

**THE INFLUENCE OF USING FLASHCARD TOWARD  
STUDENTS' SPEAKING ABILITY AT THE SECOND  
SEMESTER OF EIGHTH GRADE MTsN 2  
LAMPUNG UTARA IN THE ACADEMIC  
YEAR OF 2022/2023**

**A THESIS**

**Submitted in Partial Fulfillment of the Requirements for S-1  
Degree**

**By  
MERY ELVINA  
NPM: 1611040003**

**Study Program : English Education**



**FACULTY OF TARBIYAH AND TEACHER TRAINING  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2023**

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**Advisor : Prof. Dr. Idham Kholid, M.Ag  
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**FACULTY OF TARBIYAH AND TEACHER TRAINING  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2023**

## **ABSTRACT**

### **THE INFLUENCE OF USING FLASHCARD TOWARD STUDENTS' SPEAKING ABILITY AT THE SECOND SEMESTER OF EIGHTH GRADE MTsN 2 LAMPUNG UTARA IN THE ACADEMIC YEAR OF 2022/2023**

**By:  
Mery Elvina**

In English, there are four skills that should be mastered by students, such as: listening, speaking, reading and writing. From the four language subject, writing is the most difficult skill because it provides a very good means of foxing the vocabulary, spelling and sentences pattern. Most of the students in MTsN 2 Lampung Utara especially in eighth grade were still have difficulties in speaking. From the data that were obtained from the teacher and students, it could be concluded that the media used to teach are less effective. Others media was offered for teaching the students speaking skill, namely flashcard. The objective of the research was to know whether there was any significant in influence of using flashcard media towards students' ability in speaking or not.

The method of the research was quasi experimental design. In this research, the population was at the eighth grade of MTsN 2 Lampung Utara. The cluster random sampling was used as its sampling technique. The sample was two classes, class VIII A as the experimental class that taught was by using flashcard and VIII C as the control class that taught was by using textbook.

In collecting the data, the researcher used oral test for pre-test and post-test the topic was about describing person, animal, and thing. There were pre-test which was held before the researcher gave treatment to the experimental class and post-test which was held afterward. To make the data analysis, the researcher analyzed the data by using SPSS.

From the data analysis, it was obtained that Sig= 0.023 and  $\alpha$ = 0.050. It meant that the  $H_a$  was accepted and there was a significant influence of using flashcard towards Students' Speaking Ability at the

eighth Grade of MTsN 2 Lampung Utara in the Academic Year of 2022/2023. The writer hopes that this result will affect anyone who is involved in the education field especially for English teachers.

***Keywords: Quasi Experimental Design, flashcard, Speaking Ability***



## DECLARATION

Name : Mery Elvina  
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Thesis : The Influence Of Using Flashcard Toward Students'  
Speaking Ability At The Second Semester of Eight Grade MTsN 2  
Lampung Utara In The Academic Year 2022/2023

Certify this thesis is my work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, June 2023  
Declared by,



Mery Elvina  
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ADMISSION

A thesis entitled: "The Influence of Using Flashcard Toward Students' Speaking Ability at the Second Semester in Eighth Grade of MTsN 2 Lampung Utara in The Academic Year 2022/2023", written by : Mery Elvina, NPM: 1611040003, Study Program: English Education was tested and defended in the examination session held on Tuesday, June 20<sup>th</sup> 2023;

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## MOTTO

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَنْهَارٍ  
مَا نَفِدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

And were every tree that is in the earth (made into) pens and the sea (to supply it with ink), with seven more seas to increase it, the words of Allah would not come to an end; surely Allah is Mighty, Wise.1 (QS. Luqman: 27)





## DEDICATION

From the deepest of my heart, this thesis is dedicated to all beloved people.

I would like to dedicate this thesis to:

1. Allah SWT who always loves and keeps me everyday and everytime.
2. My beloved parents, Mr. Solimin and Mrs. Eniswat as my strength who always give support, give their affection, and pray for me to be succesful in my study and my life.
3. My beloved sister, Himeda Dewi who loves, care, support and cheer up me until the completion of this thesis.
4. My beloved best friends: Alfath Kharisma, Tuti Yuliana, Anis Rianurhasanah, Defa Diena, Fitria Eka Pratiwi, Tio Azis Pradana, Elvara Ariani who always help and give me suggestion in every condition.
5. My beloved lecturers in English Education Study Program and almamater Raden Intan State Islamic University Lampung, who made me grow up and have contributed much for my self-development.

## CURRICULUM VITAE

Mery Elvina was born on September 01, 1997. Mery is the last child of Mr. Solimin and Mrs. Eniswat. She has one sister their name is Himelda Dewi.

She accomplished her formal education at SD Islam Ibnurusyd and finished in 2010. After that, she continued her school at MTsN 2 Lampung Utara and finished in 2013. She continued her study at SMAN 3 Kotabumi, and graduated in 2016. After finishing her study in SMAN 3 Kotabumi, she decided to study in English Education study program of Tarbiyah and Teacher training Faculty of Raden Intan State Islamic University, Lampung.



## ACKNOWLEDGEMENT

Praise to Allah SWT, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to accomplish this thesis.

