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# The Influence of E-Flash Card Media Towards Students' Speaking Skill at The Seventh Grade Students of MTs MA Binuangeun Lebak Banten in Academic Year 2021/2022

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### ABSTRACT

The objective of this research is to find out the significant effect of using e Flash Card media towards students' speaking skill at the Seventh-grade students of MTs MA Binuangeun Lebak Banten in Academic Year 2021/2022. This research was conducted by using quantitative approach with true experimental method, with experimental and control class. In experimental class, researcher has applied e flash card as a teaching media in teaching while in control class used conventional teaching media. The researcher used pre-test and post-test in both experimental and control class. The data collection techniques used in this research are giving pre-test, treatment, and post-test. The research findings show that e-flash card media is successful applied in the class and all students showed their progress together. Therefore, the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected. Clearly, the research proved that e-flash card media has significant effect towards students' speaking skill at the seventh-grade students of MTs MA Binuangeun Lebak Banten in academic year 2021/2022.



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### INTRODUCTION

Education is an important tool in creating Quality Human Resources (HR). Quality human resources can formed when applying education as the main key of development of science and technology. Education is a process communication which contains the transformation of knowledge, values, and skills, inside and outside of school that last throughout life (life long process), from generation to generation. Education has been going on since humans existed, the education in question is what done by adults/parents in teaching their children how to daily life, prevailing traditions, skills that have been mastered by their parents so that in the future their children can live well without a difficulty. The educational process takes place naturally and

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continuously continuously even in a simple form. Education is not only obtained in the family environment, education can be obtained from the social environment of the community and from school (Siswoyo, 2008:5)..

The definition of education in the school environment has meaning broader than teaching. Teaching is more focused on the process affective knowledge transformation. Education is a process two-way communication that is not only a transformation process knowledge but also the process of internalizing character values. Character from each student is different and must be mastered by a teacher if the teaching and learning process in the classroom can be successful. That matter It is the teacher's job to understand each student's character and Every student has a different way of understanding and mastering material presented by the teacher.

In the English Language Curriculum (2006) it is stated that the purpose of learning English is so that students have the following abilities: (1) Develop competence communicate in limited oral form to accompany the action (language accompanying action) in the school context and (2) Having awareness about the nature and importance of English to improve nation's competitiveness in a global society. This means that graduates elementary schools who have studied English as a subject local content is expected to have basic English language skills verbally which is expected to develop well when they enter a higher level of education in the future. Besides that they are also expected to have a high awareness of the importance of mastering English in mastering science and technology.

According to Ratminingsih (2017:35) The urge to master English must be shown by the presence of continuous efforts to learn English and practice it in real life everyday. Learning English is very important to be applied in a school, especially at the elementary level Students are expected to master English well. Due to the low competence of speaking the language English students in learning English. The learning process of introduction, understanding, application in everyday life is very important needed to achieve the ideal English language learning.

In the 2013 curriculum, a teacher gives students explanation about the language and will be practiced in the classroom. That curriculum make students more be active in classroom. It will give good results rather than students receiving material only from teachers but not use in student life. Indicating successful curriculum can be seen from the student achievement. In the 2013 curriculum, teachers as educators will always innovate to develop teaching materials to achieve the objectives of learning. However in fact many students are still unable to speak correctly. Students are disposed to be shy and do not pay attention toward a lesson. Speaking ability is not directly able to get good results, but with a gradual training and continuously will build that ability to be better.

Examples of cases such as MTs MA Binuangeun, especially Seventh grade. Based on the researcher observation at the seventh grade at that school, the researcher found that the students are poor in english speaking ability. They are still difficult to speak some sentences. Some of them did not say anything because having less confidence from their own skill and worry about getting wrong word 3 to arrange it. Many factors from student get difficult to speak English well such as students are afraid for wrong says, the student not understand in term of vocabularies. They think learning speaking is very challenging for students in foreign language contexts, because they have few opportunities to use that language in outside from classroom.

In order to disappear those problems, researcher consider that it is find out an alternative teaching media to them as suitable and interest for teaching. Many strategies and learning models that can be applied in various teacher opportunities in teaching for example direct method, jigsaw, task based learning, communicative language teaching, and others. The teacher need to help students encourage students to be less anxiety, motivate them to learn better especially help students overcome speaking problems, and they should be practiced to assist them in developing their speaking ability. That for reason to give them interest media for learning, so this study researcher

will use Flashcard media give students' ability on speaking because simple media for apply in the class and students to be actively participating in teaching learning process. Many research use this media for improve students vocabulary, but this research are going to use this media for students speaking ability because this media not use only for vocabulary but it can to know speaking fluency. It is emphasize using flashcard media for achieve in learning attractive for speaking teaching. Flashcards are clear and colorful and they can have a positive effect on the visual learning process of the students (Veronica, 2012:05).23

Based on that problem the researcher will use different strategy that will be applied to the students. Researcher will show pictures and students order to speak with their own words. Descriptive text is a subject matter taught in junior high school. Meanwhile descriptive text one of kinds of text which has the specific function to give description about an object. The teacher explains the material on the board correctly but in reality there are still many students who do not yet understand about forming a descriptive text orally but they can understand it by written itself. After all, speaking is difficult for junior high school students. And even junior high school students are still struggling to speak English in class.

Flash card media is expected to help students in mastering words in English pronunciation and help the teacher in giving good pronunciation in English material for Secondary high Scholl or Junior High School students. Each student will get a flash card so that students are expected to learn about how to speak English independently. In learning using flash card media is a process learning that uses effective learning cards containing pictures, text, or other symbols on the card, so that it is expected to be able to stimulate students' minds and interest in improving their abilities word pronunciation in English learning (Rudi Susilana dan Cepi Riyana, 2015:95).

