



BUDDHI DHARMA UNIVERSITY

**The Use of Three Letter Blending Flashcards in Improving
Children's Pronunciation Skill Based On Ladefoged Theory**

(Kindergarten K1 Level at Narada School Cengkareng Academic Year 2022-2023)

Presented as a partial fulfillment of the requirement for the Undergraduate
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FINAL PROJECT APPROVAL

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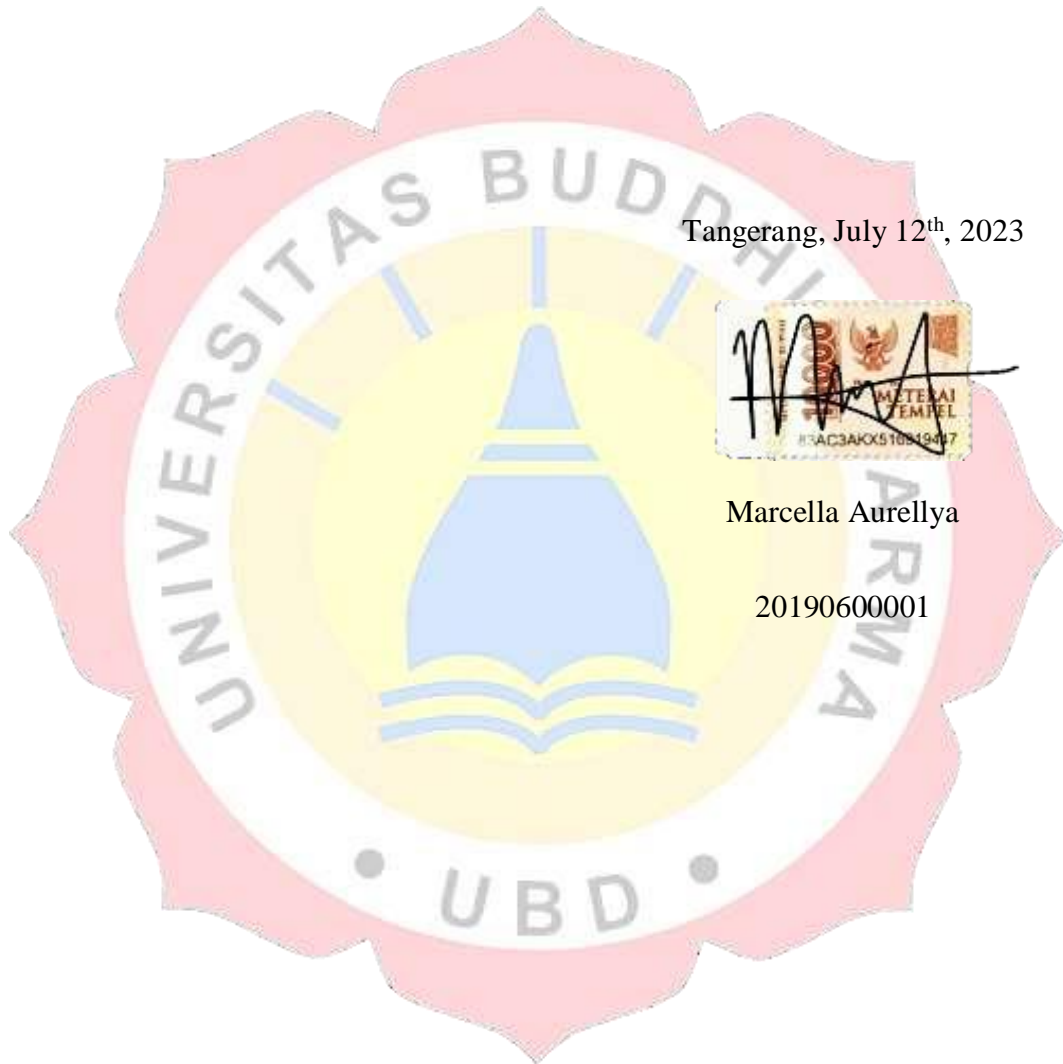
I honestly declare that this thesis is my own writing, and it is true that I do not take scholarly idea or work from others. Those all-cited works are quoted in accordance with the ethical code of academic writing.

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ABSTRACT

According to (Brown, 2007) Learning a second language is a time-consuming and difficult endeavor. ESL is a long-standing discussion in education circles. This has become a hot topic because English has been required to be a language that is learned. Not only adults, even children must learn English from an early age. The researcher analyzes the implementation of three letter blending flashcards in the pronunciation skills of K1-A students at Narada school. The method used is quantitative and focuses on the pronunciation of vowels and their consonants. There were two tests conducted, namely the pre-test and post-test. The two tests were oral tests using three letters blending flashcards. The researcher took the scores of the students based on the theory from Ladefoged (2005b), where it was explained about how to form consonants and how to know whether it was correct or not. The second theory is about vowels, based on Kenworthy 1987 and Ladefoged 1982. There is an explanation about the shape of the lips and how to pronounce vowels. Of all the theories applied, the researcher also used the SPSS to get averages and percentages. There is a score table and also a pie chart that shows what percentage of students' grades have increased. The final results obtained from the pre-test and post-test were an increase of 15% from the two tests. So it can be interpreted that the use of three letters blending flashcards can help children's pronunciation skills so that improvements arise.

