it. After that, give 5 minutes before ask to the students for perform in front of the class to do a pre-test about pronunciation. It is finish on first meeting after they do the pre-test then the teacher close the lesson and say "Alhamdulillah".

C. Observation

1) Children's Pronouncing Score

The quantitative data is take from the student's score by english teacher in a pronouncing achieve test of greeting. That consist of 5 pronouncing score component. There are 60% complete and 30%

incomplete with the ideal score of 75. The total score of students can see in here

Table 4.1
Students' Pronouncing Score in Cycle I

Success	Total Students	%	KKM
Complete	15	60%	75
Incomplete	30	61%	
Total	45%	100%	

2) Observation of children's activity in learning process.

The activity of students in learning process is present in the following:

Table 4.2
Observation of Children's Activities in Learning Process Cycle I

No	Aspects of Observation	Percentage
1	Interest	59%
2	Attention	46%
3	Participation	40%
4	Presentation	50%
Means		55%

The data shows that interest of student in learning is consider as the highest level compare to other aspects. Therefore when the teacher show the flashcard learning media, they are enthusiast to answer the question from the teacher. And the lowest data is participation aspect, because the children's score still low.

- 3) The result of the teacher's performance in teaching by using Direct Method with Flashcard Learning media is show clearly in the following table

Table 4.3
The ability of teacher's performance

No	Activity	Score	Catagory
1	Apperception	45%	
2	Material Explanation	46%	
3	Explanation of Direct Method	90%	Highest
4	Classroom Management The Use of Media (Flashcard)	80%	
5	The use of Media (Flashcard)	50%	
6	Voice	70%	
7	Ability to Evaluate	60%	
8	Rewarding Individual	49%	
9	Determining the Score of Individual	43%	Lowest
10	Conclude Learning Material	47%	
11	Closing The Learning	44%	
Means		45%	

The data show that the ability of teacher's performance in applying the direct method by using flashcard learning media in teaching pronouncing is relative. The low at means 45% and the ideal score is >700%. The result of teacher's activity of the highest score is Explanation of direct method at 90%, and the lowest score is of Determining the score of individual at 43%. It is conclude t the teacher's performance in learning process is good categorize.

c. Reflection

According on the data obtaine from the observations and evaluations above, there are some points to reflect as follow:

- 1) The children are able in learning with direct method by using flashcard learning media. They are not still with individual learning, so that learning is well develop. It is see from the observation of student's activity in the teaching learning process by using Direct Method with Flashcard Learning media are relative good with average percentage is 45%.
- 2) The teacher is able to create an active learning by using Direct Method with flashcard learning media. This is gain from observation of teacher activity in Direct Method by using Flashcard Learning media is relative good, that reach the average percentage at 80%.
- 3) The result of evaluation indicate that student's control of leaning material is adequate. Moreover, there is an increase. It is evident by the comparison of the average of learning achievement in pretest and cycle I. That is 36.69

2. Report of Cycle II

The cycle II is an improvement of the cycle I learning process. The improvement in the learning process of cycle II in the preparation of learning, condition the learning environment to be calm and concentration. The step in cycle II is similar with cycle I. that is planning, action, observation and reflection.

a. Planning

Planning in cycle II based on re-planning cycle I, specifically compiling learning design in accordance with the problems in the cycle I to motivate children more active in learning, re-introduce the steps of the learning method. So they are more understand and active in discussion with that learning method, preparing the learning media to help them also motivation and interesting to learning in pronouncing, help students to discuss with direct method, and guide them intensive who have adversity understanding in learning the material.

b. Action

The implementation of the action in the cycle II is perform since learning in the cycle I action is less successful in resolve student problems. So that values of performance realize through scores is still relative low. So as the action perform to improve the parts that are correct 43 in cycle I. Evident from cycle II action, the student ability is increase from the result of cycle I. **In light of this, cycle II's issue can be fixed.**

c. Observation and Evaluation

1) Students' Speaking Score

The quantitative data is take from the student's score in a pronouncing attainment test of greeting. That conduct of 8 pronouncing the scoring component. There are 88% complete and 32% incomplete with the ideal score of 75.

Table 4.4
Students' Score in Cycle II Success

	Total Students	%	KKM
Complete	38	88%	75

Incomplete	8	22%	
Total	46	100%	

2) Observation of students' activity in learning process.

