

IMPROVING STUDENTS' ACTIVENESS IN SPEAKING USING FLASHCARDS

A RESEARCH ARTICLE

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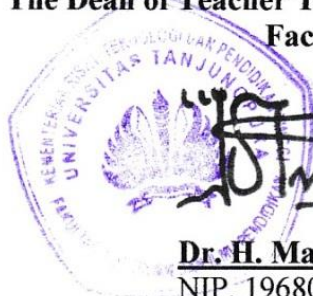
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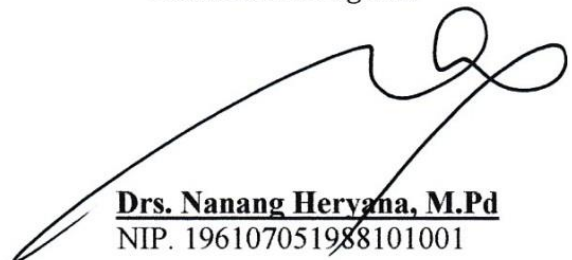
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Abstract

This research is aimed at improving students' speaking activeness using flashcards media in teaching learning process. The subject of this research is class VIII C students at SMP Kemala Bhyangkari Sungai Raya in academic year 2017/2018. This research was done by asking and answering the materials to make the students active in speaking. In this research, the researcher implemented flashcards as the media. Therefore, the method used in this research is a classroom action research in which the researcher concerned with the improvement of students' activeness in every meeting. This research was conducted in two cycles. In collecting the data the researcher observed the improvement of students' activeness in speaking through observation checklist, field notes, and activeness table. The result of this research showed that flashcards media can improve the students' activeness in speaking by asking and answering the materials. The students' individual score in activeness also improved in teaching learning process. From the result, it can be concluded that students' activeness in speaking by asking and answering the materials taught by flashcards media was improved. In addition, this media can help students to speak actively.

Keywords: Flashcards, Speaking Activeness, Classroom Action Research.

Speaking is one of the most important skills to master. The success is measured in terms of the ability to carry out conversation in language speaking in an interactive process of constructing meaning that involves producing, receiving, and processing information. As the main tool of communication, speaking become an important component to be mastered by the students. English speaking is taught in Junior High School. The students should master to speak English especially in daily conversation. But in fact, many students still have difficulty in speaking.

Based on the observation during teaching practice, the students class VIII C at SMP Kemala Bhayangkari Sungai Raya had the problem in teaching learning process of speaking. Many students were passive in speaking. This problem might be caused by several problems. First, the students are anxious to make mistakes. They also have no model how to pronounce the word correctly because the teacher often speaks in Indonesia rather than English. Second, the teaching media in the classroom is not attractive to stimulate the students to be active in speaking. In addition, when there is an opportunity to practice English in front of the class, students prefer to be silent

or wait for the teacher to point one of them. Those all made their achievement became low and caused failure in teaching and learning process.

Being active in the classroom is the most important thing in teaching learning process. Because it means that the teaching learning process is successful. Based on the problems above, it can be concluded that the main reason causing the problem is the teaching media used in the classroom is not attractive to stimulate the students to be active in speaking. In the teaching and learning process the teacher still uses the traditional method without any activity that can involve all the students to interact each other such as lecturing, translating, and answering questions from the book. Finally, the researcher finds an appropriate media to solve the problems. The researcher chooses flashcards as the media. The researcher thinks that flashcards are the suitable media in improving students' activeness in speaking. Flashcards are the simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching. It means that flashcards are the media which can help the teacher to teach English easily.

This research is Classroom Action Research that was conducted to class VIII C. This research is Classroom Action Research that was conducted to class VIII C students at SMP Kemala Bhayangkari Sungai Raya in academic year 2017/2018. The focus of the Classroom Action Research in this research is the process on how does the flashcard can improve students' activeness in speaking. The researcher believed through this research, the media can solve the problems and can be a reference for the teacher. By doing this research, the researcher believed that using flashcards media could improved students speaking activeness in the process of teaching learning English speaking.

Active learning is simply that having students engage in some activity that forces them to think about and comment on the information presented. According to Prince (2014, p. 1) Active learning is generally defined as any instructional method that engages students in the learning process. Pritchard (2008, p. 6) says "Learning is defined simply as the acquisition of new behavior". Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing the material and do assignments.

The students must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves. According to Bell & Kahrhoff (2006, p. 1) "Active learning is a process wherein students are actively engaged in building understanding of facts, ideas, and skills through the completion of instructor directed tasks and activities. It is any type of activity that gets students involved in the learning process". It means that learning occurs when students become engaged in an activity that utilizes the content and skill they are learning. Active learning let the students to work and dependent with their friends in case learning English especially in speaking.