Peace and salutation is upon our prophet Muhammad SAW, with his family and his followers this thesis entitled “ The Influence of Using Flashcard towards students’ speaking ability at the second semester in eighth grade of MTsN 2 Lampung Utara in the academic year of 2022/2023” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. In accomplish of this thesis, there were so many supports and assistance, aid, and many valuable things from various sides. Therefore, the writer would sincerely thank:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung, with of all the staff, who have given the opportunity and great experience to the researcher when during the study until the end of this thesis composition.
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9. My fellow classmates in English education'16 class A who have been my biggest support since 2016 until now.

Finally, nothing is perfect and neither in this thesis but it is expected that it will be useful not only for the research, but also for the readers. Hence, any suggestion and critics are welcomed.

Bandar Lampung, June 16<sup>th</sup> 2023

The Writer,

Mery Elvina

Npm.1611040003



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# CHAPTER I

## INTRODUCTION

### A. Background of the problem

In learning English, there are four skills that have to be mastered, namely listening, speaking, reading, and writing. Listening and reading are receptive skills, whereas speaking and writing are productive skills. In spite of writing, speaking is done in real-time one producing without editing and revising.<sup>1</sup> It means that speaking is an activity to transfer information in our mind to others by reflection so that we can not edit and revise something that has been said. In learning language, especially English, students not only learn about language itself but also learn about how to use it, whether it is spoken.

According to Cameron, speaking is the active use of language to express meaning so that other people can make sense of them. Through speaking, they can express their ideas and communicate with other people.<sup>2</sup> It means that speaking is a part of a language that can be used to show the people's ideas. When they are speaking, people should learn to organize their ideas in order to their ideas can be accepted well by other people, exactly in spoken form.

Hanapiah states that there are two factors that cause low levels of students skill in speaking they are: external and internal factors. External factors are including the use of Indonesian influence in someone's family environment and society even in everyday communication, many students still use the mother tongue contaminated one another. Internal factors are including lack of interest and business students

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<sup>1</sup>Ganesh B. Mundhe, *Teaching Receptive And Productive Language Skills With The Help of Techniques*, Pune Research Journal, Vol 1, Issue 2, available on: [www.puneresearch.com](http://www.puneresearch.com), accessed on February 27<sup>th</sup> 2021 at 21.40 pm

<sup>2</sup>Lyne Cameron, *Teaching Language to Young Learners*, (London:Cambridge University, 2001), p.40

learning to speak with pronunciation, intonation, and spelling correctly, except that students lack the confidence to express themselves. Therefore, to guide the students to speak English in the classroom, teachers should have an interesting technique of teaching.<sup>3</sup>

According to (Permendiknas) number 23 year 2006, The purpose of speaking in junior high school is to make the students are able to comprehend the meaning in transactional and interpersonal language in form of descriptive, recount, narrative in daily life.<sup>4</sup>

In preliminary research in MTsN 2 Lampung Utara, the writer found that many students in eighth grade have difficulties in speaking well. To get the data of pre-research, the writer interviewed Mrs. Raras, S.Pd as the English teacher and gave a questionnaire to the students. Because of the interview with the English teacher of the eighth grade in MTsN 2 Lampung Utara, the teacher said that the students were still afraid and unconfident to speak English in the class because they are still lacking in vocabulary and a lot of students still using their mother tongue.

While, in the teaching and learning process, the teacher uses textbooks as media to teach speaking. the activity is the students memorize the dialogue based on the textbook. After that they are practice in front of the class with their partner without guided or instruction, and help the students clearly.<sup>5</sup>

In other ways, based on a questionnaire, most of students have some problems such as they are still afraid of making mistakes in speaking English, unconfident to speak

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<sup>3</sup>Jenep Hanapiah, *Improvement Speaking Skill by Using Drama Technique*, retrieved 14/01/2018, available on: [www.teqip.com/journal](http://www.teqip.com/journal), p. 53-60, accessed on February 28<sup>th</sup> 2021 at 15.38 pm

<sup>4</sup>Badan Standar Nasional Pendidikan (BSNP), *Standdar Kompetensi dan Kompetensi Dasar SMP/MTS*, (Jakarta: Depdikbud, 2006), p.360 available on <https://akhmadsudrajat.files.com/2012/01/nomor-23-tahun-2006.pdf>, accessed on January 3th at 12.30 a

<sup>5</sup>Raras Wulandari, *Interview with an English Teacher*, MTsN 2 Lampung Utara, on Agustus 20<sup>th</sup> 2022, Unpublished.

English, they are too like using the Indonesian language rather than English in the learning process and they are still lacking vocabulary.<sup>6</sup>

To know the ability of students in speaking, the writer got the score of students' speaking dialogue test that given by the teacher. It can be seen in the following table:

**Table 1**  
**The students' score of speaking at the first semester of eighth grade MTsN 2 Lampung Utara**

No	Class	Students' score		Total
		≥ 73	<73	
1	VIII A	10	19	29
2	VIII B	12	17	29
3	VIII C	9	20	29
4	VIII D	9	16	25
<b>Total</b>		<b>40</b>	<b>72</b>	<b>112</b>

*Source: MTsN 2 Lampung Utara*

Based on the table above, there are 40 of the 112 students who pass in speaking test based on the minimum mastery (KKM) of speaking and there are 72 who fail in this case, the standard score KKM of speaking in MTsN 2 Lampung Utara is 73 and many students still got the score under 73. It means some students have difficulties in speaking English.

