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## THE IMPLEMENTATION OF FLASHCARDS TO TEACH SPOKEN FUNCTIONAL TEXT TO EIGHTH GRADERS

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**Abstract:** *The purpose of this study was to evaluate the speaking abilities of SMPN 4 Yogyakarta students of class VIII by using a descriptive quantitative research. Students from class VIII at SMPN 4 Yogyakarta were the population of this study, and class VIII E students made up the sample. A test was employed as a research tool in this study. The Pretest and Post-Test scores from two tests are compared to determine how Flashcards support students' speaking development. The result shows, (1) learning spoken functional text using flashcard media in class was declared successful with an average score of 81.71 in the post-test because it meets the Passing Grade standards of the school. The average pretest data ( $M = 74.77$ ) and the average post-test data ( $M = 81.71$ ); (2) There are significant results in the class posttest score with 0.000 Sig. value (2-tailed) ( $p < 0.05$ ); (3) Flashcard learning media is appropriate in improving students' speaking performance as it reduces boredom and produces fun learning for students*

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## INTRODUCTION

The usage of English is widespread in many facets of society. As a language of information and communication, English is becoming more and more important and used for communication in many fields, including science, entertainment, business, and of course, education. As a result, learning this language is advantageous and even required. People from all over the world are deciding to learn English as a second language because it is vital to do so. Children begin studying English at an early age and many nations include it in their school curricula as a second language. Science, aviation, computing, diplomacy, and tourism all use English as their primary language (Ilyosovna, 2020). The chances of landing a decent job at a multinational corporation enhance if you know English. This is the reason why schools must be serious with English teaching as the importance of studying English extends beyond academics to daily life. Students who are proficient in English can get knowledge from global sources.

According to the Education Minister of the Republic of Indonesia, Muhadjir Effendy in Permendikbud No. 27 of 2018 reading, writing, listening, and speaking skills must be taught in all junior- and senior-high schools in Indonesia in order to help the students understand English verbally and also be able to use it to communicate with others in daily conversation,

particularly with foreigners. However, among the other skills, speaking is the most demanding skill to master because it is the main communication tool (Suharta et al., 2018) and it is the skill that most students value in real-life settings (PS Rao, 2019). Speaking that means interacting with other people can really help people express emotions verbally and communicate their ideas to others. For many second language or foreign language learners, mastering English speaking abilities is a top priority, according to Richards (2008). Fluency in spoken interactions is crucial for effective language learning and communication. People should naturally develop language and grasp speaking as a language skill to become effective communicators. Speaking is the active use of language to express meaning so that others can understand it (Cameron, 2001). Speaking is referred to as a productive skill, because a speaker actively creates language to express meaning.

Teaching speaking becomes more challenging because of some conditions experienced by the students. Students usually face difficulties in making sentences and memorizing all the vocabularies used in communication. Besides, there are bad effects of vernacular accent which affect students' pronunciation, intonation, accuracy, and fluency. Another problem during speaking activity in the classroom are students have problems such as barriers, nothing to say, low or uneven participation, use of mother tongue, speech acts (pronunciation, grammar, vocabulary, fluency, and oral communication) as the main causes of speaking (Dian & Arini, 2016). In fact, the process of speaking is something natural and automatic which means that there are no obstacles for someone who is used to speaking a language (Suharta, 2018). This means students must be able to use words and sentences that are appropriate to the context. Thus, the teacher must teach students how to produce English speech sounds and sound patterns so that they can use sentences that are appropriate to the context.

As one of the junior high school subjects, English must be learnt seriously because of its function as a communication tool and one of the resources that stresses communication is functional text. Functional text (Utari, 2018) is a text that contains instructions, directives, or something that must be done or not done. It can take the form of invitations, greeting cards, brief messages, shopping lists, notice, announcements, advertisements, and other texts that have meaning and are used in daily communication. The functional text, "Notice" is one of the materials used for research.. "Notice" is learnt in class in relation to functional text material. Many students struggle to pronounce sentences in texts using the appropriate text structure because it might be challenging to distinguish between different textual elements and the information they express, this functional text material is nonetheless challenging for students to master (Ismaniati et al., 2015).

The biggest challenges in learning this content are those faced by students. The lack of a carefully chosen strategy or approach and the lack of media to teach this subject are two challenges to learning functional text material (Ismaniati et al., 2015). The method used so far is still focused on the teacher who has more of a role in explaining the material and students have not been fully engaged in the learning process, and the Ministry of Education and Culture guidebook from 2013 serves as the sole source of learning materials. Students find it challenging to comprehend functional text as a result.

Some efforts need to be made to create an interesting classroom to improve students' speaking ability. Media is an alternative teaching tool that makes language learning enjoyable

and effective. It allows students to express thoughts freely; places them at the center of learning; makes topics easier to understand; and arouse students' enthusiasm for learning. Teachers can use audio, visual, and audio-visual media to teach speaking in the classroom (Kurniawan, 2016) which one of them is flashcards. Flashcards are simple pictures on a piece of card or paper, easy but very effective learning tools (Chesla, 2002) and usually used as a means of education (Apsari et al., 2019).

