

ARTICLE

**DAMPAK PENGGUNAAN MEDIA FLASHCARD TERHADAP
KEMAMPUAN BERBICARA SISWA KELAS VII SMPN 3 KEDIRI
TAHUN PELAJARAN 2016/2017**

***THE EFFECT OF USING FLASHCARD MEDIA ON STUDENTS'
SPEAKING ABILITY TO THE SEVENTH
GRADE STUDENTS OF SMPN 3 KEDIRI IN ACADEMIC YEAR
2016/2017***



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2017

SURAT PERNYATAAN ARTIKEL SKRIPSI TAHUN 2017

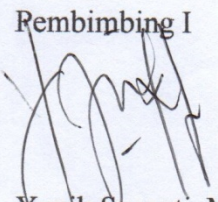
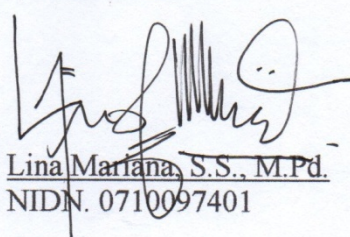
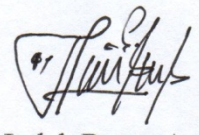
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STUDENTS' SPEAKING ABILITY TO THE
SEVENTH GRADE STUDENTS OF SMPN 3 KEDIRI
IN ACADEMIC YEAR 2016/2017
Fakultas – Program Studi : FKIP/Bahasa Inggris
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ABSTRACT

In mastering speaking skill the teacher should consider the speaking lesson in a simple process with use strategy or media. Flashcard is the media that clearly visible because they are in the form of card that containing picture, text or symbol, it help the students to remind about certain things. This study was conducted to find out the students' speaking ability before and after being taught using flashcards and the effect of using flashcard media on students' speaking ability especially in describing person. An experimental with one-grup pre-test and post-test design was applied and quantitative data was used. The sample of this research was VII-G f SMPN 3 Kediri. The researcher compared the resultof pre-test and post-test by using in SPSS version 20. The result of the study found that the students' speaking ability increased. It can be seen from the mean score of pre-test 35.4412 and the mean scre of post-test 40.0588.From this result the researcher found that the t-score (3.197) > t-table 5% (2,042). It means that, the alternative Hypthesis (Ha) accepted. Finally, it can be concluded that flashcard media was suitable media to teach speaking. Flashcard help them to enrich their vocabulary, fluency, and memorization. Based on the t-test result which obtain that flashcard media has significance effect to the students' speaking ability

KATA KUNCI :Flashcard Media, Speaking

I. BACKGROUND

Speaking is the way to communicate with others to achieve certain goals or to express opinions, intentions, hopes and viewpoints. According to Richards (2008: 19) "The mastery of speaking skills in English is a priority for many second language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency". It means that, mastering

speaking ability is priority for language learners.

Mastering speaking ability is the most important skill in learning English every students in junior high school must be able speak English well. To make them well enough in speaking, they must be mastered the component of speaking first. Heaton (2012: 70) explains five components of speaking, there are: pronunciation, grammar, vocabulary, fluency, and comprehension. However, if the students have mastered all the components we can't guarantee that they can speak fluently, any

others factor such as doesn't understand the material that given by the teacher or get confused that make the student failure in speaking.

In teaching speaking the teacher give the material clearly because the purpose of teaching English in junior high school is for the student to communicate well by using English. That it is contrast with the condition of the students, According to Richards (2008: 24) "The students difficulties in speaking are : they speaks slowly and takes too long to compose utterances, cannot participate actively in conversation. Spoken English doesn't sound natural, poor grammar, poor pronunciation". They do not talk using English but they use their own language or mother tongue because students are afraid of having mistakes when they speak in the class, and some of the students to dominate the class in speaking activity. Harmer (2008: 271) states that students need some process to speak, they need language processing, interacting with others, and information processing. It means as the teacher we must guide them to pass that process. But the situation in teaching learning process, sometimes the teacher does not use interesting media in teaching speaking. Consequently, student gets bored easily during speaking so that student cannot be creative in developing their speaking ability and it is less motivate.