To overcome the problem above, the way to make students succeed in learning English is the teacher should allow the students to practice speak English in the class with their partner. The teacher should use an interesting way which easy to understand by the students. Besides, the teacher should use a media, technique, or game to choose appropriate

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<sup>6</sup> The result of Questionnaire MTsN 2 Lampung Utara, on Agustus 20<sup>th</sup> 2022, Unpublished

media, technique or game in teaching English. One of them is use flashcard as a media.

Arsyad states that a flashcard is a learning media that is usually 8x12 cm in size or can be adapted to the size of the class and flashcard contains images (animals, objects, fruits, etc.) that can be used to practice spelling and enrich vocabulary.<sup>7</sup> It means that flashcard is one of media that can be used in teaching speaking. The main characteristics of flashcard are size, content, topics, and usage. Using flashcard in speaking helps students review vocabulary words and meanings. Flashcard in this research is a card or cards that is not only contains not only words but also in particular phrases of the research will contain more than just words. It will be used to stimulate students' speaking performance to argue students' capability in speaking.

According to Urquijo in his journal entitled "Improving Oral Performance through Interactions Flashcards" states that the interactions flashcards system is effective in improving oral performance and increasing level in each one of the qualitative aspects of spoken interaction including range, accuracy, fluency, interaction and coherence.<sup>8</sup>

According to Astuti in her thesis entitled "The Effectiveness of Using Flashcard to Improve Young Learners' Interest in Learning English". This thesis finds out the increase in students interest in learning English by using flashcard media and the result of the research that using flashcard media can increase students' interest in learning English.<sup>9</sup>

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<sup>7</sup>Arsyad. A, *Media Pembelajaran*, (Jakarta: Raja Grafindo Persada, 2007), p.120

<sup>8</sup> Jasson Urquijo, *Improving Oral Performance Through Interactions Flashcards*, Vol.2, No.3,2012, Publish by University of Colombia, available on <https://files.eric.ed.gov>, accessed on Mei 4<sup>th</sup>2021 at 12.00 am

<sup>9</sup>Kristha Widya Astuti, *The Effectiveness of Using Flashcard to Improve Young Learners' Interest in Learning English (A Classroom Action Research of the Fifth Grade Students of SDN 01 Tahunan Jepara in the Academic Year 2013/2014)*, available on <https://lib.unnes.ac.id/20291/1/2201409095-S.pdf>, accessed on Mei 4<sup>th</sup> 2021 at 13.50 am

According to Rachma in her thesis entitled “The Use of Flashcard Media in Teaching Narrative Text To Improve Students’ Writing Ability”. The purpose of her thesis is to know the significance of the use of flashcard media to improve students’ writing ability in the classroom and the result of the research is flashcard media can improve students’ writing ability. It means that there is a significant difference after using flashcard media.<sup>10</sup>

According to Hatiningsih and Adriyati in her journal entitled “Implementing Flashcard to Improve the Early Reading Skill”. The purpose of her journal is to know the differentiation in the early reading skills of the subject before and after the giving of flashcard media in the reading activity. The result of the research that using flashcard media can improve the early reading skill.<sup>11</sup>

The difference between previous researches and this research was skill and the subject of the materials. The writer used speaking in this research and the writer wants to know the influence by using flashcard media in speaking ability.

Based on the background above, the writer used flashcard media in teaching English and the writer concluded that by using flashcard the students can improve their confidence to speak English to the other students. The writer used flashcard media to teach speaking English in monologue and the materials was descriptive text. Therefore, the writer was interested in conducting this research entitled “The Influence of Using Flashcard towards Students’ Speaking Ability at the Second Semester of the Eighth Grade of MTsN 2 Lampung Utara in the Academic Year of 2022/2023”.

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<sup>10</sup>Pamela Aulia Rachma, *The Use of Flashcard Media in Teaching Narrative Text to Improve Students’ Writing Ability (A Quasi Experimental Study at Second Grade of SMPN 13 Bandung in the Academic Year 2014/2015)*, available on <http://digilib.uinsgd.ac.id/4678/>, accessed on Mei 4<sup>th</sup> 2021 at 14.00 am

<sup>11</sup> Nuligar Hatiningsih, Putri Adriyati, *Implementing Flashcard to Improve the Early Reading Skill*, Vol. 304, 2019, Published by Atlantis Press, available on <http://creativecommons.org/licenses/by-nc/4.0/>, accessed on June 11<sup>th</sup> 2021 at 21.50 p.m

## **B. Identification of the Problem**

Based on the background of the problem above, the writer found some problems as follows:

1. The students were still afraid and unconfident to speak in English.
2. The students cannot pronounce the words well because they are too like using Indonesian language rather than English in teaching learning process.
3. The students were still lacking in vocabulary.

## **C. Limitation of the Problem**

From the identification above, the writer limited this research on the influence of using flashcards toward students' speaking ability at the second semester of eighth grade MTsN 2 Lampung Utara. Then this research focused on using monologue as learning activities and the material was descriptive text discuss about person, animal, and things.

## **D. Formulation of the Problem**

Referring to the identification of the problem and limitation of the problem, the writer formulated the problem as follows:

Is there any significant influence of using flashcards toward students speaking in the descriptive text at the second semester of eighth grade of MTsN 2 Lampung Utara in the academic year of 2022/2023?

## **E. The Objective of the Research**

The objective of the research was to know whether there is any significant influence of using flashcard toward students' speaking ability in the second semester of eighth grade MTsN 2 Lampung Utara in the academic year of 2022/2023.

