

ARTICLE

**THE EFFECTIVENESS OF USING FLASHCARDS TO
THE STUDENT'S SPEAKING MASTERY AT
THE SEVENTH GRADE STUDENTS OF MTS ROUDLOTUL MUSLIMIN
NGANJUK IN THE ACADEMIC YEAR 2016/2017**



By:

TRIANA DEWANTI

12.1.01.08.0060

Advisors:

- 1. Suhartono, M.Pd**
- 2. Drs. Agung Wicaksono, M.Pd**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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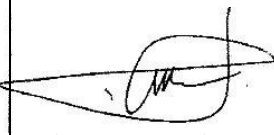
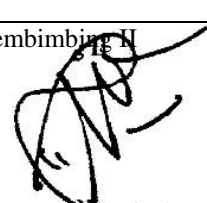
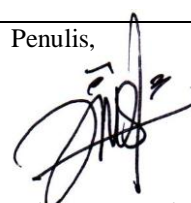
Yang bertandatangandibawahini:

Nama Lengkap : TrianaDewanti
NPM : 12.1.01.08.0060
Telepun/HP : 085785400338
AlamatSurel (Email) : trianad96@gmail.com
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AlamatPerguruanTinggi : Jl. K.H. Ahmad Dahlan No. 76, Mojoroto, Kediri, Jawa
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Pembimbing I  Suhartono, M.Pd. Nidn. 0714026901	Pembimbing II  Drs. Agung Wicaksono, M.Pd. NIDN. 0711076802	Penulis,  Triana Dewanti NPM. 12.1.01.08.0060

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TrianaDewanti

12.1.01.08.0060

English Education Department

trianad96@gmail.com

Suhartono, M.Pd and Drs. AgungWicaksono, M.Pd

UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

Flashcard very suitable in teaching speaking for flashcards can be used to facilitate reveal word. The teacher can bring this card, show it to the students, give the explaining what and how shapes and colors in the picture. Teaching speaking using flashcard can help the students to learn speaking and understand the material, for example teaching about animal, so the picture should content those pictures. Flashcard is made like funny cartoon because students at the seventh year in junior high school like funny picture. . The seventh grade of MTS Roudlotul Muslimin Nganjuk became the research subject. Then, the researcher used total sampling because all of the population became sample. The instrument is using test, pre test that done before teaching speaking and post test after teaching speaking using flashcard. The data of this research was analyzed by using a statistical analysis (t-test). From the data analyzed, it has shown that flashcard has influence the students speaking because t- score that is 4,03 is higher than t-table at the level of significant 1% (0,1874) and 5%(0,161). It is proved by intuiting the students' ability in learning speaking. The result of data analysis (t- score) is higher than t-table of the significance 5% and 1%. It can be concluded that the score of t-test is significant. So, the alternative hypothesis (H_a) is accepted while the null hypothesis (H_o) is rejected. As a conclusion of the result above it can be said that flash cards to teach speaking can increase the students' speaking mastery of the seventh grade students of MTs Roudlotul Muslimin Nganjuk that is proved by the score that they get after the treatment

Keywords: Speaking, Flashcard

I. BACKGROUND

English is an important in communication. With language, people can inform and express their idea in Indonesia, English is the first foreign language. This is taught to the students in junior high school up to university. English is a foreign language is introduced in junior high school as a content subject. Lyle (1993) in Bertram (2002) states that oral language is a very important link in the process of students' learning and thinking development. Oral language provides a

foundation for the development of other language skills. As children talk about themselves and their experiences, they are learning to organize their thinking and to focus their ideas. It means that English subject is given to junior high students is needed in that place and supported by a teacher who has mastered to teach English subject. Teaching English as a foreign language is not easy for students first rate. And it's very different from adults because the mother used to using language in daily

activities. Thus, English teachers must find a suitable way of presenting the material.

An English teacher should be able to make instruction clearly, such as: how to develop and arrange the syllabus, how to select and develop the material, and what kind of activity that will be done to present the material. And also they should apply the suitable technique that makes teaching learning process English runs well.

