



The Influence of Flashcards Media in Improving Students' Speaking Skill on the First Grade of Junior High School

Ridwan¹, Nurhaeni²

e-mail: ridwan@unsulbar.ac.id

e-mail: nurhaeni@unsulbar.ac.id

Faculty of Teacher Training and Education University of Sulawesi Barat, Indonesia

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Abstract

This research aimed to know there was a significant influence of using Flashcard media in improving students' speaking skills. The location of this study was at SMPN Satap Lelumpang. The research methodology was a pre-experimental design using the One-group pretest-posttest design. The population in this research were all students of class VII. This study's sample was non-probability sampling, namely saturated sampling, where the total population was 19 students. When the pre-test and post-test were completed, the researcher analyzed the data using SPSS to determine the T-test sample. (2-tailed) = 0.000 and <0.05. Sig. (0.000 <0.05) indicated that flashcards media in improving students' speaking skill of seventh-grade students of SMP at SMPN Satap Lelumpang was influential and effective. It indicated an increase in students' speaking skills after using flashcards. The score for the Mean Pre-test was 59.47, while the Mean Post-test score was 65.78 where the significant value was (0,000). While students' motivation in speaking skill towards the used of flashcards media in a mean score of 7.61 and CTR 37% has been able to influence the motivation to learned speaking skill in seventh grade using the flashcards media method at SMPN Satap Lelumpang. Furthermore, the analysis showed that the average score of students' motivation on the use of flashcards media in learning the speaking skill was (73.31%).

Keywords: *Flash Cards, Media, Improving, Speaking Skill.*

Introduction

English is a foreign language in Indonesia. Students are expected to master English skill, such as: Speaking, listening, reading and writing. Speaking English is important in our daily. Thus, speaking is a productive skill in an oral model that can produce sounds, convey messages, ideas in communication for students. According to Hurlock in Sagita (2017: 176), stating that "speaking as a form of language that uses articulation or words used to convey intentions, because speaking is the most effective form of communication, its use is the most extensive and most important." Speaking skills are very useful for students to communicate each others. Speaking has an important role in our daily. In this case, the students will convey with clear meaning and pronunciation, they must have clear pronunciation, intention, grammar, phoneme pattern, vocabulary, and others. According to Harmer, (2007: 343), If students want to be able to speak fluently in English, they must be able to pronounce phoneme patterns and speak in a connected language. However, English teachers often overlook the importance of speaking in class. In fact, students need effective speaking skills in which they can communicate well and they can understand the speaker.

Flashcard enables students to improve their speaking skills by remembering pictures and shapes, vocabulary in speaking. Suryana in Hotimah (2010: 24) stated, "Flashcard is one form of educational games in the form of cards that contain pictures and words deliberately designed to improve various aspects including developing memory, training independence and increasing the number of vocabulary."

Based on the explanations, the researcher concludes that the ability to speak as a communication tool is a need to be improved in learning. Students often do not dare to talk because they are shy and do not express themselves in front of others, especially when they are asked to provide information or personal opinions. In addition, there are concerns about speaking poorly and feeling lost confidence in front of their classmates. In the process of learning, the teacher can use media flashcards with explanations of pictures, writing or vocabulary that are easy to remember in improving students' speaking skills.

Therefore, in some of the explanations, speaking skills as a communication tool in learning are needs that must be improved. As for students to communicate, students are often reluctant to talk because they are shy and do not tend to express themselves in front of others, especially when they are asked to provide information or personal opinions. Often, there is a concern in conveying words that cannot be understood so that they feel lost confidence in front of their classmates. Hence, in the process of learning speaking skills teachers can use flash cards media with picture explanations, writing or vocabulary can be remembered in improving students' speaking skills and can increase students' motivation and interest in learning in the classroom.

Based on interviews which were conducted by researcher with English teachers at the school at SMPN SATAP Lelumpang, process and researcher found several things about students' interest in English. At this school, students pay less attention to the teacher during the learning process, students' understanding of English is lacking, and students do not have much vocabulary maintenance, apart from that the pronunciation of students is lacking too.

Speaking skill is one of the skill that hard to be mastered. In learning of English language speaking skill that viewed as the most demanding in mastering English. In the same manner as Penny ur in Fitriana (2014), stated that "Speaking seems intuitively the most important: people who know a language are referred to as speaker of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak." Substantively, in this case speaker not only has to know what to be delivered but also knows how to deliver it effectively in conveying the message.

