

THE USE OF FLASHCARD TO IMPROVE STUDENTS' PARTICIPATION ON SPEAKING ACTIVITIES FOR THE EIGHTH GRADERS OF MTS AL HIDAYAH WEDORO GLAGAH LAMONGAN

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ABSTRACT

This study analyzes the use of flashcards to improve student participation in speaking for eighth graders at MTs Al Hidayah in the second semester of the 2023/2024 school year. The subjects of this study were seventeen eighth graders. This study used classroom action research. There are two cycles, each cycle consists of two meetings. This study used observation sheets, field notes, and questionnaires to collect data. In the first cycle, 41% of students passed with a low passing score. The figure was still with 34% of students below the set minimum score of 75%. Therefore, the first cycle was far from successful. In the second cycle, 82% of students achieved the lowest required passing grade, as well as passing with the minimum grade with a percentage of 75% of students. Therefore, the students had reached the success criteria in the second cycle. The results of this study show that the use of flashcards as a medium for learning speaking can effectively improve participation in students' speaking activities.

Keywords: *Flashcard, Students' Participation, Speaking Skill.*

INTRODUCTION

Language is crucial for human interaction and understanding, serving as a primary form of communication. Humans, being social beings, rely on language to interact. According to Kridalaksana (2011), language is a system of sound symbols used by society members for cooperation, interaction, self-identification, and as verbal communication tools. It has structure and meaning independent of its users, functioning as a tool to convey intentions and thoughts, with its use influenced by the user (Rasyid, Setiawan, & Amalia, 2009). The Regulation concerning Content Standards highlights that language plays a vital role in the intellectual, social, and emotional development of learners and supports success in all areas of study. As a key component of communication, language allows people

from different countries to communicate, express feelings, and opinions. Life, language, and communication are inherently linked.

Ur (2012) explains that English is an international language, noting that the development of the field of English language teaching has surged in recent decades. This has resulted in English being used not only by people in the UK or the United States but also by people in other countries, making English a global language. Indonesia's government has been actively enhancing English education, as it is the first foreign language taught in the country and is highly required in elementary, junior, senior, and university levels, playing a crucial role in life for both students and job seekers.

In the context of teaching and learning English, Tarigan (2008) identifies four language elements in the school curriculum: listening, speaking, reading, and writing. These skills can be categorized into receptive skills (reading and listening) and productive skills (speaking and writing). Speaking is one of the four linguistic skills, and it is considered the most important ability to master English instruction. According to Cooper (2010) speaking is an activity of listening and responding to others, making it the first language skill learned in school. Teaching English is often considered an easy task, but it is actually easier in our native language.

Speaking is very important in social interaction and communication, especially in English. Zuhriyah (2017) emphasizes that the first way to engage in interaction and communication is by speaking, underscoring the significance of speaking, particularly in English. Factors that cause speaking difficulties include lack of motivation, fear of making mistakes, criticism, embarrassment, limited time, large classes, speaker dominance, and reliance on the native language. To become proficient, students must have a strong understanding of terminology, confidence, and clever ideas. Despite the challenges, speaking is essential for expressing thoughts, feelings, desires, and opinions orally.

To succeed in learning English, factors such as teacher quality, student enthusiasm, school buildings, and literature play an important role. Learning methods and media also play an important role. English teachers often struggle to

accept responsibility for curriculum objectives and need effective teaching strategies. Using media as a learning resource can be one of the most effective ways. Rusman et al. (2013) argue that the media is a messenger from the sender to the recipient of the message; thus, the media is a vehicle for channeling learning information or channeling messages.

The use of learning media in teaching can enhance student motivation, make teaching materials clearer, provide varied teaching methods, and encourage more activities (Sudjana & Rifai, 2010). This helps teachers convey material more easily, involving students in the topic and providing a foundation for the activity. Students can understand the teacher's explanation better and enjoy learning English more. Both teachers and students benefit from engaging and interesting learning media, making the teaching process more enjoyable and effective.

One type of media that can be used in the teaching and learning process is flashcards. Arsyad (2011) defines flashcards as small cards containing images, text, or symbols that prompt students to recall related information. Similarly, Susilana, Riana, and Riyana (2009) describe flashcards as picture cards measuring 25x30 cm, made by hand or photo, and utilized for easy and efficient topic learning. Flashcards offer a basic and accessible method for learning specific subjects.

