

## The Application of Index Card Matching Method in Improving Students' Listening Ability at First Grade of SMPN 1 Labuhan Deli

Sarah Gresia Br Siburian<sup>1</sup>, Marcella<sup>2</sup>, Dumaris E. Silalahi<sup>3\*</sup>, Carolina Pakpahan<sup>4</sup>

<sup>1,2,3\*,4</sup>Department of English Education, Universitas HKBP Nommensen, Medan, Indonesia

Email: [dumaris.silalahi@uhn.ac.id](mailto:dumaris.silalahi@uhn.ac.id)<sup>3\*</sup>

### Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan metode index card matching dalam meningkatkan kemampuan menyimak siswa kelas I SMPN 1 Labuhan Deli. Metode yang digunakan adalah metode penelitian kuantitatif eksperimen. Populasinya adalah 275 siswa, namun peneliti akan memilih dua kelas sebagai sampel. Kelas VII-1 yang memiliki 28 siswa sebagai kelas eksperimen dan kelas VII-9 yang memiliki 29 siswa sebagai kelas kontrol. Data dikumpulkan dari tes mendengarkan siswa dengan memberikan jawaban pertanyaan yang terdiri dari 7 item untuk kedua kelas (kelas eksperimen dan kontrol). Tes dalam penelitian ini terdiri dari dua jenis, yaitu pre-test dan post-test. Hasilnya, hipotesis  $H_a$  diterima karena diketahui bahwa  $t_{\text{terlihat}}$  lebih besar dari  $t_{\text{tabel}}$ , yaitu  $(8,02 > 4,23; df = 26)$  pada kelas eksperimen dan  $(8,02 > 4,21; df = 27)$  pada kelas kontrol dan dengan taraf signifikansi = 0,05. Artinya penerapan metode pencocokan kartu indeks; digital storytelling berpengaruh dalam meningkatkan kemampuan menyimak siswa.

**Kata Kunci:** *Index Card Matcing, Mendnegarkan, Aplikasi, Metode Pembelajaran*

### Abstract

The research aims to find out the effect of applying the index card matching method in improving students' listening ability at first grade of SMPN 1 Labuhan Deli. The method used was a quantitative experimental research method. The population was 275 students, but the researchers will choose two classes as a sample. Class of VII-1 which had 28 students as an experimental class and class of VII-9 which had 29 students as a control class. The data were collected from students' listening tests by giving the answers the questions consisting of 7 items for both classes (experimental and control class). These test in this research consisted of two types, namely pre-test and post-test. As the result, the hypothesis  $H_a$  is accepted because it is known that the  $t_{\text{observed}}$  is higher than  $t_{\text{table}}$ , namely  $(8,02 > 4,23; df = 26)$  in the experimental class and  $(8,02 > 4,21; df = 27)$  in the control class and with significance level  $\alpha = 0,05$ . It means that the application of the index card matching method; digital storytelling is affect in improving students' listening ability.

**Keywords:** *index card matching, listening, application, teaching method.*

### INTRODUCTION

In learning a foreign language, especially English, the listening ability is important because verbal communication must be able to communicate as we know if the listening ability is very important for developing an understanding of concepts in communication. Based on Russel (in Hasyuni, 2006: 24) also say that listening ability is listening with comprehension, attention, and appreciation. However, some schools and even universities have obstacles to listening ability and this causes students' listening ability to be on the verge of average. Based to AzmiBingol, Celik, Yidliz, and Tugrul Mart (2014), there are a lot of difficulties that learners may encounter in their listening ability, such as quality of recorded materials, cultural differences, accent, unfamiliar vocabulary, length and speed of listening.

To overcome difficulties in listening ability, teachers need an innovative learning method that can create an active and fun learning atmosphere so that the difficulties in listening ability by these students can be overcome, and one of them is the Index Card Matching method. The Index Card Matching method is a learning

method in which students get a piece of card containing the questions and the student looks for another card containing the answers that match the questions they get (Yatim, 2009). Index card matching uses cards as a learning method that has an effect on listening ability because this method can help students be more active and responsive in finding cards. In this research, the researcher used digital storytelling as a learning media which is a combination of various multimedia features such as graphics, text, recordings, sounds, songs music, and videos with art storytelling to present certain material; or points with a certain duration of time and packaged in an attractive digital format. The researcher will present a storytelling video with a duration of 2-3 minutes.

