

## THE EFFECT OF USING FLASHCARDS DURING ONLINE LEARNING TOWARDS SPEAKING SKILLS AT 11th GRADE SOCIAL CLASS AT MUTIARA BANGSA 2 SCHOOL

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### Abstract:

The purpose of this research is to discuss the effect of flashcards on teaching speaking. The purpose of this research is to find out whether Flashcard is effective for teaching speaking during online learning. This study used a quasi-experimental method with a one group pre-test and post-test design. There are two variables in this study; namely the independent variable and the dependent variable, while the independent variable is Flashcard and the dependent variable is the result of the post test (students' speaking ability). The population in this study were students of class XI Mutiara Bangsa 2. The sample of this study amounted to 13 people. This study uses only one instrument. It is an oral speaking test. Furthermore, the process instrument was used pre-test and post-test. In addition, the researcher collected data by assessing students' vocabulary and fluency. As a result, the data showed that there was a significant difference between the post-test students in the experimental class and the control class. The post-test P-value is lower than the significance level which indicates that there is a significant difference between the pre-test and post-test mean.

### Keywords:

Effect,  
Speaking skills,  
Flashcards.



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## INTRODUCTION

Language is the normal way for people to communicate. It is also the expression of ideas, which means that it is also very important to be learnt. Learning language is not only to memorize the whole meaning of every word but also to know how to use it well in order to understand what other people talk about, because it is more than just a lesson that people learn to communicate to each other. Without language people will not understand what other people say or mean.

Some Teenagers find it hard to learn English, some are shy, some don't want to make mistakes while others are quite motivated because they like the language. English can actually be more effective to be learnt starting from earlier age to older one. However, they are also easy to feel ashamed, bored and tired when they learn the second language, especially in Indonesia. Therefore, an English teacher has to be conscientious in

choosing technique and media in order to increase the effectiveness of learning English. For the reason above, many countries also have already used English for education.

According to Brown (2001), “Teaching is as facilitation of learning, in which you can teach a foreign language successfully.” From this definition, it can be assumed that teaching should ease the students in receiving lesson. In this case, the facilitator which is a teacher should explain every lesson so clearly that the students get easy to understand.

In other hands, Bailey (2006) says, “In fact, teaching is essentially a series of actions based on decision making”. It can be seen from this theory that teaching is activities that have been already planned. It is proved by an obligation that should be done by the teacher before teaching every day. Teacher has to decide how the teaching process will be, what media will be used to reach the goal of teaching and how to present the lesson well.

Teacher usually has some difficulties to teach English especially in teaching communication skill. One of communication skill is speaking. In learning speaking skill, students often find some problems. The main problem is that they are difficult to use the foreign language. During this online learning period the situation is even worse, Language needs to be spoken and the situation makes it difficult to achieve the target of speaking for the students, boring method contributes the unsuccessful plan.

Online teaching offers exciting opportunities to expand the learning environment for diverse student populations. As the demand for online teaching these days, Teachers may be asked to consider teaching their classes’ online.

Greenberg (1998) defines contemporary distance learning as a planned teaching/learning experience that uses a wide spectrum of technologies to reach learners at a distance and is designed to encourage learner interaction and certification of learning.

Desmond Keegan (1995) provides another definition, He states that distance education and training result from the technological separation of teacher and learner which frees the student from the necessity of traveling to a fixed place, at a fixed time, to meet a fixed person, in order to be trained

According to Richards (2008) Says, “The mastery of speaking skills in English is a priority for many second-language or foreign-language learners”. It shows that speaking is the main skill for the second-language or foreign-language students. Speaking can also be a success standard of the students in learning and the teacher in teaching foreign language since as someone has desire to learn a second language means he or she wants to be able to speak in the second language.

Grammidge,(2004) states that Speaking is a highly challenging yet essential skill for most learners to acquire. It means that speaking is one of skill that the students must have, although it is very hard with all of the challenges.

Flashcards are a set of cards bearing information, such as words, pictures, or numbers, on either or both sides, used in classroom drills or in private study (Teng and He, 2015). Based on Kasihani (2007), Flashcards are teaching aids as picture paper. The picture is made by hand, picture or photo which is stick on the flashcard.

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.

