



## The Implementation of Flashcard to Teach Spontaneous Speaking for Students in AI Khawarizmi Course

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**Abstract** – Bahasa Inggris telah menjadi sorotan perhatian untuk waktu yang lama. Karena banyaknya manfaat dari berbicara dalam bahasa Inggris, maka siswa harus menguasai bahasa Inggris dengan baik, khususnya berbicara dalam dunia akademis dan profesional. Salah satu metode untuk memiliki komunikasi terbaik dalam bahasa Inggris dengan menerapkan flashcard untuk mengajarkan berbicara spontan dengan cara yang lebih baik. Flashcard dan berbicara spontan membuat siswa lebih tertantang dalam berbicara dan memberikan pengalaman baru dalam perkembangan berbicara. Penelitian ini merupakan penelitian kualitatif dengan desain deskriptif kualitatif. Subjek penelitian ini adalah 10 siswa AI Khawarizmi Course Bojonegoro khususnya dari International Class Program (ICP). Pelaksanaan flashcard dan spontaneous speaking dilaksanakan selama 3 hari, dimana siswa diberikan flashcard secara acak oleh guru dan siswa harus berbicara secara spontan tanpa bantuan dan berpikir kritis. Setelah menerapkan semua aturan, guru memberikan questioner dan memiliki dokumentasi untuk mendukung hasil implementasi. Penelitian ini menemukan bahwa implementasi flashcard untuk mengajarkan berbicara spontan berhasil berdasarkan tes berbicara dari para siswa. Selain itu, implementasi flashcard dalam berbicara spontan menunjukkan bahwa hambatan berbicara berasal dari kurangnya kepercayaan diri dan keadaan sekitar. Kedua penerapan flashcard untuk mengajarkan berbicara spontan dan hambatan dalam mengajar berbicara menggunakan flashcard merupakan kombinasi baru yang terbaik untuk meningkatkan kemampuan berbicara siswa. Siswa dapat menggunakan flashcard untuk memperkuat kemampuan berbicara sambil melakukan berbicara spontan.

**Keywords:** implementasi, flashcard, berbicara spontan

**Abstrak** – English has been in the spotlight of attention for an extended period. Due to the numerous benefits of speaking English students must be good in mastering English, specifically speaking in academics and professional life. One of the methods to have the best communication in English is by implementing flashcards to teach spontaneous speaking in a better way. Flashcards and spontaneous speaking make the student more challenging in speaking and give the new experiences in speaking progress. This research was qualitative research with descriptive qualitative design. The subject of this research was 10 students of AI Khawarizmi Course Bojonegoro specifically from the International Class Program (ICP). The implementation of flashcards and spontaneous speaking was held for 3 days, whereas the students were given random flashcards from the teacher and students must be speaking spontaneously without any help and think critically. After implementing all of the rules, the teacher gave the questioner and had documentation to support the result of the implementation. The study found that the implementation of flashcards to teach spontaneous speaking was successful based on the speaking test from the students. Moreover, this implementation of flashcards in spontaneous speaking showed that the speaking obstacles were from lack of self-confidence and surrounding circumstance. Both the implementation of flashcards to teach spontaneous speaking and the obstacle of teaching speaking using flashcards were the best new combination to boost students' speaking skill. Students could be implementing the flashcard to strengthen the speaking skill while doing spontaneous speaking.

**Kata kunci** – implementasi, flashcard, spontaneous speaking

## INTRODUCTION

English is already an indispensable language due to its widespread use in daily life. This is why English is considered a global language. English has been in the spotlight and at the center of attention for an extended period. As we all know, English is certainly a second language for native English speakers who converse with one another. English serves as a bridge between numerous cultures and origins. According to Klappenbach (2019), English is one of the most commonly spoken languages in the world, with around 360 million native speakers and nearly twice as many second-language speakers.