Flashcards are considered to be a particularly effective deliberate learning tool for acquiring speaking skills. Flashcards aid students in understanding basic structures, functions, and terminology in a specific topic. Teachers find it easier to explain subjects properly and give examples because students are more likely to believe the teacher's explanation because they can see pictures that match the theme. Sulistyowati et al. (2012) highlight the benefits of using flashcards in language instruction, including vocabulary consolidation, motivation, effectiveness, accessibility, logical grouping, cost-effectiveness, and visual aids.

Four issues identified in class VIII students' English classes: lack of speaking skill, inadequate vocabulary, low English confidence, and a boring teaching style. Thus, this study aims to address the problem of speaking skills in students and can be completed by using flashcards.

## METHODS

This research was conducted using a quantitative research approach. This study used an experimental method with the One-Group Pretest-Posttest Design (Isaac & Michael, 1984:69) which is a type of quasi-experimental method where there is only one research group that is measured before and after treatment. The experimental class is a learning class using the Flashcards method. In this case, the researcher took class VII E which consisted of 31 students as the experimental class. This class was taken on the advice of an English teacher at SMPN 4 Yogyakarta.

**Table 1. Sample of the research**

No.	Class	Students		Total
1	VIII E	Female	Male	31
		24	7	

Source:

*Administration of Junior High School 4 Yogyakarta*

The purpose of this study is to ascertain whether employing flashcards improves students' speaking abilities. Whether student learning outcomes improve is a good indicator of these improvements. The method of data gathering was developed as a result of cognitive testing both a pre-test and a post-test are included.

The test instrument is tested in a number of test instrument feasibility tests prior to being used, including: (1) Instrument validation, which is supporting data for score interpretation, is the most crucial requirement in an evaluation tool (Djemari Mardapi, 2008: 16). With the help of SPSS version 23 software, the validity test was conducted to measure the success of

reading the sample and produce correct data findings with expert judgment in mind. (2) Instrument reliability is the consistency of a measuring instrument's results when used to measure something. The SPSS version 23 statistical assistant software is equal to the reliability utilized (Djemari Mardapi, 2008).

The data analysis method used in this study, based on the nominal and interval variables, is parametric statistics with the Paired Sample T-test, which is a data analysis method used to test the hypothesis of two unpaired averages to see if there is a significant effect. According to Lestari and Yudhanegara (2015), the prerequisites for the T test are that all data be homogeneous sample data and regularly distributed (not in absolute terms). To assist the processing of digital data, SPSS version 23 statistical software is used to conduct all tests. For each test, the following decision will be made: (1) To determine if the data is regularly distributed, a normality test is run.

Shapiro-Wilk is more suitable for use with small samples ( $n < 50$ ) (Misha et al 2019) so, because this study only has a sample of  $n = 31$ , the conclusion of the normality test is based on the provisions; If the sig. from the Shapiro-Wilk test ( $p > 0.05$ ), then the data is normal, and if sig. from the Shapiro-Wilk test ( $p < 0.05$ ) indicates that the data is not normally distributed (2) The homogeneity test is used to determine if the data is distributed uniformly, it is not a requirement for applying the Independent Sample T-test. The conclusion of the homogeneity test is based on the provisions: if the sig. ( $p > 0.05$ ), then the data is homogeneous and vice versa if the sig. ( $p < 0.05$ ) data is heterogeneous (Raharjo, 2018).

Paired sample T-Test was carried out after the data were normally distributed to look for significant differences between the experimental and control students' reading achievement results. The provisional hypothesis for decision making is,  $H_0$  = there is a significant difference between the results of speaking achievement in the experimental class. This conclusion is in accordance with: if the value of Sig.(2-tailed)  $< 0.05$  then the hypothesis is accepted. However, if Sig. (2-tailed)  $> 0.05$  then the hypothesis is rejected.

## **FINDINGS AND DISCUSSION**

The information from the research is described in this section. The outcomes of the pre-test and post-test were used to gather data. The average student learning outcome score must meet the 65-point minimum mastery standard required at SMPN 4 Yogyakarta in order to determine its effectiveness. In addition, effectiveness can be known by the difference in the average student speaking achievement. To achieve the research objectives, sample data was collected consisting of 31 students of class VIII functional text competence, English speaking skills at SMPN 4 Yogyakarta in the 2022/2023 academic year.

The data described are in the form of initial (pretest) and final (posttest) learning outcomes. The following is an overview of the results of all students' reading achievement during the lesson.

