

ENHANCING SPEAKING ABILITY ON STUDENTS OF UNIVERSITY OF ASAHAN THROUGH FLASH CARDS

Derliana Hasibuan¹

¹ Information engineering, Universitas Asahan, Indonesia

Harry Sambayu²

² English Education Department, Universitas Asahan, Indonesia

Lisa Fitri Meidipa^{3*}

³ English Education Department, Universitas Graha Nusantara, Indonesia

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ABSTRACT

The research's objectives are to determine whether and to what extent flashcards can improve speaking abilities in University of Asahan information technology students and to describe the classroom environment when flash cards are used in speaking classes. Class action research is the research methodology used. The researcher employed questionnaires, observations, interviews, document analyses, and tests to gather the data. Prior to doing research (pre-test) and following the use of flash cards (post-tests 1 and 2), the researcher administered the tests. To determine the improvements in speaking skills among the students, the mean results from each exam were compared. The improvements in the pre-test mean score of 49, the cycle 1 post-test mean score of 75, and the cycle 2 post-test mean score of 79 show the advancements. In addition, the class environment was improved because: 1) students participated actively; 2) speaking class participation was equal; 3) students were encouraged to speak English much more than Indonesian; and 4) student interaction was greatly improved.

Corresponding Author:

Lisa Fitri Meidipa

English Education Department, Universitas Graha Nusantara, Indonesia

Email: lisa.fitrimeidipa1989@gmail.com

A. INTRODUCTION

Speaking classes are problematic for the University of Asahan's information technology students. First off, because they are less familiar with pronunciation, the



majority of students were unable to speak the terms correctly. Additionally, several kids frequently used poor grammar. For instance, students frequently employed the incorrect tenses to convey specific meanings and still struggled with employing the proper cohesive devices, particularly conjunctions, in spoken sentences. Both issues were brought on by the students' poor command of English grammar (Harahap, 2023). They did not focus on the material, which led to such issues. Because the instructor frequently used less varied instructional methods, they were easily bored. The professor said that she taught through question and answer sessions. Thirdly, several pupils struggled to communicate their ideas. Because their vocabulary was smaller (Natasya, et al., 2023). Additionally, some students frequently used numerous fillers in their speeches. These issues developed as a result of their lack of speaking practice. Due to the professor dominating the class and the small number of students, some pupils were unable to practice speaking.

One of the instructional methods used in cooperative learning is the flash card (Ritonga, S. N, 2024). Students participate in a discussion via a flash card. Every time a student wants to talk, they must place a card one at a time before doing so. The flash card process uses the cards as regulators. The purpose of the flash cards is to ensure equitable participation by setting limits on how frequently each group member may talk. Each kid on the flash card must speak up; this strategy encourages the quieter pupils to speak up. Due to the way it involves them in the group, flash cards can benefit pupils who have trouble speaking out loud. They will therefore share their thoughts with the member group. Flash cards can also be used to resolve issues with domineering or conflicting group members that arise in the classroom.

Drilling is the act of students repeatedly following a teacher-provided model. Drilling, at its most basic level, entails pupils listening to a model created by a teacher on a tape or using other tools, and then copying what they hear. Students have the chance to practice pronunciation using this method in a relaxed setting. The presenter used conversation, drilling, and flash cards. The lecturer can assist in resolving vocabulary issues. To address the students' vocabulary issue, drilling was used. They were able to create a proper pronunciation as a result. Repetition drilling is the type of drilling technique the professor employed in this study. Some vocabulary related to the topic under discussion is prepared by the teacher. The speaker demonstrated how to pronounce the words as well as prepared the vocabulary. The speaker was then quoted by the pupils. The debate is an opportunity for the pupils to expand their vocabulary.

The students can explore the issues in their own groups during the conversation in order to find solutions.

By using the Grid Sheet throughout the debate, the grammatical issue with communicating the idea can be resolved. Students need lecturers' assistance to handle the challenges with cohesive devices, particularly conjunctions. The term "grid sheet" refers to a report sheet with one column for each student's name and one or more additional columns for the recorder to record when each student speaks. They can record the grammatical or pronunciation errors made by their peers. The fact that each group has a leader with strong public speaking skills can be beneficial. He or she can assist the other pupils in identifying and fixing problems made by other group members. After the allotted time has passed, the lecturer invites the group to review the sheets and point out the interactions. All of the pupils will learn about their own or their friends' grammatical or pronunciation errors throughout the identification session.

