THE USE OF FLASHCARD TO STIMULATE STUDENTS' PARTICIPATION IN ENGLISH SPEAKING ACTIVITIES AT MTs NU SIDOARJO

THESIS

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Yang membuat pernyataan,

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EXAMINER APPROVAL SHEET

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ABSTRACT

The purpose of this study was to examine the reasons why the English teachers' prefer to use flashcard as a media while teaching English. The focus of this research is the reasons why do the teachers use flashcards as a media and what are the challenges faced by the teachers. This study provided questionnaire checklist and interview guideline with the English teachers from MTsNU Sidoarjo. The result of this study indicate some of reasons by the teachers' in using flashcard as a media and what are the challenges faced by the teachers when using flashcard as a media in teaching. The results of this study found that the media was very effective and could stimulate students' participation in English speaking activities. Even by using these media, the teachers feel easier to apply media flashcard in learning because they can be used anytime and anywhere. This findings highlights that there are several reasons why teachers prefer to use flashcards as a media to stimulate students participation in English speaking activities, besides that there are several challenges faced by the teachers. In this study, it was found that the challenges often faced by the teachers when applying the media were students' lack of vocabulary mastery, in preparing the media they had to be quick and adjust the images with the material to be delivered in class, also the situation in the classroom was crowded because the students were very enthusiastic.

ABSTRAK

Nuzila Ismi Khuril Ain, Deyisna. (2021). The Use of Flashcard to Stimulate Students' Participation in English Speaking Activities at MTsNU Sidoarjo. A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisor: Drs. Muhtarom, M.Ed., Grad. Dipl. TESOL and Rakhmawati, M.Pd.

Kata kunci : *Penggunaan Flashcard, Partisipasi Siswa, Aktivitas Berbicara*

Tujuan dari penelitian ini adalah untuk meneliti alasan guru bahasa Inggris menyukai flashcard selama mengajar bahasa Inggris sebagai media bahan ajar. Fokus dari penelitian ini yakni alasan guru kenapa menggunakan flashcard sebagai media dan tantangan yang dihadapi oleh guru. Penelitian ini memberikan kuisioner kepada lima guru bahasa Inggris serta melakukan interview dengan guru bahasa Inggris dari sekolah Madrasah Tsanawiyah Nahdlatul Ulama di Sidoarjo. Hasil dari penelitian ini menunjukkan beberapa alasan guru dalam penggunaan media flashcard serta tantangan apa saja yang dihadapi oleh guru ketika menggunakan media flashcard sebagai media bahan ajar. Hasil penelitian menemukan bahwa media tersebut sangat efektif dan bisa merangsang partisipasi siswa dalam aktifitas berbicara bahasa Inggris. Bahkan dengan menggunakan media tersebut, guru merasa lebih mudah dalam mengaplikasikan flashcard didalam pembelajaran karena bisa digunakan kapanpun dan dimanapun. Temuan ini menyoroti bahwa ada beberapa alasan guru mengapa lebih menyukai menggunakan flashcard sebagai media untuk merangsang partisipasi siswa di dalam aktifitas berbicara bahasa Inggris, selain itu ada beberapa tantangan yang dihadapi oleh guru. Didalam penelitian ini menemukan bahwa tantangan yang sering dihadapi oleh guru ketika mengaplikasikan media tersebut adalah kurangnya penguasaan vocabulary siswa, didalam mempersiapkan media harus cepat dan menyesuaikan gambar dengan materi yang akan disampaikan dikelas, dan juga situasi dikelas yang ramai karena siswa sangat berantusias.

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LIST OF ABBREVIATION

SD   Sekolah Dasar

SMP   Sekolah Menengah Pertama

MTs   Madrasah Tsanawiyah

SMA   Sekolah Menengah Atas

NU   Nahdlatul 'Ulama

ELT   English Language Teaching

CHAPTER I

INTRODUCTION

This chapter addresses what will be studied, what the signs are, what the goals are, the importance of the analysis, the scope and limitation, the meaning of key terms, and why this researcher is doing so. Some points are displayed by the researcher to respond to those headings.

A. Background of the study

Education is crucial in life although it serves as a basis for future generations' development. Age, race, gender, or color are not taken into consideration in education. There is no end to what we can acquire from education in order to help us advance above the other person with whom we share this world. Personals are sociable creatures who like being in the company of others; learning and sharing knowledge through speech allows us to interact with one another. Education is important not only for our own personal development and pleasure, but also so that we may pass on our knowledge to help future generations develop.

Science, aviation, computers, diplomacy, and tourism all use English. Knowing English can help you land a job with a multinational corporation in your native country or abroad. It is also the international language, as well as the language of the media and the internet. As a result, learning English is essential for socializing, enjoyment, and business.[1]

English is the first foreign language taught in Indonesia, and it is required at Elementary School (SD), Junior High School (SMP), Senior High School (SMA), and several university semesters. As a result, the Indonesian government is always attempting to increase the country's English education. As the quality of teachers and other components engaged in educational processes improves, so does the quality of English teaching in Indonesia. English

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[1] https://www.elc-schools.com/blog/4-reasons-why-learning-english-is-so-important/

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is crucial not only for students in school, but also for students who have completed their education and are looking for work.

In today's world, learning English as a second language has a lot of advantages, not just to communicate with individuals on the other side of the world, but also as a means of demonstrating one's intelligence. English was the most commonly accepted language when individuals from other countries met for conferences, debates, and social gatherings.

Indonesian students found English difficult to learn as a foreign language since they had been speaking their mother tongue since childhood, which is different from English. In addition, their English experience outside of the classroom is similarly limited. As a result, teaching dialogue to young students is a difficult task. According to Scott, states that teachers must be able to motivate learners to speak English. Students are required to make the teaching and learning situations more exciting, because they have a short attention span.[2] The media must assist the teacher in the teaching and learning process. According to Scott and Ytreberg, there are a few strategies for introducing new language through conversation.[3]

According to study, language is something that allows people to communicate with one another. We utilize language to engage and communicate with others in everyday life.[4] Language is one of the most crucial aspects of communication, and it is used to communicate amongst nations all over the world. English is incredibly essential as an international language, and it has several interconnections with various aspects of human life, such as neighborhood, work, and health. Language, as one of the tools of communication, plays an important role in revealing one's intentions to others. People will be able to convey their thoughts and feelings through words. It is impossible to separate language, communication,

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[2] Scott Wendy A. & Lisbeth H. Ytreberg. 1993. *Teaching English to Children*. London: Longman, Inc. p.2.

[3] Ibid. p. 34-36

[4] A. Kaharuddin Bahar. 2014. Transactional Speaking. (cet. 1, Samta – Gowa, : Gunadarma Ilmu). p.1

and life. Education, society, politics, economics, and culture are all aspects where language can be used. Speaking is one of the ways of communicating.

Speaking is one of the four abilities in language. It is provided not only in English, but also in a variety of other languages. Maxom[5], Christopher Turk[6] states that the most crucial skill to develop in English language education is speaking. As a result of this statement, the researcher concluded that when learning about language in school, the first skill to learn is speaking. As a result, speaking is an oral skill. Everyone believes that teaching English is a simple process at times. Speaking in our mother tongue is easier than in other languages, despite the fact that it is natural. It was concluded that the most important component of interacting is communicating.

Speaking is a crucial skill, but it is a difficult task. When students want to learn to speak English, they must understand English vocabulary, confidence, and a good idea to communicate their thinking. Penny Ur states inhibition, students' preference, a lack of ideas to express, and limited involvement to utilize their native language may prevent students from developing their speaking ability.[7] Speaking is the ability to use oral media to communicate our thoughts, ideas, feelings, needs, and opinions. Speaking is the principal and most significant of the two productive abilities that allow people to communicate their ideas to others.

Speaking is an important aspect of learning a second language, because it allows students to express themselves and learn how to utilize language effectively. We may express our thoughts and think more freely and spontaneously when we communicate. Many people in our country are able to communicate, but they are unable to do it effectively. From Junior

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[5] Michelle Maxom. 2009. *Teaching English as a Foreign Language for Dummies,* (West Sussex: John Willey & Sons). p. 183.

[6] C. Turk. 2003. *Effective Speaking: Communicating in Speech,* (London: Spon Press). p.20.

[7] Penny Ur. 1996. *A Course in Language Learning: Practice and Theory*. (Cambridge: Cambridge University Press). p.121.

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High School, students were required to study a second language while interacting with one another. That means they will have six years to learn English. Six years was a long time to acquire the skill to communicate in English.

In response to the above statement, the researcher determines that there are various issues with speaking skills. It could begin with the English teacher or with the students. In certain circumstances, students are aware of the appropriate English language to express their ideas, but they are scared of making structural or phonetic errors. In the other circumstances, they have a basic understanding of the pronunciation and grammar but a limited vocabulary. On the other hand, because the teacher dominates the use of mother language in the learning process, students' speaking skills are not improved.

To make English teaching successful, we must evaluate a variety of elements, including teacher quality, student enthusiasm, encouragement, school building, book room, and literature, all of which are intertwined in the teaching and learning process. Furthermore, factors such as teaching methods and teaching media remain to play a crucial role. However, it is difficult for English teachers to accept liability for revealing the competence-based curriculum's goal. They require good teaching and learning strategies. Using physical objects as a learning resource is one way to build an effective method.

