

DEVELOPING FLASHCARD AS A MEDIA TO TEACH SPEAKING FOR SEVENTH GRADE STUDENTS AT MTS AL-WASHLIYAH KOLAM

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ABSTRACT

Sipayung, Dinda E. Putri. Registration Number: 2151121011. Developing *Flashcard* as a Media to Teach Speaking for Seventh Grade Students at MTs Al-Washliyah Kolam. English Educational Program, Universitas Negeri Medan, 2022.

The study aimed to develop learning media in Speaking Descriptive Text for Grade VII of Junior High School Students. This study used Research and Development (R&D) design through six stages; gathering information and data, analyzing data, designing materials, validating by experts, revising, and final product. The subject of the study was Grade VII of MTs Al-Washliyah Kolam. The instruments of data collection were gathered by administering interview and distributing questionnaire. The study was conducted by interviewing the English teacher and distributing questionnaire to 30 respondents to get the students' needs. The interview and questionnaire results proved that the students need English learning media which can motivate the students to understand about speaking descriptive text. The product had been validated by the experts namely English lecturer and English teacher. The product result was *Flashcard* which is modifying to playing game based on the rules game. The result of experts' validation showed that the media was an appropriate media to be used on speaking descriptive text by getting the average percentage 95% categorized excellent.

Keywords: Flashcard, Descriptive Text, Research and Development

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INTRODUCTION

Language is very important in our life because language is a tool or device of communication. It can be used in oral and written form. Oral form language is manifested through speaking and listening skills. Written form language is manifested through reading and writing. In the other words, speaking, listening, reading and writing are manifestation of language. According to Aminuddin, 2017, speaking is one of the four skills that language has. It is not only in English but also for other languages. It is the second skill that is necessary to know and to be able to be applied after listening skill. However, when it is related to teaching then there will be more explanation than practically producing words or sentences from our mouth. In language teaching, speaking skill is described in term of direction. It is generated by the learner to be also considered as the production.

Based on the preliminary observation held in MTs Al-Washliyah Kolam the used of media is not optimal. Teachers and students did not use flashcard as a media at school. The teachers seem hesitate and awkward in using flashcard to support their teaching speaking activities because there are many pictures which contain learning materials in the flashcard. Then, most students used flashcard provided by school only for entertainment purposes, such as to make a student more activate in their teaching learning activities. Considering the facts above, this research was intended to developing flashcard as a media on teaching speaking which are appropriate for the students' needs, the standard and the basic competence. Through flashcard can be a supplementary or an additional source for teacher and students.

RESEARCH METHODOLOGY

The subject of the research is the seventh grade students of MTs Al-Washliyah Kolam which is located JL. Utama II Desa Kolam. This school was selected because the researcher make a new media for this school. Another reason why the school was chosen because the researcher found that the use of flashcard in English teaching and learning processes in MTs Al-Washliyah Kolam is not optimal enough. Teachers and students there did not use flashcard as a media as the school's expectation.

The author accumulated the data by using qualitative and quantitative approach. The qualitative data was accumulated from the questionnaires gotten from the students and interview given to the teacher and some students. While the quantitative data was accumulated from the questionnaires in the form of number and percentage. In the data analysis, these two forms were be the references that being used. Firstly, the data obtained from the questionnaire and interview were collected and analyzed. In developing the flashcard, these data were necessary in order to evaluate and assess the students' needs in teaching speaking. Secondly, the data were divided into two data analyses, the qualitative data analysis and the quantitative data analysis. Flick (2013) states that qualitative data analysis is the classification and interpretation of linguistic (or visual) material to make statements about implicit and explicit dimensions and structures of meaning-making in the material and what is represented in it. Quantitative data were obtained from the questionnaires in form of percentage. Furthermore, the data were collected in the table, then the author explained the findings. The qualitative

data were analyzed by giving the conclusion of the questionnaire and the interview. The last, based on the two analyses, the author planned the effective flashcard media that was used in teaching speaking.