## **F. Significance of the Research**

Significance of the research are as follows:

### **1. Theoretically**

The writer gave information to the English teacher, which Flashcard was media to teach speaking skills. Then, flashcard helped and gave the teacher support to the students on how to do something, thus the students can complete their task independently.

### **2. Practically**

Flashcard can be an alternative way to learn English especially in speaking and the teacher can use flashcard in teaching speaking. The writer expected of this research that can give some uses for the students, teacher, and the upcoming writer as follows:

#### **a. For the students**

The students can improve their speaking ability after using flashcard that helped the students to develop their idea.

#### **b. For the teacher**

To gave information for the English teacher that flashcard is effective to be used in teaching and learning process, especially in speaking.

#### **c. For the upcoming writer**

The writer knew about the students' speaking ability by using flashcard and the writer completed the media to the upcoming writer in teaching and learning in the classroom.

## **G. Scope of the Research**

The scope of the research is as follows:

### **1. Subjects of the Research**

Subject of the research was students at the second semester of eighth grade of MTsN 2 Lampung Utara in the academic year of 2022/2023.



2. Object of the Research

The object of the research was flashcard and students' speaking ability.

3. Place of the Research

The research conducted at MTsN 2 Lampung Utara.

4. Time of the Research

This research conducted time of the research at the second semester in the academic year of 2022/2023.



## CHAPTER II

### REVIEW OF RELATED THEORIES AND HYPOTHESIS

#### A. Speaking

##### 1. Definition of speaking

Speaking is one skill that has to be mastered by students in learning English. It is an essential tool for communicating. Christopher supports it, “that speaking is the direct route from one mind to another, and it is the way usually choose when we want to ask a question or give an explanation”.<sup>12</sup> It means that speaking is a way to communicate with others to share information, express idea, feeling to the other person or explain, or ask a question for someone.

Cameron states that speaking is the active use of language to express meanings so that other people can make sense of them.<sup>13</sup> It means that speaking is very important to our life. Because of that communication in learning to speak way should be accurate and we can communicate with other people, express the opinion, state the purpose and message, expressing feelings in any emotional state.

Another definition is given by Andersen that productive skill, speaking, used to express meaning. The outcome of speaking is verbal utterances which, if people can produce good speaking, then they will get communicative purposes.<sup>14</sup> A productive skill, speaking, involves components. Not only producing the right sounds but also choosing the right words, even getting

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<sup>12</sup> Turk Christopher, *Effective Speaking Communicating in Speech*, (London: Taylor& Francis e-Library, 2003), p.9

<sup>13</sup> Lynne Cameron, *Teaching Language to Young Learners*, (Cambridge: Cambridge University Press, 2001), p.40

<sup>14</sup> Neil Anderson, *Practical English Language Teaching*, (New York: McGraw Hall, 2003), p.48

constructions grammatically correct. It included the knowledge and skills of speakers to make a clear opinion and express the feeling to be communicated with listeners. Thus, the listener can get others' knowledge by evaluating and analyzing the messages of their speaking. In teaching and learning practicing, speaking is thought as a skill and it has to be practiced and mastered.

According to Nunan reported that speaking is a form of productive oral skill which consists of producing systematic verbal words to express content.<sup>15</sup> Besides speaking as a skill, Bygate tells that the distinction between skill and knowledge in speaking class which is considered as crucial was in the teaching of speaking.<sup>16</sup> Certainly, to be a good learner of speaking, giving knowledge of pronunciation, vocabulary, grammar, intonation is not enough, but an understanding of conveying meaning is needed.

From that statement, the writer concluded speaking is a tool to communicate for getting information and good relationship in society. People will communicate with language in their daily life to express the idea, feel and opinion. In speaking needed skill to be a master, someone not only can master in vocabulary, pronunciation, or intonation but also he can understand the meaning of the speaker.

## 2. Speaking Ability

Lado in Reza, et al. states that speaking is described as the activity to express oneself in the situations, or the activity to report acts or situation in precise words, or the ability to

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<sup>15</sup> David Nunan, *Second Language Teaching and Learning*, (Boston: Heinle & Heinle, 2003), p.48

<sup>16</sup> Bygate Martin, *Speaking*, (Oxford: Oxford University Press, 1987), p.3

converse or to express a sequence of ideas fluently.<sup>17</sup> It means that speaking is an ability to show the speakers' ideas or opinions, which are pronounced directly as a statement.

However, Harmer defines speaking as the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'.<sup>18</sup> It means that speaking is an ability that shows that someone knows and understands how to use the language feature. Not only that, in the speaking someone can produce their mind to the words directly.

From those explanations above, speaking ability is an ability that own by the speaker to deliver ideas, feelings, and information to the words in speaking. the speaker not only knows how to speak but also delivers fluency. To deliver it well, the speaker also to know about the use of language features to our partner can easily to understand about the meaning. After the speaker can do it, the speaker can speak fluently.

### 3. Students' Speaking Ability

Students' speaking ability is from three words, they are: students, speaking and ability. Djamarah in Minarti states that students is the main subject in education.<sup>19</sup> It means that student is the important component in teaching and learning.