The activity of students in learning process is provide in the following table:

Table 4.5
Observation of children activity in Learning Process Cycle II

No	Aspects of Observation	Percentage
1	Interest	90%
2	Attention	80%
3	Participation	70%
4	Presentation	60%
Means		80%

This data showed the students learning activity by using direct method with flashcard learning media gain at 90% of interest, 80% of attention, 70% of participation, 60% of presentation. It can see that children interest in learning is allow as the highest level compare to the other aspects. And the lowest is presentation aspect because their score are low.

3) The outcome of student observation on the teacher performance in teaching by using Direct Method with Flashcard Learning media that is clearly seen in the table:

Table 4.6

The competence of teacher performance

No	Activity	Score	Category
1	Apperception	84%	
2	Material Explanation	86%	
3	Explanation of Direct Method	92%	Highest
4	Classroom Management The Use of Media (Flashcard)	90%	
5	The used of Media (Flashcard)	84%	
6	Voice	90%	
7	Ability to Evaluate	87%	
8	Rewarding Individual	84%	
9	Determining the Score of Individual	90%	
10	Concluding Learning Material	92%	Highest
11	Closing The Learning	81%	Lowest
Means		86%	

This data showed the competence of teacher performance in applying the direct method by using flashcard learning media in teaching pronouncing look more update than cycle II at means 86% which is the ideal score is >75%. The outcome of teacher action, the highest score is Explanation of Direct Method and concluding learning material at 92%, and the lowest score is of closing the learning at 81%. It is conclude that the teacher performance in learning process is categorize very good.

d. Reflection

Based on the data get from the result of observation and evaluation in the learning process in cycle II there is attain of student pronouncing.

But there are still hurdle or problem which need solution. As for the success obtain during cycle II, these are follow:

1. Using the Direct Method with Flashcards, students participate in the teaching and learning process. Learning from media helps us become better. Children will be able to understand the tasks are given by the teacher, and participate in activity. Student start to competent to present their work well. This is show from the data of observations on children activity increasing from 45% in cycle I become 81 % in cycle II.
2. An enhancement in the result of children activity in the learning process promote by the increasing activity of teacher in improve the atmosphere of direct method using flashcard. Teacher always guide the student especially when they face difficulties. It show from the data of observation of teacher performance in teaching and learning process using the Direct Method with Flashcard increasing, from 45% in cycle I become 81% in cycle II.
3. There is an enhancement on student pronouncing. This is reveal from the average evaluation result, That is 57% in cycle I become 81% in cycle II.

D. Research Findings & Discussion

The mean score in cycle 1 is 55%, the mean score in cycle 2 is 80%; the students who get score more than 75 in cycle 1 is 15 persons, the children who get score more than 75 in cyle 2 is 38 persons; and the percentage of the students who

get score more than 75 in cycle 1 is 36.36% the percentage of the children who get score more than 75 in cycle 2 is 100. It also can seen from qualitative data that is observation sheet. Therefore, it is conclude that flashcard is improve the students

pronouncing achievement in term of news.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

After getting the research findings conclusion there is improvement of students pronouncing ability using direct method with flashcard learning media. It means proven which direct method by flashcard learning media is a good method in teaching pronouncing skill.

Base on the research findings, the conclusion are describe as follows:

1. There is enhancement of students's pronouncing ability using direct method with flashcard learning media. The improvement of children attainment is show from the quantitative data. In cycle I and cycle II, passing grade is 11% is increase to 72%.
2. Learning using Direct Method with Flashcard can improve student motivation and participation in the learning process that is relevant to learning.
3. Thru the direct method with flashcard learning media increase children ability to build their own knowledge. Find step in findings solution to discuss a material which is master by students in individually.

B. Suggestions

Suggestions are stage as follows:

1. It is better for English teacher to implementation the method to improve students achievement in pronouncing.

2. For children better to applying direct method using flashcard learning media in learning pronouncing.
3. It is suggest for other researcher to implementation this research findings as the reference to teaching.