RESEARCH FINDINGS AND DISCUSSION

In developing Flashcard Media, there were six needed to be completed, namely (1) gathering data and existing media; (2) need analysis; (3) media design; (4) validating to experts; (5) revising; and (6) final product

Students' Necessities Analysis of Flashcard Media to Teach Speaking

No	Questions	Options	N	F	Percentages
1.	Teknik pengajaran bahasa Inggris yang saya butuhkan:	Guru menggunakan media dalam menjelaskan materi	30	24	80
		Guru hanya menggunakan buku pegangan saja dalam menjelaskan materi	30	3	10
		Diskusi	30	2	7
		Lainnya:	30	1	3
2.	Media pembelajaran seperti apa yang kalian butuhkan dalam mempelajari <i>descriptive text</i> ?	Gambar Print	30	1	3
		Audio (suara)	30	2	7
		Visual (gambar)	30	24	80
		Audio Visual (suara & gambar)	30	3	10
3.	Menurut saya materi yang ada dalam media sebaiknya:	Sesuai dengan standar kompetensi dan kompetensi dasar	30	5	17
		Materinya otentik (yang bisa dijumpai di kehidupan sehari hari)	30	4	13

	Penyajian dan penjelasan materinya jelas	30	10	33
	Semuanya	30	11	37
4. Bagaimana pemahaman kalian tentang <i>descriptive text</i> saat ini?	Sangat paham	30	3	10
	Paham	30	8	26
	Kurang paham	30	17	57
	Tidak paham	30	2	7

Based on table above, it showed that the reearcher could identify the necessities of the seventh grade students of MTs Al-Washliyah Kolam about learning media related to learning English. There were 24 students or 80% who said that the students need a media while teaching and learning process. While 3 students or 10% students need the book and 2 students or 7% need discussion. A students or 3% answered another. There were 24 students or 80% who need visual media as media in teaching speaking. while the rest students need printed picture (3%), audio (7%), and audio-visual (10%). Overall the students need the materials in media should be suitable with basic competence (17%), the authentic material (13%), clear explanation (33%), and all of choice (37%). Based on the questionnaire, the researcher also knew that there were 17 students or 57% who still less understand about how to speak up. there were 2 students or 7% who did not understand. Then there were only 3 students or 10% who do understand and the rest of students who were 8 students or 26% had understand.

Students' Lacks Analysis of Flashcard Media to Teach Speaking

No	Questions	Options	N	F	Percentages
1.	Kesulitan apa yang anda dapatkan saat	Guru kurang berinteraksi dengan semua siswa saat	30	17	57

	belajar <i>descriptive text</i> ?	menjelaskan materi			
		Saya tidak mengerti penjelasan yang disampaikan oleh guru saya	30	7	23
		Saya tidak tertarik dan merasa bosan saat belajar <i>descriptive text</i>	30	4	13
		Semuanya	30	2	7
2.	Untuk tugas <i>speaking skill</i> (ketrampilan berbicara), menurut saya sebaiknya:	Dikenalkan terlebih dahulu kosakata yang berkaitan dengan teks yang akan ditulis	30	8	27
		Dikenalkan terlebih dahulu struktur kalimat yang berkaitan dengan teks yang akan ditulis	30	14	47
		Diberikan model teks sederhana yang sesuai dengan kehidupan sehari-hari kemudian menulis paragraf	30	7	23
		Menulis yang berhubungan dengan kehidupan sehari-hari	30	1	3
3.	Apakah kalian merasa kesulitan dalam mengekspresikan kegiatan sehari-hari dengan kata-kata kalian sendiri?	Sangat sulit	30	7	23
		Sulit	30	4	13
		Tidak Sulit	30	19	64
		Sangat sulit	30	-	
4.	Apakah media pembelajaran Bahasa Inggris yang	Sangat sesuai	30	1	3
		Sesuai	30	4	14

digunakan sudah sesuai dengan topik yang di pelajari (<i>descriptive text</i>)?	Kurang sesuai	30	24	80
	Tidak sesuai	30	1	3

Based on the table above, the researcher could identify the lacks of seventh grade students at MTs Al-Washliyah Kolam in learning English, especially in speaking descriptive text. there were 17 students or 57% said that the difficulties students were caused because the teacher was less interaction to the students. Since there were 7 students or 7% answered that the students did not understand about speaking descriptive text. there were 4 students or 13% who were not interested in learning English. then there were 2 students or 7% who said that all the reasons were the factors in lacking ability. in addition, overall the students hoped there were orientation of sentence structure toward descriptive text material namely 14 students or 47%. Then the students also hoped to be introduced about vocabulary (27%), to be given simple text about daily life (23%), and to be asked in speaking daily life (3%). In addition, there were 64% or 18 students who were difficult in expression the daily activities. Then there were 23% or 7 students who were too difficult and 13% or 4 students who were not difficult in speaking descriptive text. Based on the questionnaire, the researcher also found that there were 80% or 24 students who said that the media use was less appropriate with descriptive text. Then, there were 14% or 4 students said that it was appropriate, 3% or 1 students said that it was appropriate enough. The rest student (1 student or 3%) said that it was not appropriate.