The previous theory emphasizes that speaking is an attempt to use language freely, able to speak that emphasizes interaction, communication and mutual understanding. If it is related to a particular language, such as English, according to Taringan (2008: 16) in Sagita (2017), stated "speaking is the ability to pronounce sounds of articulation or words to express states and convey thoughts of ideas, and feelings."

Based on the explanation, speaking includes several components that must be mastered: structural acquisition, vocabulary, pronunciation, fluency and understanding for oral communication in a classroom context. The component of speaking in a language class must encourage the acquisition of communication inside and outside the classroom.

According to experts, it can be concluded that when people talk, they build ideas with words, express their perceptions, feelings, and intentions, so that other people understand the meaning of what is meant by the speaker. If students do not have speaking skills, do not understand English words spoken by the speaker, do not recognize language, they cannot understand the meaning of the speaker's meaning. In that condition, they cannot be said to be successful in learning English, because they do not have meaningful English conversation interactions.

From the explanation, people speak in several conditions: when someone utters meaning or makes sounds that have intonation. Besides, they sometimes articulate words comprised of ideas or thoughts and feelings to communicate efficiently in the community, family environment, neighbours, friends and other surroundings.

Basically there are a lot of types and forms of media. According to Rudi Brets in Bie (2019) several types of media are as follows:

1. Audio Media

Understanding audio media is a type of media that involves the sense of hearing (ears) that manipulate the ability of sound. Messages that can be conveyed in

audio media are verbal messages (spoken language or words) and non-verbal messages (music, vocalizations, other sounds).

2. Visual Media

Visual media is a type of media that involves the sense of sight (eyes). Some visual media:

- a) verbal visual media; visual media that contains verbal messages or written linguistic messages. For example books, magazines, newspapers, and others.
- b) Graphic visual media; visual media that contains non-verbal messages where the message contains symbols or no graphics. For example sketches, photos, drawings, diagrams, maps, and others.
- c) Non-print visual media; visual media that contains messages in three dimensions. For example dioramas, miniatures, models, mock ups, and specimens.

3. Audio Visual Media

Audio-visual media is a type of media that involves the sense of hearing and the sense of barrier simultaneously in one process. Messages broadcast on this type of media are verbal and non-verbal. For example film dramas, documentaries, and others.

Based on explanation above, it can be said that learning media are all forms of human, material or events that build certain conditions as a means of intermediary in the teaching and learning process to achieve a learning goal that has the benefit of being able to clarify the message not too verbalitis, overcome limitations, stimulating which can equalize student understanding and can provide effective and efficient learning. In the explanation above the researcher will use the media to help in class learning and relating to the type of media that only involves the senses of the sight.

In teaching speaking there are some importance aspects that need to be identified, they are the level and the function language in speaking skill. Namely micro skill and macro skill. The micro skill refers to producing the smaller chunks of language such as phonemes, morphemes, word collocation and phrasal units . The macroskill imply the speakers focus on the larger elements fluency, discourse function, style, cohesion non verbal communication and strategies option. Brown (2003: 142-143) those skill are presented as follows there are microskills and macroskills.

Media is an intermediary or essential tool transferring messages or information from a source to the message's recipient. Another opinion reveals that the meaning of the media is all forms of channels that can be used to convey information or statements. In other words, the media can be defined as a means to get a message.

According to Rohani in Bi (2019) The media are all things that can be captured by the human senses and function as an intermediary, a means, or a tool for the communication process. As for other opinions according to Briggs in Bie (2019), the

meaning of the media is a tool that is physically used to convey the contents of the material. Media can be in the form of videos, pictures, books, television, and others.

Based on these views, it can generally be concluded that the media portrays every communication channel that covers print to digital paper, and includes art, news, educational content and various other information. Digital media is becoming an increasingly broad part of modern communication, consists of complex and coded signals that are transmitted through various forms of physical and virtual media, such as fiber optic cables and computer networks.

Basically there are a lot of types and forms of media. According to Rudi Brets in Bie (2019) several types of media are as follows audio media, visual media and audio visual media. Flashcard was first discovered by Glenn Doman, a founder of The Institute for the Achievement of Human Potential in Philadelphia in 1955. Glenn pioneered the field of brain development in children and discovered methods of learning by playing to stimulate children's brains to develop better by using media called bits of intelligence or better known as Flashcard. Flashcard used is a card that is written with red Latin letters. According to Glenn's theory in English BiMBA for Kids (2017), teaching toddlers or young children to read is to introduce a meaningful word, are familiar to the child's mind or have often been heard in their daily lives. This will help children to more easily remember every word through Flashcard.