Many students should be able to use foreign languages to communicate in different situations, learn new things, make a living, and go on to higher levels of education. To fully appreciate all of these concepts, students must possess a fundamental knowledge of English. From the explanation before, students should know that listening, reading, writing, and speaking are the first four fundamental English skills. Speaking is being the most essential, even less, ability to speak English is frequently viewed as difficult to acquire because it involves constructing a string of spoken words to express an idea or message that are easily understood by the audience (Irmawati, 2016). Students need to practice speaking, which is thought to be one of the most important parts of learning a foreign language for most people, and that success is measured by the ability to have a conversation in that language according to Goh & Burns (2012); Nunan (2001).

In this current time, speaking English has been used in the fields of scientific research, education, commerce, the internet, travel and tourism, media and newspapers, software, medical, engineering, information and technology for their daily activities. To achieve all of what has been stated above, students must have enthusiasm to learn speaking, meanwhile teachers should have capabilities and strategies to teach and explain the material in order to get the speaking target. By applying the rules in the class while speaking class and doing fun activities in order students do not getting bored and be a fun learning, teacher should understand the concept of speaking as a Bailey (2005) stated that the students are allow to practice their English fluency and teach them that making mistakes while speaking is natural and ensure that the teaching process is well-planned. Those all are to ensure and maintain the preparation of teachers and students to engage in speaking class.

This study focuses on implementing flashcards to teach spontaneous speaking. Using flashcards and speaking spontaneously might help students to think and speak faster and critically. The study discovered that most students struggled with learning how to speak. Students are uninterested in learning to speak English as a foreign language, particularly in terms of grammar, fluency, pronunciation, and cultural background. During the speaking activity, they were largely uninterested and unconfident in speaking up. Furthermore, students have never been given the

opportunity to demonstrate their ability to speak. It makes the students' speaking activity passive. The combinations from flashcard and spontaneous speaking strategy perform well to get the students to speak English well (Aliputri and Friends 2018 in Henni Fitriani and Friends 2021). In this case, the researcher taught speaking using a good method and creative learning tools. The researcher chooses a few different literature reviews from previous studies that were all connected to the research study.

The first thesis by Khadija Sekkal (2020) with the title *"Impromptu Speech for Strengthening Tertiary Students' Oral Communication Competencies in Large Class"* from the Department of Humanities at the University of Sidi Mohamed Ben Abdellah in Sais-Fez, Morocco. The research employed a quasi-experimental design using a sample drawn from willing participants. From about the middle of January till the very end of April 2019, this study was put into action. Student performance in impromptu presentations is significantly higher than that of students taught through more traditional means. These children have done an excellent job maintaining conversations that are both consistent and coherent, with clear pronunciation, an acceptable vocabulary, and well-formed sentences.

The third thesis is by Lilik Sriyanti and Uli Fatwati (2019) from IAIN Salatiga with the title *"The Use of Flashcards to improve communication on using prepositions in autistic child"*. The goal of this study was to evaluate the effectiveness of flashcards as a learning tool for enhancing autistic children's prepositional speaking skills. A single-subject design was utilized alongside this experimental research method (A-B-A-B model). An autistic child's communication abilities regarding the use of prepositions were greatly enhanced by the use of flashcards, as demonstrated by the study's findings.

This research differs from others in that it relies on a combination of flashcards and spontaneous speaking to help students learn and practice English speaking skills. The use of media demonstrations is another key distinction. In this study, participants were required to speak spontaneously using the flashcards vocabulary that was given.

## **METHOD**

The researcher used the descriptive qualitative design to describe the primary focus of this study. While the goal of descriptive research was to provide a clear description and explanation of the topics of study. Descriptive studies are conducted to determine the current state of affairs (Arikunto, 2020). In addition, a descriptive approach is a method of assessing the current state of a group of individuals, an object, a situation, a system of thought, or a group of occurrences.

The subject of this research was the sixth-grade Al Khawarizmi Course students in Bojonegoro, it consisted of 10 students among 60 students of Al Khawarizmi Course by using the speaking test, questionnaire, and documentation to find out the implementation of flashcard in spontaneous speaking and the obstacle of using flashcard to teach speaking.