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APPENDICES

Appendix 1**RENCANA PELAKSANAAN PEMBELAJARAN
(EXPERIMENTAL CLASS)**

Sekolah : SD Namira Islamic School

Mata pelajaran : Bahasa Inggris

Kelas/Semester : I/I

Alokasi Waktu : 8 x 40 Menit (4 Pertemuan)

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (membaca, menulis, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar Dan Indikator

No.	Kompetensi Dasar	Indikator
3	3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, meminta dan mengungkapkan pendapat serta responnya sesuai dengan konteks	3.2.1 Menyebutkan cara menanyakan kemampuan dan kemauan melakukan suatu tindakan dalam Bahasa Inggris sesuai dengan konteks. 3.2.2 Menyebutkan cara menyatakan kemampuan dan kemauan melakukan suatu tindakan dalam Bahasa Inggris sesuai dengan konteks.
	4.1 Menyusun kalimat lisan sederhana untuk mengucapkan dan mengartikan kata benda sederhana serta mengecek pemahaman dan kinerja yang baik dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks.	4.2.1 Membuat pertanyaan mengenai kemampuan dan kemauan melakukan suatu tindakan yang akan ditanyakan.

C. Materi Pembelajaran

Materi Pokok	Teks lisan dan tulis untuk a) meminta perhatian, b) mengecek pemahaman, c) menghargai kinerja yang baik dan d) meminta/mengungkapkan pendapat serta Responnya
Fungsi Sosial	Menjaga hubungan interpersonal dengan guru dan teman
Unsur Kebahasaan	Kosa kata: kata benda dan kerja sederhana

D. Metode Pembelajaran

Pendekatan : Scientific (Observing)

Metode : Direct Method

E. Media, Alat dan sumber pembelajaran

1. Media : Projector, laptop, flashcard
2. Alat/bahan : Spidol dan Papan Tulis
3. Sumber belajar :- Buku Bahasa Inggris
- Sumber dari Internet: Youtube

F. Langkah-langkah pembelajaran

1. Purpose of descriptive text is to describe and reveal a particular person, place, or thing.
2. Generic structure : Identification is the part of the paragraph that introduces the character. Usually, identifying the phenomenon to be described.
3. Description is the part of the paragraph that describes the character. Describing the phenomenon in parts, qualities, and characteristics.
4. Example of descriptive text
5. Metode Pembelajaran : Direct Method
6. Media dan Alat : -Flashcard

-Whiteboard with marker

-Handphone

G. Sumber Belajar : Buku Alphabet

Description : Monkey, Nest, Apple.

Metode Pembelajaran : Direct Method

Media dan Alat : -Flashcard

-Whiteboard,

-Boardmarker

Sumber Belajar : -Buku Bahasa Inggris

H. Langkah-langkah pembelajaran

1.) Pertemuan Pertama

Kegiatan	Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan		<ul style="list-style-type: none"> • Guru mengucapkan salam dan memulai pembelajaran • Guru mengecek kehadiran siswa • Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari 	10 Menit
Kegiatan Inti	Mengamati	<ul style="list-style-type: none"> • Siswa mendengarkan instruksi yang diberikanguru • Guru memperlihatkan gambar dan beberapa kosakata benda Bahasa Inggris dan artinya • Dengan bimbingan dan arahan guru, siswa mengidentifikasi arti dan spelling yang benar dari gambar dan kosakata tersebut 	60 Menit
Penutup	Kesimpulan	<ul style="list-style-type: none"> • Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Siswa memperhatikan informasi tentang rencana kegiatan 	10 Menit

		pembelajaran untuk pertemuan berikutnya <ul style="list-style-type: none"> • Guru mengucapkan salam penutup 	
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I. Penilaian

1. Penilaian Pengetahuan

- Teknik Penilaian : Test (Pre-test dan Post-test)
- Bentuk Instrument : Essay

2. Rubrik Penilaian

Nilai = Jawaban benar x **100**

Jumlah soal

Medan, September 2022

Mengetahui,

Guru Mata Pelajaran Bahasa Inggris

Peneliti

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RENCANA PELAKSANAAN PEMBELAJARAN
(CONTROLLED CLASS)

Sekolah : SD Namira Islamic School

Mata pelajaran : Bahasa Inggris

Kelas/Semester : I/I

Alokasi Waktu : 8 x 40 Menit (4 Pertemuan)

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (membaca, menulis, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No.	Kompetensi Dasar	Indikator
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	4.1 Menyusun kalimat lisan sederhana untuk mengucapkan dan mengartikan kata benda sederhana serta mengecek pemahaman dan kinerja yang baik dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks.	4.2.1 Membuat pertanyaan mengenai kemampuan dan kemauan melakukan suatu tindakan yang akan ditanyakan.