The word media comes from Latin *medius* which literally means 'middle', 'intermediary' or 'introduction'. Regarding the boundaries of Gerlach, Ely media as quoted and Arsyad (2002) in Hotimah (2010), it is stated that media, if understood broadly, is human, material, or events that build conditions so that students are able to acquire knowledge, skills, or attitudes. More specifically, the media in the teaching and learning process is interpreted as graphical, photographic, or electronic tools to process and reconstitute both visual and verbal information.

Flash cards are small cards that contain images, text, or symbol signs that remind or direct students to something related to the image. Flashcards usually measure 8 X 12 cm, or can be adjusted to the size of the class at hand. According to Indriana (2011:68) flashcard is a learning media in the form of picture cards measuring 25 X 30 cm. The images on the flashcard are a series of messages that are presented with information on each image.

Furthermore, the researchers can conclude that the media flashcard is card learning that contains images, text, or symbols used to help remind or direct students to something related to images, text, or symbols that are on the card, and stimulate thoughts and interests students so the learning process takes place.

Method

The researcher had been placed in the First Grade of Junior High School at SMPN SATAP Lelumpang and The research was conducted from July to October 2021, which adjusted to the English lesson schedule at the first grade of Junior High school at SMPN SATAP Lelumpang.

The researcher concluded that the population is the entire object/subject, including all the elements in it that will be examined. The population used in this study were all students of class VII at SMPN SATAP Lelumpang.

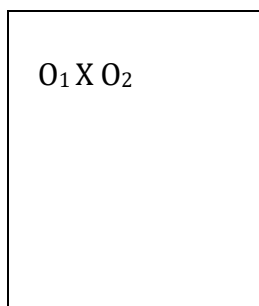
The researcher concluded that the population is the entire object/subject, including all the elements in it that will be examined. The population used in this study were all students of class VII at SMPN SATAP Lelumpang. According to Sugiyono (2017: 118), "Samples are part of the number and characteristics possessed by the population". Furthermore, it can be concluded that the sample is an example collected to represent the population. This study sample is the same as the population, namely all class VII at SMP Negeri Lelumpang.

This study would be using the same object/subject between population and sample because all population members were sampled, and the sampling technique or technique used for sampling was saturated sampling. Saturated sampling, as stated by Sugiyono (2017: 124-125), "was a sampling technique when all members of the population were used as samples, this was often practised when the population was relatively small, less than 30 people, or research that wants to generalise with minimal mistakes. Another term for saturated sampling was the census, where all members of the population are sampled".

The method applied in this research was the experimental method, stated by Sugiyono (2017: 107), "The research method could be interpreted as a research method used to look for the effect of certain treatments on others under controlled conditions".

According to Sugiyono (2017: 108-109), "There were several forms of experimental research designs that could be used in a study, namely: Pre-Experimental Design, True Experimental Design, and Quasi-experimental Design". The type of experimental research design applied in this study was Pre-Experimental Design. Sugiyono (2017: 109) suggested that Pre-Experimental Design was not yet an actual experiment because outside variables influence the dependent variable's formation. Furthermore, the experiment results were independent because there were not control variables, and the sample was not chosen randomly".

Besides, this research used a single group design. Sugiyono (2017: 110-111) suggested that based on the number of bound variables, there were three types of one group design, namely One-shot Case Study, One-group Pretest-Posttest design, and Tseriesries design". Moreover, in this study, the design executed is the One-group pretest-posttest design.



Information:

O_1 = Pretest (initial test)

X = Treatment

O_2 = Posttest (final test)

The research instrument was a tool applied to collect data. In this research, the researcher had collected the data by using the test and questionnaire.

a. Test

According to Brown (2003), test was considered reliable if the same test was given to the same subjects or matched subjects on two different occasions. The test should yield similar results. This research used the One-group pretest-posttest design experimental between pre-test and post-test to collect the trial's data.

b. Questionnaire

Researchers had distributed questionnaires to measure student motivation. Sugiyono (2017), stated that the questionnaire was a data collection technique that consists of some questions or written questions to be answered by respondents.