Both the teacher and the students may benefit from using teaching media. For the teacher, it makes it easier for him or her to deliver the material to his or her students; with educational media, he or she can convey an abstract concept to his or her students in order to meet the educational goals. It also assists him or her in explaining language meaning and construction, engaging learners in a topic, or serving as the foundation for an entire activity. For the students, it will aid in their comprehension of the teacher's explanations. Moreover, students will be less bored during the teaching and learning process if interesting teaching media is used, allowing them to enjoy studying English. As a result, the researcher uses

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flashcards as a media to stimulate students' participation in speaking activities. Based on Richards and Schmidt, states that conversation is a linguistic and social activity aimed at achieving social goals (e.g., role establishment, self-presentation) as well as linguistic goals (meaning communication).[8]

The researcher chose MTs NU Sidoarjo as the location for the study because teachers sometimes utilize flashcards as a means of encouraging students to participate in speaking activities. When the teacher is learning outside of the classroom, he or she uses this media. However, when teaching in a classroom, the teacher makes use of the school's facilities, such as an LCD Projector and Laptop. As a result, the researcher attempted to do research in that school to learn from the teachers why they utilize flashcards as a media to stimulate students to participate in English speaking activities.

One type of media which can be used in the teaching and learning processes are flashcards. According to Harmer, students can utilize flashcards for matching activities in which they must recognize a different student in the class who has a matching card or who is the one who knows the solution to the question of his or her card.[9] Content, themes, size, and usage are the four key aspects of a flashcard. Furthermore, flashcards can be colorful, interesting, and can be utilized both outside and within the classroom. When teaching speaking, using flashcards can assist students to improve their speaking skills and express their thoughts, while also encouraging student participation in the learning process.

On the other hand, according to Meriam and Webster, it states that a flashcard is a card having text, or images on it that is displayed briefly (for example, to a class) and used as a learning tool.[10] In addition, anyone can use flashcards to study a particular topic in a very

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[8] Richards, J. C & Richard W. Schmidt. 1983. *Language and Communication*. London: Longman. p.116.

[9] Harmer. 2003. *The Practice of English Language Teacher*, Harlow: Pearson Edition. p.104.

[10] Merriam and Webster. 2003. *Merriam-Webster's Collegiate Dictionary*. (USA: Merriam-Webster's inc). p.476.

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basic but efficient way. This study focuses on flashcards as media to stimulate students' participation in speaking activities. The researcher did action research to stimulate students' participation using flashcards as media in English activities at MTsNU Sidoarjo.

B. Research Problem

Based on the data, the researcher formulates the question:

1. Why do the English teachers prefer to use flashcards as a media to stimulate students' participation in speaking activities?

2. What challenges do the teachers faced in the use of flashcards to stimulate students' participation?

C. Objectives of The Study

1. To analyze the reasons behind the teachers' preference to use flashcard as a media to stimulate students' participation in speaking activities.

2. To investigate the challenges in the use of flashcards to stimulate students' participation.

D. Significance of The Study

This research is expected to have both theoretical and practical significance.

1. Theoretical Significance

Theoretically, the findings of this study can be used to encourage students to use flashcards to participate in speaking activities that the teacher prefers.

2. Practical Significance

For the teachers, this study was intended to provide important information for English teachers looking for new ways to entice students to take part in activities that need them to talk. *For the students*, students will benefit from the findings of this study because they will be able to identify their performance in English speaking activities using

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flashcards. *For future research*, this study can be used as a basis for future research on the same topic but with various focuses.

E. **Scope and Limitation of The Study**

In this research, the scope of this study is stimulating students' participation in English speaking activities by using flashcards and the researcher focuses on English teachers in MTsNU Sidoarjo. Furthermore, the limitation of this study into two aspects, why do the English teachers prefer to use flashcards as a media to stimulate students' participation in speaking activities, and what challenges do the teachers faced in the use of flashcards to stimulate students' participation. In this study; the researcher analyze the reasons behind the teachers' preference to use flashcard as a media to stimulate students' participation in speaking activities. Dealing with the scopes mentioned above, it was also important to set some limitations in order for this research to be able to achieve its objectives. For this reason, the researcher also will focus on English teachers' preference in using media flashcard to stimulate students' participation in speaking activities. The scope and the limitation of this research is English teachers' who teach English in MTsNU Sidoarjo.

Furthermore, the study is limited to the all of English teachers' in MTsNU Sidoarjo. The reason of the researcher chooses that all of English teachers' because at MTsNU Sidoarjo the English teachers often use media flashcard as a tool in teaching English. For the scope and limitation of the second question is about the challenges faced by the English teachers when using media flashcard to stimulate students' participation in speaking activities by using Sugiyono's theory. The researcher will focuses on the challenges faced by the teachers.

F. **Definition of Key Terms**

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To avoid misunderstanding and inaccurate interpretations, the writer would explain the key words used in this study. There are some definitions of key terms, as follows:

1. **Media**

According to Edginton, a method or means of expressing one's concept or communicating with people, or a material used for a certain purpose in order to achieve a specific impact.[11] We need aids to help us avoid misunderstandings in the communication process, which we call media. In fact, the media has a purpose in capturing and maintaining learners' interest and thoughtfulness, and they can do so more effectively by transmitting and explaining information, notice, opinion, and other concepts without using a lot of words. Students are expected to be more engaged and motivated to study the material if media is incorporated into the teaching and learning process.

2. **Flashcard**

Flashcards are a type of visual media.[12] Any card printed with pictures, words, or numbers is commonly referred to as a flashcard in language learning. The objective of flashcards in this study is to become important terms in a topic in order to construct a short dialogue. Flashcards are picture-based media that the teacher can present to the entire class. Students can be motivated to study by using pictures, which can help them expand their vocabulary and improve their speaking skills.[13]

3. **Speaking**

Speaking is a physical activity in which people speak with their voice to express their thoughts, ideas, information, and even criticism, but it is more than simply a voice. People cannot interact with one another if they do not talk. Bygate says, "Speaking, in both first and

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[11] Edginton, B. and Montgomery, M. 1996. *The Media*. Britain: W. & G. Baird Ltd.

[12] Jim Scrivener. *Learning Teaching: The Essential Guide to English Language Teaching*, (Macmillan). p. 349.

[13] Andrew Wright. *Pictures for Language Learning*, (New York: Cambridge University Press). p. 136.

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second languages, is a skill that demands just as much attention as literary skills".[14] Speaking is an important skill because it facilitates communication with one another. Students in the speaking class should be encouraged to participate actively in the learning process because this will help them attain their learning objectives more quickly.

4. Stimulate

According to the Cambridge Dictionary, to stimulate anything means to encourage it to grow, develop, and become more active, as well as to excite and engage someone in something. Furthermore, excitement can be used in a variety of ways in the learning process, for instance, usage of media, instructional strategy, and so on. The researcher's goal in this study is to use media flashcards to stimulate students' speaking activities.

5. Students' Participation

According to Lee (2005), students participate in class by answering teachers' questions or those of other students, as well as by asking questions to obtain new information and clarity.[15] Students who do not interact in the above-mentioned methods are sometimes classified as "passive" in the classroom.

6. Challenges of Implementing Media

The term "challenges" refers to issues that an English teacher may have while implementing media into the teaching and learning process. According to Toynbee, state that a challenge is a challenging task that requires time and effort. It assesses a person's potency, talent, or ability.[16] In this research, the challenge is ELT teachers' problem in applying media into the teaching and learning process.

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[14] Marty Bygate. 1997. *Language Teaching: A Scheme for Teacher Education; Speaking.* (Oxford: Oxford University Press). p.8

[15] Lee, P. 2005. *Students' Personality Type and Attitudes toward classroom participation*. (California State University, Los Angeles, USA).

[16] Arnold Tonybee. 1987. *A Study of History*. (London: Oxford University Press). p.125.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of the literature used in this research. Related to the subject of this research, the researcher presented some literature reviews. These sections are speaking, the elements of speaking skill, the classroom speaking activity, flashcard, types of flashcard, advantages and disadvantages of flashcard, students' participation, media in learning, challenge of using media. The researcher clarified these nine sections briefly in accordance with research related theory.

A. Theoretical Framework

1. Speaking

For most people, mastery of the art of speaking is the most crucial aspect of learning, and success is defined by the ability to carry on a conversation in the language. Some experts have proposed a variety of different definitions for speaking. Speaking is one of the four prominent abilities needed to communicate effectively in any language, particularly when speakers are not using their native tongue.[17] Usually, information is shared with others via communication. Speaking requires more than just physical communication. In order to have effective speaking skills, students must learn some aspects. Pronunciation, fluency, and vocabulary are the three.

Johnson and Morrow, state that speaking which is synonymous with the term "oral communication", is a collaborative action in which two or more people must respond to what they hear from listeners and speakers and make quick comments.[18] On the other

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[17] Boonkit, Kamonpan. 2010. "Enhancing the development of speaking skills for non-native speakers of English."*Procedia-social and behavioral sciences* 2.2: 1305-1309.