Keywords: consonant, flashcards, pronunciation, vowel

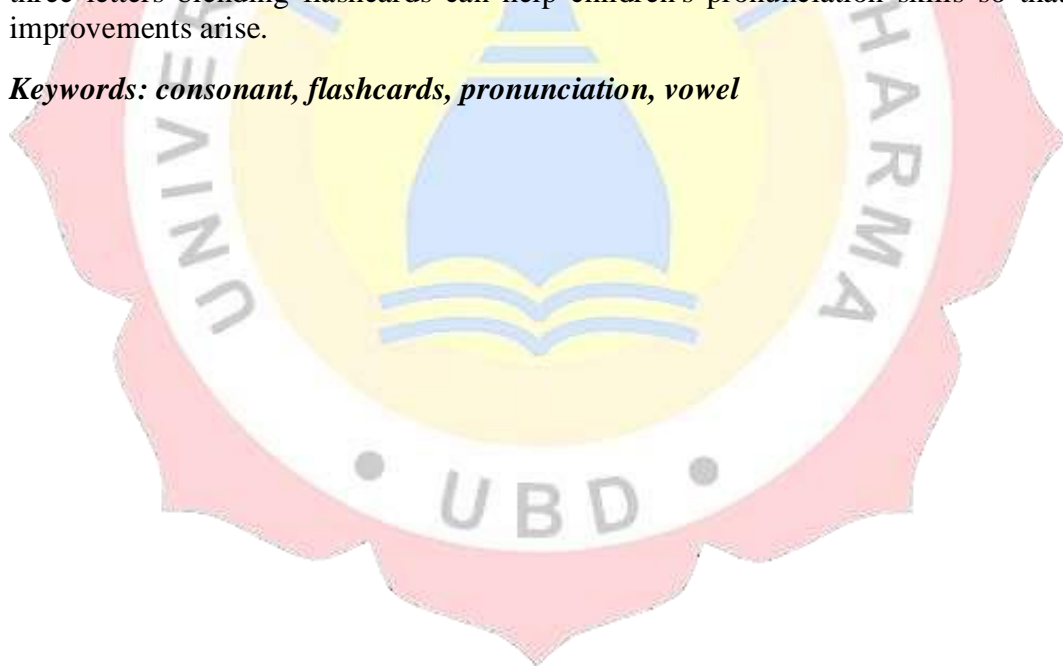


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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is an extremely vital tool that allows humans to communicate with one another. Language is a way to express our feeling towards people whether we are talking, promises, or opinions. Human uses language every day and in every aspect in life. People spend the majority of their lives talking, listening, speaking, reading, and writing. Language is used to sustain and build social relationships; it may be learnt through language acquisition, which is one of the areas of linguistics. According to Holmes (2013, cited in Deckert & Vickers, 2011), "Sociolinguistics is the study of the connection between society and language." Sociolinguistics involves with understanding social purposes of language and the manner in which language is utilized to communicate social meaning." Language is used to express humor, emotion, and personal identity, and is a way of conveying thoughts from one person to another by speaking, writing, or signing. Those who know language, can communicate with other people who know the same language, and humans have the ability to make sounds with specific meanings and to understand sounds made by others. Linguistics helps explain knowledge about language by formulating grammar. A grammar is "a set of rules that characterize only the sentences of a language that we, as speakers, produce and understand" (Fulton, 2022). When you learn a language, you learn the rules of mental grammar. When a person acquires a language, they can assign meanings to sounds or sequences of sounds, and learn the relationship between sounds and the meanings they represent.

All human has their first language or we called it as mother tongue. They can use their mother tongue in their country and everyday conversations. They learn their mother's language from childhood and internalize it. Indonesian, for example, may be used by people in Indonesia. It is hard for them to communicate in Indonesian with outsiders who do not comprehend the language. As a result, individuals study additional languages in order to converse with outsiders. Foreign language learners in Indonesia have acknowledged the value of learning them. Same situation with the foreigners. If they come to Indonesia or any Asian countries, they will have difficulties in language barrier.

About half of the world's people speak more than one language. This means that they were exposed to these languages regularly as a child and became a native speaker. Bilingualism and multilingualism are considered very common in many countries, such as on the African continent, while some of the Western countries are considered monolingual. Learning various languages is a natural human phenomenon — our mind can learn, remember, and save multiple languages (Hinkel, 2016).

The writer got an idea from previous thesis. She is Levia (2019) and graduated from Buddhi Dharma University. In her thesis, she did a research about language acquisition with the title “The Use of Flashcard Combined with Musical Chair Game in Improving Students’ Vocabulary Mastery”. The scope and goal are different but have one of the same variable which is Flashcards. She finds out how to develop vocabulary skill in Kindergarten students by using flashcard and also combined with musical chair game.

(Clark & Lampert, 1986) established three major groups of cognitive processes in teachers. The first one is teacher planning. It means before the teacher wants to deliver something for the children, they need to know and learn it first until they understand well. Second, in teachers' interactive thoughts and decisions, sometimes the teacher need to decide something quickly. For example, the children could ask an out of nowhere question and that's when the teacher needs to improve their thoughts. The teacher must be able to answer any questions from the children even the rhetoric question. The last one is teachers' theories and beliefs. Teachers not only listening to the YouTube or maybe just reading some education books. They must have their own theories. According to (Shulman, 1987, Campbell et al., 2004; Baumert and Kunter, 2006), every teacher can teach with their own ways, with their understanding and no one can duplicate that. It's like a characteristic and the teacher believes themselves. They need to believe themselves for teaching children.

Although it is asserted that audio media can be helpful as instruments for teacher improvement, they have several drawbacks. They are sometimes confusing because it sound-only, easily forgotten if not fully focused, done for reasons other than actually acquiring a second language, and produce no risk to learner identity, academic achievement, or content development. It is intangible. You cannot touch it, you cannot see it and you only can hear it. This instrument should be taught periodically and gradually. The teacher might understand the easiest way to teach their children with audio method. Maybe it looks common for some of us but if you try to deliver and teach it to young learners, you will find some difficulties also.

Like a pure angel just arrived in this world without any knowledge and you have to make them become a proper human being.

A teacher from a National or International school must have learnt English as their first language and became a native speaker (NS), or as a second language and become a non-native speaker (NNS). NS teachers have been learning English since they were children, thus English is their first language. It will be uncommon for someone who learnt English as an adult. This condition will have an impact on both social and intellectual life. If the instructor is just one language, he or she has no firsthand experience with what the pupils are studying (adult language learning). There is hardly no other topic where the teacher does not have the same level of knowledge as the pupils. Teachers have become topic conscious learners before receiving training to transmit it to future generations of learners in science, mathematics, research methodologies, driver education, management education, or any topic we can mention except second language acquisition.