The instrument was a methodological research instrument used for data collection. The instruments consist of a speaking test, a questionnaire, and documentation. Here is the procedure for collecting data for the research:

a. Speaking Test

(Russell & Airasian, 2012) said a test is a formal, systematic method for obtaining information about a student's achievement or other cognitive ability.

b. Questionnaire

Questionnaire was used in this research; the students were given 10 questionnaires in implementation of flashcards to teach spontaneous speaking.

c. Documentations

This study used documentation to provide the context necessary to comprehend the results of a particular research output. Proper documentation supports the organization of the notes and data. It also adds credibility to the work, gives credit to others in the field, and facilitates the dissemination of the research.

## FINDING AND DISCUSSION

The researcher in this chapter would explain on implementing flashcards to teach spontaneous speaking at Al Khawarizmi Course Bojonegoro:

1. The Implementation of Flashcard in Teaching Spontaneous Speaking

In this study, the researcher engaged the participants from Al Khawarizmi Course, whose students come from schools with an international class program. There are 60 students in total from the course, but the researcher engaged only 10 students who were used as research subjects particularly from the 6th grade of the international class program. This step was essential for this paper and the primary data was from the speaking test. From the data that had been collected by the researcher, it could be summarized that implementing flashcards in teaching spontaneous speaking could help students to strengthen their speaking. The students had followed the first step till the end of step.

To follow up the implementation of flashcards to teach spontaneous speaking, the teacher would like to apply this combination method after the courses are finished, therefore the students could not be disturbed or wasting time when they study in the course in Al Khawarizmi Course. This paper was held about 3 days on the weekdays starting from 30 May to 02 June 2023. This research has the correlation with the flashcard and spontaneous speaking. By implanting flashcards and spontaneous speaking the students could strengthen their speaking and think critically.

Following that, the teacher evaluated the speaking test that could be seen from the final results of the speaking test. The first student said "Light a feather and cotton". The content from student one was not a sentence due to error grammatically but the pronunciation and fluency were good. The second student said "Young master would like to have a wife". The sentence and grammatically,

fluency and pronunciation were perfect. The third student said "High expectations will ruin you". The content and grammar were good. In addition, there was a lack of pronunciation and fluency when speaking. The fourth student said "I sad when I lost my money". It was grammatically and good content even though the pronunciation was lacking. The fifth student said "Slow respond is not good". It was a good sentence but the fluency and the pronunciation must be improving in the future. The sixth student said "Hot day.... makes me tired" the student spoke grammatically and the content was perfect, but the pronunciation and fluency were not good enough. The seventh student said "I like sweet foods". The seventh student said it confidently but the fluency was good and the pronunciation and grammar. The eighth student said "In the night I sleep well". The student was speaking well and got the best score for the rubric speaking. The ninth student said "You hide... behind the tree". The content for this student was good but the fluency, grammar and pronunciation were not good enough and this student must do practice every day to improve the speaking skills. The last student said "The blunt knife was mine". The student spoke directly with confidence and the pronunciation, fluency, grammar and content were good. The results showed that students are able to speak spontaneously with the vocabulary that has been given through flashcards. The result showed that out of 10 students there are 8 students getting the best score and 2 students getting a good score. It means, the implementation of flashcards to teach spontaneous speaking was successfully implemented in Al Khawarizmi Course particularly from sixth grade an International Class Program based on the result.

## 2. The Obstacles of Teaching Using Flashcard in Spontaneous Speaking

To find out the obstacles, the teacher used a questionnaire after the speaking test that students were asked to note which were some statements in the questionnaire. The researcher made the questionnaire' statements based on the research issues and the result from the questionnaire showed that mostly this paper was the very first time that students participated in English study. There were 10 students who participated in this study, all students were given a questionnaire. There were 10 statements for this questionnaire, the first number 1 to 3 were common statements about students' thoughts and the very first number 4 to 10 were the statements that related in this study which is the implementation of flashcards to teach spontaneous speaking. The first statement from questionnaire was "*This is my first time participating in a study conducted in English.*", the second was "*English is my favorite and easiest subject.*", the third was "*English was essential in both professional and academic life.*", the fourth was "*This is my first-time using flashcards to learn a language.*", the fifth was "*This is the first time I've learned to speak spontaneously when given a word and must respond promptly.*", the sixth was "*I am concerned to speak since I worry that my grammar and pronunciation are poor.*",