According to the foregoing reasoning, it can be concluded that using flash cards and drills can help first-semester students in the University of Asahan's information technology department improve their speaking abilities.

B. LITERATUR REVIEW

There have been several studies conducted related to the effectiveness of flashcards in improving students' vocabulary. Nurasida (2022) conducted research titled "The Effectiveness of Flashcard Media in Improving Students' Vocabulary at SMPN 2 Galesong Utara." Using a pre-experimental design, the study aimed to determine the effectiveness of flashcards in enhancing students' English vocabulary. Data were collected using pre-tests and post-tests, revealing that the mean score of the post-test was higher than that of the pre-test. This indicates that flashcards effectively improve students' vocabulary.

Similarly, Aisyah Siti Khasanah Atmaja and Gina Sonia (2020) in their study "Using Flashcards to Improve Students' Vocabulary," employed Classroom Action Research (CAR) to explore the extent to which flashcards can increase students' vocabulary mastery. The study involved four stages: planning, implementing, observing, and reflecting. The results showed a significant improvement in students' scores between the pre-test and post-test in each cycle, with mean post-test scores of 79.50 in cycle 1 and 87.50 in cycle 2. This suggests that flashcards significantly enhance vocabulary learning.

Paramita Kusumawardhani (2019) in "The Use of Flashcards for Teaching Writing Skills to English Young Learners (EYL)" also utilized Classroom Action Research (CAR). The research aimed to understand the impact of flashcards on improving the writing skills of English Young Learners at Gading Serpong. The findings indicated that learners were enthusiastic about using colorful flashcards. Those with good writing skills could complete the tasks well, while others faced difficulties. Overall, flashcards were found to be effective in teaching writing skills to young learners.

La Aba (2019), in the study "Flashcards as A Media in Teaching English Vocabulary," also used Classroom Action Research (CAR) with junior high school students. The research aimed to observe the effectiveness of flashcards in teaching vocabulary. Results showed that flashcards significantly improved students' vocabulary, with an increase in the number of words learned from pre-test to post-test, demonstrating their effectiveness.

Amiruddin and Yusuf Razaq (2022) conducted a pre-experimental study titled "The Use of Flashcards to Improve Students' Vocabulary Achievement." Using a sample of 13 students selected through cluster random sampling, the study collected data using multiple-choice tests, word meaning, and sentence-making exercises. Analyzed using SPSS 24, the results showed a significant improvement in vocabulary achievement between pre-test and post-test scores, with a significant difference value of less than 0.05, indicating the effectiveness of flashcards.

Additionally, Chen and Chan (2019) explored the use of augmented reality flashcards in early childhood education, while Safar et al. (2017) studied "The Effectiveness of Using Augmented Reality App in Teaching the English Alphabet to Kindergarten Children: A Case Study in the State of Kuwait." Ozdamli and Karagozlu (2018) researched "Preschool Teachers' Opinions on the Use of Augmented Reality Application in Preschool Science Education." These studies suggest that augmented reality flashcards can also be an effective tool in enhancing vocabulary learning among young learners. For more details, will be presented in table 1.

Table 1

Similarities and Differences between Previous Research and This Research

No	Author and Title	Similarities	Differences	Result
1	Nurasida in 2022 entitled "The Effectiveness of	Both of the research discuss about flashcard.	This previous research used a pre-experimental	The results of previous study showed that, the mean score of the