C. Materi Pembelajaran

Materi Pokok	Teks lisan dan tulis untuk a) meminta perhatian, b) mengecek pemahaman, c) menghargai kinerja yang baik dan d) meminta/mengungkapkan pendapat serta responnya
Fungsi Sosial	Menjaga hubungan interpersonal dengan guru dan teman
Unsur Kebahasaan	Kosa kata: kata benda dan kerja sederhana

D. Metode pembelajaran

Pendekatan : Scientific (Observing)

Metode : Direct Method

Penutup	Kesimpulan	<ul style="list-style-type: none"> • Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Guru mengucapkan salam penutup 	10 Menit
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G. Penilaian

1. Penilaian Pengetahuan

a. Teknik Penilaian : Test (Pre-test dan Post-test)

b. Bentuk Instrument : Essay

2. Rubrik Penilaian

Nilai = $\frac{\text{Jawaban benar}}{\text{Jumlah soal}} \times 100$

Jumlah soal

Medan, September 2022

Mengetahui,

Guru Mata Pelajaran Bahasa Inggris

Peneliti

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Appendix II

I. Choose and write the suitable answer based on the words in the box

1. The man eats the
2. The banana ate by
3. The bird fly to the
4. My grandfather reads
5. The is an animal
6. A woman eats an
7. My brother writes a to his friend
8. The woman wears her
9. I walk and she
10. We to our parents

KEY ANSWERS

II.

- | | |
|--------------|-------------|
| 1. apple | 6. egg |
| 2. monkey | 7. letter |
| 3. nest | 8. coat |
| 4. newspaper | 9. walks |
| 5. spider | 10. respect |



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FORM K-1

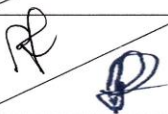
Kepada Yth: Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal: **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertandatangan dibawah ini:

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NPM : 1902050142P
Program Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 130 SKS

IPK= 2,97

Persetujuan Ket/Sekret. Prog. Studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
	Teaching Children The Correct Aqidah by Using Tauhid Flash Card	
	The Implementation of Direct Method Assisted By Flash Card To Improve Children Pronunciation	
	A Description Study on Flash Card in English Teaching and Learning Process	

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

Medan, 16 September 2021
Hormat Pemohon,



Mahfira Syahbandia

Keterangan:

Dibuatrangkap 3

- Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua/Sekretaris Jurusan
- Triplikat Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
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Jl. Kapten Mochtar Basri No.3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

Form K-2

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

Bismillahirrahmanirrahim
Assalamualaikum Warahmatullah Wabarakatuh

Dengan hormat, yang bertandatangan dibawah ini :

Nama Mahasiswa : Mahfira Syahbandia
NPM : 1902050142P
Program Studi : Pendidikan Bahasa Inggris

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

The Implementation of Direct Method Assisted By Flash Card To Improve Children Pronunciation

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

1. Bambang Panca Syahputra, S.Pd., M.Hum

Sebagai Dosen Pembimbing Proposal/Skripsisaya.

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

Medan, 16 September 2021
Hormat Pemohon,

Mahfira Syahbandia

Keterangan:

Dibuat rangkap 3 : - Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua/Sekretaris Jurusan
- Triplikat Mahasiswa yang bersangkutan



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Jl. Mukthar Basri BA No. 3 Telp 6622400 Medan 20217 Form K3

Nomor : 2928 /IL3-AU/UMSU-02/F/2021
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatuullahi Wabarakatuh

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

Nama Mahasiswa : MahfiraSyahbandia
NPM : 1902050142P
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Implementation of Direct Method Assisted By Flash Card To Improve Children Pronunciation

Dengan demikian mahasiswa tersebut di atas diizinkan 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 Perpanjangan tanggal : 4 Desember 2022

Wa`alaikumsalam Warahmatuullahi Wabarakatuh.

