

## THE USE OF FLASHCARD TO TEACH SPEAKING AT STUDENTS OF SMAN 12 MAKASSAR

**Wahyu Hardiansyah Damis**

*Pendidikan Bahasa Inggris, Universitas Muslim Indonesia  
wahyuhardiansyah2@gmail.com*

**Sitti Halijah**

*Pendidikan Bahasa Inggris, Universitas Muslim Indonesia  
sittihalijahlekki@gmail.com*

**Sulastri**

*Pendidikan Bahasa Inggris, Universitas Muslim Indonesia  
Sulastri.watri@umi.ac.id*

### Abstrak

*Penelitian ini membahas tentang Penggunaan Flashcard untuk Mengajarkan Berbicara kepada siswa di SMAN 12 Makassar. Tujuan dari penelitian ini adalah untuk mengetahui apakah flashcard efektif untuk mengajar berbicara atau tidak. Metode yang digunakan adalah metode kualitatif. Penelitian ini memilih peserta dari siswa SMAN 12 Makassar tahun ajaran 2021/2022. Sampel terdiri dari 14 siswa, siswa dari kelas XI MIPA 1. Penelitian ini menggunakan dua macam alat penelitian yaitu observasi dan wawancara. Hasil penelitian ini menemukan bahwa penggunaan flashcard dapat membantu siswa untuk meningkatkan keterampilan berbicara mereka. Sebagian besar siswa SMAN 12 Makassar menyukai pembelajaran dengan menggunakan metode flashcard, flashcard juga membantu siswa untuk menjaga percakapan tetap berjalan dan mengucapkan kata atau kalimat dengan lancar. Di sisi lain, strategi ini effective di gunakan dalam mengajar siswa berbicara di kelas. berdasarkan dari hasil observasi ada beberapa mahasiswa yang mengalami masalah seperti 8 siswa memiliki masalah dalam confident, 6 siswa memiliki masalah pada pronounciation, dan 8 siswa memiliki masalah pada vocabulary, dan berdasarkan hasil dari interview 12 dari 14 siswa setuju bahwa flashcard method dapat meningkatkan kemampuan berbicara.*

**Kata Kunci:** *Flashcard, Mengajar, Kemampuan berbicara*

### Abstract

This research was discussed about The Use of Flashcard to Teach Speaking at The Students of SMA Negeri 12 Makassar. The aim of this research is to find out whether or not flashcard was effective to teach speaking english. The method that used was qualitative method. This research selected participants from students of SMAN 12 Makassar in 2021/2022 academic year. The sample consisted of 14 students, students from XI MIPA 1. This research used two kinds of instruments, namely observation and interview. The results of this study found that the use of flashcards could help students to improve their speaking skill. Most of the students of SMAN 12 Makassar were interested learning english by using the flashcard method, it also helped students

to make conversation well and pronounced words or sentences fluently. On the other hand, this strategy was effective in teaching students to speak in classroom. Based on the results of observations there were several students who had problems such as 8 students were lack of confidence, 6 students with pronunciation, and 8 students were lack of vocabulary, and based on the results of the interview 12 of 14 students agreed that the flashcard method could improve speaking skill.

**Keywords:** Flashcard, Teaching, Speaking skill

## INTRODUCTION

Speaking is the conveyance of language through the mouth. To talk, we make sound utilizing many piece of body, including the lungs, vocal lot, vocal harmonies, tongue, teeth and lips (Rijal, S., Masatip, A., Badollahi, Z., Syamsidar, 2020). Talking is the second of the four language ability, which are tuning in, talking, perusing and composing. For this situation to expand the understudy's expectation for examining, the instructor ought to comprehend about the beginning stage of the illustration and understudy's need since it couldn't be functioning admirably on the off chance that the educators didn't comprehend about the circumstance of the understudies. Furthermore, knowing the way for vanished the weariness of the students was significant. Syamsu, A., Yunus, M., Sulaiman, R., (2019) 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. Sulaiman, R., Akidah, I. (2021) 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.