## **METHOD**

This research is considered as field research. Writer chooses Quasi-experimental method by reviewing from the problem of this research. This research was conducted in Mutiara Bangsa 2 school and it is done during the period of 2021/2022. The population of the data is the 11th grader of social students in Mutiara Bangsa 2 school. Samples of the data is randomly selected 13 students from 11th grader of social students in Mutiara Bangsa 2 school. The data were collected to do the field research. Data and informations were taken by doing some teaching practices in the Senior High School Students at SMA Mutiara Bangsa 2. This experimental design was made to compare the difference between the result of the pre-test and post-test. This pre-test is done earlier than the treatment to discover capability of students in English speaking. After organizing the treatments, the researcher gives the students a posttest to get data in finding out the result of treatments.

## **RESULTS AND DISCUSSION**

### **Result of the Pre Test**

Based on the analysis that is done in Microsoft Excel, the result of the pre-test, the average score of the pre-test is 71,92, the maximum score is 85 and the minimum score is 60. Total students that get involved in the pre-test are 13 students.

### **Result of the Post Test**

Based on the analysis that is done in Microsoft Excel, the result of the post-test, the average score of the post-test is 80, the maximum score is 95 and the minimum score is 60. Total students that get involved in the post-test are 13 students.

### **Hypothesis**

H0 : The use of flashcards is not effective to teach English speaking skills at 11th grader social student of Mutiara Bangsa 2.

H1 : The use of flashcards is effective to teach English speaking skills at 11th grader social student of Mutiara Bangsa 2.

### **t-Test**

The score of the P-Value that is calculated in Ms.Excel is 0,015. Reject the null hypothesis if P-Value < Significance level.

## Data Analysis

Name	Pre-Test	Post-Test
Angela	75	80
Catherine	75	90
Darrel	85	95
Dave	65	60
Felix	60	70
Griss	85	80
Karina	65	90
Kerry	80	75
Mikael	70	80
Rio	60	85
Sella	85	90
Timothy	60	60
Viona	70	85

**Figure 1** Student's scores

t-Test: Paired Two Sample for Means		
	Pre-Test	Post-test
Mean	71,92307692	80
Variance	93,91025641	125
Observations	13	13
Pearson Correlation	0,519171695	
Hypothesized Mean Difference	0	
df	12	
t Stat	-2,823097504	
P(T<=t) one-tail	0,007685674	
t Critical one-tail	1,782287556	
P(T<=t) two-tail	0,015371349	
t Critical two-tail	2,17881283	

**Figure 2** Data Analysis

By doing the comparison between the result of the t-test with the significance level of 5% or 0,05, we can conclude that the P-Value which is 0,015 < the significance level 0,05. By that, the null hypotheses is rejected and the researcher has the alternative hypothesis. The mean of the post test is also higher which is 80 compared to the mean of the pre-test which is 71,92. Based on the result of rejecting the null hypothesis, we can have the interpretation which the researcher 95% believe that the use of flashcards is effective to teach English speaking skills at 11th grader social student of Mutiara Bangsa 2.

## CONCLUSION

Studying and learning English need the suitable way to be taught and understood. There are many ways of studying and learning English and flashcard is one of the teaching tools that can be used to teach and to improve the learners. Flashcards Can also help the educators and teachers in teaching Speaking activity. There are also many ways of using flashcard to teach and to improve English skills. Flashcards can be used to teach and to improve listening, reading and also writing. It also can be used to study and to improve the learners' vocabulary, pronunciation, spelling, grammar, and so forth.

The benefits of using flashcards include improving language skills, increasing the ability to compose stories, memorizing, analysing a problem, and enriching vocabulary. Apart from the cognitive side, the benefits of a flashcard can also increase self-confidence, develop good and effective communication, and enhance creativity.

Based on the findings, it can be concluded that the student's of 11th grader social of Mutiara Bangsa 2's speaking skills by using flashcards have increased based on the mean of the data analysis. The pre-test shows the average of 71,9 while the post-test shows the average of 80. Based on the t-Test significant different, the result of the analysis shows that the p-value is 0,015 which is less than the significance level of 0,05 which means that the data supports the analysis to reject the null hypothesis or the H<sub>0</sub> which shows that there is a significant different between studying English speaking skills with flashcards and without at 11th grader social of Mutiara Bangsa 2.

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