Cameron states that speaking is the active of use the language to express the meaning so that other people can make sense of them.<sup>20</sup> It means that the speaking is the way of

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<sup>17</sup> Thenzia Februa Reza, et. all, *The Practice Rehearsal Pair Strategy Towards Students' Speaking Ability*, Vol 2, (STKIP Dharma Bakti Lubuk Alung: 2017), p.4

<sup>18</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Third Edition Completely Revised and Update, 2001), p.275

<sup>19</sup> Minarti, *Faktor- faktor Penyebab Kesulitan Belajar Siswa Dalam Mengikuti Pelaksanaan Belajar Tuntas*, Lampung University, available on <http://digilib.unila.ac.id/8885/16.pdf>, accessed on January 30<sup>th</sup> 2022 at 13.16 a.m

<sup>20</sup> Lynn Cameron, *Teaching Language to Young Learner* (Cambridge: Cambridge University Press, 2001), p. 40

the people to convey their idea to others. While ability is the characteristic mode of functioning that an individual shows in intellectual activities in a high consistent and persuasive way.<sup>21</sup>

From the description above, it can be concluded students' speaking ability is the capacity of the students in speaking to express their idea, feeling, and opinion with a good pronunciation, grammar, vocabulary, fluency, and comprehension.

#### 4. Teaching Speaking

Teaching speaking is the process of transferring teacher's knowledge to the students about the way how to communicate with other people efficiently. However, teaching speaking as a foreign language is more difficult in our country, because in teaching learning process the students commonly use their local language. In this case, the role of the teacher is very important to increase the students to speak in English.

Harmer states that there are three kinds of teacher roles in speaking:

a) Promter

Students sometimes get lost, can not to think what to say next, or in some other way lose fluently we expect of them.

b) Participant

Teacher should be good animators when asking students to produce language. Sometimes, this can be achieved by setting up an activity clearly and with enthusiasm.

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<sup>21</sup> Sunday A. Adeyemo, *Students' Ability Level Their Competence in Problem –Solving Task in Physic*, International Journal of Education Research and Technology Vol. 1 2010, Published by Lagos University, available on <http://www.soegra.com/ijert/vol2/7.pdf>, accessed on January 28<sup>th</sup> at 19.30 p.m

c) Feedback provider

When and how to give feedback in speaking activity is answer by consider carefully the effect of possible different approaches.<sup>22</sup> It means that as a teacher can be a propter, participant, and feedback provider to change student's habit in speaking English.

Based on the explanation above, it can be concluded that in teaching speaking it was good for the teacher as a facilitator and role model to prompter, partiipants, and feedback provider and aware of student's ability.

## 5. How to measure the speaking ability

To measure the speaking ability, the writer will use the scoring speaking scale by Brown. According to Brown, there are rubric criteria for the speaking scale. They are grammar, vocabulary, comprehension, fluency, pronunciation.<sup>23</sup> In this research, the writer used the oral English rating sheet proposed by Brown. The students 'speaking activity in the classroom was monolog to describe something based on the media that used in the classroom.

## B. Aspect of Speaking

### 1. Elements of Speaking

Harmer states that the ability to speak English presupposes the elements necessary for spoken production as follows:

#### 1. Language features

The elements necessary for spoken production are following:

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<sup>22</sup> Jeremy Harmer, *The Practice of English Language Teaching* (Third Edition Completely Revised and Update), (UK: Longman, 2001), p. 275

<sup>23</sup> H. Douglas Brown, *Language Assessment Principle and Classroom Practice*, (New York: Longman, 2004), p.157

- a) Connected speech: in connected speech are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that lecturers should involve students in activities designed specially to improve their connected speech.
  - b) Expressive devices: the pitch and stress of a particular part of expression vary volume and speed, and show by a native speaker of English changes other physical and non-verbal. The primary purpose is to show their feeling in interaction.
  - c) Lexis and grammar: teacher should therefore supply a variety of phrases for different functions, such as agreeing and disagreeing, expressing surprise, shock, or approval.
  - d) Negotiation language: in negotiation language effective speaking will have benefits to find clarification and show the structure of what we are talking about. Sometimes, asking for clarification is needed for us to listen to someone else talk and it is very crucial for students.<sup>24</sup>
2. Mental/ Social Processing
- a) Language processing: language processing is used to process language by an effective speaker. A good speaker is not only comprehensible but also conveys what they are intended. Besides it, it may involve the retrieval of words and their assembly into the syntactically and prepositionally appropriate sequence.
  - b) Interacting with others: it involves a good deal of listening, knowledge of how linguistically to take

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<sup>24</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman,2003), p. 269

turns of allows others, and understanding of how the other participants are feeling.

- c) (On the spot) information processing: giving an apart between what they are talking about and what we are responding about is needed to process the information.<sup>25</sup>

Based on those explanations above, it can be concluded that a good speaker should be paying attention to the elements of speaking. thus, the listener can understand what the speaker means.

## 2. Component of Speaking

In agreement with Brown, there are the components that are recognized in an analysis of the speaking process: comprehension, grammar, vocabulary, pronunciation (including the segmental features: vowel and consonant, and fluency).<sup>26</sup>

### 1. Comprehension

Comprehension is quite complete at a normal rate of speech.<sup>27</sup> For oral communication certainly requires a subject to respond to speech as well as to initiate it.