In order to teach speaking successfully, a teacher should concern about the quality of the teacher, students' motivation, and interesting creating joyful learning condition in speaking class, the existence of media ishelp the teachers to facilitate the students to be easier to express what they want to say. According to Gelfgren (2012: 1). "Different students learn in different ways, and it is important to make use on visual teaching method since the studies show that the majority of students learn through visual means". The use of media, somehow, would help the students to reach the objective of teaching. This is useful to facilitate the students to acquire

language skills, in which they can use the language actively. If the students are actively learning in speaking, the students have the opportunity to remember the content of each class section more than passive students have. The teacher can use flashcards as clear and colorfull media, and they can have a positive effect on the visual learning process of the students. It is expected to change the atmosphere of learning towards students' more actively.

Through learning use flashcard media in presentation make the students improve their mind because picture visualizes abstract into a real thing. Inayah (2010: 23) states that flashcards are one of visual aid which can be used inteaching and learning process. It helps the students to understand the material is given by their teacher. andSuhaimi (2014: 3), explains that Flashcards means small cards contain picture, text or symbol to remind and to stimulate the students on certain thing. Based on the picture, flashcards usually have 8 x 12 cm or it can be adapt by big or small class such as alphabet can be used to practice spelling (in Arabic or English). They are colorful which is used to memorize.

Flashcard can also be used for creative language use. Students are asked to write a description of a flashcards, and they are asked to invent the conversation taking person between to people in a picture or in a particular role play activity, then they are asked to answer question as if they were the character in a famous painting. Gelfgren (2012: 1) says that "Flashcard can be used for any subject, for example elementary or more advanced language training (vocabulary and grammar), mathmathics, biology and geography". Flashcard areeasy to use and handly resources for teachers and they can be used on any class level. They are excellent for presenting vocabulary, drilling and repetition. For many students, using flashcard is fun way to learn vocabulary and grammar". Flashcard is interesting due to its simplicity and attractiveness. Besides

inexpensive, the process of making it is not quite complicated. A teacher, sometimes, needs creativity to make the cards more attractive. This media is help the teacher in teaching speaking of descriptive text to seventh graders of junior high school. The flashcard is possible to apply in teaching descriptive text the flashcard serves about description of human physical appearance.

In the classroom activities the teacher tried to make their students easy to understand the materials. In order to make the students interested in speaking, the teacher can use flashcard to attract the Students' attention and confidence. Therefore, using flashcard makes the description of human physical appearance easier than describing it in a text. That situation also happen in SMPN 3 Kediri, that is make the researcher interest to conduct her study on the seventh grade of SMP 3 Kediri which is known as the favorite junior high school in Kediri. And has more than 30 students in every classes. With the number of the students in the class, they have different ability in speaking, some of them are shy or afraid to say something, students acquire learning activities that are both stimulating and interesting. But, recently SMPN 3 Kediri apply the use of flashcard as media of descriptive text in teaching learning process in English speaking class. If the Students have time to give arguments, ask questions and generally use the language in any form they is more confident to practice their speaking skill and the students in seventh grade of SMPN 3 Kediri become more active than usual. Flashcard as the media of teaching speaking has many advantages, one of which is that it is clearly visible. Thus, when students are asked to describe something/someone in detail, flashcard can help them to produce the description easily. In addition flashcards are very simple but very effective way for an individual to study a particular topic. Based on those phenomena the researcher in this particular want to know the effectiveness of

Flashcard media on students' speaking ability in the seventh grade of SMPN 3 Kediri.

II. METHOD

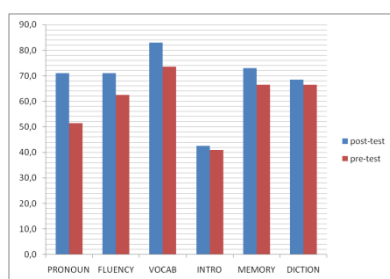
This research has two variables, there are independent Variable and dependent variable. Based on the tittle of this research the Independent variable is flashcard and the dependent variable is the students' speaking ability. This research use quantitative technique to mesure the dependent variable. Because students' speaking score as the source of the data. The data is get from pre-test and post-test score. In this research the researcher is use Experimental reseach with one-group pretest-posttest design that has no control group to measure the dependent variable after being controlled using independent variable. So, in this research, the researcher used the there steps, they are; pre-test, treatment and post-test. this reserch was conducted in seventh grade studets of SMPN 3 Kediri. The researcher only took VII G as the sample which consist of 34 students. This research took 6 month, july until december 2016. The researcher use test for the instrument as the procedure to designed and elicit performance from learners with the purpose for measuring the speaking ability. The test is in the form of oral performance test in monologue and the students speaking score is given by the researcher using the combination scale of monologue performance rubric and analytic scale. It's use because the level of the students. On their level only some of the monlgue compnent that they must be mastered. The function of this test accomplish communicative functions according situations, participants and goal. All the data collected from the pre-test score and post-test score is analyzed using SPSS version 2.0. The data which get from the pre-test score copared with the post-test score using the formula of Paired Sample t-Test with the 95%

confidence interval of the difference. To know the difference students' speaking ability before and after being taught using flashcard and to prove the hypothesis.