Speaking is one of important parts in teaching language because includes one of four basic language skills. Although it is importance, for many years, teaching speaking has been

undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. According to Thornbury (2005) speaking is a skill and such need to be developed and practiced independently of the grammar curriculum. Speaking can be as the way to carry out feeling through words, even conversations with other.

Speaking is one of the important skills in English. This language skill needs to be mastered since people use it when they express their idea to others. According to Richards (2008, p. 19) that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Developing speaking skills will involve gaining fluency in spoken interactions with others. Furthermore, Brown (2000, p. 267) stated that speaking is when someone can carry on a conversation reasonably competently, and benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speaker of a language. Hence, it is important that people should be able to produce the language naturally the language.

In addition, Speaking is one of language skill which is very important to be mastered by students in order to be good communicator. According Cameron (2001, p. 40) says that "Speaking is the active use of language to express meanings so that other people can make sense of them. In other word, speaking is labeled as productive skill because a speaker actively produces language to deliver meaning. As stated by Harmer (2007, pp. 345-348), teacher can use some of the following useful ways to encourage students in taking part in the speaking activity. (1) Preparation It is a good way to give the students time to think about what they are going to say and how. It also applies on practice with their peers before performing in front of the class. (2) The value of repetition Allowing the students to repeat on the material the teacher has taught and let them to improve it. It reduces the anxiety because the material has been taught before. (3) Big groups, small groups. Make sure that they get chances to speak and interact in big or small groups. (4)

Mandatory. Mandatory Participation Allowing the students to equally engage in a task without knowing who gets the turn first and who gets the next. Those useful ways are important to the teacher to make students engage in activity. If the teacher has good preparation, they will enjoy the process of teaching learning in the classroom and engage actively.

The process of speaking is something natural and automatic. It means that there is no obstacle for someone who is accustomed to speak in a language. According to Thornbury (2005, p. 1) that speaking is so much a part of daily life that we take it for granted. Having a good speaking ability is a must in order to have a good communication skill. It is because being able to speak well is an important part of communication. Students with good speaking ability will get easy in communicating and participating effectively and actively.

Learning is a process to acquire knowledge. It needs hard work and sometimes will make students frustrated and get bored, so that they lose their attention to a lesson. In this case, the use of media in teaching learning process is needed to attract students' attention and to make teaching learning activities more interesting and also effective.

There are many media or instructional media that the teacher can choose properly in their classes. According to Marianne (1995, p. 457) "media can be classified into "non-technical" and "technical" media." Non-technical media consist of blackboards, flashcards, posters, newspapers, maps, and realia. while, technical media typically include audiotapes, TV, film, computer, and language lab.

Generally, there are three categories of instructional media namely; audio, visual, and audio-visual media. Audio media are the media that can be listened (audible media), visual media refers to media that can be seen (visible media), and the audio-visual media are the media that can be listened and seen.

In this research, the researcher only takes visual media as one of many kinds of instructional media. The researcher used flashcards in the teaching learning process to improve students speaking activeness.

Flashcards are cards on which words and/or pictures are printed or drawn. Flashcards are useful to help the teacher in the English learning process. The teacher is easier to explain of material and give example clearly. Because the students can see a picture that appropriate with the theme so the students are easier to receive the explanation of teacher. In teaching learning activity, it is necessary to use media to motivate the student to learn. Chesla (2002, p. 12) says that flashcards are simple but very effective study tool. They are teaching aids that are composed small pieces of paper.

Flashcards are one of the media education. According to Ashcroft (2014, p. 640) Flashcards are thought to be a particularly effective deliberate learning tool for studying vocabulary. It contains of picture and words. It is classified based on kind and the class such as the flashcards of food, fruits, vegetable, animal, household, transportation and clothes. Flashcards means small cards contain picture, text or symbol to remind and to stimulate the students on certain something. Haycraft (1978, p. 102) defines flashcards as a card on which words and/or pictures as printed or drawn. Based on the picture, flashcards usually have 8 x12 cm or it can be adapt by big or small class such as alphabet can be used to practice spelling (in Arabic or English). According to Harmer (2002, p. 134), flashcards are smallish cards which we can hold up for our students to see. Flashcards are card with words of pictures that are flashed to a class by the teacher.