[18] Morrow, K., & Johnson, K. (Eds.). 1981. *Communication in the classroom: Applications and methods for communicative approach*. Longman. p. 70

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hand, Richards argued that mastering English speaking abilities is why many people studying a second or foreign language consider this a top priority. As a result, learners commonly evaluate their language acquisition success and their English course's efficiency based on how far they believe they have enhanced their ability to communicate in a foreign language.[19]

Speaking is one of two kinds of productive skills, along with writing. According to Nunan, stated that the most useful oral skill is speaking. It involves making a series of verbal utterances to communicate messages.[20] Moreover, Longman argued that speaking is considered as the capacity to interact in a specific language.[21] Similarly, the ability to use language is defined as speaking.[22] From the definitions above, it can be stated that speaking is a person's capacity to communicate their thoughts, feelings, or whatever is on their mind to some other person.

2. **The Elements of Speaking Skill**

In evaluating the communication process, there are five characteristics of speaking skill that are commonly acknowledged:

a. Pronunciation

When students communicate, they use pronunciation to develop clearer language. First, the speaker must determine whether the words can be articulated and whether the physical sound of meaning can be produced.[23] As stated by Harmer, if students wish to

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[19] Richards, J. C. 2008. *Teaching listening and speaking*. Cambridge, England: Cambridge university press. p. 19.

[20] David Nunan. 2003. Practical English Language Teaching. (New York : McGraw Hill).

[21] Longman. 1998. Longman Active Study Dictionary. (London : Pearson Education). p.414.

[22] Victoria Bull. 2008. Oxford Learner's Pocket Dictionary: Fourth Edition. (Oxford: Oxford University Press). p. 426.

[23] Gleen Fulcher. 2003. *Testing Second Language Teaching*. London:Longman. p. 25.

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talk effectively in English, they are required to accurately pronounce phonemes, apply suitable stress and intonations, and talk in the same tone of voice.[24] It is concerned with the phonological process, which is a part of a grammar composed of parts and rules that govern how a language's sounds change and pattern. The researcher concluded from the previous statements that the study of how texts in a given terms are spoken correctly when individuals speak is known as pronunciation. The speaker and the listener will be able to understand each other more quickly if they have good pronunciation.

Moreover, based on Fraser, pronunciation refers to all components of speech that contribute to a clear flow of speech, such as segmented articulate, rhythmic, tone and phrase, as well as body posture, gestures, and eye contact.[25] According to that definition, it can be stated that pronunciation involves a variety of aspects such as articulation, rhythm, intonation, and phrasing, as well as gesture, body language, and eye contact.

b. Grammar

Students must be able to construct a correct sentence in conversation. It agrees with Heaton's explanation that students' ability to manage organization and recognize acceptable grammatical structure is suitable.[26] Grammar is also useful for learning the correct techniques to achieve proficiency in a language in both oral and written form.

Grammar is required for learners to construct a correct sentence in writing and oral dialogue. Grammar is described as a method for controlling and estimating an ideal speaker's or hearer's linguistic understanding. This is accomplished through a set of guidelines or concepts that can be utilized to generate all grammatical or even well

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[24] Jeremy Harmer. 2007. *The Practice of English Language Teaching: Fourth Edition,* (Harlow: Pearson Education Limited). p. 34.

[25] Fraser H. 2000. *Coordinating Improvements in Pronunciation Teaching for Adult Learners of English as a Second Language*. NSW. University of New England, Armidale.

[26] Heaton, J.B. 1978. *Books Using Prepositions and Particles : workbook one*. p.5.

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utterances in the language.[27] Moreover, according to Green Baum and Nelson, the other meaning of grammar is "the set of rules that permits us to arrange words in our language into larger units".[28]

The grammar of a language details how words in that language can take on different forms and be joined to make sentences.[29] Thus, the function of grammar, according to the statement above, is the process of determining the correct interpretation of sentences based on their context. It is also utilized to prevent miscommunication between communicators.

c. Vocabulary

Vocabulary is a key component of language, as we all know. Vocabulary includes single words, fixed sentences, idioms, phrasal verbs, and changeable phrases.[30] Vocabulary plays a critical part in the development of speaking ability. The greater a learner's vocabulary, the easier it is for them to improve their speaking ability.

Without having a suitable vocabulary, nobody can communicate or share their opinion properly in both spoken and written form. Learners who have a low vocabulary have another challenge to acquiring a language. Nothing can be communicated without grammar, and nothing can be communicated without vocabulary. So, based on this argument, the authors conclude that English learners who do not have a good understanding of vocabulary will be unable to correctly speak or write English.

d. Accuracy and Fluency

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[27] Purpura, J.E. 2004. *Assessing Grammar*. Cambridge: Cambridge University Press. p.6.

[28] Sidney Greenbaum, Geraldd Nelson. 2002. *Language Arts & Disciplines*. p.1.

[29] Harmer J. 2001. *The Practice of English Language Teaching*. p.12.

[30] Keith S. Folse. 2004. *Vocabulary Myths: Applying Second Language Research to Classroom Teaching.* Michigan: University of Michigan. p. 02.

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Two clearly significant aims of speaking are accuracy and fluency. Language that is clear, articulated, semantically and phonetically correct is defined as accuracy. Fluency is flow and human language. Allowing students to concentrate on the aspects of their spoken language that deal with phonological, syntax, and discussion can help them improve accuracy, but encouraging the "stream" of speech to "flow" is probably the greatest way to attain fluency.

Fluency was defined as how successfully a learner communicated meaning rather than how many grammatical, pronunciation and vocabulary errors they made. In simple terms, the ability to interact easily is considered to be fluency without pausing or hesitating.[31] Meanwhile, according to Gower et-al, the ability to keep talking when speaking spontaneously is known as fluency.[32]

Speaking fluency increases one's English language skills and makes one sound more polished, smooth, and attractive to the listener. Based on Stockdale, stated that when someone speaks a foreign language fluently, they use the fewest possible silences, full pauses (*ooo and emm*), personality, false starts, and hesitations.

e. Comprehension

The last part of speech is comprehension. The ability to comprehend something or awareness of what a situation is like is characterized by a rational understanding of the subject, called comprehension. Both the speaker and the listener must agree on what constitutes a good conversation when we conduct it.

Even when methods are complicated and include difficulties, the term "comprehension" refers to participants' thorough understanding of the study project's

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[31] David Riddel. 2001. *Teach English as a Second Language*. Chicago: McGraw-Hill Companies. p. 118.

[32] Roger Gower, et-al. 1995. *Teaching Practice Handbook*. Oxford: Heinemann English Language Teaching. p. 100.

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purpose.[33] As a result, in order to avoid misunderstanding information, comprehension can be defined as the speakers' understanding of what they are communicating to the listeners. Another goal is to make it simple for the listeners to understand what the speaker is saying.

3. **The Classroom Speaking Activity**

   a. Acting from a Script

   Acting scripts such as playing scripts and acting out dialogues should be considered by the teacher. It is critical to instruct the students as if they were real students in the performing script. The teacher's role in this practice is similar to that of a director of the theater, focusing on the right amount of stress, intonation, and timing. If students are given time to practice their conversations prior to the performance, it will greatly assist them in acting the dialogue. We will have our students act out sequences from play and perhaps their textbooks, with the result being filmed on occasion.

b. Communication Games

   To solve a puzzle, draw a picture (identify and create), put objects in the correct sequence (describe and arrangement), or find similarities and contrasts between images, games that are designed to encourage students to communicate with one another usually rely on an information gap, in which one learner must talk with a partner.

c. Discussion

   One of the explanations is that when dialogues fail, it is because students are scared to participate to express their opinions especially if they cannot think of anything to say and are not sure how to express it in front of the entire class. In group discussions, many students feel extremely vulnerable.

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[33] Cohen et al. 2005. *Research Method in Education*. British Journal of Educational Studies. p.52

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One approach for a teacher to prevent such issues is to form a "buzz group". All it means is that before most of the learners are allowed to talk in front of the classroom, they must first be given the opportunity to do so, they will have the opportunity to have a quick discussion in small groups. The ultimate whole-class performance's stress level is minimized since they have time to think about thoughts and before being asked to talk in front of the entire classroom, use language to communicate your feelings.

d. Prepared Talks

A prepared discussion is a common teaching method in which a learner (or learners) gives a presentation on a topic of their selection. These discussions were not meant to be informal or spontaneous; instead, they are more "writing-like" because they are planned. However, students should speak from papers instead of from scripts.

e. Questionnaires

Because they are pre-planned, questionnaires ensure that both the questioner and each of the respondents has something to speak to others. Depending on how closely structured they are, they might possibly stimulate the natural use of such recurrent language patterns and so be positioned in the midst of human communications continuum.

f. Simulation and Role Play

Simulation and role play are quite beneficial to many students. Simulations are quite related to role-playing, although simulations are more elaborate than role-plays. Students can lead things to class to help make simulations more realistic. For example, if one of the students is impersonating a singer, she will bring a microphone and so on. In a role play, we also integrate the element of providing games with background information on themselves, what they think, and how they feel. When role plays are open-ended,

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various participants have different ideas about what the result should be, and an agreement must be found.[34]

4. **Flashcard**

Flashcards are visual cards; they may assist students in comprehending the topic. According to Haycraft, flashcards are cards that contain words and/or images of them.[35] The flashcards should be large enough for the entire class to see. Furthermore, it is advantageous for teachers to communicate material in class using flashcards/pictures rather than the actual object.