No	Author and Title	Similarities	Differences	Result
	Flashcard Media in Improving Students Vocabulary at SMPN 2 Galesong Utara”		design, while in this research, the researcher used Classroom Action Research (CAR). This previous research used students of 7th grade of Junior High School, and the researcher used students of 8th grade.	pre-test is 44,28, this mean score is obtained before doing treatment using flashcard media. Furthermore, the mean score of the students” post-test improve to 71,60. This value was obtained because students have done the treatment that has been given by the researcher. Therefore, the mean score of the students” ost-test higher than the mean score of the post-test.
2	Aisyah Siti Khasanah Atmaja and Gina Sonia in 2020 “Using Flashcards to Improve Students” Vocabulary”	Both of the research discuss about vocabulary.	This previous research used students of Seventh Grade of Junior High School. While in this research, the researcher used students of Eight Grade of Junior High School.	The result of previous study showed that: the post-test in cycle 1 that means was 79,50 and in the cycle 2 the students score to be 87,50. Based on the analysis, it could be seen that the students can improve their score. It was

No	Author and Title	Similarities	Differences	Result
				proved by the results of the students" score were higher than before.
3	Paramita Kusumawardhani in 2019 "The Use of Flashcards for Teaching Writing to English Young Learners (EYL)"	Both research used flashcards as a media to improve vocabulary mastery. Both researches, used Classroom Action Research.	This previous research used English Young Learners of English course. While in this research, the researcher used students of Eight grade of Junior School. This aim of this previous research was to know whether the use of flashcards can improve vocabulary mastery. While in this research, the aim of this study is how can flashcards to improve students" vocabulary mastery	Based on the results which were taken from the learners" writing, it can be seen that the learners could make the story well as they were given the questions guidance. The question guidance was related to the flashcards.

No	Author and Title	Similarities	Differences	Result
4	La Aba in 2019 entitled "Flashcards as A Media in Teaching English Vocabulary"	Both of the research used flashcard as media in teaching English vocabulary.	This previous research used students of seven grade of Junior High School. While in this research, the researcher used students of Eight Grade of Junior High School. This previous research focus on noun, legend story, animal, and food pictures. While in this research, the researcher focus on verb and things in the classroom.	The result of the previous research showed that flashcards as a media is sufficient to improve students vocabulary. It is indicated through the achievement of a pre-test, where only 2 students have 500 word. However, 6 students got 1200 words. It could be concluded that flashcards are effective in teaching English vocabulary.
5	Amiruddin and Yusuf Razaq in 2022 entitled "The Use of Flashcard to Improve Students Vocabulary Achievement"	Both research used flashcards as a media to improve vocabulary mastery.	This previous research used pre-experimental research. While in this research, the researcher used Classroom Action Research (CAR).	Data on students vocabulary achievement in this previous research was collected using multiple choice, word meaning, and sentence making exercises, and then analyzed using SPSS 24. There was a

No	Author and Title	Similarities	Differences	Result
			<p>This previous research focus on improving students vocabulary achievement, and the researcher focus on improving students vocabulary mastery.</p> <p>This previous research used Students third semester of English education. While in this research, the researcher used students of Junior High School.</p>	<p>considerable improvement between the pre-test and post-test findings. The students" experimental post-test score of 69,3871 was greater than their pre-test score 47.2258, demonstrating this.</p> <p>The results revealed that the probability value (0,00) was less than the significance level (0,05). It can be concluded that application flashcard can improve students vocabulary achievement</p>

Based on the explanation above, it could be seen some previous researcher showed that flashcards can be interesting media that in which it can stimulate students willingness to learn English. Therefore, this research is focused on improving students" vocabulary mastery using flashcards.

C. RESEARCH METHOD

The University of Asahan conducted the study. It took place from April to May 2023. The research process involved several steps, including preliminary investigation, creating a study proposal, organizing an action plan, carrying it out, analyzing the results,

and disclosing the findings. The research sample consisted of 30 first-semester students from the University of Asahan's information technology department.

This study is an example of action research. The spiraling method of action research has four basic components. They are preparation, execution, observation, and reflection. Kemmis and Taggart (in Hopkins, 1996: 48) create an action research model in the following categories: problem identification and planning; action implementation; action observation or monitoring; result reflection; and plan revision.

