The Use of Flashcard to Teach Speaking at the Second Year Students of MA Yafallah

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ABSTRACT

This research applied quasi-experimental method with two groups pre-test and post-test design. There were two variables of this research; they were independent variable and dependent variable, while the independent variable was Flashcard and dependent variable was students' speaking skill. The population of this research was the second years students of MA Yafallah year 2020 consisting of 352 students. The sample of the research consisted of 60 students which were taken by using Purposive Sampling technique. This reasearch used only one instrument. That was the oral speaking test. Futhermore, that instrument process was used pre-test and post-test. Moreover, the researcher collected the data with assessing student's vocabulary and fluency. As the result, the data indicated that there was significant differences between students post-test in experimental class and control class. The mean score of post-test (4.1) in experimental class was greater than the mean score of post-test (2.9) in controlled class. From t-test, the researcher found that the value of t-test (2.29) was greater than t-table (2.00). Therefore, the researcher suggested that The Use of Flashcard is effective in teaching speaking.

Keywords; Speaking, Flash Card, Teaching

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INTRODUCTION

Speaking is one of the four skills that language has. It is not only in English but also for other languages. It is the second skill that is necessary to know and to be able to be applied after listening skill. However, when it is related to teaching then there will be more explanation than practically producing words or sentences from our mouth. In language teaching, speaking skill is described in term of direction. It is generated by the learner to be also considered as the production. Thus, speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching English is sometimes considered a simple process. Commercial language school around the world hires people with no training to teach speaking. Although speaking is totally natural, speaking in language other than our own is anything but simple. It stated the notion that speaking is the main point of doing interactions.

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Speaking is used every day in the world and their mastery is an important skill for ESL learners to acquire. Speaking as interaction is the basic dialogue form and thus the building block of conversation. Some examples that are important are greeting someone in a hall, saying thanks to someone who gave you something, 2 and providing your name to a person filling out a form for you. However, mostly students in various places find it difficult to built their speaking capability even in the very basic form of speaking as mentioned above. Although speaking is an important skill, teaching this skill in the schools is not easy. Speaking requires students have english vocabulary, confidence, and good idea to express their mind. The common problem when teaching speaking is the students do not want to talk because they lack of vocabulary. Even the students want to express their idea but they cannot talk in English.

The phenomena are in relevant to the previous speaking problem that the present researcher encountered in MA Yafallah which has been chosen to be the location of this research. Most of the students specifically the second grade students find it so difficult to express their mind in English particularly because of lack of necessary vocabularies and words management performance when they are speaking. Regarding to the stated problem

in the mentioned school, the researcher is intentionally planning to implement one strategy namely using flashcards to improve the students speaking skill. Flashcard one of the strategy that can be used in teaching speaking.

The main characteristics of a flashcard are size, content, topics, and usage. Using flashcard in speaking helps students review vocabulary words and meaning. Flashcard in this research is a card or cards that is not only contain words but also in particular phases of the research will contain more than just words. It will be use to stimulate students speaking performance to argument students capability in speaking.

RESEARCH METHOD

Researcher applies a quasi-experimental design within pretest-posttest design. The design involves two groups – experimental and control group - to which the researcher administers a pretest, exposes a treatment, and administers a posttest. The success of the treatment is determined by comparing the result of the pretest and the posttest. This is a model of Quasi-Experimental design, exactly Non-equivalent Control Group design:

Table 1; Experimental Design

E	O_i	X	0_2
C	o_3	-	0_4

Explanation:

E : Experimental class

C : Control class

O1 : Pretest in experimental class

O2 : Pretest in control class

X : Treatment for experimental class by using TPR (Total Physical Response) method

O3 : Post test in experimental class

O4 : Post test in control class

There are two variables of this research they are dependent variable and independent variable.

1) The dependent variable is the speaking skill of the students

2) The Independent variable is the flashcard that is chosen as the media that is implemented in this research.

The population of this research is the second year students of MA Yafallah in 2019/2020 academic year which comprised of 13 classes, namely 7 classes of exact class, 4 classes of social class. Each class consisted of 29 to 33students so the total population is about 352 students. The selected sample is based on purposive sampling system. It is used to ensure that the chosen class is a mix ability class, so we can see the use of flashcard improve the speaking skill of various students' ability. The researcher takes two classes of exact class by considering that exact class possesses more population then other classes. Moreover in the prior observation it was found that exact class was the only class which was appropriate to be the sample to implement flash cards, specifically concerning with their English capability. The class which is chosen are Two classes. There are 30 students in XI Exact 3 and 30 students in XI Exact 4. So the amount of sample was 60 students. I choose these classes because these classes are available and recomended by teacher of English.

The researcher employed one kind of instruments namely test of oral test in the form of performing short-made-own dialogue based the given topics.The pretest is administered before providing students the intended treatment, while post-test is administered after providing students the treatment to know whether the strategy by using flashcard improve the speaking skill of the students or not. The teaching materials is written English concept and researcher made own material based on the applied curriculum of the chosen school.