Additionally, as teaching tools, flashcards have several advantages. They can be used to introduce and practice new vocabulary and structures, as well as for revision.[36] Flashcards are a helpful teaching tool that may be utilized in a variety of activities. According to Scrivener, teachers can use flashcards in a variety of ways:

a. to provide visual representations of words

b. to deliver a story using specific pictures to aid students' comprehension

c. as tools for storytelling

d. as tools for a variety of games, and so on.[37]

Because of its advantages, flashcards are thought to be a useful method. Teachers can also use flashcards to practice and teach new words. Flashcards are normally 8x12 cm in size, such as the alphabet, it can be used for spelling practice. Flashcards are a simple but efficient approach for a person to study a specific topic.

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[34] Jeremy Harmer. 2007. *The Practice of English Language Teaching: Fourth Edition*. Harlow: Pearson Education Limited. p. 271-276.

[35] John Haycraft. 1978. *An Introduction to English Language Teaching*. England: Longman Group. p. 102.

[36] Adrian Doff. 1992. *Teach English: A Training Course for Teachers*. UK: Cambridge University Press. p. 82.

[37] Jim Scrivener. *Learning Teaching: The Essential Guide to English Language Teaching* (Macmillan). p.349.

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Flashcards have various sizes based on students' specific need. They are colorful which is used to memorize and understand new vocabulary. Beside it, flashcard is one of visual aids which are used to make the students more interest and enjoy in teaching learning process and to improve students' understanding on the material given by the teacher. Flashcards can be made in a number of ways, it can be taken pictures from magazine and stick them on card. It can be drawn. It can be bought reproductions, photographs, and poster from shops or photocopy them from a variety of sources. The teacher should check copyright before doing this.[38]

In using flashcards, it requires considerable attention about way of handle and move when we will change the picture. Pictures have to clear enough if seen by students and it moved quickly from back side to front side. In making flashcards, there are three criteria as below:

1) Flashcard should visible and is big and clear enough so that all of students can see detail.

2) The picture on flashcard has to convey the message clearly, not confuse or describe something that confused.

3) The way of use flashcard must be correctly.[39]

In addition, in using flashcard has to appropriated with material that will be taught to students and the teachers should check copyright before they give to their students.

5. **The Types or Flashcard**

According to Haycraft, there are two types of flashcards in general.[40] They as follows:

a) **Word Flashcard**

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[38] Jeremy Harmer. *op.cit.* p. 136

[39] Kasihani K.E Suyanto. *op.cit.* p. 106

[40] John Haycraft. *Ibid.* p. 102-106

Word flashcards are cards with words printed on them. The teacher can use a set of cards to represent all of the words in a sentence while teaching word order. The cards can be put to the board or provided to students, who must arrange them correctly, either as a class or individually. Structure can also be practiced with word flashcards.

Word flashcards can be used in a variety of ways, both general and specific. The following are examples of general usage:

1) They can be supported to draw attention to a particular structure or function.

2) They can be utilized to modify substitutes or work throughout a lesson's practice stage.

3) Students can build a statement using cards that are displayed in a random order.

Word flashcards can also be used to practice specific linguistic items, such as the following:

1) Adverbial clauses can be practiced with them.

2) Connectives like 'next', 'then', 'after a while', and 'eventually' can also be used on flashcards.

3) On the flashcards, a random collection of verbs, nouns, adjectives, and adverbs can be printed and used for practice identifying parts of speech.

b) Picture Flashcard

Picture flashcards can be used to present, practice, and revise vocabulary or as prompts for other tasks, such as illustrating the characters in a conversation or helping students improve their writing skills. Simple replacement drills can be encouraged with picture flashcards. Picture flashcards can also be used to identify action verbs.
The images or illustration on the card should be appealing, and large enough to be seen by the entire class, as this will stimulate the students' interest.

c) Combining Word and Picture Card

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This type of card included both words and an image on it. This type of card is designed to make it easier for students by combining visual aids and words to memorize vocabulary resulting in improved vocabulary mastering.[41]

In addition, according to eal.britishcouncil.org there are various types of flashcards, including:

1) Only images

2) Illustrations with words in the first language

3) On the face of the same card, there are pictures with English words

4) Images on the reverse of the card with the English word

5) Separate picture-only and word-only cards.[42]

PowerPoint can be used to create flashcards quickly and efficiently. It is to create a different slide for every card, then print it as a two-to-a-page or six-to-a-page handout, based on the card's size. They can be printed on both paper and card, and then cut into flashcards if the teachers want to laminate them.

6. **The Advantages and Disadvantages of Flashcard**

   1) **The advantages of flashcards.**

Flashcards are a visual tool that can be utilized in both teaching and learning situations. It assists learners in comprehending the topic presented by their teacher. The following are some of the advantages of flashcards:

   a) Flashcards are an efficient and useful tool for helping students learn vocabulary.

   b) Flashcards are moveable anywhere, so we do not have to carry as many hefty books.

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[41] John Haycraft. 1978. *An Introduction to English Language Teaching*. (London, Longman Group Limited). p. 104

[42] https://eal.britishbouncil.org/teachers/great-ideas-flashcards (accessed on May, 16 th 2017 13.00)

c) Flashcards assist in summarizing and retaining information; therefore, learners would not be required to learn from a book with numerous pages and a large amount of material that will be confusing to them, as they will be able to learn from flashcards that contain relatively simple ideas.

2) The disadvantages of flashcards.

Benefits in the form of flashcards, there were several disadvantages of them as follow:

a) Flashcards are absurdly uneconomical, and if the educators wish to create their own, it will take a long time.[43]

b) Flashcards are too small, students in the front seat can typically see them easily, while those in the back row have a harder time seeing it.

c) Some learners might misunderstand the teacher's explanation based on their prior knowledge of the topic being discussed, so the planned goal will not be met.[44]

Based on the above advantages and disadvantages, the authors conclude that flashcards are a learning opportunity that both learners and teachers require to maintain engagement and enthusiasm. There are some benefits that use flashcards, as follow: in the teaching learning process, flashcards can be used to create a creative activity, to motivate students in their learning, to assist students in memorizing English words, flashcards make students engaged in class and prevent boredom, flashcards assist students in providing a concise description of what is being taught, and flashcards are an effective learning tool for students.

There are some weakness of flashcards, as follow: the price of flashcards is to high, if the teacher wants to make flashcards itself, she or he will need a lot of time, and if the

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[43] http://www.ehow.com/about_5371920_Objectives-teaching-aids.html Assessed on 30/03/2010.

[44] Asnawir and M. Basyirudin Usman. Op cit. p.51.

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picture on the flashcards is not clear and large enough, the learners will misunderstand the teacher's presentation when they see flashcards, so the targeted goal will be missed.

7. Students' Participation

Students' participation and interaction have the same meaning. Based on Spratt, Pulverness, and Williams says that two-way communication requires the use of words and body language.[45] Body language serves several purposes, including determining what is being spoken by the speaker, involving the listeners, and ensuring that the meaning is understood by the audience. Based on the previous, it can be inferred that when teaching speaking skills, not only should the teacher conduct one-way communication tasks, but he or she should also provide two-way communication exercises, but also create opportunities for students to participate in two-way conversation.

On the other hand, Richards and Schmidt defined participation as the task of participating in a speech discussion, whether actively or passively.[46] It may be deduced that student involvement in the training of speaking abilities is linked to two types of situations. There is no communication amongst the learners for the first time, which appears to be narrative. The second point is that speech operations are integrated.

8. Media in Learning

Media can be defined in a variety of ways. Based on Gagne, explain that media are a variety of aspects in a students' environment that help them to learn.[47] On the other hand, Briggs defines that the media are tangible tools used to communicate with students

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[45] Spratt, M., Pulverness, A., & Williams, M. 2005. *The TKT Course*. Cambridge: Cambridge University Press.

[46] Richards, J.C. and R. Schmidt. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics* (3rd Ed). London: Pearson Education Limited.

[47] Gagne, R., Briggs, L. 1970. *Principles of Instructional Design (Fourth Edition)*. Fort Worth, TX: HBJ College Publisher.

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and encourage them to study.[48] In addition, Murcia states that teachers inspire students by integrating a piece of reality into the classroom and providing languages in a more comprehensive communications network.[49]

Media are tools that are utilized in the teaching and learning process to improve engagement and understanding between both the teacher and the learners. The media is utilized to enhance the resources provided by the teacher. The usage of media can motivate students to learn while also effectively explaining and illustrating a subject's contents.

9. **Challenge of Using Media**

In the application of a learning media, usually there are several challenges faced by teacher and students. Either the challenges when applying media, or the challenges when preparing the media. According to Brown, mistakes, misjudgments, miscalculations, and errors are all part of the learning and information gathering process.[50] For teachers, teaching has always been the most difficult aspect of their work. The teachers' teaching will be rendered ineffective as a result of the challenge. On the other hand, a lack of interest among students is a challenge.[51] It is never easy to stimulate speaking activities. However, it is always an interesting task. Students are uninterested in speaking since they need to be knowledgeable with punctuation, syntax, vocab, punctuation, and sentence patterns in order to deliver a great statement. During the teaching and learning process, the teacher must be able to create a suitable learning environment in the classroom. Finding the greatest or most effective strategy for teaching English, including

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[48] Ibid.

[49] Murcia, M. C. 2001. *Teaching English as a Second or Foreign Language, Third Edition*. United States of America. Heinle & Heinle.

[50] Brown, D.H. 1996. *Teaching by Principles*. New Jersey: Prentice Hall Regents.

[51] Anyiedah, M.S. 2017. *Challenges Faced by Teachers When Teaching English in Public Primary Schools in Kenya.*

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the usage of media, is equally critical. As we all know, media is a tool that someone uses to make it easier for them to describe something to others.

B. Review of Previous Studies

The writer has found several studies that are relevant to the study. The early research was based on, Dian Faqih (2017) with her research's title *The use of Role Play in Speaking Activities for the 8th Grade Students of SMP Negeri 1 Sleman*.[52] The similarity is focused in this research, but the differentiated is in media, her research uses media Role Play.

The second one is from, Tutut Pratiwi (2012) with her research's title *The Effect of Teaching Speaking by Additional Media Picture to the Students Speaking Ability of the Eight Grade at MTs Zainiyah Tempel-Gempol-Pasuruan*.[53] State that, there is the significant difference in the oral achievement between teaching speaking by additional media picture and without additional media picture to the speaking ability of the eight grade students at MTs Zainiyah Tempel-Gempol-Pasuruan, and the technique of teaching speaking by additional media picture has positive functional relation to increase the speaking ability of the eight grade students at MTs Zainiyah Tempel-Gempol-Pasuruan.

The third one is from, Sutikno (2009) with his research's title *The Effectiveness of Teaching Present Continuous Tense to SMP First Year Students Using Picture Method (An Experimental Study on SMP Negeri 2 Dukuh Waru Tegal First Grade Students in Academic Year 2008/2009)*.[54] It is a thesis that used experimental research with pre-test and post-test control group design to get the data. The study shows that the experiment is

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[52] Dian Faqih. 2017. *The use of Role Play in Speaking Activities for the 8th Grade Students of SMP Negeri 1 Sleman.* (Yogyakarta: Sanata Dharma University).

[53] Tutut Pratiwi. 2013. *The Effect of Teaching Speaking by Additional Media Picture to the Students Speaking Ability*. (Sidoarjo: STKIP PGRI).

[54] Sutikno. 2009. *The Effectiveness of Teaching Present Continuous Tense Using Picture Method*. (Semarang: IKIP PGRI).

using picture method is effective of teaching present continuous tense. He divided them by using random sampling.

The fourth one is from Gallis Nawang Ginusti (2014) with his research's title *Using Pictures to Improve the Speaking Skills of Grade VIII Students at SMP Negeri 2 GODEAN*.[55] In his research, the researcher employed both qualitative and quantitative data analysis. From the study shows that the teacher can improve their students' speaking skill using pictures.

The fifth is from, Mar'atus Sholikhah (2013) with her research's *Using Flashcards to Improve Students' Vocabulary at SDN Singajaya II Fifth Grade Students*.[56] It is a thesis that uses qualitative method. From this research, we know that using flashcard in learning can improve students' vocabulary.

The sixth one is from, Nining Hidayati (2015) with her research's title *Students' Speaking Ability can be Improved Through Role Play*.[57] It is a thesis and the thesis used qualitative method to get the data. For the result of the study shows that through role play is a good method to improve students' speaking ability. She is focused on speaking skill in her research, using role-playing as a method of teaching public speaking.

The last one is from, Intan Indah Pertiwi (2017) with her research title *Using Teams Games Tournament to Improve Student Participation in Speaking*.[58] It is a thesis that uses qualitative method to collect the data. For the result of this study shows that

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[55] Gallis Nawang Ginusti. 2014. *Improving the Speaking Skills of Grade VIII Students of SMP Negeri 2 GODEAN Through Pictures*. (Yogyakarta: UNY).

[56] Mar'atus Sholikhah. 2013. Improving Students' Vocabulary by Using Flashcards at The Fifth Grade Students of SDN Singajaya II. (Cirebon: IAIN Syekh Nurjati).

[57] Nining Hidayati. 2015. *Using Role Play to Improve Students' Speaking Ability*. (Semarang: UIN Walisongo).

[58] Intan Indah Pertiwi. 2017. *Improving the Students' Participation in Speaking by Using Teams Games Tournament*. (Surakarta: USM).

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using teams games tournament can improve student participation in speaking. In her research, the researcher used strategy using teams games tournaments.

Although this study is same with previous study but it is different on focus research. In this study, the researcher tried to find out some information about why do the English teachers prefer to use flashcards as media to stimulate students' participation in English speaking activities in the classroom and the challenges faced by the teacher in using flashcards. It means that the English teachers will be the subject of this study. At least, it will be different result because the focus of the study is different.

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CHAPTER III

RESEARCH METHOD

This chapter deals with the procedures for carrying out research. It includes research design and methodology, environment and subject matter, data and source data, data collection techniques, research tools, trustworthiness the data, research stages and data analysis techniques.

A. Research Design

Based on the research questions described previously, the descriptive qualitative design is the most appropriate design for this study. According to Ary, descriptive qualitative studies are identified as a way to gain information about the current situation. For qualitative analysis, there are few or no data available.[59] On the other hand, Cristine Marlow stated that the qualitative approach often utilizes phrases (qualitative data) rather than numbers or opinions that can be measured, and can produce a rich description of phenomena.[60]

This study uses descriptive qualitative research to conduct a case study. As mentioned by the experts, a case study has the qualities of a fully conducted, accurate, and measured investigation into an organization, institution, or phenomenon.[61] A person, an organization, or community that is organized in the research as an entity could be the

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[59] Donal Ary. 2002. *Introduction to Research in Education*. (USA: Wadsworth Group A Division Of Thompson Learning Inc).

[60] Marlow, C. R. 2010. *Research Methods for Generalist Social Work*. Cengage Learning.

[61] Suharsimi Arikunto. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktik*. (Jakarta: PT. Rineka Cipta).

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case.[62] Qualitative research is a method of study in which the results of spoken or written descriptive research data can be seen.[63]

This research attempts to discover detailed information about phenomena or a specific case. This study stimulated students' participation in English speaking activities using flashcards and the subject was English teachers in MTsNU Sidoarjo.

B. Subject and Sample

An individual who is the subject of a study is referred to as a research subject.[64] There is one subject of the current study. That is all the English teachers in MTsNU Sidoarjo. The researcher focuses in English teachers.

The population and sample are important steps in every research study. According to Sugiyono, the population is a collection of people who will be studied and conclusions will be reached.[65] A serving of a subject is referred to as a sample. It indicated that a good sample should accurately represent the entire subject, so that the sample's abstraction is as accurate as the population.

C. Research Instrument

The term "instrument" refers to a tool for collecting data that is both accurate and reliable. The researcher used two methods to collect data in this study: a questionnaire and an interview.

1. Questionnaire

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[62] Margono. 2007. *Metodologi Penelitian Pendidikan*. (Jakarta: Rineka Cipta).

[63] Nazir, Moh. 2005. *Metode Penelitian*. (Bogor: Ghalia Indonesia).

[64] Tatang M. Amirin. 2012. *Subjek Penelitian, Responden Penelitian, dan Informan (narasumber) penelitian.* (http://tatangmanguny.wordpress.com accessed on January).

[65] Sugiono. 2010. *Metode Penelitian Pendidikan*.(Bandung: Alfabeta).

According to Sugiyono, a questionnaire is a data collection technique in which the respondent is asked a list of questions or statements.[66] The researcher uses a questionnaire methodology to discuss the specifics of how to stimulate students to use flashcards in speaking English activities. The researcher used a questionnaire from Sugiyono's book that was based on a Likert Scale. In this study, the researcher creates sixteen close-ended questionnaires to stimulate students to participate in speaking activities using flashcards.

In making questionnaire, the researcher referred to the most relevant points in the classification of using media. Questionnaire was conducted to English teachers. During collect the data from questionnaire, the researcher used google forms to collect the teachers' response. The result of questionnaire checklist used in answering the first researcher question related to the teachers' in using media flashcard to stimulate students' participation in speaking activities

2. Interview Guideline

In order to investigate the research problems, this research will utilize open-ended interview questions. Therefore, Arikunto states that an interview is a conversation with the objective of getting information from the interviewer.[67] The researcher was from an English teacher to learn how to stimulate students to participate in English speaking activities. There will be six questions being asked to the English teacher. Those types of questions are open-ended questions.

During interviewing, the researcher used cell phone to record the teachers' response. It was important to do this and to make sure the data was not lost. The result of interview

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[66] Sugiyono. 2008. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. (Bandung: Alfabeta).

[67] Arikunto, Suharsimi. 2002. *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: Bumi Aksara).

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used in answering the second researcher question related to the teachers' in using media flashcard in stimulate students' participation and their response used interview guideline.

D. Data Collection Technique

The researcher used Sugiyono's theory to collect data. Observation, interview, questionnaire, documentation, and triangulation are five data collection techniques, according to him.[68] In this study, the researcher collects the data through questionnaires and interviews. The researcher chooses the English teachers in MTsNU Sidoarjo. The researcher will conduct an interview with the English teachers in that school in order to gather data. Furthermore, the researcher do the interview with the English teachers in MTsNU Sidoarjo to get the data, there are all of the English teachers in that school that was interviewed. Besides that, the researcher also distributed a closed-ended questionnaire created with Google Forms. The questionnaire began with a series of closed-ended questions. The researcher share the link of Google Forms to all of the English teachers and ask them to checklist it and after that doing interview with the English teachers in that school. Before collect the data, the researcher have to validated the instrument with the supervisor or lectures, in order to ensure that the findings are valid.

E. Data Analysis Technique

The data was gathered through a questionnaire and an interview. Sugiyono's theories will be used to analyze the data in this study by following the steps below:[69]

1. Collect information using a questionnaire and an interview. The researcher acquired the interview guideline data, which included observations from the researcher's and the

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[68] Sugiyono. 2008. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. (Bandung: Alfabeta).

[69] Ibid. p.245

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teacher's interview. The researcher then summarized the interview about stimulating students' participation in speaking activities through flashcards.

2. The researcher next selects, identifies, and concentrates on the data by reference to the study topic formulation. This topic is examined using descriptive statistics, which involves tabulating and converting frequency counts to percentages.

3. After analyzing the data, the researcher organizes it into meaningful sentences. After gathering all the data, the researcher began to narrate the findings and all the data. The definition given by the researchers is based on information gathered through a questionnaire and an interview.

4. The conclusion has been drawn when the data has been displayed. In addition, the questionnaire is supported with an interview to ensure the data's validity.

F. Trustworthiness of the Data

The findings are validated with the theories utilized in this study and by certain experts in this topic; triangulation might be used by the supervisor or lectures, in order to ensure that the findings are valid. Creswell stated that triangulation is the method of gathering data from a variety of sources, such as persons, data forms, and data collection in qualitative research topics, as well as member tests that evaluate whether or not the result is accurate for study participants by analyzing their interview transcripts.[70]

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[70] Creswell, J.W. 2014. *Research Design Qualitative, quantitative and mixed methods approaches (4th ed).* (Thousand Oaks, CA: Sage).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher explained the data that was acquired during the research. The research findings and discussion were utilized to respond to the research question posed in the first chapter of this study's research question.

A. Research Finding

The result of this study's two research questions is reported in this chapter. The first research question was why do the English teachers prefer to use flashcards as a media to stimulate students' participation in speaking activities? The second research question was what challenges do the teachers face in the use of flashcards to stimulate students' participation? This chapter presents the research findings as follows:

1. **Teachers' preference to use of flashcards as a media to stimulate students' participation in speaking activities.**

Based on the information gained from the questionnaire, there were several reasons why the English teachers prefer to use flashcards as a medium rather than another medium. The response to the first research question was developing using the result of the questionnaire. The following is a list of the specific details of each discovery:

1.1 Using flashcards as a media is effective for English learning.

Figure 4.1 Flashcard is effective for English learning.

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Five teachers of five teachers

From figure 4.1, shows that all the teachers (100%) agree if flashcards as media in learning is effective. It is because flashcards are one of the media that can help the teacher easier to deliver the materials to the students.

1.2 Using flashcards in learning can improve students' speaking skill.

Figure 4.2 Flashcard can improve students' speaking skill.

Five teachers of five teachers

Figure 4.2, shows that all the teachers (100%) agree that using flashcards in learning can improve students' speaking skill.

1.3 Flashcards are very simple to use as the media in learning.

Figure 4.3 Flashcard is a very simple media to use.

Four teachers of five teachers

Figure 4.3, shows that one teacher (20%) neutral if flashcard is one medium that is very simple to use as the medium in learning, and four teachers (80%) agree if flashcard is one medium that is very simple to use as the media in learning.

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1.4 Using flashcards makes it easy for students to understand English learning.

Figure 4.4 Flashcard make the students easy to understand.

Four teachers of five teachers

Figure 4.4, shows that one teacher (20%) strongly agree that using flashcards make the students easier to understand, and four teachers (80%) agree if using flashcards make the students easy to understand English learning. Furthermore, before concluding the learning process, teachers should ensure that all students have a thorough understanding of the topic.

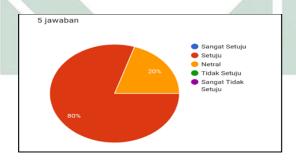1.5 Flashcards can be used when learning indoor or outdoor.

Figure 4.5 Flashcard can be used in learning indoor or outdoor.

Five teachers of five teachers

Figure 4.5, shows that all the teachers (100%) agree if flashcards can be used when learning indoor or outdoor. In this context, the teachers can apply this media anytime they need in learning. It is because this media does not need technology.

1.6 Using flashcards in the application of English speaking can increase students' vocabulary mastery.

Figure 4.6 Flashcard can increase students' vocabulary mastery.

Four teachers of five teachers

Figure 4.6, shows that one teacher (20%) strongly agree if using flashcards in the application of English speaking can increase students' vocabulary mastery, and four teachers (80%) agree if using flashcards in the application of English speaking can increase students' vocabulary mastery.

1.7 Using flashcards can make it easier to memorize new vocabulary.

Figure 4.7 Flashcard can make students easier to memorize new vocabulary.

Four teachers of five teachers

Figure 4.7, shows that one teacher (20%) strongly agree if using flashcards can make students easier to memorize new vocabulary, and four teachers (80%) agree if using flashcards can make students easier to memorize new vocabulary.

1.8 Using flashcards as a media in learning can facilitate the students to understand a sentence that uses English vocabulary.

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Figure 4.8 Flashcard can facilitate the students to understand a sentence that uses English vocabulary.

Five teachers of five teachers

Figure 4.8, shows that all the teachers (100%) agree that using flashcards as a media in learning can facilitate the students to understand a sentence that uses English vocabulary. Therefore, the students can also understand a sentence through pictures.

1.9 Using flashcards makes the students more active and motivates the students to speak up.

Figure 4.9 Flashcard make the students more active and motivate the students to speak up.

Five teachers of five teachers

Figure 4.9, shows that all the teachers (100%) agree when using flashcards make the students more active and motivate the students to speak up. Therefore, students' confidence increases so they are more active in the classroom.

1.10 Flashcards are helpful to improve students' speaking skill, because the media is very interesting to the students.

Figure 4.10 Flashcard is helpful to improve students' speaking skill.

Four teachers of five teachers

Figure 4.10, shows that four teachers(80%) agree if using flashcard can helpful to improve students' speaking skill, because the media is very interesting to the students, and one teacher (20%) neutral if using flashcard can helpful to improve students' speaking skill, because the media is very interesting to the students.

1.11 The students are more active in speaking English when using flashcards, because it is easier to find a topic of discussion.

Figure 4.11 Using flashcard the students are more active to speak English.

Five teachers of five teachers

Figure 4.11, shows that all the teachers (100%) agree if using flashcard students' speaking skill is more active, because it is easier to find a topic of discussion. The students can see the picture in flashcards, so they can find new ideas to present.

1.12 Using flashcards as a media gives the students more enthusiasm to learn English.

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Figure 4.12 Students more enthusiasm to learning English using Flashcard.

Four teachers of five teachers

Figure 4.12, shows that four teachers (80%) agree that using flashcards as a medium in learning, the students more enthusiastic to learn English, and one teacher(20%) is neutral if using flashcards as a medium in learning, the students more enthusiastic to learn English.

1.13   Using flashcards in learning can make the students increase their vocabulary.

Figure 4.13 Flashcard can make the students increase their vocabulary.

Four teachers of five teachers

Figure 4.13, shows that four teachers (80%) agree if using flashcards in learning can make the students increase their vocabulary, and one teacher (20%) neutral if using flashcards in learning can make the students increase their vocabulary. In this context, there is no tendency of the teacher if using flashcards can increase students' vocabulary.

1.14   Flashcards can motivate the students in learning because the media are not monotonous.

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Figure 4.14 Flashcard are not a monotonous.

Five teachers of five teachers

Figure 4.14, shows that all the teachers (100%) agree that using flashcards can motivate the students in learning because the media are not monotonous. In addition, flashcards are one of the media that are fun to learn because they are so colorful.

1.15   I like using flashcards as a medium in learning, because it can be used when learning online and offline.

Figure 4.15 Flashcard can be used when online and offline learning.

Five teachers of five teachers

Figure 4.15, shows that all the teachers (100%) agree if flashcards can be used when online and offline learning. In this context, flashcards are one media that can be used in two conditions.

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1.16 I recommended flashcards to other English teachers' as a medium in learning, because
the medium is simplest and easy to apply.

Figure 4.16 Flashcard as media are recommended to use in learning English.

Five teachers of five teachers

Figure 4.16, shows that all the teachers (100%) want to recommend media flashcards to other English teachers' when learning. This is because this media is simplest and easy to apply.

2. **The challenges in the use of flashcards to stimulate students' participation.**

The following explanation will help the reader comprehend this study, which is based on an interview with English teachers' about the challenges faced by the teacher in the use of flashcards to stimulate students' participation. This result is taken by interviewing the English teachers'.

Table 4.2.1 The challenges that faced by the teacher

1. Students lack vocabulary.
2. Time to prepare the media must be quick.
3. Students often make noises.
4. Adjusting the picture to the material.

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According to the findings of the interview, the use of flashcards to stimulate students' participation have challenges that are faced by the teachers, including students' lack of vocabulary, time to prepare the media must be quick, students often make noises, and adjusting the picture to the material (see table 4.2.1).

a. Students lack of vocabulary

Covering the vocabulary is a significant challenge. When the teacher uses media flashcards to present the material, some students are just silent and confused. The learning process cannot proceed smoothly if students do not understand. As mentioned by T1:

T1: *"When there is one or more students do not understand with the material and still confused, I ask another students to explain using their mother tongue"*.

This challenge can be overcome by using a mixture of languages, with 50 percent of the learners understanding what is being explained in English and 50 percent in their mother tongue.

b. Another problem is time to prepare the media must be quick. Consequently, often teachers must arrange time to prepare whatever is necessary for the media. As experienced by T2 and T3:

T2: *"The difficulty is from preparing the media, we as the teachers must be quick in preparing the media"*.

T3: *"Based on my experience, the difficulty of preparing tools and materials to make the media"*.

To solve this problem, the teachers must prepare instruments and materials for making media a few days before the date. As a result, the media used is effective and can support the students in fully understanding the learning topic.

c. Students often make noises.

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The most frequent problem for teachers is that students often make noises. This situation happened because they are very enthusiastic about using flashcards in learning. This is also stated by T3:

T3: *"When using flashcard in learning, students are very enthusiastic. So, that the situation in the classroom is very crowded"*.

To solve this problem, the teacher must first come to an agreement with the students before beginning the lesson. Students who make noise are punished, but the consequences should be educated. For example, the teacher can ask the students to explain what the material is that the teacher has already explained.

d. Adjusting the picture to the topic.

The significant difficulty adjusting the picture to the topic of the lesson. This problem can happen because the picture must be appropriate with the topic of the lesson, to make it easier for students to understand. This also stated by T4 and T5:

T4: *"Based on my experience, it just needed to prepare some pictures to adjust the vocabulary with the learning materials"*.

T5: *"We as teachers must look for images as a media that appropriate with the learning topic that will be used to deliver the material"*.

This problem may be solved in a variety of ways. The teacher must understand the materials that will be presented and collect several image options, one of which will be utilized as learning media in the classroom to make it easier for the students to understand English vocabulary.

B. Discussion

After explaining the findings of this study, this chapter will explain the research findings based on the theories which have been stated in chapter 2 that related to the research questions. The finding of this study approved the usefulness of flashcards as media in

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stimulating students' participation in speaking activities. Participant of this study is an English teacher at MTsNU Sidoarjo and improved on the basis of an interview guideline and questionnaire checklist.

This study's findings were similar to those of Gallis Nawang Ginusti. This study was conducted on improving speaking skills through pictures. Research shows that the use of pictures was beneficial in motivating and guiding students in expressing their ideas. It can be observed that more than half of the students thought the picture was helpful to them. The focus of this study was on the effects of pictures on improving students' speaking skills. This subchapter discussed the research discussion as follows as:

1. **Teachers' preference to use flashcards as a media to stimulate students' participation in speaking activities.**

In this section, the researcher described the findings of the study related to the theory that has been written in chapter 2. The discussion is based on the first research question, which is why do the English teachers prefer to use flashcards as a media to stimulate students' participation in speaking activities? There are three specific reasons why teachers prefer to use flashcards to stimulate students' participation in speaking activities. The brief explanations discussed as follow as:

a. The use of flashcards is effective in English learning.

Flashcards are a fairly simple but efficient technique for someone to study a specific topic. The teacher used flashcards that were colorful, appealing, and easy to understand. Azhar stated that flashcards are little cards with images, words, or symbols on them that remember and guide learners to anything relevant to the image.[71] The opinion of this theory is related to the previous study that using media

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[71] Arsyad, Azhar. 2011. *Media Pembelajaran*. Jakarta: Raja Grafindo Persada. p. 119-120

pictures in teaching speaking can assist students improve their ability to communicate.[72]

From the previous study it can be known that flashcards as media is effective for English learning as stated in previously (see figure 4.1) where this media is very supportive for use in learning. As explained in a previous study, the majority of the English teachers utilize pictures or flashcards to help learners improve their speaking skills.[73] Although this previous study is relevant to this study, to help improve their speaking skills, English teachers use flashcards as one of the media. Furthermore, the teacher in this study used flashcards to encourage students' participation. Because most of the learners lack the confidence to speak-up in class without a media flashcard.

According to Cross, he stated that there are a few benefits to using flashcards, one of them is flashcards which are both motivational and attractive.[74] So, the teacher might encourage students to speak English through media flashcards and also stimulate students' participation in learning. As explained in Sarah's theory that flashcards are image cards that may be used to teach simple structure, function and are a good way to introduce and revise vocabulary.[75] The theory relates to the previous study that a researchers' solution for improving students' ability to master vocabularies is to use flashcards.[76]

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[72] Tutut Pratiwi. 2013. *The Effect of Teaching Speaking by Additional Media Picture to the Students' Speaking Ability*. (Sidoarjo: STKIP PGRI).

[73] Gallis Nawang Ginusti. 2014. *Improving The Speaking Skills of Grade VII Students of SMP Negeri GODEAN Through Pictures*. (Yogyakarta: UNY).

[74] Cross, David. 1992. *A Practical Handbook of Language Teaching*. UK: Prentice Hall International.

[75] Phillips, Sarah. 2001. *Young Learner Resource Books for Teacher*. Hongkong: Oxford University Press.

[76] Mar'atus Sholikhah. 2013. *Improving Students' Vocabulary by Using Flashcards at The Fifth Grade Students of SDN Singajaya II*. (Cirebon: IAIN Syekh Nurjati).

b. Flashcard can increase students' vocabulary mastery

As we all know, vocabulary is a crucial part of learning English. Students are able to increase their vocabulary proficiency and learn new languages more easily by using flashcards. In fact, some students find it difficult to retain any type of terminology, and as a result they lack the confidence to speak-up. As a result, the teacher uses flashcards to help the students understand English more easily. Because each card has a picture and a word or statement on it. Besides that, students enjoy the learning process, which gives them the confidence to participate in class.

On the other hand, the previous study also focused on expanding students' vocabulary with flashcards, which makes them more confident and comfortable speaking English in the classroom. In addition, flashcards added to the interest in the classroom. Students learned in an engaging environment so that they could be easily comprehended. During the learning process, students' participation in speaking activities increased as well.

c. Flashcard can be used when learning indoor or outdoor

Flashcards have the advantages of being able to be utilized both indoor and outdoor for learning. This is consistent with the previous study, which discovered that it can be used by a teacher at any time and in any situation during teaching.[77] Cross stated that flashcards may be carried practically everywhere and studied whenever there's any free time.[78] According to the findings of this study, this media is so simple to use, the teacher also uses it when learning outdoors. Furthermore, flashcards have a strong motivating and stimulating effect on students in learning, particularly in the

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[77] Mar'atus Sholikhah. 2013. *Improving Students' Vocabulary by Using Flashcards at The Fifth Grade Students of SDN Singajaya II.* (Cirebon: IAIN Syekh Nurjati).

[78] Angelo Thomas A. And K. Patricia Cross. 1993. *Classroom Assessment Technique: A Handbook for College Teachers.* California: Jossey Bass.

area of speaking. Meanwhile, if the flashcard image is not clear and large enough, the students will misunderstand the teachers' explanation when they see flashcards, so the targeted goal will be missed. Therefore, when learning outdoors the teacher must explain in a loud voice.

In fact, the previous theory explained that learning vocabulary through media flashcards can help students easier to understand the material being delivered while also enhancing their vocabulary mastery. Meanwhile, the result of questionnaires performed with the data from English teachers revealed that utilizing flashcards as a media in teaching English, instills confidence in the students to participate in speaking activities because they can get new ideas to deliver based on the picture on cards.

2. The challenges that faced by the teacher in the use of flashcard

In this section, the researcher described the findings of the study related to the theory that has been written in chapter 2. The discussion is based on the second research question, which is what challenges do the teachers' faced in the use of flashcards to stimulate students' participation? There are four specific challenges that faced by the teacher in using flashcard to stimulate students participation in English speaking activities. The brief explanations discussed as follow as:

a) Student's lack of vocabulary.

One of the abilities that students must acquire in order to stimulate them in speaking activities is vocabulary. Furthermore, according to Edward, one of the most crucial things in language teaching is vocabulary. While studying structure and practicing sound systems, students must constantly learn new words.[79] This is consistent with previous study, which found that the students' capability in mastering

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[79] Edward, David Allen and Rebecca M, Vallete. 1997. *Classroom Technique. Foreign Language and English as a Second Language.* New York: Harcout Brave Javanovich.

vocabulary is not good while they did not use flashcards.[80] Therefore, the teacher uses flashcards as media not only to develop students' involvement in the classroom in speaking activities, but also it can make the students increase their vocabulary mastery.

In the other case, when the teacher delivers the material using flashcards and explains using English language fully, some students are still confused and do not understand because they lack vocabulary. Therefore, the teacher uses code-mixing with Indonesia to make sure that students understand what is being explained. According to Zainudin, he states that the code-mixing helps students increase their English vocabulary and familiarize them with interacting with friends and teachers.[81] The teacher also gives a new vocabulary using media flashcards to the students and shares its meaning with them. Based on the interview with the English teachers, the researcher discovered that the use of code-mixing can make the students have a lot of fun, enjoy and understand with the explanation from the teacher. It is shown when the teacher shows a picture on a flashcard.

Additionally, during the learning process if there are students very low in vocabulary mastery and still did not understand the material or the instructions from the teacher, the teacher asks the other students to explain using their mother tongue or mixing with Indonesia. In the other case, for the assignment in the class the teacher asks the students to make a short story or conversation with the others' teacher to stimulate their speaking activities, but the teacher permits the students to use mixing with Indonesia or mother tongue. Moreover, some students use a media flashcard

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[80] Mar'atus Sholikhah. 2013. *Improving Students' Vocabulary by Using Flashcards at The Fifth Grade Students of SDN Singajaya II*. (Cirebon: IAIN Syekh Nurjati).

[81] Muh. Mahrup, Bambang Widi, Pegiawan B. 2019. *Journal of Education and Learning: How Daily Code-Mixing becomes a New Strategy for Teaching Vocabulary Mastery*. Universitas Ahmad Dahlan, Indonesia.

combining words and pictures. As stated by John, it can assist students enhance their vocabulary mastery by combining visual aids with words.[82] Hence, by using flashcards combining word and picture, and also mixing with Indonesia it makes the students easier in memorizing vocabulary.

b) Time to prepare this media needs much time.

As explained in Cross's theory that flashcards are too expensive, and if teachers wish to produce it individually, they would need a lot of time.[83] In addition, previous research and theory are relevant to the result of this study where the teacher cannot prepare the media in a short time. Besides that, the teacher can make it by herself and it needs a lot of time. While the teacher prepares all the tools and material to make the media, the teacher should collect pictures that are appropriate with the topic that will be taught. According to Cross, flashcards are learning media made by paper which have a colorful real picture or simple words.[84] Actually, if the teacher has a short time to prepare the media, it can be used as a printed picture card. Because it was a very simple way to make a media flashcard and only needed a short time.

Additionally, flashcards are not only made by the teacher but also can search any kind of picture on a website then print it. This is in line with Sibero that the web is a system related to paperwork that is used as the media to display text, image, multimedia, and others.[85] This way also made the teachers easier to prepare the material, because it does not need much time. In addition, this theory has similarity with previous studies in that many items, actions, and representations can be

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[82] John Haycraft. 1978. *An Introduction to English Language Teaching*. (London, Longman Group Limited). p. 104

[83] Cross, David. 1992. *A Practical Handbook of Language Teaching*. UK: Prentice Hall International.

[84] Cross, David. 1991. *A Practical Handbook of Language Teaching*. London: Cassel.

[85] Alexander F.K Sibero. 2013. *Web Programming Power Pack*. Yogyakarta. mediaKom.

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investigated by students using images.[86] From the two explanations above it can be known that flashcards need much time to prepare it, and when the teacher only has a short time, they can search any kind of picture that they need.

c) The students often make noises in the class during the learning process.

These difficulties are similar to a previous study in which students were mostly very crowded, even the teachers showing the picture in the learning process.[87] Those previous studies have similarities with this study in that the students are very enthusiastic when the teacher uses the media in the learning process, because the result from the interview with the English teachers is that the students did not have bored and monotonous learning. So, they enjoy the learning process. But, to overcome those problems, the teacher could make an agreement with the students before starting the learning process. The students who make noises or do not listen to the teachers' instruction, so they will get a punishment. In accordance with Elizabeth, punishment means to impose a penalty on a person for a fault offense or violation or retaliation.[88] But, the punishment that teachers give to the students should be educated. Using this way, the students obey the rules of the teacher in learning and orderly in the class.

Besides, the teachers give the students fun activities, gamification or question and answer sessions to motivate students to learn and follow the lesson. This is in line with previous study by Huyen and Nga that in the effectiveness of games, in a stress-free and comfortable environment, students appear to learn more efficiently and

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[86] Gallis Nawang Ginusti. 201. *Improving the Speaking Skills of Grade VIII Students of SMP Negeri 2 GODEAN Through Pictures.* (Yogyakarta: UNY).

[87] Tutut Pratiwi. 2013. *The Effect of Teaching Speaking by Additional Media Picture to the Students Speaking Ability*. (Sidoarjo: STKIP PGRI).

[88] Hurlock B. Elizabeth. 1993. *Perkembangan Anak.* (Jakarta: Erlangga).

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remember material better.[89] This theory is supported by previous research that students' participation in the classroom when learning can improve using team games tournaments or usually called games in a group.[90] In addition, it is highly recommended for teachers to use games to make students pay attention and participate more in the learning process.

d) Adjusting the picture to the material. When the teacher wants to apply some media in the learning process, then must collect some images that are appropriate with the topic that will be delivered to the students. Ruis defines that media are physical tools that are used to deliver messages to the students and inspire them to learn.[91] So the image should match with the topic, it will be hard for the students to understand the content if it does not match. Those theories supported by previous study that media is tools to convey a message or information to others or students.[92] From the two explanations above, it can be concluded that the media is an important thing or tools that can be used by the teacher to deliver the material easily. Based on the result of an interview with the English teachers, the researcher discovered that the teacher must prepare a few days before. It shows when the teacher prepares it before the learning process, and then the media can be used maximally.

In addition, the teacher delivers the material using picture cards as a media to make the students feel not bored, but the students are still confused and do not

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[89] Nguyen, & Nga, K.T.T. 2013. *The Effectiveness of Learning Vocabulary Through Games*. The Asian EFL Journal.

[90] Intan Indah Pratiwi. 2017. *Improving the Students' Participation in Speaking by Using Teams Games Tournament.* (Surakarta: USM).

[91] Ruis, Nuhung. et al. 2009. *Instructional Media*. Jakarta: Center for Development and Empowerment of Language Teachers and Education Personnel.

[92] Tutut Pratiwi. 2013. *The Effect of Teaching Speaking by Additional Media Picture to the Students Speaking Ability.* (Sidoarjo: STKIP PGRI).

understand. So, the teacher should adjust the picture with the topic of learning so that the students really understand. According to Adrian, a media flashcard is a set of cards containing single images that the teacher can hold up.[93] Hence, the media is a tool in the learning process. Additionally, if the pictures are adjusted with the topic of learning, automatically the students are easier to understand the teacher's explanation. So, students were helpful with the media that teachers used, and it was easier for them to understand.

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[93] Adrian Doff. 1992. *Teach English, A Training Course for Teachers, Trainers' Handbook*. (Cambridge University Press). p. 82

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This chapter provides the conclusion of the research which also describes suggestions and recommendation for the teachers, and future researchers.

A. CONCLUSION

Regarding the use of flashcards to stimulate students' participation in speaking activities, so that they can gain as many benefits as possible to support teachers in the teaching and learning process. Students' participation in speaking activities might be improved by using flashcards. Besides that, it has the potential to stimulate students' enthusiasm in the learning process. To get the data, the researcher give the questionnaire using Google Forms on teachers' preference in using flashcard and interviewed the English teachers on what are the challenges when using that media. It is not only about why the teacher prefer to use flashcard as a media, but also interviewed about what are the challenges in using flashcard as a media.

1. By using Flashcard they can learning English effectively, improving their vocabulary mastery, and the media can be used indoor or outdoor. It means that the media has many advantages and the teachers have the reasons on their preference in using flashcard. The students' were happy, enthusiastic, and more spirit because the media flashcard was colorful, and also interesting. It can see from how they were response in the class.

2. There were challenges that faced by the teacher in using flashcard as a media to stimulate students' participation in English speaking activities. For the first challenges was students' lack of vocabulary in English speaking activities. For the second challenges was about the time to prepare the media must be quick. For the third challenges was students often make noises in the class, because they are very

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enthusiastic and also by using media flashcard, the teachers must be adjust the picture to the material before applying the media in the class.

B. SUGGESTION

Finally, this is the outcome. As a result, the researcher makes the following suggestions as an explanation: In consideration of the following conclusion, the following suggestions are made:

1. For the teachers

Teachers will benefit from the findings of this study, considering that applying media flashcards in teaching is easy and simple. Teacher should prepare it a few days before. It will be better if the teachers not only focus on the advantages of flashcards in teaching to stimulate students' participation, but also the solution of the teachers' challenges that the learners' found during the learning process. Thus, media flashcards must be applied because this is teachers' way to determine goals during the teaching learning process.

2. For future researcher

This study is able to give inspiration and guidance for further researchers who want to study the similar focuses, but it will be much better if they expand more challenges faced by the teacher and the solutions during the learning process when applying media flashcards. In addition, the weakness of this study can be some references for the next researcher.

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