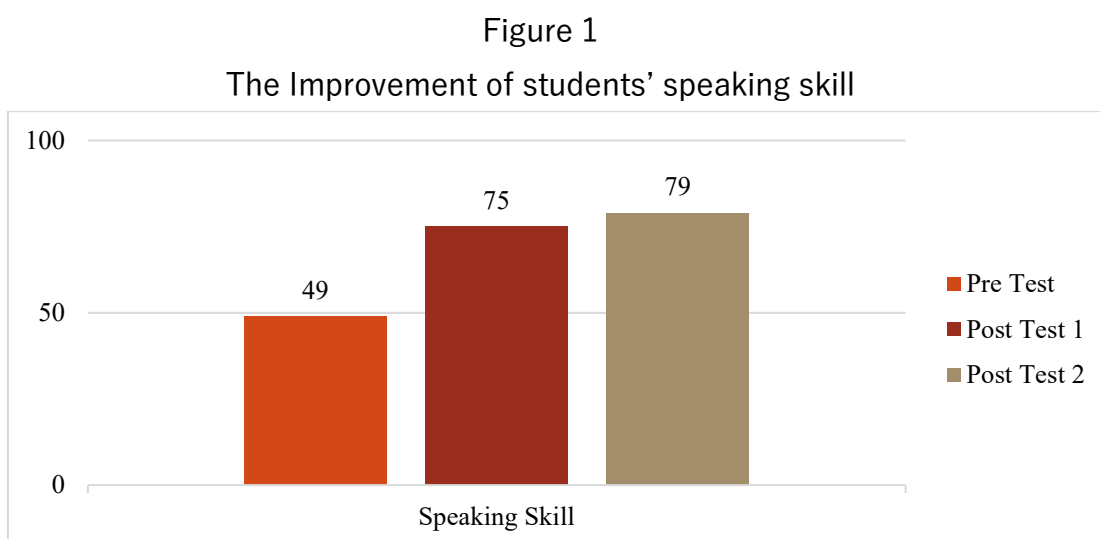
Data can be divided into two categories: qualitative data and quantitative data. Observation and interview are the sources of qualitative data. Constant comparative is used to identify them as a result. Five steps make up the constant comparative method: (a) data collection; (b) data coding; (c) data comparison; (d) generating interpretations; and (e) reporting conclusions (Burns, 1999: 157). In the meantime, the test's quantitative data were collected. The improvement in the pupils' speaking skills was determined by comparing the pre- and post-test mean scores.

D. RESULT AND DISCUSSION

The researcher and their partner found the findings from a speaking session where drills and flash cards were combined. The research found that using flash cards in conjunction with drilling could improve students' speaking abilities, including fluency, vocabulary, pronunciation, grammar, and topic, as well as their behavior in class.

The enhancement of students' speaking skill

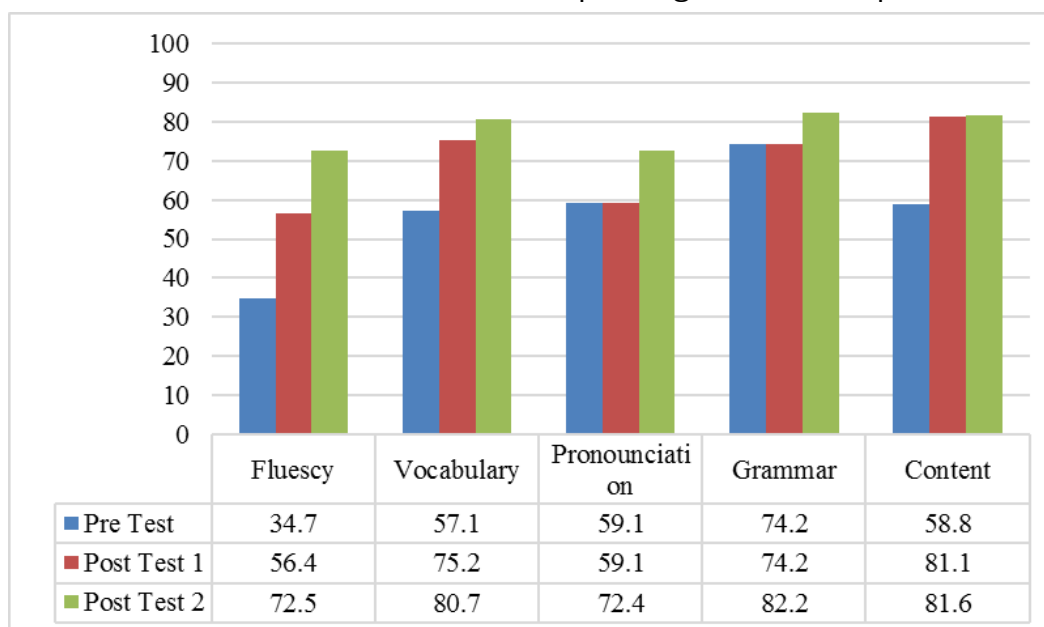
The students' average score in cycle 2's post-test was 79 after improving to 75 in cycle 1's post-test. The graph below shows how students' average test scores changed between the pre- and post-test.



The enhancement of students speaking skill of each aspect is described in the chart below:

Figure 2

The enhancement of students' speaking skill of each point



The students' character during the implementation of flash cards

Another research conclusion is that students' character improves when they enroll in speaking classes, in addition to their speaking score. In the course of the teaching and learning process, the students were urged to speak up. Because the students actively engaged in the teaching and learning process, the class is more lively. Even the reserved kids have a strong desire to complete the project. English is frequently used more often than Indonesian. They are willing to participate in the conversation by speaking up. It's because speaking in front of a group discussion is less scary than speaking alone. It is also a result of the researcher's encouragement, as she regularly reminds the students not to be scared to make mistakes during the conversation.

The use of flash cards encourages pupils to participate more actively in class. Their interaction greatly improves as compared to the circumstances during the observation. Every kid has an equal chance, which is what causes it. To determine whether the use of flash cards has improved students' speaking abilities, an overview of research findings has been conducted. Following are some crucial conclusions from the research mentioned above: (1) The enhancements of vocabulary, (2) pronunciation (3) enhancement of fluency (4) the enhancements of the content and (5) the enhancement participation in doing the group discussion.

In respect to the research's conclusions, there were two important factors that needed to be examined. Through the use of the flashcard method, students' verbal communication abilities and engagement in the teaching-learning process were both improved. The following was talked about:

1. The enhancement of the Students' Speaking Ability

According to the test results comparing the first cycle to the second cycle, speaking scores improved in practically every area of speaking proficiency. The following areas saw improvements: (a) pronunciation, where a number of students worked to correctly pronounce words and form sentences; (b) grammar, where the majority of students were able to structure texts correctly and use the appropriate conjunctions and tenses; (c) the students' vocabulary; during the conversations about the book they were discussing, the kids learned several new words. The majority of pupils could effectively employ them while writing a hortatory explication text in speech; The majority of pupils were able to talk clearly and effectively during group discussions since they were no longer shy about speaking up. Additionally, they were uninterrupted while speaking and thinking aloud. As a result, their ideas are fluid. According to Brown (2004: 270), letting the speech stream naturally is the best way to gain fluency; (e) The text's content; the pupils were able to craft well-written speeches. They shared their ideas during the conversations so they could complement each other, so the content of their speech is appropriate with the title given by the researcher. Fulcer (2003: 23-29) claims that in order for a speaker to be understood by the listener, (1) he or she must pay attention to their accent, pronunciation, intonation, and emphasis, and (2) the speech must be proper and fluid. Word order, conjunction, preposition, and tenses are all considered in terms of accuracy.

While working on the speech, the students were able to communicate with one another in the class. They communicated ideas or opinions using simple language or at a beginner's level. The usage of flash cards, which was implemented in this study, indicates that each speaking point was improved because this method allowed the students to communicate with one another. Through their conversations, the students were able to solicit advice or even criticism from their peers. The kids vowed to fight for improvement as a result. According to Silberman (1996:99), giving learning assignments that involve debate is one of the best strategies to promote active learning. A positive component of the learning environment in the classroom is

collaborative learning, which is made possible by the peer support and diversity of viewpoints, expertise, and competence. As a result, the students would have opportunities to connect, share their expertise, serve as role models for others, and support and challenge other group members. Table 1 shows the improvement in students' speaking scores.

Table 2

The improvements of students' speaking scores

No	Explanation	Pre Test	Post Test 1	Post Test 2
1	Highest score	65	83.5	86.5
2	Lowest score	32	55.5	64.5
3	Average score	50	70.3	77.8

It is clear from the table above that the kids' speaking abilities have improved.

2. The Improvement of the Students' Participation in the Teaching Learning Process.

Based on the observations from cycles 1 and 2, it was discovered that each cycle's meeting had improved. The students' engagement in the English conversation class and their involvement in the group discussion both saw improvements.

In this study, the students' involvement in the English-speaking class improved thanks to the use of flash cards. According to Barkley (2005:18–120), one of the collaborative learning approaches that has a specific trait in stressing complete involvement and motivating the students to speak up is flash cards. This is why it happened: collaborative learning techniques focused on the students' participation. It was conclusively shown that using flash cards helped pupils communicate more effectively and participate more actively.

Because flash cards foster equal learning pleasure, equal task sharing, and equal opportunities for practice, their level of active participation in group discussions gradually increased from cycle to cycle. As a result, the students are self-motivated to complete their assignments consciously for their own benefit so that they can each have an equal opportunity to practice speaking, as stated by Barkley (2005:118–120), He asserted that compared to employing individual strategies, using this strategy would result in a greater group's contribution to the achievement of meaningful learning. This collaborative learning also significantly improves active learning, equal involvement, and enjoyment.

E. CONCLUSION

The study's findings indicate that using flash cards in speaking classes can help students, particularly those in their first semester, improve their speaking skills. The benefit of using flash cards is that it provides each group member with an equal opportunity to succeed. It may give all kids an equal opportunity to practice. Their ability to speak up can be improved by the frequent practices. Consequently, greater vocabulary, better pronunciation, and proper grammar. Additionally, it can improve the students' fluency. The students may converse and share ideas during the conversation, allowing them to produce speeches with strong content (Hutabarat, et al., 2024). In brief, using the strategy gives the students the chance to talk more fluently, and it is feasible to use this technique in other classes during the same semester or even higher ones.

According to the findings of the research discussed in the previous chapter, using flash cards in speaking classes has advantages. As a result, several recommendations are made focused on how to apply the technique to the following.

It is advised that teachers use the aforementioned method to plan out a successful speaking lesson. The teacher needs to be aware of the fundamental features of collaborative learning, such as how each member receives the same task and equal opportunity to contribute. The teacher should be concerned with the following in order to build a good speaking class. They are (a) to determine the needs of the students. In order to more easily accomplish the aim, the teacher should identify the students' competency issues as a reference point (a) Use imagination when using the procedure. Teachers should be aware of the characteristics of the techniques or procedures they plan to employ while imparting a lesson, modify them to the needs of the class as a whole as well as the pupils, and (c) treat the students as participants in the learning process rather than as objects. As a result, the pupils should be fully prepared for speaking class using the technique. The lesson is something that the pupils learn. So, keep the environment conducive to learning and pleasurable for them. Speaking is simple for the pupils, but becoming a competent speaker is a little more challenging. Since everyone has the same opportunity to speak up, it is advised that people broaden their horizons, get greater self-assurance, and utilize the language more frequently to engage with one another. When they use the method in the group discussion. Additionally, it is advised that students practice speaking English whenever they get the

chance because practice makes perfect. Because mistakes are a necessary part of learning, never be scared to speak up or to make mistakes.

For the university, it should inspire the professors to improve their proficiency in employing the method for conducting effective classes. As a result, they may design effective lessons that let pupils study their subject thoroughly and amicably. The university needs to prepare more books as references to support this. By reading a variety of resources on how to make lessons engaging, foster a positive learning environment, and support students in maximizing their in-class learning using the collaborative learning technique with flash cards. It should encourage and make it easier for professors to do comparable research in order to create fresh approaches to teaching speaking classes. Teachers won't deliver dry lectures any longer.

As there is no best research, the outcome may motivate other researchers to conduct additional research on the technique. This research report could serve as a starting point for other researchers to conduct comparable studies that could provide solutions to issues that the initial study was unable to address. It might also serve as a point of comparison for studies that look at the same topic but employ various methodologies. Before conducting any research, it is advised to look up as many references and other relevant studies as you can to help you provide a thorough explanation of the topic or topic(s) you intend to address.

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