Medan, 29 Rab. Akhir 1443 H
04 Desember 2021 M



Dra. Hj. Syamsuurnita, M.Pd
NIP : 19670604 199303 2 002

Dibuat rangkap 4 (empat)

1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing
 4. Mahasiswa yang bersangkutan
- WAJIB MENGGUTI SEMINAR



MAJELIS PENDIDIKAN TINGGI
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata – 1 bagi :

Nama Lengkap : Mahfira Syahbandia
NPM : 1902050142-P
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Implementation Of Direct Method Assisted By
Flash Card To Improve Children Pronunciation

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

UMSU
Unggul | Cerdas | Terpercaya

Diketahui oleh :

Diketahui/Disetujui Oleh
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing

Dr. Bambang Panca S, M.Hum



MAJELIS PENDIDIKAN TINGGI
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Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Nama : Mahfira Syahbandia
NPM : 1902050142P
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Implementation of Direct Method Assisted By Flash Card
To Improve Children Pronunciation

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
5/11 - 2021	- The Referance Study, Conceptual Framework . - Chapter II	
1/12 - 2021	- Sentence Organization .	

Medan, 8 Desember 2021

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum.

Bambang Panca Syahputra, S.Pd., M.Hum



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT. PERPUSTAKAAN

Terakreditasi A Berdasarkan Keputusan Perpustakaan Nasional Republik Indonesia No. 09059/LAP/PT/IX/2018
Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567
Ⓜ <http://perpustakaan.umsu.ac.id> ✉ perpustakaan@umsu.ac.id 📍 [perpustakaan_umsu](https://www.instagram.com/perpustakaan_umsu)

SURAT KETERANGAN

Nomor : 1230/ KET/II.3-AU /UMSU-P/M/2022

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Mahfira Syahbandia
NPM : 1902050142P
Univ./Fakultas : UMSU/Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi : Pendidikan Bahasa Inggris

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

“The Implementation of Direct Method Assisted By Flash Card To Improve Children Pronunciation”

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya

Medan, 8 Muharram 1443 H.
6 Agustus 2022 M.

Kepala UPT. Perpustakaan

Assoc. Prof. Muhammad Arifin, S.Pd, M,Pd



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Mahasiswa : Mahfira Syahbandia
NPM : 1902050142-P
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari : Jum'at
Tanggal : 14 Januari 2022
Dengan Judul Proposal : The Implementation Of Direct Method Assisted By
Flash Card To Improve Children Pronunciation

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terimakasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Dikeluarkan di : Medan
Pada Tanggal : 14 Januari 2022

Wassalam
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20138
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh
Saya yang bertanda tangan dibawah ini :

Nama Mahasiswa : Mahfira Syahbandia
NPM : 1902050142-P
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Implementation Of Direct Method Assisted By Flash
Card To Improve Children Pronunciation

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, 14 Februari 2022

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Hormat saya
Yang membuat Pernyataan

Mandra Saragih, S.Pd.,M.Hum.

(Mahfira Syahbandia)



UMSU

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Nomor : 1326 /II.3.AU/UMSU-02/F/2022 Medan, 02 Dzulhijjah 1443 H
Lamp : --- 01 Juli 2022 M
Hal : Permohonan Riset

Kepada Yth, Bapak Kepala Perpustakaan
Universitas Muhammadiyah Sum. Utara
di
Tempat

Bismillahirrahmanirrahim
Assalamualaikum Wr. Wb.

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak untuk memberikan izin kepada mahasiswa kami untuk melakukan penelitian/riset di Pustaka yang Bapak pimpin, Adapun data mahasiswa kami tersebut sebagai berikut :

Nama Lengkap : Mahfira Syahbandia
NPM : 1902050142-P
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Implementation of Direct Method Assisted By Flash Card To Improve Children Pronunciation

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



Dekan

Dra. H. Samsuurnita, M.Pd
NIDN : 6004066701

Pertinggal





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

SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh
Saya yang bertandatangan dibawah ini :

Nama Mahasiswa : Mahfira Syahbandia
NPM : 1902050142P
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Implementation of Direct Method Assisted By Flash Card to Improve Children Pronunciation

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, 14 Januari 2022

Hormat saya
Yang membuat Pernyataan



Mahfira Syahbandia

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum