

Developing Flashcard to Teach Students' Integrated Listening and Speaking Skills for 8th Grades

Dyah Ayu Tiara Prameswari^{1,*}, Hermayawati².

^{1,2} Universitas Mercu Buana Yogyakarta, Yogyakarta, Indonesia

¹ tiaraprameswarigarindra@gmail.com; ² hermayawati@yahoo.com.

* corresponding author

ARTICLE INFO

Article history

Received : August 8, 2019

Revised : September 15, 2019

Accepted : November 6, 2019

Keywords

Flashcard

Teaching media

R&D

ABSTRACT

This study is aimed to help students in learning integrated listening-speaking skills by developing flash card as teaching media. It is found that they are not supported by appropriate media and causes their motivation and competence seem to be stagnant. It is also found that there are some weaknesses on the old media. Start from the design that is not up to date and seems not so interesting fro the students. Then the materials of the media that are assumed as fragile because it is made of paper. The size of the media that is seen as too small and the procedure of the use that sometimes made teachers find difficulties to use it. Regarding to those findings, this research goes further to design the new media in order to solve those problems. This research adopted Research and Development (R&D) with ADDIE model. After implementation, it is found that the product has development and some strength that can be beneficial for the users.

This is an open access article under the [CC-BY-SA](#) license.



1. Introduction

Education is the main factor to determine the quality life of the country. That case relates with the Law No. 20 year 2003 section 3 about National Education System which states: "National Education aims to develop the ability and create the character and national culture which prestige in order to educate the national life, aims to develop the potential of the students in order to become the good fearing human, good character, learn, creative, independent, and become the democratic and responsible citizen."

Basically, English subject becomes of main subjects in the curriculum consists of four skills to be taught. They are listening, reading, writing and speaking. Speaking skill is an important skill, which plays role to increase understanding of communication so that becomes productive and active skill. It means that English is the one of subject, which should be learned by students. Based on observation, students usually find difficulties in learning listening and speaking because actually they need media to make them understand the materials easily. It is also supported by the teacher that he thinks the media is needed and the form of media should be simple and easy to use. It indicates that eight grade students need an interesting way to learn listening and speaking..

Based on previous studies and some interviews, it was found that the existing flash cards are assumed seeming not interesting enough. The students think that the flash cards are too old design and not simple. It is believed that the old design of flash card can decrease students' motivation to

use it as learning media. They also reveal that the old design of flash card is less of instruction. It causes the teacher (as stakeholder) get doubtful in using it as well.

Herein, flashcard as a game to teach vocabulary and sounds may give more effect to the students who have difficulty in learning English especially in listening and speaking. For instance, Arbasian & Ghorbanpour (2016) conducted an experimental research toward Iranian students in order to find out the impact of flashcard on students' vocabulary mastery. They found that there was significant effect of using flashcard on vocabulary learning on intermediate EFL learners. It means that there is a great opportunity in maximizing flash card as an instructional media. The media itself should be able to fulfill some principal criteria. The benefit of flash card as teaching media is also notable as Asemota (2015) says on his journal.

Media make learning more concrete, crystallized, practical, applicable and meaningful. They enhance the rate of retention of what students are taught. They change the role of the teacher as sole dispenser of knowledge to that of coordinator of learning experiences. They permit students to proceed at their own pace. They provide the learners with opportunities for practice. They stimulate thoughts and discussions of students. They inspire students to higher levels of achievement (Asemota: 2015).

Hence, this research is intended to produce a new design of flash card that can be more useful than the former. By adopting some principle from Asemota (2015), this research is intended to make flash card based on students' need and easy to use for the teachers. Some aspects need to be concerned are what kind of flash card that is appropriate to students and how to use it to teach listening-speaking skills.

Instructional Design

In the scope of instructional design, Holden (2015) states, "the ultimate goal of designing instruction is to improve human performance." In this research, the researcher's goal is to improve the English performance of the students by developing a flashcard, which becomes the media for the students. Designing a flashcard is a part of instructional design.

In order to design the flashcard, the researcher consider the most appropriate model as there are many instructional models which have been used to design a product. According to Hannum and Hansen (1989) and Gibbons (1981), a common feature found in instructional design model has produced a generic instructional design model or a model of a generic ID is also known as the ADDIE model, which stands for Analysis, Design, Development, Implementation, and Evaluation. Based on the definition above, the researcher will use the ADDIE model to create the flashcard.

Furthermore, as the benchmark of this study, the study applied characteristics of good media used in teaching. Asemota (2015) conclusively proposed some criteria should be fulfilled in providing teaching media; they must be relevant to the instructional objectives, students' nature and characteristics, the content and concept being learned and students' background. It should be understood by the teacher and allocated in appropriate time. Furthermore, it is also considered to be suitable to the instructional strategies, motivational and clear in the usage.

Teaching Integrated Skills

Teaching integrated skills, means that the teacher can combine more than one skill in their classroom activities. In this study, the two skills were delivered in form of text or discourse in integrated way as speaking and listening skill together in classroom activities. By combining and focusing of *three functions of speaking* by Richards (2008) and Brown (2004) and *bottom-up process* of listening by Nation & Newton (2010), this study is deliberately intended to teach daily routines using flashcard as integrated skill classroom setting.

"It may be said that the more the skills are taught individually, the less communication will take place in the classroom. To avoid this, the skills should be taught in integration to guide learners to develop their oral communicative competencies." (Taviv: 2010).

The way to teach listening-speaking skills in integrated way can be illustrated as below.

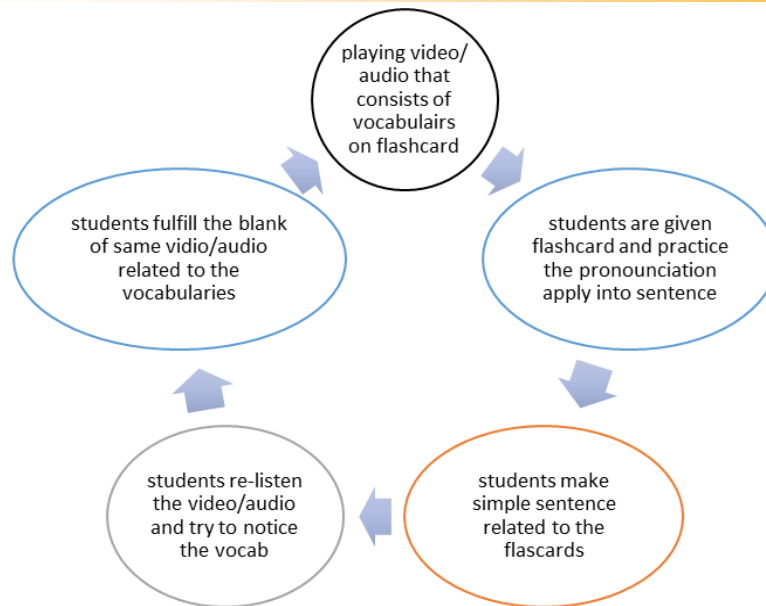


Fig.1. Illustration of the cycle of the use flashcard to teach integrated skills

2. Method

Research Design

The research adopts Research and Development (R&D) study based on ADDIE model. Then, the expected outcome of the research is *product*, which is the flashcard. Seels and Richey (1994) defines that there are must meet the criteria of internal consistence and effectiveness as the systematic study of designing, developing, and evaluating instructional programs, process, and product. Here, the researcher has designed the flashcard in order to teach integrated listening and speaking skills of the students through vocabularies and the sounds.

Research Procedures

The researcher takes on ADDIE model in order to describe the procedure of the research. Rogers (2002) develops five phases in his instructional design. The first phase is analysis, then design the product, after that development the teaching strategy and instructional media, then implementation by doing the teaching and learning, and the last is evaluation.

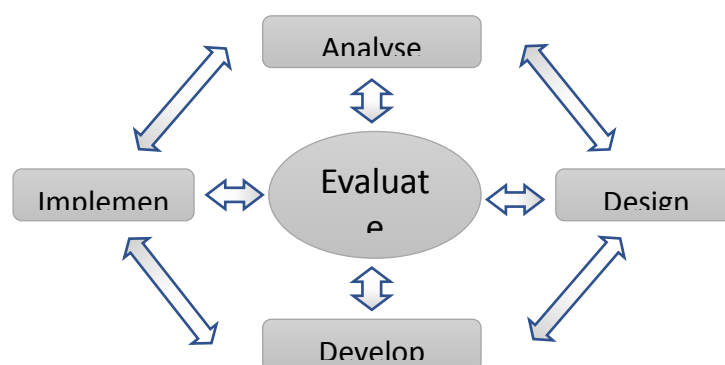


Fig. 2. ADDIE Model.

Analysis

In the section, the needs of students based on background their needs, learning style, and characteristics have been analyzed. In order to get the information of the students, interview as instrument has been used. Then, the data were analyzed based on the teaching and learning process.

In addition, the analysis is also concerned on the given curriculum of the school, which include the syllabus, lesson plan, the material, and so on.

Design

Here, the researcher formulated the design of flashcard by using blue print, which focuses on strategies, objectives, assessment, and topic discussion in accordance to the needs got from the observation.

Development

This stage is more focused on creating the product, which the product is flashcard. Then, the instructional materials such as lesson plan, media, learning resource, and instrument are set up.

Implementation

In this segment, the product of flashcard is implemented to the students and the teacher in the teaching and learning process. It is purposed to get the critical feedback from the users.

Evaluation

After gaining the data from implementation, the step is to evaluate in order to find out which the product is effective and appropriate to teach students' speaking skill.

Data Collecting Techniques

To gain the data needed in the research, some research instruments from Fraenkel & Wallen (2009) and Creswell (2012) are applied such as *interview* that is used to get teacher's, students' and experts' point of view of the product; *observation* which is applied find the needs related to the product; *questionnaire* that is delivered to obtain the judgment or assessment from the users and experts and; *documentation* that is purposed to capture the proses of the research.

Data Analysis Techniques

After gaining the data, the next step is analysis. The procedure of analysis is based on the types of instruments. *Interview*; it was analyzed using qualitative procedure where the data are interpreted descriptively. Afterwards, there is *Observation*; the data were analyzed thematically such as the problems, weaknesses and the needs from the participants. And the last is *questionnaire*; the data were analyzed in the way descriptive quantitative.

3. Findings and discussion

Experts' Judgment

Experts' judgment is needed to get the evaluation and assessment of the product. After conducting two-time revision, the level of assessment is categorized in very good category. It can be seen form the expert judgment that the media are appropriate to be used in the classroom activities. It is also supported by the data of validation of the media that got average point 4.5. The highest aspects of the product are it is suitable to the instructional strategies (5.0). It is relevant to the content and concept being learned (5.0); It is relevant to students' background (5.0); It is easily understood by the teacher (5.0); the quality of the materials is good (5.0) and; The design is attractive (5.0). It means that the product has fulfilled the standard. For the complete result, it can be found on appendix.

It indicates that the product is in accordance with the characteristics of good media in teaching. Furthermore, the product is also seen as the development of the previous product with some innovations. Start from the materials, after doing observation, it is found that the materials of previous product is made of paper and categorized as fragile. Considering the problems and activities of the students, the researcher provide new kind of materials that can not be easily broken called *printable ID card plastics*. It has been proved that the materials are water resistant and hard to be broken. From the design aspect, it is originally designed to adjust the students level and look like attractive. It is purposed to get the intention from the students while using the flash card in class activities. Eventually, aspect from the teachers' need is fulfilled by providing the manual use of the card. It is assumed that it can help teacher to apply the media effectively.

Table 1. Experts' judgment of the product

Categories	Point	Percentage
The design of the media	4.0	80 %
The strength of the media	4.0	80 %
The materials of the media	5.0	80 %
Instructional of the media	4.0	100 %
Total		85%

Users' Testimony

User' judgment here is from the teacher as the user of media. It shows that the teacher is interested on the media because it can help him to teach the skills effectively. He also thinks that the design and materials of the media is really good and can be used for longtime. For the procedure, he sees the media is better because the researcher provide the manual as the guide to apply the media. It is because some previous media have no clear instruction in the application of the media

After joining the class using the media, then some students were interviewed to get their perception about the media. It can be seen that they are interested to the media. They think that the media is easily to be understood.

- Student 1 : "the card is interesting because the pictures have words and the way I pronounce it"
- Students 2 : "usually I use card made by paper, and sometimes it is broken because some friends and clumsy and they love to fold the card. It makes the card is not good because the shape is broken and I will not use the broken one"
- Students 3 : "the card is nice, because the avatar is same as my daily activities. When I use it, actually I drop a water on it because I forget to tighten my bottle, but, it is not wet and I think it goof because it is not easily broken".

It can be seen that the students find the media that are interesting for them. Because of their age and level, their activities sometimes are clumsy and it needs learning media that have strength and no easily broken. It is important because when the media are easily broken, it will demotivate them in learning activities.

4. Conclusion

After performing this research, there is a conclusion that can be drawn as follows. The researcher believed that using media to teach could help student to be more motivated and interested to learn English subject especially in listening and speaking skills. The developed in this research is good and effective so that it can be used as the media to teach listening and speaking skills. The media also no easily broken, which means it can be used for longtime by any English teacher to teach. The new design is in good classification of media in teaching based on Asemota (2015). The previous media is made of paper which means easy to tear, different from that, the new one is made of hard and strong material also it is waterproof called printable id card plastic.

References

- Abbasian, G & Ghorbanpour, E. (2016). The Effect of Flash Card-based Instruction on Vocabulary Learning by EFL Learners. *International Journal of Humanities and Cultural Studies*.
- Aldoobie, N. (2015). ADDIE Model. *American International Journal of Contemporary Research*, 5(6). University Of Northern Colorado.
- Asemota, H, E. (2015). The Role of Media in English Language Development. *International Journal of Humanities & Social Science Studies*, Vol.2, No.3
- Brown, H. D. (2004). *Principles of language learning*. NJ: Prentice Hall. Regents. Englewood Cliffs.
- Creswell. J. H. (2012). *Educational Research: Planning, Conducting, and Evaluating Qualitative and Quantitative Research*. Boston: Pearson.
- Danim, S. (2003). *Agenda Pembaharuan Sistem Pendidikan*. Cetakan I. Yogyakarta: Pustaka Belajar.
- Depdiknas. (2003). *UU Sistem Pendidikan Nasional (UU RI No. 20 Tahun 2003)*. Jakarta: Sinar Grafika.
- Farah. (2013). *Improving the Students' English Speaking Skill Through Cue Cards Media at Grade VIII of MTsN Rowokele in the Academic Year 2012/2013*. Yogyakarta State University. Retrieved from <http://repository.uny.ac.id/dspace/bitstream/123456789/4410/1/NASIKHATUN.pdf>
- Frangkel, J, L & Wallen, N, E. (2009). *How to Design and Evaluate Reseachr in Education (7th ed)*. New York: McGraw-Hill Companies, Inc.
- Ginusti. (2014). *Improving the Speaking Skills of Grade VIII SMP Negeri 2 Godean Through Pictures*. Yogyakarta State University. Retrived from <http://repository.uny.ac.id/dspace/bitstream/123456789/4410/1/GALLISNAWANG.pdf>
- Hatch, E. & Brown, C. (1995). *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press.
- Harmer, J. (2002). *The Practice of English Language Teaching*. London: Longman.
- Holden, J.T. (2015). *An introduction to the ADDIE instructional systems design model*. Retrieved September 15th, 2016 from <https://www.lib.purdue.edu/sites/default/files/directory/butler38/ADDIE.pdf>
- Hussaini, I. et al. (2016). Improving Nigerian and Malaysian Primary School Students Vocabulary Skills Using Flash Cards. *International Journal of Research & Review*, Vol:3, No.7.
- Insaniyah. (2003). *The Use of Flashcards in Teaching English for The Sixth Year Students of SDN 1 Tuntang in The Academic Year of 2002-2003*. A Thesis Salatiga. STAIN Salatiga.
- Rogers, P.L. (2002). *Designing instruction for technology-enhanced learning*. Hershey, PA: Idea Group Publishing.