Procedure The data is collected through two sessions namely by collecting the data of the students speaking performance in pretest and posttest. Between the pretest and posttest there is a treatment for 6x (times) meetings

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FINDINGS AND DISCUSSION

1. Findings

Findings of the study deal with the presentation rate of the students' score obtained from the test to find the mean score, standard deviation, test of significance, and hypothesis testing.

1) Students' Classification Score in Pre-test for Experimental and Controlled Class

Table 2; Students' Classification Score Percentile In Pre-Test

No.	Score	Classification	Experimental Class		Controlled Class	
			f	%	f	%
1	8.5- 10	Very Good	-	-	-	-
2	7.5-8.4	Good	-	-	-	-
3	6-7.4	Average	3	10	3	10
4	4-5.9	Poor	7	23.33	16	53.33
5	1-3.9	Very Poor	20	66.67	11	36.67
		TOTAL	30	100	30	100

In the Experimental class, there were 3 students (10%) classified into Average, 7 students (23,33%) were classified into Poor, and 20 (66,67%) students classified into Very Poor. For Controlled class, there were 11 students (36,67%) classified into Very Poor, 16 students (53,33%) classified into Poor, and 3 students (10%) classified into Average.

In summary, for both classes nobody classified into neither Very Good nor Good. Most of student in experimental class got Very Poor, and there were seven students classified into Poor and sisteen students classified into Poor for controlled. The students classified into Very Poor because

a. Result of Students' Pre-Test in Experimental and Controlled Class

There are two main points here, the first is students' classification score in experimental and control class, and the second is mean score of students' pre-test in experimental and controlled class.

they do not have ability in speaking well. It was shown by the result of their enhancement in speaking through pretest. They almost cannot speak all of the items of words. In other hand, there were students classified into Average in Experimental class and Controlled class because they have enhanced in speaking words in pretest than Experimental class.

b. Mean Score of Students' Pre-Test in Experimental and Controlled Class

Table of the result of students' pre-test in Experimental class were shown in the Appendix III. It showed that, the lowest score of pre-test in Experimental class was

one for six students and the highest is six for three students.

For the Controlled class, the data were shown in the Appendix III. It showed that, the lowest score in the pretest is one for one student and the highest score is six for four students. After assessing the individual score, the researcher calculated the score to get the mean score. It was important to determine the mean score for both classes and the t-test to measure students' basic knowledge, to find out whether the result was significant or not and to be able to make sure whether the research can be continued or not. Students' mean score for both classes and the t-test in the pre-test were shown in the following table.

Table 3; Students' Result of Mean Score, T-test, and T-table in Pretest

Class	Mean Score	t-test	t-table
Experimental Class	2.1	-1.1	2.00
Controlled Class	2.8		

The table showed that, the mean score of the students in the Controlled class was higher than in the Experimental class. The result of the mean score described that the difference of the students' basic knowledge. In addition, t-test of the pre-test between Experimental and Controlled class is -1.1 and the t-table is 2.021.

Making a conclusion about students' score was by comparing the t-test and the t-table. When the result of the t-test was smaller than the t-table, it meant that there was no significance among the result of the students' basic knowledge and it was appropriate for the research to be continued. The table above showed that there was no significance between students' score in the pre-test because the t-test was smaller than the t-table (-1.1< 2.00).

c. *The Result of Students' Post-test in Experimental and Controlled Class*

Table of the result of Students' post-test in Experimental and Controlled Class (See Appendix IV) described the score of post-test in Experimental and Controlled class. For the Experimental class, the lowest score in the post-test was two point five for two students and the highest was six for one student. In addition, for Controlled class, the lowest score was one point five for three students and the highest was six for four students. Based on the results above, it was clear that the flashcard

strategy has a positive impact to improve students' speaking skill.

For the total score, the table of students' post-test shows that Experimental class got 719 and Controlled class got 407. It indicated that total score in Experimental class was higher than Controlled class. Comparing with the results in pre-tests, the experimental class showed the high enhancement, in contrast, the controlled class scores were decreased.

1) Students' Classification Score in Post-test for Experimental and Controlled Class

Table 4; Students' Classification Score Percentile In Post-Test

No.	Scale	Classification	Experimental Class		Controlled Class	
			f	%	f	%
1	8.5- 10	Very Good	1	3.33	-	-
2	7.5-8.4	Good	4	13.33	-	-
3	6 7.4	Average	5	16.67	4	13.33
4	4 5.9	Poor	10	33.33	14	46.67
5	1 3.9	Very Poor	10	33.33	12	40
	Total		**30**	**100**	**30**	**100**

In the Experimental class, there were 1 student (3,33%) were classified into Very Good, 4 students (13,33%) were classified into Good, 5 students (16,67%) were classified into Average, 10 students (33,33%) were classified into Poor, and 10 students (33,33%) were classified into Very Poor.

For Controlled class, no body classified into Very Good and Good, 4 students (13,33%) classified into Average, 14 students (46,67%) classified into Poor and 12 students (40%) classified into Very Poor.