Based on the description above, research on increasing English skills through flash card media for seventh grade students at MTs MA Binuangeun needs to be done. Flash cards are expected to help students in the process of speaking English skills.

**METHOD**

This research was conducted by true experimental research, with experimental and control class. In experimental class, researcher has been applied e flash card as method in teaching while in control class used conventional teaching model. The researcher used pre-test and post-test design in both experimental and control class. The aim to find out of the using e flash card Method, to get the effectiveness significant by comparing the pretest and post-test both experimental class and controlled class.

Table 1. Treatment of experimental class and control class

Group	Pre-test	Treatment	Post-test
Experimental	✓	E Flash Card	✓
Control	✓	lecture method	✓

**RESULT**

This research was conducted by true experimental research, with experiment and control class. In experiment class, researcher has been applied E-flash card as method in teaching while in control class used conventional teaching model. The researcher used pre-test and post-test design in both experimental and control class. The aim to find out of the using e-flash card Method, to get the effectiveness significant by comparing the pretest and post-test both experiment class and control class.

This research using cluster random sampling, where 7 A as control class and 7 B as experimental class. The total number of samplings is 63 students, 32 students for control class and 31 students in

experimental class.

After giving the material about daily activity in experimental and control class, the test is held to measure the students speaking skill. The data of the research was taken from the pre-test and post-test score of seventh grade students on MTs MA Binuangeun. The pre-test was given before the treatment, while the post-test was given after the treatment. Furthermore, the general description of the data would be explained as two sections, the experimental class score and controller class score.

This research took the seventh-grade. A Class is an experiment class which consists of 32 students, and B class is a control class, which consists of 31 students, highest score of the pre-test in experimental class and control class is 80 and the lowest score in both of class is 40. Meanwhile, the mean score of the pre-test in experimental class is 59.90, while control class is 65.31. The data indicated that the mean score of the pre-test of experimental class is increased compared with the mean core of the pre-test of control class. It indicated that the students of both classes have almost the same abilities.

The highest score of the post-test in experimental class is 95 and the lowest score is 70. The highest score of the post-test in control class is 90, and the lowest score is 500. Meanwhile, the mean score of the post-test in experimental class is 76.56, while control class is 68.90. The data indicated that the mean score of the post-test of experimental class is increased compared with the meanscore of the post-test of control class. It indicated that the students of both classes after get treatment using e-flash card media for experiment class and lecture method for control class it's showed that the both classes have different significant of result

It occurred after the experiment class was taught using e-flash card media and students in the control class was taught by lecture method. In conclusion, e-flash card media is effective on students speaking skill.

The research was to find out the effect of E-flash card media on students peaking skill at MTs MA Binuangeun. Towards that reason, the hypothesis test is necessary to find the result of the test. Thus, the test of effect size has a contribution to support the T-test result.

Table 2. T-test Result of Post-test Scores

		Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Result	Equal variances assumed	.081	.037	2.481	61	.016	5.43347	2.19016
	Equal variances not assumed			2.483	60.964	.016	5.43347	2.18816

The result of independent samples in Table 4.9 showed *p*-value or *sig (2-tailed)* of the research is 0.001. Because the *p*-value (0.037) is lower than *sig a* ( $0.037 < 0.05$ ), it implied that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

Accordingly, there is any significant effect in learning speaking with using E-Flash Card media at Seventh grade student of MTs MA Binuangeun.

## DISCUSSIONS

After all the test, the result of this study showed that e flash card media effective on students speaking skill at seventhgrades of MTs MA Binuangeun. Based on the statement, the results of theresearch have answered the research question stated in chapter one in this study.Indeed, the result of this study supported the previous related studies which assumed and proved that E-falsh card media or strategy is effective on students speaking skill. It also showed that teaching speaking using E-flash card media made the learning process became actively and enjoyable.

Furthermore, the description of the data in Table 4.1 showed the increasing mean score from the experimental class after implemented e flash card media from 59.9 became 76.56. Meanwhile, the score of controller class also slightly improved although they did not apply the strategy which appeared in Table 4.2. It is 65.31 became 68.90.

Besides, the researchers found that the independent t-test indicated making a statistically effective e flash card media. This can be seen from the analysis of post-test data that the p-value or sig (2-tailed) = 0.037 <sig a = 0.05.From the results, it concluded that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. Then it can be concluded, there is any significant effect in learning speaking with using e-flash card media at Seventh grade student of MTs MA Binuangeun is 0.625.

Based on the criteria of Cohens“  $d$  effect size, 0.628 categorized as a moderate effect. In other words, e flash card media has a sufficient effect on students speaking skill.

In conclusion, the result of the research established that e flash card media is effective on students speaking skill for seventh-grade students of MTs MA Binuangeun in academic year 2021/2022.

## CONCLUSION

This research was expected to prove the effect of e-flash card media on students speaking skill for seventh-grade students of MTs MA Binuangeun in academic year 2021/2022. The researcher used two classes to do the research: experimental class and control class. The pre-test and post-test were conducted for both classes. The experiment class was taught by using e flash card media while the control class was using lecture method. It found that e-flash card media can make the post-test score of both classes higher than the pre-test score. On the other hand, to use this strategy in teaching speaking, Moreover, the result of the effect size test which taken from Cohen's  $d$  is 0.625. It indicated that the range effect of this research is in moderate level. Because the effect of the research only on moderate level, it would be concluded that the strategy cannot give significant improvement on the students“ score. It means that e-flash card media is successful applied in the class and all students showed their progress together. Therefore, the alternative hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_o$ ) is rejected. Clearly, the research proved that e-flash card media is effective on students speaking skill for seventh-grade students of MTs MA Binuangeun in academic year 2021/2021

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