Flashcards are a type of study aid that is designed to present an individual with a single unique question or problem that relates to a specific topic. According to Phillips (2001, p. 69), Flashcards are picture cards which an invaluable way of introducing and revising vocabulary and it can used to drill simple structure and function. From some definition above, flashcards are card bearing picture and word given by the teachers when they are explaining the material to their students. It helps the teacher to handle and teach the material to the students easily. Flashcards have various sizes based on student's specific need. They are colorful which is used to memorize

and understand new vocabulary. Beside it, flashcards are the visual aids which are used to make the students more interest and enjoy in teaching learning process and to improve student's understanding on the material given by the teacher.

According to Harmer (2002, p. 136) Flashcards can also be used for creative language use. Students are asked to write a description of flashcards, and they are asked to invent the conversation taking place between to people in a picture or in a particular role play activity, then as foreign language, English is not used daily in society, English is considered difficult subject studied for the students. So it needs approach consideration and strategy. In studying English in order to be easy and interested. English teacher should use a variety of teaching aids to explain the material. The teachers should use an effective strategy, creative and able to adapt when they are teaching student in teaching and learning process. If the teachers use one method, students are bored the subject. flashcards are cards that usually use thin paper and stiff. Flashcards show picture or words. Usually flashcards include of group with kind or classes. Edwards (2006, p.98) says "Flashcards are a powerful memory tool write questions on one side of the cards and the answer on the other side". It help the students to understand the material is given by the teacher. Based on many definitions above about flashcards, the researcher can conclude that flashcards are the best tools for memorizing information. The flashcards must always be brief, large, neat and clear so that it can be seen from the rear of the room. Capital letters are preferred print should be used since it is easy to read at a distance.

METHOD

The aim of this research is to solve the research problem. In solving the problems, various kinds of media can be applied. It depends on what kind of research it is. Since the researcher intends to find out whether flashcards can improve students' activeness in speaking, so the research is conducting classroom action research where the researcher pays more attention to the teaching learning

process. According to Tomal (2010, p. 10) stated "Classroom Action Research is a systematic process of solving educational problems and making improvements". So, this media is applied to solve the problems that occur in the classroom and more concerned with the improvements.

According to Rush (2003, p. 3) Classroom Action Research is a rather simple set of ideas and techniques that can introduce you to the power of systematic reflection on your practice. In improving teaching, research in the classroom is needed to know what actually happens in the class, what the students think, and response of the teacher or how she reacts in class. Mills (2000, p. 5) defines Classroom Action Research as a systematic inquiry done by teachers or other individuals in teaching or learning environment to gather information about and subsequently improve the ways their particular school operates, how they teach and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment (and on educational practices in general) and also developing students' outcomes and the lives of other involved. Koshy (2005, p. 9) "Classroom Action Research is about working towards practical outcomes and also about creating new forms of understanding, since action without understanding is blind, just as a theory without action is meaningless".

In conducting classroom action research, the researcher used collaborative action research. The researcher and teacher elaborated and worked together to study the problems. The teacher have role as the collaborator who assisted the researcher in the classroom while teaching learning process running. In improving teaching, research in the classroom is needed to know what actually happens in the class, what the students think, and response of the teacher or how she reacts in class. Burns (2010, p. 2) says that the central idea of the *action* part of AR is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better,

improvements in practice. Furthermore, Creswell (2012, p. 592) stated “the purpose of classroom action research is to improve the practice of education, with researchers studying their own problems or issues in a school or educational setting”. Hence, classroom action research was useful to improve the teaching learning process. Classroom Action Research (CAR) typically involves four broad phases in a cycle of research. They are planning, acting, observing and reflecting

Technique and Tools of Data Collection

Technique of Data Collection

In this research, the researcher used observation and measurement technique. The researcher used observation technique to observe of what happening during teaching and learning process. The measurement technique applied to see the students' activeness. (1) Observation checklist. The researcher kept the process of the activities in form of a note that records any action happens in the classroom when the treatment was given. She also gave checklist (✓) in the observation checklist table. This observation checklist helped the researcher to find out the students' activeness in teaching learning process. (2) Field note is used by the researcher to record anything happens in the classroom when the use of flashcards is applied. It formed in a table that contains planning, acting, observing, and reflecting. Students' activeness was used to see class VIII C students' improvement of SMP Kemala Bhyangkari Sungai Raya in teaching learning process. It was made on the table which consists of two aspects. The first aspect is asking questions aspect, it has two indicators, indicators A = the students ask the teacher about the materials, indicator B = the students ask their friends about the materials. The second aspect is answering questions. It also has two indicators, indicator A = the students answer the questions given by the teacher, and indicator B = the students answer their friends' questions. The table of students' activeness can be seen in the lesson plan in this research.