Listening is one of the four abilities that must be learned in English learning. It is an active process of receiving and responding to spoken (and sometimes unspoken messages). Based on Brown (2001:247) listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking. Ability is the capacity of individuals to perform various tasks in a specific job or enable one to do things well. Sulaiman (2007: 112) defines ability as an inborn or learned trait that allows a person to complete their work, either mentally or physically. It was concluded that listening ability is a person's ability to digest messages and understand words or sentences spoken by speakers in various ways to build good communication. Rost in Permatasari (2013: 19) says listening ability is the ability in receiving messages, constructing meaning, responding the utterances of the speakers in various ways depending on the purpose of communication. Based on Ariza et al. (2007: 110), these are some criteria of listening ability, such as:

- 1) Can understand a different point of view;
- 2) Can understand the opinions;
- 3) Can understand the meaning of words/expressions;
- 4) Identify the main idea and significant details of the content;
- 5) Give a clear answer to the question; and
- 6) Support the answer with details.

Istarani (2012: 224) in Tobing, index card match is a method of finding a pair of cards that is fun enough to use to repeat the learning material that has been given previously. That is what makes the index card matching method unique from other learning methods because this method requires students to find partners to read each other's questions and answers aloud in turn so that other friends can hear them, and this method can build togetherness and intimacy between students. Based on Suprijono (2013: 120) in an article (RadarSemarang.id), the steps of a learning strategy using an active learning model of the Index Card Match type are as follows:

1. First, make as many pieces of paper as the number of students in the class and divide the papers. It is into two equal parts.
2. Second, in half of the section, write questions about the material to be studied. Each paper contains one question.
3. Third, on the other half of the paper, write the answers to the questions that have been made. Then shuffle all the paper so that the questions and answers will be mixed.
4. Fourth, each student is given one paper. Explain that this is an activity done in pairs. Half of the students will get the questions and the other half will get the answers.
5. Fifth, ask students to find their partners. If anyone has found a partner, ask them to sit close together. Also, explain so that they do not tell the material they get to other friends.
6. Sixth, after all, students find a partner and sit close together, ask each pair in turn to read the questions obtained aloud to their other friends. Then the questions are answered by their partner.

The advantages of applying the index card matching method according HishamZaini (2008:69), are as follows:

- 1) Can improve student learning activities, such as cognitively and physically.
- 2) Because there are elements of the game, this method is fun.
- 3) Improve students' understanding of learned material.
- 4) Effectiveness as means to train students' courage.
- 5) Effectiveness train students' discipline in respecting time to study.

Meanwhile, the disadvantages of applying the index card matching method according Suprijono (2013: 194) and Marwan, are as follows:

- 1) Students need a lot of time to complete their assignments and achievements.

- 2) It takes a long time for the teacher to prepare.
- 3) Adequate skills and a democratic spirit in the teacher must be mastered in classroom management.
- 4) Students are required to be able to work together in solving problems.
- 5) The class becomes noisy and chaotic so that it can disturb other classes
- 6) Teachers must have a democratic spirit and adequate skills in terms of classroom management.
- 7) Demanding certain traits from students or tendencies to work the same problem-solving.

The researchers use digital storytelling which is used as a listening media. Digital storytelling is storytelling using the help of digital software in which there is a combination of images, audio, text, and video. Clarke and Adam (2012: 76) digital storytelling is a 2-3 minute long story in which a personal element is emphasized and can be linked to other people, places, and interests or to anything that will give a story a personal touch. Based on Lowenthal in bin Harun (2009:20) enlist a couple of benefits of digital storytelling in education some of which are redundant with Robin's Jenkin's and Lonsdale's, such as:

1. By including multimedia in storytelling, teachers can expand students' engagement in class, it is a good way to engage students in the learning process using digital storytelling.
2. Students' digital stories will not only reach the local classroom but also the global audience with the available online technology. This is one of the strengths of digital storytelling.