Flashcard is one of the media which can be used by the teacher in the teaching leaning process. Some previous the writer have found that the use of flashcard in the teaching learning process was effective. Sulastri., Ayu, R., Abdollah (2021) for example, found that teaching grammar using flashcard improved the first year students' grammar achievements. It was supported by Hadijah., Basri, D, M., Halijah, S. (2018) who found that the students' vocabulary also improved when they learned using flashcard. This means that using flashcards becomes one of the effective ways to teach English from the case above. The definition of flash card media is explained by Syarifuddin, S., & Hasyim, I. (2019) are "Flash card" is a learning media in the form of picture cards measuring 25x30 cm. The drawings are made by hand or photos, or take advantage of existing drawings or photos attached to flash card sheets" (Dananjaya, 2010; Muhajir., Sulaiman, R., Ismail, U., 2018). According to Sulaiman, R., Akidah, I. (2021) also stated that The advantage of flashcard media is that it helps the right brain's ability to remember images and images words as components.

## METHOD

This research used qualitative research design. Qualitative research explores attitudes, behavior and, experiences through such methods as interview or focus groups (Dawson, 2009). The research was located at SMA Negeri 12 Makassar The writer took class XI MIPA 1, the

number of samples were 14 students. The data were collected through an observation checklist and interview, there are 2 types of observation: incidental observation) and planned observation (McKay, (2006). Observations when carried out when the teacher goes around checking students who are doing assignments or activities with the intention of observing students (McKay, 2006). Steward (2006) explains that direct interview type is a one in which interviewer establish the purposes of interviewing and at least at the outset, control the pacing of the communication situation. The data in this study were selected using observation and interviews, after making observations by providing a checklist on the observation list, then continued with interviews with students with direct interviews. Giving direct interviews aims to obtain more detailed data at the time of the interview. Arikunto (2006) suggests that data are all facts and data members that can be used by the author as information, while information is the result of the data processing required to be used and data collection is a standard and systematic procedure for available data.

## FINDINGS AND DISCUSS

The research findings are related to the data obtained through observation and interviews.

**Table 1.** Observation checklist results

Name	Fluency				Intonation				Pronunciation				Accuracy				Volume			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
MYD			✓			✓					✓			✓						✓
NAZ	✓				✓					✓			✓						✓	
ASR	✓					✓				✓				✓					✓	
F		✓				✓					✓			✓						✓
NAA	✓				✓				✓				✓					✓		
ARD		✓			✓					✓			✓						✓	
FJK		✓				✓				✓				✓					✓	
RDA	✓				✓				✓				✓						✓	
MF	✓				✓				✓				✓							
I	✓				✓				✓				✓					✓		
NFD		✓				✓				✓				✓						✓
ATN			✓				✓				✓			✓						✓
ZAJ	✓				✓				✓				✓					✓		
PFM	✓				✓				✓				✓					✓		

**Table 2.** Main problem from the students

Kind of Problem	Number of Students
Confident	8
Pronountiation	6
Vocabulary	8

**Table 3.** Speaking issue

<b>Kind of Problem</b>	<b>Students Answer Summary</b>	<b>Suggestion</b>
Confident	Some of them are shy to speak english in public, They are also afraid of making mistakes in carrying out English conversations	get used to speaking English, if you are embarrassed by other people, start with yourself talking in front of a mirror using English, or you can also look for friends or people who are closest to you to build confidence in speaking English
Pronountiation	among those who have difficulty in expressing a word	to practice pronunciation we have to get used to repeating the word or we can also use google translate or a dictionary.
Vocabulary	their vocabulary is still lacking, making it difficult for them to speak in English	practice vocabulary can be through media such as youtube, watching movies, or listening to songs that use English,

### **Interview Results**

There were 8 questions given to the students on interview, 14 students were allowed to answer the questions either in English or Indonesian. In this data presentation, the writer also translated some students' answer into English. There were 2 students who disagreed with the statement that the flashcard method was less effective to use and also they said that the flashcard method was not suitable for people unconfidence. but in addition 12 people agree that this flashcard method is effective and can improve English speaking skill.

### **CONCLUSION**

After all the data were analyzed accurately based on the research result, the writer writes some conclusions on flashcard method in learning speaking skill. Based on findings, it can be concluded that the students' speaking skill by using flashcard at the second year students of SMAN 12 Makassar in Academic year 2021/2022 the data through observation and interview showed that the use of flashcard method that was applied in the classroom could improve in teaching speaking skill.

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