### 2. Grammar

Grammar purposes consist largely of those grammar systems that favor rapid, real-time speech production.<sup>28</sup> It is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written

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<sup>25</sup> Ibid

<sup>26</sup> H. Douglas Brown, *Language Assessment Principle and Classroom Practice*, (New York: Longman, 2004), p.157

<sup>27</sup> H. Douglas Brown, *Teaching By Principles An Interactive Approach to Language Pedagogy*, (San Fransisco: Longman, 2001), p.172

<sup>28</sup> Scott Thornburry, *How to Teach Speaking*, (Harlow: Longman, 2005), p.



form.

### 3. Vocabulary

One cannot communicate effectively or express their ideas in both oral and written form if they do not have sufficient vocabulary. Vocabulary: as one scale of speaking ability has a relatively high proportion of words and expressions that express the speaker's attitude to what is being said.<sup>29</sup> It means that vocabulary is the appropriate diction which is used in communication.

### 4. Pronunciation

Pronunciation is an explicit pedagogical focus in anything that smacked of linguistic and bolts was under siege by proponents of the various non-directive.<sup>30</sup> Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

### 5. Fluency

Fluency is simply the ability to speak fast. Speed is a factor, but it is not the only, or even the most important one.<sup>31</sup> Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners.

## 3. Types of Classroom Speaking Performance

Brown states that there are six categories of speaking performance assessment tasks, describe as follows:

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<sup>29</sup> *Ibid*, p.22

<sup>30</sup> H. Douglas Brown, *Op.Cit*, p.283

<sup>31</sup> Scott Thornbury, *How to Teach Speaking*, (Longman: Harlow,2005), p.6

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating human tape recorder speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular elements of language form.

2. Intensive

It is the production of short stretches of oral language designed to demonstrate competence in a narrow band grammatical, phrasal, lexical, or phonological relationship. The example of intensive assessment task include directed response tasks, reading aloud, sentence and dialogue completion, limited picture-cued task including simple sequence, and translation up to the simple sentence level.

3. Responsive

It means that students give short replies to initiate questions or comments. These replies are usually sufficient and do not extend into dialogue.

4. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

5. Interpersonal (dialogue)

Interpersonal dialogue is carried out more for the purpose of maintaining social relations than for the transmission of facts and information.

6. Extensive (monologue)

A monologue means a conversation by someone that is spoken without other participants who talk to him or her. The speaker just speaks at the front then

another participant just hears the one who speaks and sometimes it is called a mute dialogue on the other hand the monologue only has one speaker in its performances such as short speech, summaries, and oral report.<sup>32</sup>

From the explanation above, the writer concludes that there are six types of classroom activities in the classroom. All the activities are needed in the teaching and learning process in the class.

In this research, the writer choose extensive (monologue) as activities in speaking ability.

## C. Teaching Speaking

### 1. Definition of Teaching Speaking

Teaching speaking is one way that can be used in order that the learners can understand the meaning of communication in the actual situation, and it needs a lot of practice and guidance to master it. Brown states that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something providing with knowledge, causing to know or understand.<sup>33</sup> It means that teaching is a process to help students learn how to do something, giving instruction, guiding in the study of something, providing knowledge, causing them to know or understand. Thornbury states that speaking activity is needed to be maximally language productive in order to provide the best condition for autonomous language use.<sup>34</sup> It means that teaching speaking is about how to teach language for

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<sup>32</sup> H. Douglas Brown, *Teaching by Principle an Integrated Approach to Language Pedagogy*, (New Jersey: Prentice Hall Regents, 3th ed, 1994), p. 2711-274

<sup>33</sup> H. Douglas Brown, *Teaching by Principle: an interactive approach to language pedagogy*, (San Fransisco: State University, 2001), p.250

<sup>34</sup> Scott Thornbury, *How to Teach Speaking*, (England:Longman, 2005), p.

communication, transferring ideas, thought, or even feeling to other people.

The purpose of teaching speaking is to train the teacher the fluency of using the target language and to understand the concept of teaching speaking and the techniques of teaching it as well.<sup>35</sup> It means that in teaching speaking teachers should know and understand the concept of teaching speaking and techniques or media of teaching speaking as well. Teaching speaking is also the way for students to express their emotions, communicative needs, interact with another person in any situation or condition, and influence others. Besides, the teachers should give variation in the teaching speaking process. It will make the students pay attention to the material and also can keep their mind to receive the material more easily.

Based on those explanations, it can be concluded that teaching speaking is about how to teach using language communication, for transferring ideas, thought or even feeling to other people. Then, the teacher should know the concepts of speaking include the technique, method, material, or media to make the students understand what the teacher explains and interested to learn English, especially in speaking.

## **2. Students' Speaking Ability in Descriptive Text**

Students' speaking ability is the ability of the students in describing something such as person, animal, and thing by using flashcard as media that contains pictures, word or sentences. In this research, the students describe about physic appearance of that person, animal or things in picture of flashcard in English.

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<sup>35</sup> Kimtafsirah, Zaonal, Yahmawati, *Teaching Speaking*, (Jakarta: MGMP Bahasa Inggris, 2009), p.1

## **D. Flashcard**

### **1. Definition of Flashcard**

According to Baleghizadeh and Anshoori flashcards are cards where there is a word, sentence, or image in them. Flashcards have two sides, the front of flash cards there are pictures and words while the back of flashcards is the meaning of the word. Flashcards are a very practical medium because they can be created together by teachers and students.<sup>36</sup> It means that flashcards are media that contain images, words, or sentences. In addition, flashcards are also practical media that have two sides and can be used by teachers and students easily.