The data had been collected by using three sessions that consist of pre-test and posttest, between the pre-test and post-test there was a treatment for four meetings.

a. **Pre-test**

Before the treatment began, The researcher assessed students' prior English speaking proficiencies related to their pronunciation and vocabulary to get the data. Afterwards, the students were given the pre-test in pair and asked to practice the provided test instruments.

b. **Treatment**

After the researcher gave the pre-test, the students acquired the treatment using the Flash Cards method to improve their speaking skills. The treatment will be conducted six times by applying flashcards in which the number of students to be tested consists of more than 19 students.

c. **Post-test**

After conducting the pre-test and treatment, the researcher organized the post-test to know the method's influence, whether there was an improvement or not. The researcher collected the data by using the pre-test and post-test. The first was a pre-test to observe and measure the students' skills before giving the treatment. The second was a post-

test aiming to measure the improvement of students' speaking skills after the researcher's treatment was implemented.

In assessing the students' speaking skill, the researcher displayed the scoring direction below:

Table 3.2

Scoring Formulation for Students' Speaking Skill

Competent Features	Score	Criteria
Fluency	9-8	Directly explain completely
	7-8	Explain completely while thinking
	5-6	Explain but not complete
	3-4	Explain while thinking but not complete
	1-2	Explain nothing right
Accuracy	9-8	No mistake
	7-8	No inaccurate word
	5-6	Two inaccurate words
	3-4	Three inaccurate words
	1-2	More than three inaccurate words
Content	9-8	Message is required is dealt with Cully and effectively
		Message required is dealt with effectively but a little unsystematic.
	7-8	Message required is adequately conveyed and organized but some restriction
	5-6	Message is broadly conveyed but with little subtlety and some lost of detail
	3-4	Inadequate or irrelevant attempts at conveying the message
pronunciation	1-2	
	9-8	Very good pronunciation
	7-8	Good Pronunciation
	5-6	Fair Pronunciation
	3-4	Poor Pronunciation
	1-2	Very poor pronunciation

Source: (Brown, 1994: 406)

a. Classification the students' speaking score

Table 3.3
Classification the students' Speaking Skill

No.	Classification	Score
1.	Excellent	90-100
2.	Verry Good	80-89
3.	Good	70-79
4.	Fair	56-69
5.	Poor	41-55
6.	Very Poor	≤ 40

(Source: Kemendikbud, 2013)

Results

Comparison of Pre-test and Post-test Classification Score

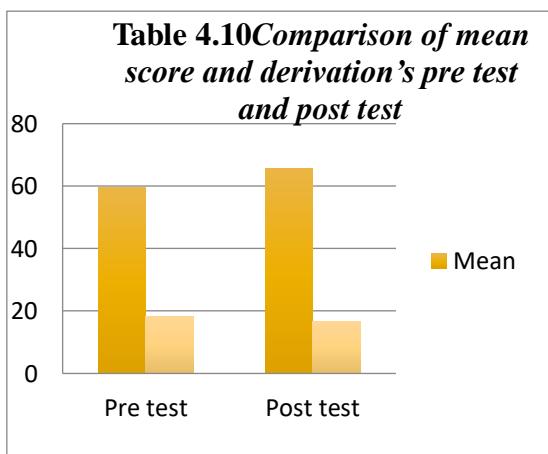
Table 4.11 Pre-test and Post-test Classification Score

<i>C</i>	<i>Score</i>	<i>Pre-test</i>		<i>Post-test</i>	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>Excell</i>					
<i>ent</i>	<i>90 - 100</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0%</i>
<i>Very</i>					
<i>Good</i>	<i>80-89</i>	<i>3</i>	<i>16%</i>	<i>7</i>	<i>37%</i>
<i>Good</i>	<i>70-79</i>	<i>4</i>	<i>21%</i>	<i>3</i>	<i>16%</i>
<i>Fair</i>	<i>56-69</i>	<i>4</i>	<i>21%</i>	<i>3</i>	<i>16%</i>
<i>Poor</i>	<i>41-55</i>	<i>4</i>	<i>21%</i>	<i>5</i>	<i>26%</i>
<i>Very</i>					
<i>Poor</i>	<i>≤ 40</i>	<i>4</i>	<i>21%</i>	<i>1</i>	<i>5%</i>
<i>Total</i>		<i>1</i>	<i>100</i>	<i>1</i>	<i>100%</i>
		<i>9</i>	<i>%</i>	<i>9</i>	

Based on the table, the pre-test data demonstrated that most students had poor speaking skills, while the post-test showed that most students experienced an increase in speaking skill. It was proved by the percentage of students' scores on the pre-test and post-test. No student was achieving the excellent category both in the pre-test and the post-test. Besides, only three students acquiring a very good class

with a percentage of 16%, while four students got a good category at the rate of 21%. The figures for fair, poor, and very poor classes revealed similar statistics, about four students with 21% in each category.