Data Analysis

To know flashcards can improve students' activeness in speaking or not, the researcher analyzed the data. Firstly, the researcher used qualitative analysis for the data that were taken from observation checklist and field note. Secondly, the researcher gathered the quantitative data from the students' speaking activeness in asking and answering the questions. The data which were analyzed as follows: This observation checklist has 12 aspects which were done by the teacher and the students such as responding the teacher's greeting, answering the teacher's questions, asking questions to the teacher, asking the students one by one, speaking loudly and etc. The researcher analyzed all the aspects in the observation checklist then described it into paragraph. The researcher described in detail the aspects which were done and were not done in teaching learning process using flashcards media. Field note, the researcher got the data from the teacher's and the students' activities in teaching learning process which was not gathered in the observation checklist. Like in the observation checklist, the researcher also described every point in the field note as the additional description of the activities in the classroom where flashcards media was applied. This data gave more information to the researcher about the class VIII C students' speaking activeness at SMP Kemala Bhyangkari after applying flashcards media in the classroom.

In analyzing the data of the students' activeness in speaking, the researcher counted the number of the students' individual question and answer in the table of students' activeness, then the score was divided 4 based on the table. After getting the final score, the researcher categorized the score based on four criteria: inactive, sometimes active, active, and very active. When the students' individual score is getting higher from cycle to other cycles, the researcher considered that using flashcards media improved the students' activeness in the process of teaching learning English speaking.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The purpose of this research is to improve the students' speaking activeness in teaching learning process using flashcards media. As the researcher stated in the chapter one, class VIII C students at SMP Kemala Bhyangkari Sungai Raya were identified to have a problem with the activeness of theirs during teaching learning process, actually the students were expected to have a good participation in the classroom. In fact the students were passive to participate in the process of teaching learning English. The researcher of this research believed that using flashcards media could improve students' speaking activeness during the class. To convince the idea, a classroom action research was conducted in class VIII C students at SMP Kemala Bhyangkari Sungai Raya in academic year 2017/2018 on September 2017. Two cycles were carried out involving 25 students and a collaborator.

Discussion

From the research findings above, the researcher had some important points to be discussed: Flashcards media as one of teaching speaking media was suitable to be implemented in English class. This media could improve the students' speaking activeness in the process of teaching learning English speaking. Through this media, the students made themselves to get involved in practicing their English speaking.

When flashcards was applied in the classroom, the students showed their progress slowly but sure. The students got better discussion in teaching learning English process. The students slowly tried to speak English with the teacher and their friends, even it was hard for them to try to communicate in English but finally they could do it well. They were not nervous anymore when answering the question from the teacher and their friends. They also looked enthusiastic to follow the activities of the class.

The researcher of this research considered that flashcards media was successful in improving students' speaking activeness to class VIII C at SMP Kemala Bhyangkari Sungai Raya. It could be seen from the process of teaching learning. The students could follow

and understand the teacher's interaction, they more active in asking and answering the questions. The improvement was analyzed from their ability in answering the question orally especially in discussing and describing process in the classroom. Furthermore, it can be seen from the students' score in the table of activeness, they got improvement in every teaching learning process.

Indeed, this improvement was resulted by some modifications which were made by the researcher and the teacher in the second cycle. In this phase, the teacher gave the students' opportunity to do questions answers about the materials with their chair mates, so that the students could understand the material deeply. The teacher also actively to show flashcards of animal that common in students' mind. By this way, the students could enthusiastic to answer because they are familiar with the flashcards that the teacher given. The teacher also looked welcome to give some helps once the students raised their hands. As the result the students became active to speak in the process of teaching learning English speaking.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of discussion the researcher found that there was an improvement in students' speaking activeness. In addition, the students also seemed excited to answer the questions. As the major problem, the students' speaking activeness was also improved. However, the researcher and the teacher had to give little modification in the second cycle since it did not improve in the first cycle. Beside that, the students were also capable to answer the questions correctly. This confirmed the researcher that students' activeness in speaking have improved.

Suggestion

Based on the conclusion stated above, the researcher would like to provide some suggestions First, the teacher needs to identify the students' behavior first before presenting the lesson. This aimed to choose an appropriate media. Second, it is necessary for the teacher to use media, such as flashcards, so the students

will be interested in joining the lesson. Third, the teacher should be able to develop a good atmosphere in the class, so that the students learn at comfortable situation. For example make a various media and combine by the using of flashcards. For that reason the students do not feel bored.

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