At this time almost all schools use the latest curriculum (kurikulum merdeka). This requires students to be independent in learning. The amount of practice and exploring is a must. For young learners, they usually use five senses media. Use your eyes to see and then remember. Nose to smell and sharpen the power of smell. Tongue as a place to feel a variety of new tastes. Ears are very important because children usually remember things quickly through things they usually hear such as songs, stories, and others. The last, the skin to feel which is warm or cold. With all of these five senses can make the children learn, remember and feel their surrounded environment.

The writer has been gathered information on the use of Dictation (audio media) in K1 class, and this is something worth looking into. Inside this regard, the researcher wants to do research of use dictation and flashcards in the beginner class. As a resource, the writer has examined research on the subject. The writer research on K1 Level at Narada School is one of them. As the object, the writer chose the media classroom. The writer wants to know how effective is the application of audio media and flashcards to young learners.

1.2 Statement of the Problem

ESL is a long-standing discussion in education circles. This has become a hot topic because English has been required to be a language that is learned. Not only adults, even children must learn English from an early age. This of course affects their mother tongue. Change the grammar and articulation of the pronunciation of the language.

At the Narada school for the K1 level, it is highly recommended to be able to speak English and memorize the sounds of the letters. Each lesson they use their ears to distinguish many letter sounds. Regular repetition can make them remember about it. The researcher wants to find out how effective audio mode ESL learning is for children who have just entered the world of education. Sometimes, they were confused when pronounce or speak because the distraction between their mother tongue and the other language. Even when the writer used some flashcards to help the children, but the same mistake still happened. Their pronunciation in English and Indonesian still messed up.

1.3 Research Question

According to the statement of the problem above, the research questions are formulated as follows:

How is the implementation of using flashcards in three letter blending for children pronunciation skill?

1.4 Goal and Function of the Study

This research has the following goals is to find out the improvement of the student's pronunciation skill by using three letters blending.

This research has the following function:

1. The writer wants to give readers knowledge and benefits about using flashcards as a learning instrument to improve young learner's pronunciation skill.
2. The researcher expects that this study may aid students at Buddhi Dharma University's English Department in understanding the usage three letters blending flashcards for kindergarten students.

1.5 Scope and Limitation

The writer is focusing in Sociolinguistics field. This research will exclusively focus in the usage of three letters blending flashcard in improving student's pronunciation skill. The researcher will teach their three letters blending flashcards to see how well they can pronounce some English's short word. This study is restricted only for K1 children at Cengkareng's Narada School.

1.6 Conceptual Framework

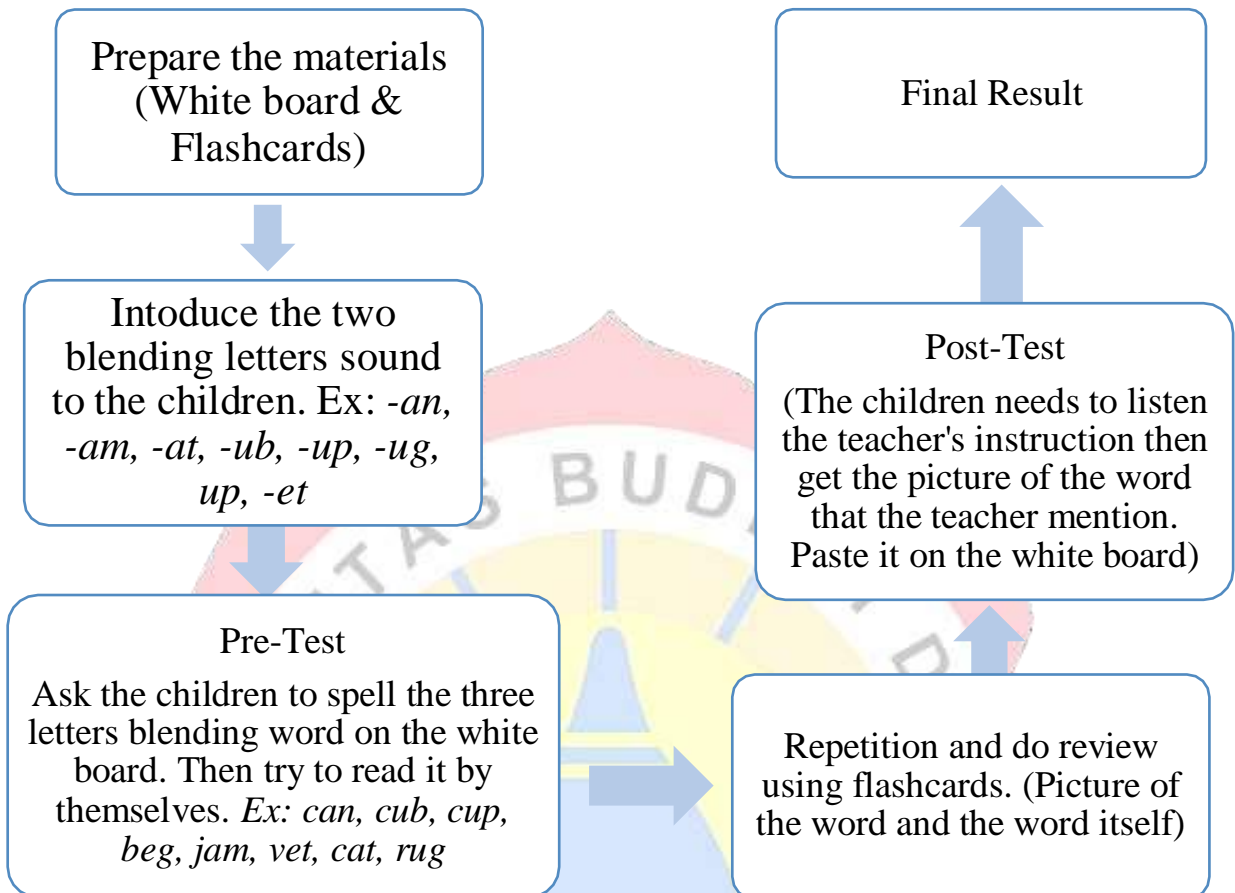


Figure 1. Conceptual Framework

The writer of this sub-bab mostly focuses on the pronunciation development of Narada School's kindergarten kids. To improve it, the writer uses flashcards and also the phonics book. The writer introduced the two blending letter sound to the children during the first week. After that, asked the children to open their phonics book and try to spell the three letters blending word, then copy the word on their book. Do the repetition and review use flashcards. There is a picture and the word. The writer provides an oral test which the children needs to listen the teacher's instruction then get the picture of the word that the teacher mention. Paste it on the white board. The goal is to evaluate how the flashcards can improve the students' pronunciation skill.