**Table 2. Descriptive Statistic**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	31	65	87	74,77	5,396
Post-Test	31	70	90	81,71	5,399
Valid N (listwise)	31				

Based on the statistical description in table 5, the data shows that the pretest average score was 74.77, which reached the passing grade of SMPN 4 Yogyakarta, which was 65.00. Meanwhile, the post-test result was 81.71 so that it can be said that this value has passed the passing grade. From the description of the data above, an answer is obtained if the use of Flashcard media has an influence on students' speaking achievement because it is evident from the value with a difference of 6.94 points. However, this raw data is not accurate enough to test H0 because it does not show a significant difference to find the effect of Flashcard media and draw significant conclusions. Furthermore, the data will be tested to find significant differences between the pre-test and post-test results to see the effect of Flashcards on the class.

To determine the next test to be used, the data will be tested in the Normality Test, Homogeneity Test and Paired sample T-test. Paired sample T-test can be used if the data is normally distributed and homogeneous (not absolute). The conclusion of the normality test is based on: If the value of sig. from Shapiro-Wilk test ( $p > 0.05$ ), then the data is normal, and if sig. from Shapiro-Wilk test ( $p < 0.05$ ) the data is not normally distributed (Raharjo, 2018).

#### Test of Normality

**Table 3. Normality Test on Experimental**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	,162	31	,038	,949	31	,147
Post-Test	,099	31	,200 <sup>*</sup>	,952	31	,181

Based on table 3, The results of the normality test using SPSS showed that the data was normally distributed, the experimental pretest (0,147) and post-test (0,181).

The data is then tested in the homogeneity test by drawing conclusions based on: If the value of sig  $> 0.05$  means the data is homogeneous and If the value of sig  $< 0.05$  then the data is not homogeneous.

## Test of Homogeneity

**Table 4. Homogeneity Test**

### Test of Homogeneity of Variances

#### Student Speaking Ability

Levene Statistic	df1	df2	Sig.
,013	1	60	,911

Based on table 4, the sig. experimental post-test data only has a value of  $p = 0.101$  ( $p > 0.05$ ), which means that the data is distributed homogeneously for  $n = 31$ , so that the data can be continued to be tested with an independent sample T-test. To determine the significance of differences in the speaking ability of students in the experimental class, the data will still be subjected to the Paired Sample T-test and choices based on equal variances, which are not assumed in the SPSS output table.

### Paired Sample Test

Prior to the start of the therapy, pre-test data was collected to determine the initial learning results of the students in the experimental class. Based on the aforementioned findings, the pre-test data for experimental classes were computed for the significant difference using an Paired Sample T-test to test the hypothesis, specifically seeing significant differences between the experimental classes' students' speaking abilities. After the experimental class used flashcards as therapy, post-test data were collected to see any changes. If there is a change in learning outcomes in the experimental class, then the flashcard has an impact on student learning outcomes. The study's temporary hypothesis ( $H_0$ ) is; There is a noticeable difference in the Experimental classes' students' speaking abilities. The following provisions will be used to base conclusions if the value of Sig.(2-tailed)  $< 0.05$  then the hypothesis is accepted. However, if Sig. (2-tailed)  $> 0.05$  then the hypothesis is rejected. (Raharjo, 2018)

**Table 4. Paired Sample Test**

#### Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-6.935	3.687	,662	-8.288	-5.583	-10.473	30	,000

Based on table 5 it can be seen that sig,000 Sig. (2-tailed) or its mean Sig. (2-tailed)  $< 0.05$  indicates a significant difference between the pretest and posttest. This shows that there is a significant effect on the difference in the treatment given to these variables.

The final hypothesis used in this study is:

$H_0$  = Student achievement in teaching speaking using flashcards there is no significant difference in English subject with functional text material.

$H_a$  = Student achievement in teaching speaking using flashcards is higher and has a significant difference in English subjects with functional text material.

With the final hypothesis above, the achievement of students' speaking ability on average Pre-test (0.147)  $<$  Post-test (0.181) has a significant difference with Sig. (2-tailed) value 0.000 ( $p < 0.05$ ). Its meaning, ( $H_a$ ) is accepted.



## CONCLUSION

Based on the data analysis in the discussion that has been described, the mean pretest data ( $M = 74.77$ ) and the mean posttest data ( $M = 81.71$ ) show: (1) The results of learning to talk about functional topics using flashcards media in class were declared successful with an average score of 81.71 on the posttest because it showed that this average met the KKM standards of SMPN 4 Yogyakarta; (2) There are significant results in the class posttest score with 0.000 Sig. value (2-tailed) ( $p < 0.05$ ); (3) Flashcard learning media is effective in improving students' speaking achievement because this media can be used as an innovative learning support to reduce boredom.

The results of this study can be utilized as a starting point for teaching with flashcards, which are more effective at giving pupils speaking practice and hence speaking achievement in inventive and creative learning. This study can serve as a guide and a new hypothesis for the use of creative teaching tools to prevent students from experiencing tedium in the classroom. Hopefully, this research can offer fresh perspectives and serve as a model for future, comparable studies to boost quality. After the treatment and the data obtained were then analyzed, the research results were successful. It can be concluded that the use of flashcard media has an impact on students' learning to speak.

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