There are some language components in English, one of them is speaking. Speaking is needed because it plays a very crucial role in learning another language. By encouraging the students to master their speaking, they are easily learning and practicing English. Learning speaking is difficult. Most of students think that learn English is very difficult because they must remember so many words with the same pronunciation. According to Kathleen M. Bailey and Lance Savage, Ed (1994): "When attempting to speak, learners must muster their thought and encode those ideas in the vocabulary and syntactic structure of the target language".

So this researcher tries to develop students' ability in mastering speaking. There are many characteristic's of students. The important one is the children understand the material through hand, ears and eyes. Relating with those characteristic, the usage of aid is needed.

So teacher has to make better preparation like creating the media. According to Djamarah and Zaim (2005: 122): "As an aid of teaching media has a crucial function in smoothing the goal of teaching learning process. It is based on the belief that teaching learning process uses media can enhance student's activity".

It is clear that teachers have to use media in teaching learning to solve the students' problem and also help them catch the materials easier. There are many kinds of media which can be used in the English class such as picture, flannel board, flash card, real object, etc.

Flash card is one of the media that can be used to present the material. Flash card is made like funny cartoon, because children or students at the seventh grade in junior high school like daily activities picture. Hopefully by using media the students will be more interested in learning English.

Based on the background above the research is conducted entitled "the influence of using flashcards to the student's speaking mastery at the seventh grade students of SMP Roudlotul Muslimin Nganjuk in academic year 2016/2017"

II. RESEARCH METHOD

This research is qualified as descriptive research. The total number of population at the seventh grade students of

MTs RoudlotulMuslimin. Then, for this research the sample that is taken by the researcher are 15 students. This research pre-experiment research because in this research there is no other population, it is only one class as a population. According to Arikunto, “Instrument is a tool or facility which is used by the researcher to collect the data in order to make easy the in doing the research and the result is better, accurately, completely, and easy to be processed” (2006: 150). In this research the researcher uses test as instrument like Arikunto said (2006: 150), “Test is a set of question or exercise and equipments which is used to measure the skill, knowledge, intelligence, ability or talent that has been done by individual or group”.

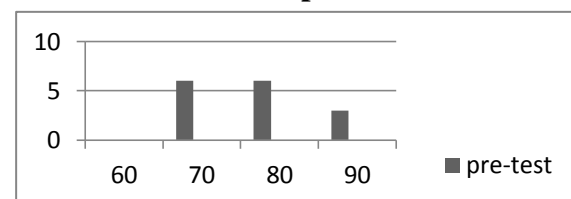
The researcher gives treatment for the students to know the influence of the media. In this research, pre- test is given first then the treatment. At the end of the research is given post- test. This test uses written test in which the test form is multiple choices. The test consist of 10 items in which for each item has score 10.

Therefore, if the students do the all item and all of them are right they get score 100. The aim of the test is to get data of the fourth year student in S MTs Roudlotul Muslimin in order to know the students’ speaking mastery.

III. RESULT AND CONCLUSSION

In the process of receiving the date the researcher gives several activities, the first is pre-test. The students were asked to do the tests in the form of multiple choices and answering the questions. The researcher gave the pre-test in the beginning to know the students’ speaking mastery. The researcher gave the test that consisted of 10 items. After giving the pre-test, the researcher carried out the test to know the score of each student. The score of students in the pre-test showed that their abilities are different. All of students got score more than 60. The following diagram was result of pretest score.

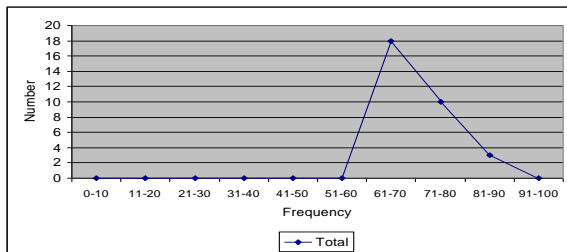
Diagram 3.1
Score of pre-test



The calculation of the data about the students’ speaking mastery scores before using flashcard is important to be known because it can be known the ability of the students before. The table below is the representation about the frequency of students’ score in pre-test. The calculation of the data as following:

Table 3.1
The frequency of students’ score in pre-test

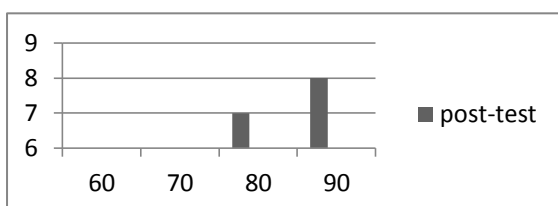
Diagram 3.2 of pretest score



From the table above it can be seen that many students get score in 70.