III. RESULT AND CONCLUSION

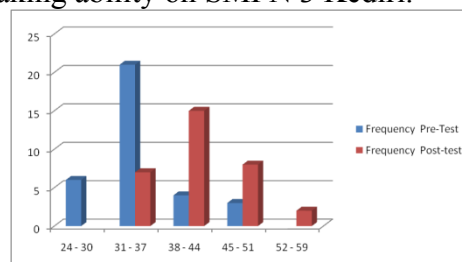
The data of pre-test shown how the students' speaking ability before the researcher gave them treatment. In the pre-test the researcher got range score from 25 into 47. In the pre-test, there are 7 students got score 33, 5 students got score 38, 5 students got score 30, 3 students got score 32, 3 students got score 38, 1 student got score 25, 1 student got score 38 and 1 student got score 47. The total score of pre-test is 1205. Meanwhile, on the posttest there are 9 students got score 38, 5 students got score 45, 4 students got score 37, 3 students got score 43, 3 students got score 42, 2 students got score 48, 2 students got score 40, 2 students got score 35, 1 student got score 55, 1 student got score 52, 1 student got score 50 and 1 student got score 32. From the result we can know that the total score was rise.

The increasing score also occur for each component of speaking, the increase score was provided the data into diagram bellow:



From the diagram above, we can see that pronunciation got the highest increasing score from 51.5 into 71, the score was increase amount 19.5. The second is vocabulary from 73.5 into 83, the score was increase amount 9.5. the third is fluency from 62.5 into 71, it was increase amount 8.5. the fourth is memorization from 66.5 into 73, it was increase amount

6.5. the fifth is diction, projection and vocal variation from 66.5 into 68.5, it was increase amount 2. The last is introduction from 41 into 41.2, it was increase amount 1.5. according to Richard (2008: 19) says that "the students difficulties in speaking is their english production is doesn't sounds natural, poor grammar, and poor pronunciation". But in this research, after the students have been taught by using flashcard the researcher found that the theirpronunciation was increase amount 19.5, their vocabulary increase amount 9.5, thir fluency increase amount 8.5, and memorization increase amount 6.5. Finally, it can be conclude that flashcard media has significant effect on the students pronunciation, vocabulary, fluency and memorization to seventh grade students' speaking ability on SMPN 3 Kediri.



From the diagram frequency above, the we can see that frequency of post-test score was icrease. On pre-test, the score start from interval 24-30 until 45-51. Meanwhile on the post-test the score start from interval 31-37 until 52-59. On the pre-test, the most frequent score is 31-37. While, on the post-test the most frequent score is 38-44. So, from the diagram above the conclusion is the students' speaking score was increase from pre-test to post-test.

In other hand, the researcher also analyzed the data using SPSS version 2.1 and the result is provides on the table bellow:

Paired Differences					t	Df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
4,61765	8,42081	1,144416	1,67495	7,55581	3,197	33	0,003

From table above, it can be seen that mean difference is 4.61765 with the standard deviation is 8.42081. The standard deviation is used to show how the ratio score is grown. The effect of using flashcard can be seen from the result of t-score. The table shows the t-score is 3.197 with the degree of freedom 33. The degree of freedom is used to know the t-table level. The t-table 2,042. Finally, the t-score is higher than the t-table ($3,197 > 2,042$). The score of sing (2-tailed) is 0,003 is lower than the taraf significance 5% ($0,003 < 0,05$). It means that, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Finally the conclusion is any effect of using flashcard media on students' speaking ability to the seventh grade students of SMPN 3 Kediri.

Flashcard is effective media on the students' speaking ability. This media should be used by the teacher in teaching speaking. Because flashcard can help the students to solve their difficulties in speaking such as pronunciation, fluency, vocabulary and memorization. Finally, the researcher concludes that flashcard is very helpful media in teaching speaking.

This research is limited by the design. In this research the researcher uses one-group pre-test post-test and VII G of

SMPN 3 Kediri as the class sample. So, in this design no control class is used and from the result of the research score the researcher cannot assume that any improvement in score is due to the flashcard media.

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