Based on the explanation above, the researcher conducted a classroom action research study on eighth graders at MTs Al Hidayah to improve students' participation in speaking activities. An interview with the English teacher of the eighth graders at MTs Al Hidayah revealed that the purpose of this study is to determine the effectiveness of using flashcards to improve students' speaking abilities. Specifically, this study aims to assess how well flashcards can improve students' participation in speaking activities in class.

LITERATURE OF RELATED REVIEW

Teaching is a process designed to guide students in their lives, particularly to support their developmental progress. Tarigan (2008) identifies four key elements of the school curriculum: listening, speaking, reading, and writing. Among these,

speaking is highlighted as one of the most crucial skills, essential for mastering English instruction.

Definition of Speaking

Speaking is a means of communication used by humans to exchange thoughts and information. It enables individuals to share ideas and maintain social connections through interactions with others. According to Bueno, Madrid, and McLaren (2006), speaking is one of the most challenging skills that language learners must master. It is regarded as the most crucial among the four English language skills

According to Boonkit (2010), speaking is one of the four essential competencies for effective language use, particularly when individuals are communicating in a language other than their native tongue. Brown (2001) identifies several key components commonly analyzed in the speaking process: pronunciation, grammar, vocabulary, comprehension, and fluency. In other hand, Musaba (2012) stated that speaking activities can be categorized into several types: storytelling, debate, discussion, interview, speeches and lectures, and conversation.

The Teaching of Speaking

Teaching involves imparting knowledge to students, where teachers provide information, skills, and messages to facilitate effective communication between themselves and their students. According to Nunan, as cited by Kayi (2006), teaching speaking involves instructing students to produce English sounds and patterns, use proper word stress, intonation, and rhythm, select appropriate words and sentences for different contexts, organize their thoughts logically, express values and judgments, and speak fluently and confidently with minimal pauses.

Based on Brown (2001:406-407) there are components are generally recognized in analyses of the speaking process: pronunciation, grammar, vocabulary, comprehension and fluency.

✓ **Pronunciation**

The way a language, words, and sounds are uttered is known as pronunciation. In this way, "pronunciation is the way in which dialect or a specific word or sound is talked." Three subjects make up the scope of instructing articulation: (1) sounds; (2) beat and accentuation; and (3) pitch.

✓ **Grammar**

Nugroho (2021) says grammar is the overall system and structure of a language, generally considered to consist of syntax and morphology (including inflection) and sometimes also phonology and semantics.

✓ **Vocabulary**

According to Keith (2004), vocabulary plays a significant role in language; vocabulary consists of single words, fixed sentences, idioms, phrasal verbs, and phrases that can be changed.

✓ **Comprehension**

Comprehension is the ability to understand or capture the meaning of information received. In the context of education and literacy, comprehension often refers to understanding written text.

✓ **Fluency**

Fluency is the ability to speak or read smoothly and without interruption. In the context of education and literacy, fluency refers to the capacity to read text quickly, accurately, and with appropriate expression.

Media in Teaching English

Media can be described in multiple ways. Educational media serve as crucial tools in the learning process, aiding teachers in clarifying abstract and challenging concepts for students. media encompasses everything used to transmit messages from the sender to the receiver, thereby stimulating students' thoughts, feelings, attention, interest, and motivation, ensuring the learning process runs effectively and meets its objectives. Learning media can be both visual and auditory. Sanjaya (2016) stated that there are different types of learning media, including auditory, visual, and audiovisual formats. In the learning process, media function as a

conduit for transferring information from the teacher to the student.

Flashcard

A flashcard is a card featuring images, text, or symbols that prompt or guide learners to recall information related to the visual content. Febriyanto (2019) explains that flashcards are simple media used by teachers to convey material content in a clear and easy-to-recognize manner, making it easier for students to understand and retain the information.

Flashcards have the potential to improve students' engagement in the teaching and learning process, facilitate comprehension of the material presented by the teacher, and serve as effective learning aids.

RESEARCH METHOD

This research used the classroom action research method. Kemmis and McTaggart (2007) define classroom action research as a systematic process aimed at identifying classroom issues to enhance the educational environment by ensuring the teaching and learning process benefits both English teachers and students. Classroom action research is a cyclical process designed to address classroom problems and improve teaching and learning activities. Kemmis (2014) outlines the stages of this research cycle as planning the action, implementation, observation and interpretation, and analysis and reflection.

The population of this research is the eighth graders at MTs Al Hidayah in the academic year 2023-2024. In the eighth graders at MTs Al Hidayah Wedoro, there are a total of 17 students, consisting of 8 males and 9 females. The selection of this class was based on the results of the initial interview conducted with the English teacher. According to the teacher's assessment, the eighth graders at MTs Al Hidayah showed low levels of activity and enthusiasm during English-speaking activities.