The speaking ability of the students in that school after given the treatment has increased in their achievement. The students feel happy when they come in the class because the researcher uses flashcard as the media in teaching learning process. And the students feel enjoy in learning English speaking when they are taught using flashcard.

Diagram 3.3
The score of post-test



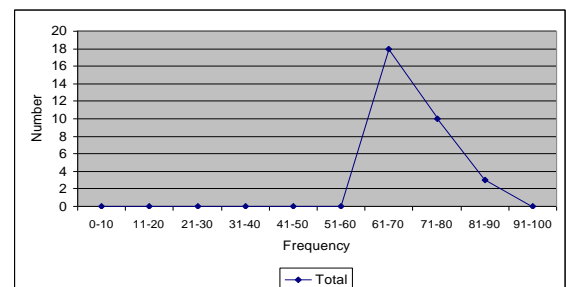
The data of this research consisted of different test scores between before using flashcard and after using flashcard. And in this part, the researcher wants to report about the post-test or teaching speaking using flashcard. And the calculation of the data as following:

F (Frequency)	Total
0-10	0
11- 20	0
21-30	0
31- 40	0
41- 50	0
51-60	0
61-70	6
71- 80	6
81-90	3
91-100	0

Table 3.2
The frequency of students' score in post-test

F (Frequency)	Total
0-10	0
11- 20	0
21- 30	0
31- 40	0
41- 50	0
51- 60	0
61- 70	0
71- 80	7
81-90	8
91-100	0

Diagram 3.4 of Post test Score



From the table above, it can be known that many students get 80. And the best score is 90 that have been gotten by twelve students. The sum of students that get best score has increased.

This part deals with the interpretation of the data which has been analyzed by using t-test. The researcher used the level of significance to assert whether the null hypothesis was rejected or accepted. In this case, the researcher used

table of t-value in the 14 degree of freedom to define the significant degree. Because of t-table did not mention that degree of freedom, the researcher used the significance of freedom in the level of 15. The result of data analysis (t-score) is higher than t-table of the significance 5% and 1%. It can be concluded that the score of t-test is significant. So, the alternative hypothesis (H_a) is accepted while the null hypothesis (H_o) is rejected.

Table 4.4
The table of t-test based on significance
1% and 5%

Df	T – score	T – table		Significant
		1% (0.01)	5% (0.05)	
14	4,03	0,187	0,161	Very significant

From this table, the researcher concluded that the result of the researcher's experiment by using flashcard in students' speaking achievement to the seventh grade students at MTs Roudlotul Muslimin Nganjuk has increased the students their speaking.

Flash card is as media which is often used in teaching speaking. The teachers provide students with reasons for talking and increasing motivation and memorization. The teacher increases motivation by giving the students interest to learn language. Motivation is the basic principle of all kind of teaching. In this study, the writer wants to give motivation in teaching speaking by using flash card to stimulate the students to build their speaking.

From the result of the researcher analysis showed that there was significant influence of using flashcard to the students' speaking mastery at the seventh grade students of MTs Roudlotul Muslimin Nganjuk. And the result explain that t-score is higher than t-table. Based on the result of this research, the researcher signifies that using flashcard gives a better result in students' speaking mastery.

Based on the result of the research, the researcher offers several suggestions that can help the teacher to increase the students' speaking mastery; the researcher would like to present some suggestions especially for:

1. The teachers

The English teacher is suggested to use the flashcard as one of the media in increasing speaking, because it influences the students' speaking mastery. Therefore, the teachers should be able to use flashcard in teaching speaking based on the suitable material and situation. By using flashcard the teacher can stimulate the students' interest through varied practice.

2. The other researchers

The result of the data analysis shows those flashcard are one of the suitable media in teaching English speaking for the junior school. The English subject that is taught by applying flashcard can be understood by the students.

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