CHAPTER II

THEORETICAL BACKGROUND

2.1 Previous Studies

The researcher has found three previous studies as follows: The first one is written by (LEVIA, 2019): The Use Of Flashcard Combined With Musical Chair Game In Improving Students' Vocabulary Mastery, an alumnus from Buddhi Dharma University. The researcher used kindergarten children to build their vocabulary mastery. It used flashcard and also musical chair game, so the children can learn while playing. It helps to improve their vocabulary by using the flashcard.

The second one, the research was written by (Kusumawardhani, 2019), entitled "The Use Of Flashcards For Teaching Writing To English Young Learners (EYL)". The researcher uses the same method as the first one, which is use flashcards. The method of research was Classroom Action Research (CAR), and the instruments of research were English Young Learners' (EYL) narrative papers. According to the findings of the study, (1) the majority of students were excited when asked to look at the attractive flashcard; (2) learners with excellent writing abilities could make a narrative by completing the missing words, answering the questions, and finally assembling their response phrases properly; as well (3) students who are not really understands of writing had some trouble not only finishing the missing letters but also responding to and setting up the answer statements properly.

The last one is a study titled "Comparison of the Efficiency of Two Flashcard Drill Methods on Children's Reading Performance" authored by (Joseph

et al., 2012). The goal of this study was to expand previous studies on flashcard drill and practice by keeping instructional time constant while allowing learning trials to vary. The usual drill and practice strategy resulted in all five participants learning more words per session. When given in the context of sentences, however, a greater percentage of words learned under the progressive practice condition were generalized. These findings have significance for school teachers and psychologists who decide what educational strategies will be employed in the classroom to enhance student learning.

The similarity between three of these researches is the use of flashcards for teaching method. The difference is in the purpose. The researcher examining the young learners (kindergarten) wants to improve children's pronunciation skill using the flashcards. Meanwhile the others want to improve reading, vocabulary, and writing skills.

2.2 Language Learning

(Brown, 2007) Learning a second language is a time-consuming and difficult endeavor. As you attempt to go beyond the limitations of your original language and into a new language, culture, and way of thinking, feeling, and doing, your entire being is influenced. To properly transmit and receive signals in a second language, whole commitment, total participation, and total physical, intellectual, and emotional reaction are required. The acquisition process involves several elements. Language learning is not a series of simple processes that can be programmed in a do-it-yourself kit. Because there is so much at risk, foreign

language courses are sometimes insufficient training grounds in and of themselves for successful second language learning.

The fact that the publication is about both learning and teaching may look paradoxical. However, if you consider the teaching process as the facilitation of learning, you can successfully teach a foreign language if, among other things, you understand the complicated network of variables that are spun together to affect how and why one learns or fails to learn a second language. Where does a teacher start in his or her quest to comprehend the fundamentals of language acquisition and teaching? Consider a few of the questions you may ask first.

2.3 Word Form

The phonological and orthographic qualities of a word impact its pronunciation and spelling. Students learn a word's phonological identity when they can effectively pronounce it by mapping the constituent phonemes onto the letters. When students know how to spell a word and can recognize it by its spelling pattern, they have knowledge of its orthographic identity. Although teachers sometimes do not pay much regard to pronunciation and spelling when planning vocabulary education, careful attention to both of these word properties increases the student's vocabulary learning skills. Multiple exposures to word spellings assist students enhance their understanding of the written word form, which aids in the retention of new vocabulary pronunciations and meanings (Rosenthal & Ehri, 2011).

Word forms, or spellings, are frequently acquired by L1 (primary-language) children through repeated exposures to the words, and they develop more quickly because they have progressively grown accustomed with the regularities and

characteristics of English spellings. Native English-speaking children, for example, learn to recognize the spelling patterns that represent the sounds in English words. English language learners (ELLS) are less familiar with the regularities (or irregularities) of English spellings, and it is especially beneficial for these students to make the relationship between the word form and the meaning obvious (Ryan, 1997; Schmitt, 2008; Sparks et al., 1997).

A word family is a group of related word forms that includes the base word's inflected and derived forms. Students require guidelines for forming and spelling each word form, as well as rules for pronunciation and, of course, specific meaning (e.g., create, creator, creationist, creation, creative, re-create).

2.4 Pronunciation

Recognizing the individual phonemes that make up a word's letters is necessary for precise word pronunciation, word learning, and fluently using the word in conversation. A word's sound becomes inextricably linked in one's memory to its spelling and meaning, and precise spelling aids in the formation of a more comprehensive mental image of the term. Students who accurately enunciate a word usually have more trouble remembering its meaning, spelling it, and/or utilizing it appropriately in speech or writing. Students with speech and articulation issues typically have more difficulty appropriately pronouncing a new word. Difficult-to-pronounce words are more difficult to learn and recall (Ellis & Beaton, 1993). Words that are difficult to speak correctly may be more difficult to learn, particularly for language minority students, and pronounceability may be impacted by disparities in linguistic characteristics among the students' native language and

English (i.e., language-minority students may experience special difficulties in differentiating English vowel sounds and the related spelling).