According to Arsyad flashcard is a small card containing images, text, or symbols that amplify as well lead students to something related to images, shapes and size can be adjusted according to the large class at hand and adjusted to the number of students in the class.<sup>37</sup> It means that the size of the flashcard is usually adjusted to the situation the student is facing, if the number of students is large, the flashcard is made with a larger size and if the number of students is small, the flashcard is made with a small size.

Based on both of the statement above, flashcards are cards containing images, words, or sentences that have two sides, and the size of flashcards are usually adjusted according to the situation the student is facing and size can be adjusted according to the large class at hand.

### **2. Activities of Teaching Using Flashcard**

Arsyad said that the procedure of using flashcards to teach speaking are seven steps:

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<sup>36</sup>

<sup>37</sup> Arsyad, Azhar, *Media Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2007), p. 65

- a. The teacher asks some students to come to the front of the class and holding flashcard whose numbers are in the order of the ordinances do an activity.
- b. Students who are in front of the class stand in the order of the numbers listed on each card.
- c. The teacher asks the students about the picture on display in front of the class.
- d. The teacher explains the type of text based on the picture on the card.
- e. The teacher gives an example in describing the picture on the card.
- f. Students are asked to describe the pictures on the cards attached front of class.
- g. Students are asked to present their results in front of the class.<sup>38</sup>

According to Fajriyah in (Nanda, et.al), the procedures for using flashcard in the classroom are as follows:

1. Teacher explains the materials.
2. The teacher gives one card to the students as an example. Then the students are introduced the vocabulary and picture on the flashcards. The students listen to the words spoken by the teacher and then imitate the words while paying attention to the media used by the teacher.
3. The teacher asks the students to explain a picture on the flashcard.
4. The teacher will randomly mention one of the pictures mentioned by the teacher. For students whose cards are mentioned by the teacher, the students come to the front of the class and say the vocabulary they share

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<sup>38</sup> Ibid, p. 70

with other students. This activity is carried out until all students have the opportunity.<sup>39</sup>

Based on the statements above, the writer will apply this theory to make the students easier to remember and understand the material subject then the students will do their task independently and present their task in monologue.

Regarding two procedures the researcher reconstructs the second procedures in teaching speaking by using flashcard based on Fajriyah in (Nanda, et al) and use drilling technique as follows:

- a. Pre Activity
  - a) The teacher-led pray to the students.
  - b) The teacher greets the students.
  - c) The teacher checks students' attendance list.
  - d) The teacher shows a picture to the students.
  - e) The teacher asks the students to guess what kind of text fom that picture.
  - f) The teacher let the students to asking about descriptive text.
  
- b. Whilst Activity
  - a) The teacher explains the material about descriptive text.
  - b) The teacher gives example of descriptive text to the students.
  - c) The teacher asks one of the students to give another example for the students.
  - d) The teacher asks the students to imitate a words in flashcard.

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<sup>39</sup> Krisna Ariesta Nanda. dkk, *Pengaruh Metode Pembelajaran Flashcard Terhadap Keterampilan berbicara Bahasa Inggris Pada Siswa Sekolah Dasar*, Journal RAP UNP Vol.11 No. 1, June 2020, p. 15-23

- e) The teacher asks the students to speak up in front the class.
  - f) The teacher gives the suggestion to the students on how to speak in good pronunciation, grammar, vocabulary, fluency, and comprehension.
  - g) The teacher asks the students to make a descriptive text independently.
  - h) The teacher gives support while the students do their task.
  - i) The teacher asks the students to present their task in monologue.
  - j) The teacher corrects students' mistakes and give the score to the students.
- c. Post Activity
- a) The teacher conclude the lesson with the students.
  - b) The teacher close the lesson.

### **3. Advantages and Disadvantages of Flashcard**

#### **1) Advantages of using flashcard**

According to Hill, there are several advantages of using flashcards such as availability (one can get them in any magazines, on the internet, etc), they are cheap, often free; they are personal ( teacher selects them); flexibility- easily kept, useful for various types of activities (drilling, comparing, etc), they are “always fresh and different”, which means they come in a variety of formats and styles and moreover the learner often wonders what comes next.<sup>40</sup> It means that flashcard are cheap, flexible, and available to use by teachers and students to learn English in the classroom.

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<sup>40</sup> David A. Hill, *Visual Impact: Creative Language Learning Through Picture*, (Essex: Longman Group UK Limited,1990), p. 10



## 2) Disadvantages of using flashcard

According to Sadiman, there are some disadvantages of using flashcards such as pictures only emphasizing the eye's sensory perception, the picture of objects that are too complex is less effective for learning activities, and the size is very limited to a large group.<sup>41</sup>

Based on the statement above, it means that the flashcard should include on all the sensory perception. So it is not just the eye's sensory perception. Pictures on flashcards are more effective when chosen with easier and simple pictures. Then the size of flashcard is can be enhanced to make it easier for students to look at the picture on the card.