## METHOD

The research used quantitative research, because the researcher will use statistical analysis to calculate the numerical data. The research method carried out by the researcher is the experimental research method. Based on Sugiyono (2016: 109) experimental research method can be interpreted as a research method used to find the influence of certain treatment of others under controlled conditions. In this research, the researcher uses a true experimental design referred to the Pretest-Posttest Control Group Design. Consisted of two groups, namely the control group by conventional method and the experimental group by applying the index card matching method. This design can be seen in the table:

**Table 1. Pretest-Posttest Control Group Research Design**

Class	Pre-Test	Treatment	Post-Test
Experimental Class	O <sub>1</sub>	X <sub>1</sub>	O <sub>2</sub>
Control Class	O <sub>3</sub>	X <sub>2</sub>	O <sub>4</sub>

Sources: Arikunto (2002: 79)

Note:

O<sub>1</sub> = Pre-test of experimental class

O<sub>2</sub> = Post-test of experimental class

X<sub>1</sub> = Using index card matching method

X<sub>2</sub> = Without using index card matching method

O<sub>3</sub> = Pre-test of control class

O<sub>4</sub> = Post-test of control class

The population in this research was taken from all of the students at first grade in SMPN 1 Labuhan Deli in the academic year 2021/2022. There were nine classes on average, with students of every class in each grade (VII-1, VII-2, VII-3, VII-4, VII-5, VII-6, VII-7, VII-8, and VII-9) with the total population was 275 students. The researcher used the clustering random sampling technique. Gay and Airasian (2000: 17) stated cluster sampling is sampling in which groups, not individuals, are randomly selected. In this research, the researcher took two classes for the sample. The first class was VII-1 which had 28 students as an experimental class, and the second class was VII-9 which had 29 students as a control class. The total sample was 57 students. The experimental class was given treatment by applying the index card matching method and the control class was without treatment but was given the conventional method.

In experimental research designs examine the causal relationship between variables, there are two kinds of the variable used, such as:

1. Independent Variable

An Independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable (Creswell, 2012: 116). The independent variable is a variable that influences the dependent variable and can be manipulated, changed, or replaced. The independent variable in this research is Index Card Matching Method.

2. Dependent Variable

An Independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable (Creswell, 2012: 116). The independent variable is a variable that influences the dependent variable and can be manipulated, changed, or replaced. The independent variable in this research is Index Card Matching Method.

The instrument has an important function in this research. Creswell (2012: 157) is an instrument is to measure the variables in the research that may not be available in the literature or commercially. In collecting the data about the application of the index card matching method in improving students' listening ability, the researcher were collected by giving a test in the form of answers the questions consisting of 7 items for both classes (experimental class and control class) in the pre-test and post-test. The pre-test is conducted to know the student's understanding of the previous learning material and given before the treatment. Post-test was given for both classes after giving the treatment. The source of the questions used as a test in this research was made based on the material contained in the books and English syllabus of Junior High Schools. The instruments used as a guide in giving scores on the students' listening test are: picking out a word, recognizing the correct tense, deducing meaning of unknown words from context and identifying the main ideas. Each of these instruments has its rating in determining the score that will be obtained by students in the listening test. The rating scores are as follows:

**Table 2. The Rating Scored for Listening Test**

<b>Criteria of Mastery</b>	<b>Level</b>	<b>Description</b>
81-100	Excellent	Excellent at picking out a word, recognizing the correct tense, deducing meaning of unknown words from context and identifying the main ideas.
73-80	Very Good	Very good at picking out a word, recognizing the correct tense, deducing meaning of unknown words from context and identifying the main ideas.
65- 72	Good	Good at picking out a word, recognizing the correct tense, deducing meaning of unknown words from context and identifying the main ideas.
57-64	Fair	Still able at picking out a word, recognizing the correct tense, deducing meaning of unknown words from context and identifying the main ideas.
49-56	Poor	Unable at picking out a word, recognizing the correct tense, deducing meaning of unknown words

Criteria of Mastery	Level	Description
		from context and identifying the main ideas.
Less than 48	Very poor	Very unable to picking out a word, recognizing the correct tense, deducing meaning of unknown words from context and identifying the main ideas.