The Result Data of Experts' Validation of *Flashcard*

No	Item Assessed	Validation (Percentages)	Criteria
1.	Dimensi Linguistik	93	Excellent
2.	Proses	97	Excellent
3.	Dimensi Produk dan Isi	95	Excellent
4.	Dimensi Lay Out	98	Excellent
	Overall Assessment	95	Excellent

The table above shows the average score of the validation from the validators (lecturer and teacher). They validated the media based on the four aspects. The media that had been validated gained 95% score, thus the assessment was excellent. In general, based on the validation score given by the validators, the media was appropriate to be used by the seventh grade students of MTs Al-Washliyah Kolam.

DISCUSSION

The result of this study is to develop a learning media and to find out the needs for the seventh grade students. The researcher developed the learning media because the media is not appropriate for the seventh grade students at MTs Al-Washliyah Kolam. The developed media *Flashcard* were gotten by conducting the research and development stages by Borg and Gall (2003). The stages consisted of gathering the information needed, the lesson book used by the grade

seventh students, and the media that currently used by the teacher in teaching speaking descriptive text.

The media developed by the researcher are already appropriate and related to the students' interest since it is based on their needs analysis. Analyzing the students' needs based on their interest is one of the way to improve their learning motivation in order to increase their skills in studying English, especially speaking skill. Kamaludin (2009) states that media is facilities, resources or tools used by people to produce message or information. It can be any components that students used to convey messages in order to build their motivation to learn. The validation result consisted of 4 aspects, there are linguistic aspect, process aspect, product and content aspect, and layout aspect. Based on those aspects, the experts had validated media which is categorized excellent. Since the average percentages of those aspects is 95%. In general, the experts' validation is excellent even there are also some aspects which are good. However, overall the *Flashcard* has fulfilled some standards and students' need on speaking descriptive text for the seventh grade students at MTs Al-Washliyah Kolam. There are only few things that should be improved such as language efficiency, discussion process, and unknown vocabularies which are categorized good by both of experts.

CONCLUSION AND SUGGESTION

CONCLUSION

After analyzing the data gotten from interview and questionnaires results of English teacher and students at MTs Al-Washliyah Kolam, the researcher draws the conclusion that the students are lack of motivation since they are not interested

in the teaching and learning process because of the unchangeable method from the teacher. The researcher found earlier that the teacher used lecturing method. Another problem is students did not understand what the teacher has explained. In addition, there is no media used. Therefore, it is difficult to speak and make a descriptive text which eventually brings them to be passive learners. Since speaking skill considers the idea, organization, and grammar to make their speaking understandable. They want to have the interesting and effective media which motivate them to learn speaking descriptive text, the solution for them is developing the interesting speaking media. Developing *Flashcard* as a media follow the R & D phases by Borg and Gall (2003) which is simplified into, (1) Gathering Data and Information; (2) Need Analysis; (3) Design Media; (4) Validate by experts; (5) Revision; (6) Final Product. The average percentage of validation from the experts is 95% and it is categorized as relevant. It means that the media are valid and appropriate to use as learning media of speaking descriptive text for the seventh grade students at MTs Al-Wahliyah Kolam.

SUGGESTION

There are some suggestions given for the consideration the future. For the teacher, teacher should consider the students' needs in choosing the learning media to support learning process. The learning process can be successful if the teacher mastered in explaining the descriptive text as well as using a learning media that can support them. Since the students must master speaking skill that consider the idea, organization, and grammar, the teacher should find an appropriate learning media in improving their skill and motivating them in learning English. Then, the teacher also should pay attention to kind of text that

will be given to the students. For the students, they can use the *Flashcard* as a media for them to be used in speaking descriptive text. The students can also learn more about descriptive text especially about animals by using the flashcard media. For the next research and development, the testing should be conducted when the students were studying about speaking descriptive text in order to get the evaluation more accurately.

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