When children are first introduced to a term, it is critical that they grasp and pronounce it correctly. Teachers should clearly clarify the written word form and offer an example of good pronunciation. Teachers should also provide children opportunity to repeat the word numerous times and utilize it in small phrases, while providing instant feedback on pronunciation and syllable stress. The interaction below depicts one phase in the process of teaching the word devastate:

TEACHER: (Refers to the word written on the board while talking.) Look at this word-it's one of our new words-devastate. It means "to destroy or damage something badly." Everyone say the word with me-devastate. STUDENTS: (Respond while looking at the spelling of the word.) Devastate.

2.5 Spelling

Given the natural propensity to focus on word meanings, spelling is frequently disregarded in vocabulary education. However, learning to recognize the printed word form is part of vocabulary knowledge. Correctly spelling the term aids pupils in remembering both how to pronounce it and its meaning (Rosenthal & Ehri, 2008, 2011). Spellings of words are memorized. The links between word spellings and pronunciations aid in word reading, and spelling also activates the meaning of the word. According to Rosenthal and Ehri (2008), while teaching word meanings, teachers should give the written word forms and have students take note of the spelling. A process like this one assists pupils in developing the strong orthographic-phonological-semantic linkages that define depth of word knowledge.

Knowing how to spell a word correctly also allows the learner to use it effectively in writing. Language-minority pupils whose first or native language (L1) has a different writing system have a harder time acquiring English word spellings and pronunciations. Naturally, they find it extremely difficult to spell English terms with irregular spellings or verbal forms.

2.6 Flashcards

According to (Gelfgre, 2012) different kids learn in various techniques, and it is vital to use visual teaching methods since studies show that a majority of youngsters learn visually. Flashcards are clear and vivid, and they can aid children's visual learning. Flashcards can be used to teach basic or advanced language skills (vocabulary and grammar, math, science, and geographical). Flashcards may be a pleasant approach for many kids to learn new vocabulary and grammar.

2.6.1 Process of Making Flashcards

These are some steps how to make a flashcard:

1. Teachers can prepare what material will be taught to children. Then look for pictures that are interesting, colorful, and in demand by children. It can be found in various sources. The easiest way is through an online website or other means by drawing your own.
2. After finding all the images you want, the next step is printing. We print the images one by one on paper that is somewhat different from ordinary HVS paper, namely art paper. After that we use a laminating tool to make it sealed

and not easily damaged later. Because it is played by children, it can also make it safer so that children don't eat it.

3. Don't forget the name of the picture. It can be used to help improve children's pronunciation skills and memory skills. After all is done, the flashcards are ready to use.

2.7 Consonant

According to Ladefoged (2005b), around 600 consonants are utilized in global languages. Around 100 of them are used in the top ten most commonly spoken languages. The most frequent are /p/, /t/, and /k/, which are found in nearly all known languages. Fortunately for English instructors and students, NAE (North American English) only employs roughly 25% of these prevalent consonants.

No	Sound	Examples	No	Sound	Examples
1.	/b/	<u>b</u> oy, cab	10.	/h/	h <u>is</u> , a <u>h</u> ead
2.	/p/	pie, li <u>p</u>	11.	/m/	me, see <u>m</u>
3.	/d/	<u>d</u> og, be <u>d</u>	12.	/n/	<u>n</u> o, su <u>n</u>
4.	/t/	<u>t</u> oe, ca <u>t</u>	13.	/l/	l <u>o</u> ng, fu <u>ll</u>
5.	/g/	go, beg	14.	/r/	ru <u>n</u> , ca <u>r</u>
6.	/k/	<u>c</u> at, ba <u>ck</u>	15.	/w/	<u>w</u> in, aw <u>a</u> y
7.	/v/	<u>v</u> iew, lo <u>v</u> e	16.	/y/	<u>y</u> ou, soya
8.	/f/	<u>f</u> ill, li <u>f</u> e	17.	/s/	<u>s</u> ee, bu <u>s</u>
9.	/z/	<u>z</u> oo, go <u>es</u>			

(Table 2.7)

2.7.1 Teachers Inventory for Teaching Consonants

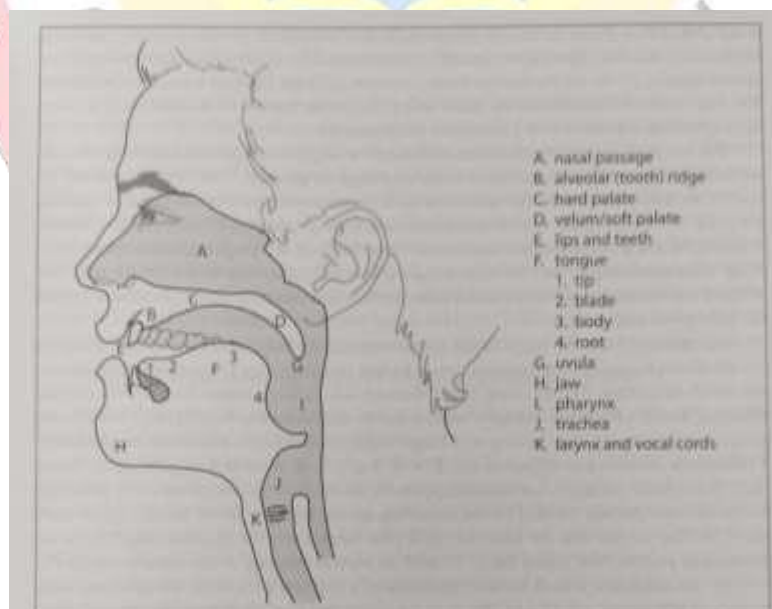
The 25 NAE consonant phonemes are characterized by three basic dimensions: sound (whether the vocal cords vibrate), site of articulation (where sound is created), and mode of articulation (how airflow is altered). Paying attention to these qualities allows us to precisely define and recognize each consonant phoneme. We will also rely on certain secondary qualities to characterize this phoneme more properly. These include whether the sound is sucked in or not, whether it is expelled or not, and if it is made by smacking the lips. All of these qualities, which are discussed in greater depth in the following sections, help us understand what separates NAE consonants from those of other languages and gives NAE its distinct quality.