The discoveries above showed a significant improvement in students' speaking skills after being treated by flashcards media. The pre-test means was 59,47, and the standard derivation was 18,40, while the mean score of the post-test was 65,78 with 16,68 of the post-test formal derivation. Furthermore, the range of the mean score of pre-test and post-test was 6,315, and about 11,3 was the range of the standard derivation.



Descriptive Statistics T-tes

T-test Sig. (2-tailed) was smaller than 0,05 (Sig. (2-tailed = 0,000 < 0,05) which indicated that the Alternative Hypothesis (H1) was accepted. Furthermore, the Null Hypothesis (H0) was declined, which showed that the use of flashcards media effectively enhanced students' speaking skills at the Seventh Grade of SMPN SatapLelumpang.

Table 4.11 Descriptive Statistics T-tes

	Minimu m	Maxim um	Mean	Std. Deviation	N
Predicted Value	44,6783	83,25	66,84	11,8303	19
Residual	-	12,81	,0000	9,54900	19
	23,2534	952	0		
	5				
Std. Predicted Value	-1,873	1,387	,000	1,000	19
Std. Residual	-2,367	1,305	,000	,972	19

Descriptive Statistics of Questionnaire**Table 4.10 Statistics of Questionnaire**

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	63	1	5,3	5,3
	64	2	10,5	15,8
	68	1	5,3	21,1
	69	1	5,3	26,3
	72	1	5,3	31,6
	74	1	5,3	36,8
	76	1	5,3	42,1
	77	1	5,3	47,4
	80	2	10,5	57,9
	81	1	5,3	63,2
	83	1	5,3	68,4
	85	3	15,8	84,2
	89	1	5,3	89,5
	93	1	5,3	94,7
	100	1	5,3	100,0
Tota	19		100,0	100,0

Questionnaires were distributed to students to determine their interest in using flashcards media in the learning process. Interval score data from all students categories based on the questionnaire in Table 4.5 showed that flashcards media was fascinating. Seven or about 68.61% of students strongly agreed, while about ten or 73,31% students stated agreed. However, there were three students or 10.22%, who were doubtful. From the entire interval of statements, there were no students who disagreed and strongly disagreed. Further analysis showed that the average score of students' motivation to use flashcards media in the learning process was 73.31%, categorised as very high motivation.

Sugiono (2017) supported the increase of students' learning motivation based on students' learning outcomes can be identified by looking at the increase in student motivation through SCALE or the respondents' range determined from 0-100. The categories had been listed and verified to validate the data by analysing the respondents' options from the existing questionnaires.

Discussion

Student participation in the classroom learning process can be identified by comparing the flashcard media method's application. Students enjoyed the learning process from the first meeting to the next meeting. Some students talked more, and another essential factor influencing the students to speak in class was the students' participation in the learning process. It related to a statement from Abdullah (2012), "Several factors are influencing the student's involvement in the process of learning. The first factor lies in the students' personality; with high self-efficacy, students showed better academic achievement and participating more in the classroom. The students will deliver a higher interest in learning more and know more by asking questions, giving opinions, and discussing the classroom topics. The second important factor that affects the students to participate actively in the classroom is the instructor's traits and skills.

Aminuddin (2017) stated that several previous studies demonstrated that "the use of flashcards was effective". Several earlier researchers agreed that using flashcards in learning was an alternative to solve speaking skill issues. Those results were related to Aminuddin's research results. Therefore, this study was applied flashcard media to assist students in the learning process.

Active learning lets the students work and depend on their friends when learning English, especially in speaking. Paust, in Azizah (2017), stated that Active learning is, in short, any learning activity engaged in by students in a classroom other than listening passively to an instructor's lecture". The active students are those who are not keeping listening to the teacher. However, they will think critically about what the teacher said.

It designated that most of the students were apathetic and had a lack of motivation at the beginning. Surprisingly, students' attitudes toward speaking skills increased. The change could be identified from the following indicators: the flashcards media encouraged students' interests and attention during the learning process, the theoretical correlation of flashcards media in speaking skills and the research process. Gunusti (2014) stated that through pictures, the purpose of this study is to improve the speaking skills", the result of the study showed that using picture motivated students to be more enthusiastic in the learning process.

Anxiety is an emotion characterized by tension, worried thoughts and physical changes like increased blood pressure. People with anxiety disorders usually have recurring intrusive thoughts or concerns. They may avoid certain situations out of worried. According to Cheng, in Asparanita (2020), anxiety responses consist of an emotional component, tension; cognitive component, worry; physiological responses, increased heart rate and blood pressure; and behavioural

responses, avoidance of certain situations.