This research applied the experimental-quantitative data. The experimental-quantitative data is used to analyze the score of students. It collects and analyze by computing the score of students' listening ability during the listening test. The data will be analyzed by using some steps, namely:

1. Calculate the scoring of the pre-test and post-test in experimental and control class.
2. Compare the scores of the students in experimental and control class.
3. Tabulating the data of the students' pre-test and post-test in experimental class and control class
4. Calculating the mean, standard deviation and variance of two classes, experimental class and control class.

The formula used in calculating the mean, standard deviation, and variance that was developed by Sudjana (2005: 67,93), is as follows:

- 1) Mean

$$\bar{X} = \frac{\sum x_i}{n}$$

Note:

$\bar{X}$  = Mean

$\sum x_i$  = The total score of students

$n$  = The total of students

- 2) Standard Deviation (SD)

$$S = \sqrt{\frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}}$$

Note:

$S$  = Standard deviation

$\sum x_i$  = The total score

$\sum x_i^2$  = Sum of squares of the total score

$n$  = The total of students

Meanwhile, to calculate the variance by squaring the standard deviation.

5. Finding the intervals of data and histogram of frequency in pre-test and post-test of the two classes, experimental class, and control class.
6. Normality test by using Liliefors test, the steps consisted of:

- 1) Observing  $X_1, X_2, \dots, X_n$  should be raw numbers  $Z_1, Z_2, \dots, Z_n$  by using this formula (Sudjana, 2005: 466):

$$Z_1 = \frac{X_1 - \bar{x}}{s}$$

Note:

$X_i$  = Data to-i

$\bar{x}$  = Average score/ Mean score

$s$  = Standard deviation

- 2) Calculate the opportunity  $F_{(zi)} = P(Z \leq Z_i)$  by using list of the standard normal distribution.
- 3) Calculate proportion  $S_{(zi)}$  with formula:

$$S_{zi} = \frac{\text{amount } Z_1, Z_2, \dots, Z_n \leq Z_i}{n}$$

- 4) Calculate difference  $F_{(zi)} - S_{zi}$  then the absolute value.
- 5) Determining the largest value from the difference of absolute value  $F_{(zi)} - S_{zi}$  as  $L_o$  to receive and reject the normal distribution in this research, it can be compared with  $L_o$  and criticism  $L$  that taken from the table of Liliefors test with a significant level of  $\alpha$  0,05 with the test criteria:

If  $L_o < L_{table}$  that the sample is normally distributed

If  $L_o > L_{table}$  that the sample is not normally distributed

7. To decide the data was homogeny or not, used variant homogeneity test by using the F test as following (Sugiyono, 2009: 276):

$$H_o: \sigma_1^2 = \sigma_2^2$$

$$H_a: \sigma_1^2 \neq \sigma_2^2$$

Where:

$H_o$  : Both populations have the same variance

$H_a$  : Both populations have the different variance

$$F = \frac{\text{Biggest variance}}{\text{Smallest variance}}$$

The criteria of testing are as follows :

If  $F_{count} < F_{table}$  then  $H_o$  is accepted

If  $F_{count} \geq F_{table}$  then  $H_o$  is rejected

8. Testing the hypothesis of the two classes using the formula t-test

The hypothesis to be tested is formulated as follows:

$$H_o : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

The test is calculated using the test formula as follow that developed by Sudjana (2005: 239):

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S_{comb} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Note:

$t$  = t-observed

$\bar{x}_1$  = The students' mean score of experimental class

$\bar{x}_2$  = The students' mean score of control class

S = Standard deviation

$n_1$  = The total students of experimental class

$n_2$  = The total students of control class

9. Concluding the research finding

## RESULTS AND DISCUSSION

The result of t-calculation shows that the  $t_{observed}$  is 8,02 and the t-observe is higher than  $t_{table}$  (in pre-test is  $8,02 > 4,23$ ; and in post-test is  $8,02 > 4,21$ ) with degree of freedom in pre-test ( $df_x$ ) is 26 and degree of freedom in post-test ( $df_y$ ) is 27 at the level significant  $\alpha$  is 0,05. Thus,  $H_a$  is accepted and  $H_o$  is rejected, which means that there are differences in the improving students' listening ability by applying the index card matching method and with the conventional method. The conclusion of this explanation can be seen in the table below:

**Table 3. The conclusion of t-test calculation**

Classes	$\bar{x}$	N	Variance	$t_{count}$	$t_{table}$	Description
Experiment I	72,75	28	41,81	4,23	8,02	Accept $H_a$ which means there is a difference
Experiment II	58,38	29	52,82	4,21		

After the researcher checked the students' answer sheets, the researcher found the highest score in the pre-test of experimental class was 80 with level of very good and the lowest score was 42 with level of very poor, with total score was 1924, while in the post-test, the researcher found the highest score was 87 with level of fair and the lowest score was 53 with level of very poor, with total score was 2037. In the control class, the research found the highest score in the pre-test was 60 and the lowest score was 34, with total score was 1331, while in post-test, the highest score was 76 and the lowest score was 52, with total score was 1693.

Based on the total scores obtained in both classes, the researcher got the mean in the experimental class was 68,71 and in the control class was 45.90. After being given treatment, the mean improved to 72,75 in the experimental class and 58,38 in the control class. The final result of this research shows that there is a difference

in the improving of students' listening ability at first grade students of SMPN 1 Labuhan Deli with  $t_{observed}$  was 8,02 higher than  $t_{table}$  (in experimental class is  $8,02 > 4,23$ , with  $(df_x)$  is 26; and in the post-test is  $8,02 > 4,21$ , with  $(df_y)$  is 27) at significant level is 0,05. Thus,  $H_a$  is accepted and  $H_o$  is rejected, which means that hypothesis  $H_a$  is accepted and the index card matching method by digital storytelling has an affect in improving students' listening ability.

In this research, the researcher applied the index card matching method in improving students' listening ability by digital storytelling as media listening. Based on Yatim (2009), the index card matching method is one of the learning methods that can make students active and fun in previously learning material. Not only that, the index card matching method is a learning method where cooperation between students will be well established because in this method, the students will match the cards that students have and of course the students will look for pairs that match with the cards students' have. As for using digital storytelling as a listening media because digital storytelling can increase students' attention in listening in class so that students' listening ability will increase (Heriyana, 2014:22)

## CONCLUSION

After doing the research, the researcher concluded that before being given treatment, students were given the pre-test and the total score from the students' listening test was 1924 with the highest score was 80 and the lowest score was 42 with mean score is 68,71, while in the control class, the total score was 1331 with the highest score was 60 and the lowest score was 34 with mean score is 45,90.

The researcher found that the pre-test score is very low, then the treatment was given. After being given the treatment, the researcher was given the post-test and the total score in the experimental class was 2037 with the highest score was 87 and the lowest score was 53 with mean score is 72,75. In the control class, the total score was 1693 with the highest score was 76 and the lowest score was 52 with mean score 58,38. This means that there is improved in the score in both classes before and after being given the treatment. The researcher also found the difference in scores in the experimental class and control class, namely the difference of pre-test in the experimental class and control class was 22,81 and the difference of post-test in the experimental class and control class was 14,37.

Then the final results of the researcher is that  $t_{observed}$  is 8,02 higher than  $t_{table}$  (in the experimental class was  $8,02 > 4,23$  with  $df_x$  is 26) and (in the control class was  $8,02 > 4,21$  with  $df_y$  is 27) with the significant level of  $\alpha = 0,05$ . Thus,  $H_a$  is accepted and  $H_o$  is rejected. That means, the applying the index card matching method; digital storytelling can improve the students' listening ability at first grade students of SMPN 1 Labuhan Deli

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