Voicing. Before delving more into the location and style of articulation of the NAE consonants, we first investigate a basic phenomenon: do the vocal cords vibrate? Place your palm on your Adam's apple (i.e. the larynx) and alternate hissing like a snake /ssss/ with buzzing like a bee /zzzzz/. You may feel your voice chords tremble as you buzz: /z/ is a voiced sound. When you hiss, however, you do not feel anything since your voice chords do not move: /s/ is a voiceless sound. Another technique to tell the difference is to cover your ears with your hands while hissing /sssss/ and buzzing /zzzzz/. When you hiss, you hear only air escaping; but when you buzz, you can hear the voicing or vibration quite clearly.

Place of articulation. Depending on whether the nasal passageways are closed or not, air flows via one or both of the routes in sound production: the oral cavity (mouth) or the nasal passages (nose). It is critical to distinguish between the

articulator (the more mobile portion of the articulation system) and the point or site of articulation, which is where the articulator comes into contact with the joint.

The lower lip and the various parts of the tongue used to produce sounds are the main articulators (see Figure 2.7.1), which are further divided into parts for descriptive purposes: the tip and blade (the front of the tongue), the body (the mid- and back sections of the tongue), and the root (the back-most section down in the throat, which is not visible). The jaw, uvula (the small moveable flap at the back of the soft palate that moves when you open your mouth and say "aaah"), velum (the soft palate that moves to open or close the nasal passageway), and vocal cords (the vibrating bands of tissue within the larynx, or voice box) are all articulators. Important points of articulation in English are the upper lip, the teeth, and the roof of the mouth - beginning with the alveolar ridge (the area just behind the front teeth) and continuing back through the hard palate area to the velum. Figure 2.7.1 shows the sagittal section diagram of these organs of speech.



(Figure 2.7.1 Sagittal Section Diagram)

Dental: produced with the tongue tip on or near the inner surface of the upper teeth:

/ð, θ/ as in then and thick.

Alveolar: produced with the tongue tip on or near the tooth ridge: /t, d, s, z, n, l/ as

in to. do, so, zoo, new, and light.

Palatal: produced with the tongue blade or body near the hard palate: /ʃ, ʒ, tʃ, dʒ, r,

y/ as in show, beige, chow, Jim, rake, and you.

Velar: produced with the tongue body on or near the soft palate: /g, k, ŋ/ as in go,

kite, and bang.

Glottal: produced by air passing from the windpipe through the vocal cords: /h/ as

in hi.

2.7.2 Classification of NAE Consonant Phonemes

Manner of Articulation	Place of Articulation						
	Bilabial	Labiodental	Dental	Alveolar	Palatal	Velar	Glottal
Stop							
voiceless	/p/			/t/		/k/	
voiced	/b/			/d/		/g/	
Fricative							
voiceless		/f/	/θ/	/s/	/tʃ/		/h/
voiced		/v/	/ð/	/z/	/ʒ/		
Affricate							
voiceless					/tʃ/		
voiced					/dʒ/		
Nasal							
voiced	/m/			/n/		/ŋ/	
Liquid							
voiced				/l/ (/ɹ/)	/r/	[ʁ]	
Glide							
voiceless	(/hw/)*						
voiced	/w/				/y/		

* We have chosen to list /hw/ in parentheses since for many NAE speakers, the initial sounds of *which* and *nitch* are not systematically differentiated; rather, the speaker uses /w/ for both words. For other speakers, /hw/ may be simply a variant of /w/ produced in certain words (such as *whether*) or a marker of special emphasis (such as in forceful pronunciations of the question "What?").

(Table 2.7.2)

Clearly, in the production of any given consonant, both the place and manner of articulation and voicing (along with the other, secondary characteristics) figure prominently in determining which sound is produced. Only by combining all of the relevant articulatory features can we accurately describe English consonant sounds. This information is summarized in Table 2.7.2

2.8 Vowels

Before we can focus on producing NAE vowels, we must first understand their properties and identify how the vowel sound varies from the consonant sound. What exactly are vowels? The unscientific explanation is that vowels are the poet's instrument, since they allow the poet to produce assonance and rhyme, and therefore change language musically and aesthetically. A vowel is the center, or "peak," of a syllable, according to the more scientific explanation. In fact, vowels are one of the most noticeable differences in English dialects. For example, British English has more vowels than American English. According to Ladefoged (2005b), there are at least 20 different vowels in "standard" BBC English (as spoken by British Broadcasting Corporation announcers). NAE, on the other hand, is believed to contain 14 or 15 vowels, according to the analysis and transcription technique utilized.

2.8.1 Classification of NAE Vowels

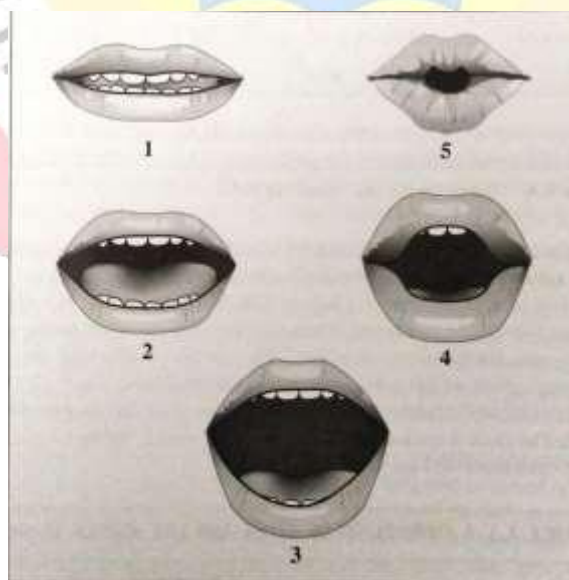
Let's start with a quick rundown of the NAE voice system. Eleven of the fourteen NAE stressed vowels are simple vowels (vowels that do not slide, such as bed /ɛ/ or put /ʊ/) or adjacent sliding vowels (vowels that are followed by /y/ or /w/, such

as pain ley/ or stone low/). The remaining three vowels are diphthongs (vowels that consist of a vowel sound followed by nonadjacent glides in the same syllable, as in boy.