Inconclusion, the data shown in the table that indicated the students. in this experimental class have better enhancement than the controlled class. Futhermore some of students in experimental class was classified into Good and Average because they showed their ability in speaking through post-test and no body in control class. There were 4 students had the average and 14 students had 35 the poor in controlled class. Moreover, In classification of very good of the table, there was one student in experimental class and no body in controlled class. The student who classified into very good can speaking well. In details, 10 students got poor in experimental class and there were 14 students got poor in controlled class, 10

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students got very poor in experimental class and 12 students got very poor in controlled class. There were more students classified into very poor in controlled class than experimental class. In very poor, the students were not able to speak well. Unfortunately, they wanted to say anything they know. It seemed that, they could not speaking well. Based on the result above, the data can be concluded that, the rate percentage in the post-test was different from the rate percentage in the pre-test.

2) Mean Score and Standard Deviation

The following table presented the mean score and standard deviation of the Experimental class and Controlled class. The Mean Score and Standard Deviation in the posttest of the Experimental class and Controlled class:

Table 5; Mean Score and Standard Deviation in Post Tes

Class	Mean Score	SD
Experimental	4.1	2.72
Controlled	2.9	2.30

The table indicated the mean score of Experimental class in the Post-test was 4.1 and the standard deviation was 2.72. While the mean score of the Controlled class was 2.9 and the standard deviation was 2.30. c. Test of Significance Testing The significant score between experimental and controlled class can be calculated by using t-test. The result of the t-test can be seen in table 4.5 as follows:

Table 6; The T-Test of Students' Achievement

Variable	t-test	t-table
X1-X2	2.79	2.00

Table 6 showed the result of test of significance testing. For the level of significance (p) 0.05 and the degree of freedom (df) (N1 + N2)-2 = (30 + 30) – 2 = 58, showed that, the value of the t-test was higher than t-table. The result of the test clearly showed that, there was a significant difference between the students' score in the experimental and controlled class after the treatment of flashcard strategy. It indicated that, the use of flashcard was effective to increase students' speaking skill. It meant H0 was rejected and H1 was accepted because the t-test was higher than t-table (2.79> 2.00). Therefore, the hypothesis of the research was accepted.

2. *Discussion*

Flashcard strategy was one of the strategy in teaching English that could guide students to speaking well. Flashcard is one of the effective strategy in teaching speaking because it gives students an opportunity to practice communicating in around and keep the conversation going. Analysis of the mean score gap in the post-test between the Experimental and

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Controlled ensures if the approach used was effective. The mean score of the Experimental class was 4.2 and 2.9 for Controlled class. It meant the gap of the students' score of the Experimental and Controlled class was 1.3. The explanation of the gap between the two classes indicated that the Experimental class showed higher increasing than the Controlled class.

To sum up, based on the result of this study, which showed the students' scores were higher after the treatment in Experimental class using flashcard, the use of flashcard strategy increase their speaking skill. The findings above were in line with previous research finding, Hotimah (2010) in her research finding contended that flashcard can be a very effective media which is capable of providing easiness for teachers in delivering learning materials as well as enriching students' vocabulary mastery which also facilitate students to speak better in language lesson particularly for English subject. Furthermore, it also activates effective interaction among teacher to students as well as students to students.

Sriati, et al (2012) stated in their research finding and summary that from the the classroom action research in teaching language skills or the ability to speak 38 the beginning with the use of flashcard media in particular in their study can be summarized that learning with flash card

media can more improve the quality of speaking ability. The use of flashcard media can make learning activities more interesting and students are more active in learning process. In the learning process itself, before using the flashcard media students' mastery was only 70% and after using it, the students' ability improved till 92%. Urquijo (2012) found that the Interactions Flashcards system was effective in improving oral performance in general and increasing levels in each one of the qualitative aspects of spoken interaction including range, accuracy, fluency, interaction, and coherence.

Therefore, the use of Flashcard could help student to speaking. Besides, Flashcard also helped studentsto keep the concersation going and saying the words or sentences smoothly. In other hand, this strategy could apply in teaching students speaking classroom.

CONCLUSION AND IMPLICATION

Based on the findings, it can be concluded taht the students' speaking skill by using flashcard at the second year students of MA Yafallah in the Academic year 2019/2020. The result of data analysis showed that, the total score of students in experimental class in the post-test was 719 and 407 for controlled class. In addition, the mean score in post-test for experimental class was 4.1 and 2.9 for controlled class.

The data showed that, students' score in experimental class was higher than in controlled class. It meant that Flashcard strategy is more effective than conventional method in teaching speaking at second year students of MA Yafallah in the Academic year 2019/2020. There was significant difference between students' speaking skill by using flashcard strategy at the second year students of MA Yafallah in the Academic year 2019/2020. The data showed that, the t-test for both classes in post-test was 2.79 compared to the t-table with 2.00, since the score of t-test was larger than the score of t-table, null hypothesis (H0) was rejected and alternative hypothesis (H1) was accepted. It meant that, the use of flashcard strategy which was applied in the Experimental class was effective in teaching speaking skill.

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