In research, instruments are tools used to gather data. The researcher employs several primary instruments for data collection, namely interview guidelines, observation checklists, questionnaires, and field notes. Data is gathered through direct observation to understand what occurs in the classroom

when implementing flashcards as a means to improve students' speaking activities.

The four steps that must be taken during research are;

1. Planning

To improve the students' English speaking activities, specifically at grade VIII MTs Al Hidayah Wedoro. The researcher prepare a lesson plan/RPP and learning media (flashcards).

2. Action

The duration of each meeting was done 40 minutes. In this setting, students receive various instructions using flashcards as educational tools. These instructions include comprehending the word and its inferred meaning, arranging the word order in writing, pronouncing the word, making a dialogue based on the theme, and presenting it in front of the class.

3. Observation

Observation is crucial for assessing students' responses and activities in the classroom during the teaching-learning process. Thus, information regarding students' activities, strengths, and weaknesses of the strategy was gathered through observation..

4. Reflection

Reflection is conducted together with the collaborator to ensure that learning goes better than before and to find out the extent of improvement made by students for the next meeting.

FINDINGS AND DISCUSSION

The purpose of this research is to improve students' speaking activity in the using flashcards in the teaching and learning media. This research was conducted at MTs Al Hidayah Wedoro Glagah Lamongan. The study commenced on May 11th, 2024, and concluded on May 24th, 2024. The setting for this research was the VIII graders at MTs Al Hidayah during the 2023/2024 academic year. The research subjects were the eighth graders of MTs Al Hidayah in the 2023/2024 academic year. There were 8 male students and 9 female students, for a total of 17

students. The collaborator was Mr. H. Imron. SS, an experienced English teacher at MTs Al Hidayah. This research was conducted in 2 cycles. Each cycle had 2 meetings. This research aims to

Each cycle comprises of 4 steps, to be specific planning, action, observation and reflection. The first cycle was conducted on May 11th, 2024 and May 14th, 2024. This research was conducted in four steps. 1. Planning. 2. Action 3 Observation 4 Reflection Reflection. First, the teacher makes a plan of how and what to do in the classroom. What test instruments should be given and how to carry out the action. The second way is the action. Here the teacher gives explanations related to the material, gives tests and gives instructions to the students to present their work in front of the class. And the third is observation. During the action, the observer writes down his comments on the activities of the students and the teacher. Finally, reflection. Here the teacher and the observer discuss the strengths and weaknesses of the activities carried out and the observer makes some suggestions.

Table 1: The Result of the Students’ Speaking Assignment in Cycle I

No	Students' Name	Rater I's Total Score (max : 25)	Raters II's Total Score (max : 25)	Two Raters' Total Score (max : 50)	Mean Final Score (score÷max score*100)	The lowest passing grade of 75
1	AI	15	16	31	62	Did not Pass
2	AZT	0	0	0	0	Did not Pass
3	AFA	13	13	26	52	Did not Pass
4	AFD	14	14	28	56	Did not Pass
5	KM	13	13	26	52	Did not Pass
6	RAF	14	14	28	56	Did not Pass
7	ANS	22	22	44	88	Passed
8	APR	21	22	43	86	Passed
9	FM	20	20	40	80	Passed
10	HBK	15	15	30	60	Did not Pass
11	MZS	14	14	28	56	Did not Pass
12	MI	20	20	40	80	Passed
13	MIS	12	12	24	48	Did not Pass
14	NR	21	21	42	84	Passed
15	NM	19	20	39	78	Passed
16	NAA	13	13	26	52	Did not Pass
17	RA	20	20	40	80	Passed

The data shows that in cycle 1 there were 7 students or 41% of the total 17 students, who obtained the maximum score or more than the KKM score of 75% or a score 75. Conversely, 10 students or 53% of students obtained scores lower than the KKM. 48 was the lowest score while 88 was the best. There was 1 student or 6% of the total of 17 students who did not participate in the speech assignment because they were not present in English class. Their final speech did not meet the criteria set in the first cycle. According to the statistics, less than 75% of the students obtained the minimum score of 75, the lowest required passing score. Data obtained from the student's final assignments show that students have little problems with speech motivation and participation in speech activities. Lack of active speech students can be seen in the number of students who do not meet the KKM minimum score. To overcome the weaknesses found in the first cycle, a discussion was held between the researcher and the collaborator regarding the revision and improvement of the lesson plans for the second cycle.