The 11 simple vowels and vowels with adjacent glides are as follows:

- | | | |
|-------------------|---------------------|---------------------|
| 1. /iy/ heat, be | 6. /ɑ/ ma, hot | 11. /uw/ blue, room |
| 2. /i/ fit, tin | 7. /ʌ/ cut, son | |
| 3. /ey/ rain, may | 8. /ɔ/ thought, law | |
| 4. /ɛ/ get, hen | 9. /ow/ sew, boat | |
| 5. /æ/ cat, pan | 10. /ʊ/ look, wool | |

Readers already familiar with the International Phonetic Alphabet (IPA) notation system (Kenworthy 1987; Ladefoged 1982) will note that the transcription system used for vowels in this text is a modified version of IPA. We have opted for this modified system since we believe it is of pedagogical value in helping learners of English approximate these sounds.



(Figure 2.8.1)

Another very visible factor that characterizes the production of vowel sounds is lip position. Lip position can be described as rounded, spread (in varying degrees), or neutral (neither rounded nor spread). This feature can be represented by lip diagrams illustrated in Figure 2.8.1, where (1) represents the lips in an extreme spread position as in the vowel /y/ (e.g., Pete): (2) represents a slightly more open and less spread position as in the vowel /i/ (e.g., pit); (3) represents the most open position of the lips as in the vowel /a/ (e.g., pot); (4) represents lip rounding as in the vowel /u/ (e.g., put); and (5) represents the most extreme rounded position of the lips as in the vowels /ow/ (e.g., boat) and /uw/ (e.g., boot).

2.9 Vowel Length

The researcher mentioned earlier in her consideration of consonant sounds that vowels are longer before a final voiced consonant than before a final voiceless consonant. This holds true for all of the loose vowels we've studied so far. In reality, vowel lengthening occurs on a scale.

Phoneme	/i:/ pea feet	/ɪ/ pin fit	/eɪ/ pateɪ fate	/ɛ/ pen fed	/æ/ pan fad	/ɑ:/ pa faɪ	/ɔ:/ foʊl foʊt	/oʊ/ pale foe	/u:/ put foot	/u:/ pool fool	/ʌ/ pun fan	/ɔɪ/ pɔɪ fight	/aʊ/ pound foal	/ɔɪ/ pɔɪ foɪl
Tense or lax	Tense	Lax	Tense	Lax	Lax	Tense	Tense	Tense	Lax	Tense	Lax	Diphthong	Diphthong	Diphthong
Tongue position	Highest from near top of mouth	High front, but lower and more centered than /i:/	Mid-front, gliding up toward /y:/	Mid-front centered	Lower front than /ɛ/; centered	Lowest, central, lying flat on bottom	Low back	Mid-back, gliding up toward /u:/	High back and more centered than /oʊ/	Highest, back of tongue pushed up	Relaxed mid-level	Moves low central to high front	Moves low central to high back	Moves low back to high front
Jaw position	High closed	Slightly lower than /i:/	Begins lower than /ɛ/ but rises during glide	Open wider than /eɪ/	Slightly more open than /ɛ/; may drop a bit lower during articulation	Open widest	Closed slightly	Begins higher than /ɔ:/; rises more during glide	Slightly higher	High, closed	Relaxed	Rises with tongue; closes	Rises with tongue; closes	Rises with tongue; closes
Lip position	Widely spread, smiling	Relaxed, slightly parted and spread	Spread more during glide to /y:/	Slightly spread	Spread	Yawn	Oval	Very rounded, closing like a camera shutter	Relaxed, slightly parted, weakly rounded	Closed and rounded, as for whistling	Relaxed, slightly parted	Moves from open to slightly parted and spread	Moves from open to slightly parted and rounded	Moves from oval to slightly parted and spread

(Table 2.9 Classification of Vowels)

That is related to whether or not the vowel occurs before a sonorant (a voiced sound that can function as the peak of a syllable). Sonorants include all vowels, the semivowels /w, y/, the nasals /m, n, ŋ/, and the liquids /l, r/. Lax vowels are longest when they are followed by a sonorant consonant, next longest when followed by a voiced non-sonorant consonant, and shortest when followed by a voiceless consonant (Table 2.9)

2.10 Audio-Lingual Method

There are some learning styles such as: Reflectivity and Impulsivity, Visual and Auditory Styles, Field independence and Field Dependence. This time the researcher is going to use The Audiolingual Method. The Audiolingual Method demonstrates how students may learn a language by listening to, learning, and repeating phrases and terminology from the teacher's talks. Extensive memory, repetitions, and excess learning of patterns were critical to the method's effectiveness, and students were frequently able to observe benefits right away. (Alemi & Tavakoli, 2016).

This method uses images and sounds called cues as educational tools. Teachers need to put more effort into giving instructions and examples of phrases and sentences that students can easily imitate and remember well. Once the learner is familiar with the dialogue and able to respond quickly and accurately, the teacher introduces the learner to practice patterns based on the grammatical structures linked to this dialogue. Drills responded privately or in chorus without text.

2.11 Error Analysis and Avoidance

Another opponent of dependency on contrastive evaluation who was also an advocate of error analysis (Khansir, 2012), offered the three-way classification for language-learning errors that he claimed would shed insights on the acquisition of a second language process and better guide language teaching:

1. Interlingual errors: those produced by transferring errors from the learner's native language.
2. Intralingual mistakes: those errors that appear to be committed by all students of the target language, independent of their native language, because of noticeable or complicated elements in the structure of the target language itself.
3. Developmental mistakes: Second-language errors that reflect the same issues and techniques that young children face and employ when learning the target language as their first language.