the seventh was *"Self-confidence and environment factors influence English language fluency."*, the eighth was *"I found a new method for learning speaking by using flashcard."*, the ninth was *"This research helped me to think critically and swiftly, particularly when speaking English."*, the last statement from questionnaire was *"On a daily basis, I will practice using flashcards and speaking spontaneously to strengthen my speaking skills"*. Based on the 10 statements from questionnaire, the first student answered 7 yes and 3 no, the second student answered 9 yes and 1 no, the third student answered 8 yes and 2 no, the fourth student answered 9 yes and 1 no, the fifth student answered 7 yes and 3 no, the sixth student answered 9 yes and 1 no, the seventh student answered 8 yes and 2 no, the eighth student answered 9 yes and 1 no, the ninth student answered 7 yes and 3 no, and the last student answered 6 yes and 4 no. The aim of the questionnaire was to support the results of the speaking test after the treatment, namely speaking performance and to find out the obstacles of teaching using flashcards in spontaneous speaking.

The obstacles by implementing flashcards to teach spontaneous speaking are students must be having fear and worry when speaking due to lack of self-confidence and the surrounding circumstances as said in the questionnaire result. In addition, mostly students' obstacles are in the way of speaking which is about fluency and mispronunciation. By implementing both flashcards and spontaneous speaking, students could reduce the obstacles of speaking English. Students agree that implementation of flashcards to teach spontaneous speaking helped to think critically and swiftly. Based on the result, students would like to practice using flashcards and speaking spontaneously to strengthen their speaking skills on a daily basis.

## DISCUSSION

From the data that had been collected, the researcher found that the implementation of flashcards in teaching spontaneous speaking was the good way to strengthen English skill specifically in speaking. Source of materials is an essential aspect of teaching and learning (Oktha & Fitri, 2023). As Lin & Chen, (2018) said that the potential of flashcard techniques to improve and strengthen speaking ability, particularly fluency and accuracy. In addition, the finding of completeness that students achieved on the speaking test proves the use of flashcards as a learning tool is successful (Istianah, 2015). Based on the related study before, the implantation of flashcards in teaching. Spontaneous speaking could make students more enthusiastic during the treatment Moreover, in the context of activities in which participants use flashcards to find partners, the make and match learning model emphasizes the development of social skills, particularly the capacity for collaboration and communication as well as the spontaneously speaking (Alipu tri, 2018; Mikran, 2018; Wandy, 2017). Based on what was said above, the teacher could discover that implementation of flashcards to teach spontaneous speaking could strengthen English

speaking skills, especially fluency as well as accuracy. Students passed their speaking examinations, proving that flashcards are an effective learning tool. The make and match learning model, which involves and emphasizes the development of social skills such as collaboration, communication, and spontaneous speech.

Based on finding the obstacles of implementing flashcards in spontaneous speaking, it must be difficult for students to speak in public due to lack of self-confidence and surrounding factors. Sholikhhi (2022), says when students begin practicing speaking in public students are typically nervous and anxious. Moreover, the researcher also discovered that students were severely affected in speaking. It is supported by (Rumiyati and Seftika, 2018) that speaking anxiety, which was caused by three factors: nervousness, anxiety, and dread about the surrounding.

## CONCLUSION

The results of the speaking examination indicated that students were able to speak spontaneously with vocabulary learned from flashcards. The fact that eight out of ten students had the highest score and two had a good score indicates that flashcards were successfully implemented in the course. Nonetheless, some students struggled with initial explanations and exhibited anxiety and dread when speaking. By implementing both flashcards and spontaneous speech, students could overcome the obstacles associated with speaking English. Students believe self-confidence and environmental factors influence English fluency, according to the study. Students were able to think critically and quickly due to the use of flashcards, and they would like to do practice on a daily basis using flashcards and speaking spontaneously to improve their speaking strength. Hence, the researcher found that implementing flashcards to teaching is an effective way for teaching English, particularly speaking.

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