The second cycle consisted of two meetings. Each meeting lasted 80 minutes or 40 minutes. This second cycle was conducted on May 18, 2024 and May 22, 2024.

Table 1: The Result of the Students' Speaking Assignment in Cycle II

No	Students' Name	Rater I's Total Score (max : 25)	Raters II's Total Score (max : 25)	Two Raters' Total Score (max : 50)	Mean Final Score (score÷max score*100)	The lowest passing grade of 75
1	AI	20	21	41	82	Passed
2	AZT	17	18	35	70	Did not Pass
3	AFA	20	20	40	80	Passed
4	AFD	19	19	38	76	Passed
5	KM	21	21	42	84	Passed
6	RAF	17	17	34	68	Did not Pass
7	ANS	23	23	46	92	Passed
8	APR	24	23	47	94	Passed
9	FM	23	23	46	92	Passed
10	HBK	24	23	47	94	Passed
11	MZS	18	18	36	72	Did not Pass
12	MI	22	22	44	88	Passed
13	MIS	19	19	38	76	Passed
14	NR	20	20	40	80	Passed

No	Students' Name	Rater I's Total Score (max : 25)	Raters II's Total Score (max : 25)	Two Raters' Total Score (max : 50)	Mean Final Score (score÷max score*100)	The lowest passing grade of 75
15	NM	24	24	48	96	Passed
16	NAA	20	20	40	80	Passed
17	RA	24	24	48	96	Passed

Based on the results of the speaking assignment in the second cycle, the students got an increase in grades. There were 82% of students who scored 76–100. In addition, only 18% of the students scored low, which is below the standard English score. Based on the data above, this class has improved in speaking activity. It seems that from each cycle, some students got vocabulary enrichment.

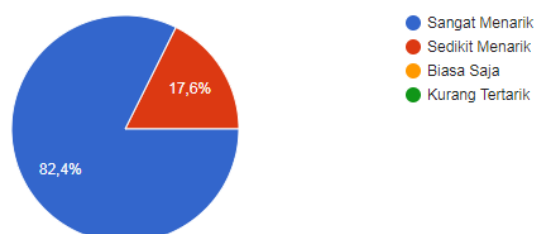
The questionnaire was distributed to all eighth-grade students of MTs Al Hidayah in the second semester of the academic year 2023/2024 on May 24, 2024. It consisted of multiple-choice questions administered through Google Forms. The questionnaire comprised seven inquiries concerning students' opinions, the teaching-learning process, difficulties encountered during speaking instruction, and the utilized instructional media.

The result of the first question was their opinion about the activities in the reading class over several meetings. The results showed that 14 or 82.4% of the students felt very interested in the speaking class over several meetings. Meanwhile, 3 or 17.6% of the students felt quite interested in the reading class over several meetings. The picture shows that in general, students' feelings towards learning speaking with flashcards are good.

Figure 4.1 : *The students' opinion in speaking class*

1. Bagaimana pendapat anda mengenai pembelajaran speaking dalam beberapa pertemuan?

17 jawaban

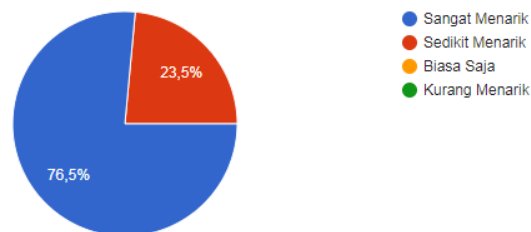


The second question was about students' opinions on the use of flashcards as a learning medium in speaking activities. The results showed that 76.5% of students felt that flashcards were suitable and very interesting as a learning medium, while the remaining 23.5% of students were quite interested in flashcards as a medium for speaking activities.

Figure 4.2 : *The students' opinion about use flashcard*

2. Apa pendapat anda mengenai penggunaan flashcards sebagai media dalam pembelajaran speaking?

17 jawaban

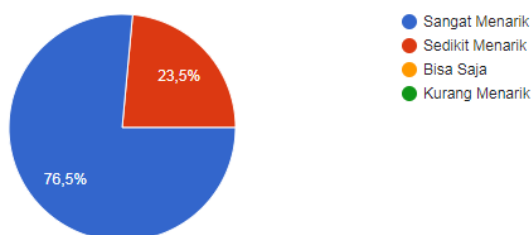


The next question concerned the appearance and content of the flashcards, specifically whether the flashcards were easy to understand or not. The research data showed that 76.5% of students were interested, and 23.5% were somewhat interested in the appearance of the flashcards.