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Based on the research results above, the researcher assumed that flashcards media could improve grade VII students' speaking skills of SMPN Satap Lelumpang. In this case, it was similar to previous studies' results, stating that "the flashcards cards to improve students' speaking skills has been successful".

Students' motivation was crucial for the student learning performance. In this case, it was the duty and obligation of researchers always to be able to maintain and increase students' motivation with learning methods in the classroom provided.

Motivation determined the level of success or failure of student learning outcomes. The inspiration was teaching tailored to the needs, encouragement, motives, and interests of students. Motivation required the researcher or teacher's creativity and imagination to discover ways to affect the emotions or factors to sustain students' motivation in the learning process.

In this case, it was comparable to Saptono's theory (2016) which stated, "Learning motivation for students is to make them aware of the position at the beginning of student learning, the process, and the final result. Furthermore, using existing methods encourages enthusiasm for learning and directs learning activities in the classroom. Motivation determines the level of success or failure of student learning. Motivated teaching requires the teacher or researcher's creativity and imagination to find ways to determine effective teaching. Overcoming emotions are integral to teaching adjusted to the needs, encouragement, motives, interests, and strength. Besides, the aims to compare students in the learning process can develop students' motivation in the classroom".

Based on the research results above, the researcher utilised the flashcards media to increase learning motivation or determine students' interest in the learning process. Firstly, the researcher provided flashcards arranged to be put at chest level and facing the student. Secondly, the researcher directed or appointed either individual students or groups to pull out the flashcards one by one. Thirdly, students were requested to observe the flashcards one by one and then pass them on to the other students until they could follow. Following that, students memorise the pronunciation of cards they obtained after the researcher explained the instructions. Besides, the researcher played games in the learning process using shuffled or matched flashcards media, in which each individual or group quickly formed a straightforward sentence and pronounced it.

Thus, flashcard media could increase students' eye contacts, articulation, fluency in pronunciation, choice of words and simple sentences. There was a rise in every aspect observed. The students' interests in the learning process upgraded because the flashcards media contained images with a unique model and various colours. In addition, the teacher did not apply this method before, so it became something new for students to increase their motivation. Because of those variations, students did not experience boredom, and students were more interested in using flashcard media. This study's results were similar to Aminuddin (2017), which asserted that the strategy used in developing student abilities was to provide things according to students' interests. Besides, Teachers involved students in any means of situations, either in small groups or large groups. Flashcards can be supplied to students as a game to recognise words or memorise vocabularies, interesting pictures with striking colours so that students are interested".

Previous researchers accepted several theories that using flashcard media in learning was an alternative to solve speaking skills problems in the learning process. The use of flashcards media for students in the classroom was very effective and increased students' motivation in the classroom's learning process.

Conclusion

The result of the T-test analysis was Sig. (2-tailed = 0,000). If it was compared to the value of Sig. 0,05, it indicated that the T-test value was smaller than Sig. 0,05. Therefore, there was a significant difference between students' speaking skills before and after receiving treatment using the flashcards media, Sig. (0,000 < 0,05). It can be concluded that the use of flashcards media to improve students' speaking skill in the first grade of junior high school students at SMPN Satap Lelumpang were effective. From the statement, it can be concluded that the null hypothesis (H0) was rejected, while the alternative hypothesis (H1) was accepted. Thus, there was an increase in students' speaking skill after using flashcards in the learning process. With the Mean Pre-test (59.47) while the Mean Post-test (65.78) and significance score was (0,000) value.

The table above used SPSS to know students' motivation in speaking skill by using flashcards media in a mean score of 7.61 and CTR 37% had influenced the seventh-grade students SMPN Satap Lelumpang to learn about speaking skill. Further analysis showed that the average score of students' motivation to use flashcards media in learning the speaking skill was (73.31%), which was categorised as very high with AGREE category.

To improve the quality of students' English, the writer further proposes some suggestions as follow: It is suggested that the students actively participate in the flashcards media method as an alternative to improve their speaking skills. For students, the flashcards media method's implementation must be applied to improve the study results. The English teacher must be creative to design the method or technique and employ some strategies to encourage students' enthusiasm in enhancing their speaking skills. The teacher should consider the students' needs and concerns before designing the speaking skill learning method. The teacher must create various activities and learning methods in the teaching and learning speaking skill process. For other researchers, this research would be used as a reference and comparison, especially in terms of students' speaking skill and flashcards media in the speaking skill learning process.

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