Of course, detractors argue that error analysis focuses on learners' issues (i.e., what they've done incorrectly) rather than learners' successes (i.e., what they do correctly). This line of thought contributed to the development of interlanguage communication research. Furthermore, critics claimed that error analysis ignores the avoidance strategy (Kleinmann 1977; Schachter 1974), which occurs when students use the paralinguistic potential of language to avoid using words or structures that they find difficult. In English, for example, one can prevent using relative phrases by combining two simple statements. Similarly, if students are unsure if "civility" or "civility" is right, they might substitute "good behavior" or another term.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Subject of Research

A subject is someone who is involved in or participates in research. The subjects of this study are preschool students from Narada School, in Cengkareng, West Jakarta. This school is located on Perumahan Kosambi Baru Blok. A Ext-1, Jl. Kosambi Baru No.9, RT.10/RW.13, Duri Kosambi, Kecamatan Cengkareng, Kota Jakarta Barat. In K1-A, thirty kids from K1-A took part in this study. All of the students are between the ages of four and five.

3.2 The Type of Research

This study employed an experimental research. The author investigates the treatment of introducing an approach into the subject group and then evaluates the treatment's outcomes during the experimental research. The topic was picked by the writer, and the letter sounds were taught to the students. Following that, the writer displayed the flashcard with the image on it and then clearly and loudly enunciate the letter sounds on the flashcard. The students will next be given a before and post-test regarding pronunciation testing. The researcher included one class of K1-A. All of them were given same treatment.

3.3 Approach

Creswell (2002; cited in Leal Filho & Kovaleva, 2015) noted that quantitative research is the process of collecting, analyzing, interpreting, and writing the results of a study. Quantitative method was employed in this study. Tests are assessments that gauge a learner's aptitude, knowledge, attitude, and performance. Pre-test and post-test will be in oral. An exam that is conducted orally involves spelling and saying words aloud then find the correct picture of the word. By asking the students to respond, the researcher administers an oral exam. Before the researchers got the result, the researcher took a pre-test. By using three letters blending flashcards can help the researcher and also the children to improve their pronunciation skill. The researcher found the comparison between pre-test and pro-test result.

3.4 Procedure

Before doing this research, the researcher asked for permission letter to do research. Then the researcher got a sign from principal of Narada Preschool. Then, the researcher made some flashcards for the lesson, which the pictures were taken from the internet. The researcher also created a lesson plan that was organized and well-structured. After that, the writer taught flashcards in a new approach in the first week using three letters blending flashcards with the pictures, moving from the first week's teaching just using flashcards to the second week's oral pre-testing of the students. The researcher then used a text flashcard in conjunction with a visual flashcard as a therapy. The researcher asked each student throughout the session for their score and then gave them a note with the response. Both methods are intended to know the students' pronunciation results. The students took an oral post-test

during the fourth week. So that the quantitative analysis may be counted by the researcher. This subsection describes the methods used by the researcher to conduct this study.

3.4.1 Data Collecting Instruments

To gather the data required for a study, data collection is done. Oral tests were used by the researcher to gather the data.

3.4.1.1 Oral Test

Oral Test is a measurement test about pronunciation mastery. It divided into two types and different time, which are pre-test and post-test. In oral pre-test, the researcher asked the student one by one to come forward, read the word on the white board and spelling it based on the researcher said then said it again by themselves. The researcher gave 20 questions for oral pre-test then noted the result. The questions were letter blending sound –an, -at, -ap, & -et. The researcher wrote the students' score by grading. If they got the right answer, they will get 1 point and 0 point if they got it wrong. After that, the researcher taught the students about the three letters blending word with non-visual flashcards (only the word). Then, the researcher asked the student one by one to choose and read the non-visual flashcards. On the white board, there are two visual flashcards and they have to match the non-visual flashcard to the one of the visual flashcard as an oral post-test. At this time also same with 20 questions and with the same grading. As the comparison, the writer needed to note the result of oral pre and post-test.

3.4.2 Method of Data Analysis

For the experimental research, the researcher employed quantitative analysis. The writer also need secondary data from the previous thesis, which was obtained from the library of the University of Buddhi Dharma. The goal is to uncover similarities and to demonstrate the same study. The writer found “The Use of Three Letters Blending Flashcards in Improving Students’ Pronunciation Skill”. After reading the thesis, the researchers examined the existing research for similarities and differences. The similarity is that flashcards are used to educate and increase children's basic skills. The writer used Three Letters Blending Flashcards, which weren't included in the previous thesis. In addition, the researchers used quantitative methods to count valid pre- and post-test data. To determine the degree of success of the students in both the pre- and post-tests.

3.4.3 Validity and Reliability Test of Instruments

3.4.3.1 Validity Test

(Burberg et al., 2013) Validity is frequently described as the amount to which an instrument measures what it maintains to measure. The extent to which the requirements of scientific research methods were followed during the process of obtaining research findings is referred to as research validity. The amount to which any measuring instrument measures what it is meant to measure in quantitative research is referred to as validity (Thatcher, 2010). However, in qualitative research, it is when a researcher employs specific methodologies to validate the study results (Creswell, 2014).

Formula: $(df = N-2)$ sig 5%

Which is df = degree of freedom; N = number of item

If r value $>$ r table, the question item is said to be valid

If r value $<$ r table, the question item is said to be invalid

Explanation:

df = Degree of Freedom

N = Amount of the sample

3.4.3.2 Reliability Test

A measurement is said to be reliable if it produces consistent results with equal values (Blumberg et al., 2005). It assesses a study's consistency, accuracy, reproducibility, and trustworthiness (Chakrabarty, 2013). It reflects the degree to which it is devoid of bias (error) and hence ensures consistent measurement throughout time and across the many instruments (the observed scores).

3.4.3.3 Cronbach Alpha

Lee Cronbach established Cronbach's alpha (or coefficient alpha) in 1951 to quantify dependability or internal consistency. "Reliability" refers to how successfully a test measures what it is supposed to measure.

Cronbach's Alpha Formula

$$\alpha = \frac{N * \bar{c}}{\bar{v} + (N - 1) * \bar{c}}$$

Explanation:

N = number of items

\bar{c} = mean covariance between items.

\bar{v} = mean item variance.

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