Figure 3 : *The students' opinion about flashcard*

3. Menurut anda, bagaimana flashcards yang digunakan selama pembelajaran speaking?

17 jawaban



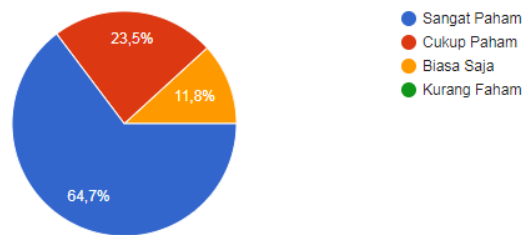
The fourth question was about the extent of students' understanding of the material on Caution, Notice, and Warning using flashcards as one of the teaching aids. The research results showed that 11 or 64.7% students understood the material very well when taught with flashcards. Meanwhile, 4 students or 23.5%

felt they had a good understanding of the announcement text material, and 11.8% of students felt indifferent to the material taught using flashcards as a teaching media.

Figure 4.3 : *The students' understanding material*

4. Se jauh mana pemahaman anda mengenai materi Caution, Notice, and Warning dengan menggunakan flashcards sebagai media pembelajaran?

17 jawaban

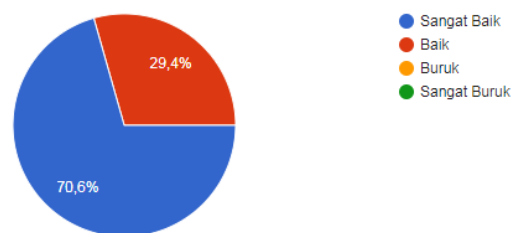


The fifth question was about students' opinions on how the teacher-researcher delivered the material during several meetings. The research results showed that 12 students, or 70.6%, felt that the teacher-researcher delivered the material very well and clearly during those meetings. Meanwhile, 5 students, or 29.4%, felt that the teacher-researcher was good at delivering the taught material.

Figure 4.3 : *The students' opinion about the teacher delivered the material*

5. Menurut anda, bagaimana cara guru menerangkan dan mengaplikasikan flashcards selama pembelajaran berlangsung?

17 jawaban

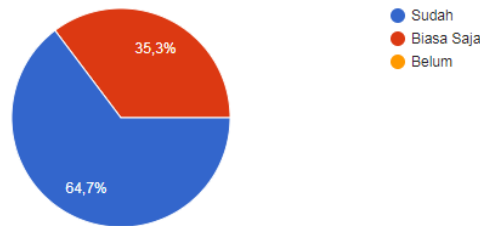


The next question was about students' opinions on whether the use of flashcards as a learning medium had improved their reading skills. The data showed that 11 students, or 64.7%, felt their reading skills had greatly improved, while 6 students, or 35.3%, felt their improvement in reading skills was moderate or unchanged from before the study was conducted.

Figure 4.2 : *The students' opinion about how flashcard had been used in speaking activities*

6. Setelah penggunaan flashcards, apakah anda merasa bahwa aktifitas berbicara dalam bahasa inggris anda sudah meningkat?

17 jawaban

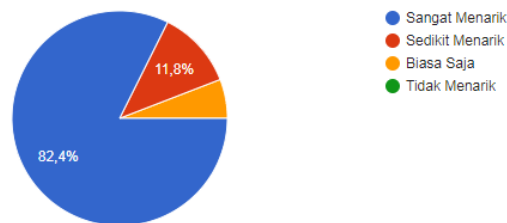


The final question was about how interesting students found lessons using flashcards to enhance speaking activities. The results showed that 18 students, or 82.4%, were very interested in this method of learning, while 2 students, or 11.8%, were only slightly interested, and 1 student, or 5.9%, was indifferent.

Figure 4.2 : *The students' opinion about several meeting*

7. Menurut anda, apakah pembelajaran speaking dengan menggunakan media flashcard menarik?

17 jawaban



CONCLUSION

Based on the discussion results, the researchers found an improvement in students' participation in speaking activities. Additionally, students appeared enthusiastic when answering questions. As a primary issue, the students' participation in speaking activities also improved. Since the first cycle did not yield an improvement, the researchers and teachers had to implement several changes in the second cycle. Furthermore, the researchers found that the students' ability to correctly and fluently present their assignments in front of the class indicated an improvement in student engagement in speaking.

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