## E. Textbook

### 1. Definition of Textbook

There are many kinds of media that can be used in the process of learning and textbook is basic media in the teaching and learning process. According to Richards, textbooks are used in different ways in language programs, for example, a speaking text might provide a passage for students to read and discuss.<sup>42</sup> It means that we can use textbooks in many ways which skill that our need to increase. Onasanya states that:

The print media are some of the oldest media in education. This category of media is useful for informational or motivational purposes. They are used to convey verbal information through print. They form the most widely used media in education and they include textbooks, periodicals encyclopedias,

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<sup>41</sup> Sadiman, *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*, (Jakarta: PT Raja Grafindo), p. 31

<sup>42</sup> Jack C. Ricards, *Curriculum Development in Language Teaching*, (New York: Press Syndicate of the University of Cambridge, 2001), p.254

newspapers, magazines, file records minutes, and so on.<sup>43</sup>

From the statement above, the textbook is the print media that can give motivation students to get any information in the teaching and learning process, also this media include of oldest media in education.

## 2. Activities of Teaching Using Textbook

In this procedure, the teacher introduces a situation that contextualizes the language to be taught. The language too is then presented. The students now practice the language using accurate reproduction techniques such as choral repetition (where the students repeat a word, phrase, or sentence all together with the teacher (conducting), individual repetition (where individual students repeat a word, phrase, or sentences at the teacher's urging) and cue-response drills (where the teacher gives cue) these have similarities with the classic kind of audio-lingual that has been presented, they carry more meaning than a simple substitution drill. Latter the students, using the new language, make sentences of their own, and this is referring to as production. The following elementary-level example demonstrates this procedure:

### 1. Presentation

In this stage, the teacher presented the new material of the students. The teacher did it by asking the students some questions related to the material or the topic being discussed by using textbook.

### 2. Practice

In the second activity, the teacher will begin to explain the material to the students. In this step, the teacher use textbook media of teaching to help the

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<sup>43</sup> Onasanya, S.A, *Selection and Utilization of Instructional Media for Effective Practice Teaching*, (Institute Journal of Studies in Education Vol.2 No. 1 June 2004, ISSN 0795-2199), p. 128

teacher explain the material easily. The teacher gets the students to repeat the sentence or text from the picture in the textbook. This activity is used to know the students' progress in the material that has been explained before.

### 3. Production

This is the last step in teaching and learning activity. It is carried out to know how far the students understand the material. It is also used to know the teacher's way of teaching as an input to make a better way of learning. The end point of PPP cycle is a production, which some trainers have called "immediate creativity". Here the students are asked to use the new language in sentences of their own.<sup>44</sup>

## 3. Advantages and Disadvantages of Textbook

### 1) Advantages of Using Textbook

According to Richards, there are some advantages of using textbooks as media in the classroom.

1. Textbooks can save teachers' time
2. Textbooks can provide support for teachers whose first language is not English.
3. Textbooks may serve primarily to supplement the teachers' instruction.<sup>45</sup>

From the statements above, it means that textbook is the basic media for learn, it can make easily for the teacher to explain and understand the material for the learners. A textbook can also support the teacher and student in the teaching and learning process because it matches the needs of that situation perfectly.

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<sup>44</sup> Jack C. Richards, *The Role of Textbooks in a Language Program*, (Cambridge: UK Cambridge University Press, 2001), p. 6, available on <https://www.professorjackrichards.com>, accessed on August 4<sup>th</sup> 2022 at 20.19 pm

<sup>45</sup> Ibid

## 2) Disadvantages of Using Textbook

According to Richard, there also some disadvantages of using textbook as media in the classroom:

1. They sometimes present inauthentic language.
2. Textbooks often present an idealized view of the world or fail represent real issue.
3. Textbooks may not reflect students' need.<sup>46</sup>

Based on the statement above, it means that textbook must be appropriate to the context, the language should be clear and based on the level of students as well as in accordance with the needs of the students to understand the material. But, students need other media that it can make them interest to learn in the classroom because information of the textbooks is not current and relevant, students only see one perspective on a concept or issue.

## F. Frame of Thinking

In teaching-learning process, English is very important in productive skills. The students have to acquire and to master English as a way to face the globalization and for their future in career. Speaking is symbolized as the way people express their feeling to others. Through speaking, human are able to connect their mind in every aspect of life. They can share their opinions, thoughts, and even their emotion. In order to do that, we have to speak appropriately and accurately to minimize misunderstanding in our conversation with others.

Based on the result of the research by using questionnaire and interview with English teacher, the writer found there are some problems related to the speaking learning process at eighth grade of MTsN 2 Lampung Utara.

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<sup>46</sup> Jack C. Richards, *Op. Cit.*, p. 6

The students cannot pronounce the words well, They are still lacking of vocabularies. Then, the students were still afraid and unconfident to speak English in the class, sometimes they were shy to express what they want to talk about to others. It will causes negative effect to their mindset in order to speak in public. Therefore, they need fun and effective media in teaching and learning English especially in acquiring speaking skill. They need media that can help them to gain their confidence and help them to relax while learning the material.

That media that can be used in teaching and learning speaking is flashcard. In this case, by using flashcard as media in teaching-learning process, the students will be more interested in learning speaking. In this research, flashcards are media that can help the students to make more confident to express their idea in spoken language and increase their vocabulary and interest towards English especially in speaking.

## **G. Hypothesis**

The writer formulates the hypothesis of this research as follows:

- $H_a$  : There is a significant influence of using flashcard toward students' speaking at the second semester of eighth grade of MTsN 2 Lampung Utara in the academic year of 2022/2023.
- $H_0$  : There is no a significant influence of using flashcard toward students' speaking at the second semester of eighth grade of MTsN 2 Lampung Utara in the academic year of 2022/2023.

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