

## The Effect Of Flashcard On Students' Motivation In Speaking Skill At Sman 10 Mataram

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### Abstract

This research was aimed at finding out the effect on students' motivation in speaking skill at SMAN 10 Mataram in academic year 2018/2019. The research was experimental with quasi experimental design. The population of the study was the tenth grade students of SMAN 10 Mataram that consisted of five classes. Two classes were chosen as the samples, those were X MIPA 1 as experimental group and X MIPA 2 as control group. They were chosen by using cluster random sampling. Experimental group treated by using flashcard and control group treated by using word wall. The data of the research were gathered from questionnaire test and the data analysis used inferential analysis. Based on the data analysis was gotten t-test = 3.801 and t-table = 1.684. It means that t-test was higher than t-table ( $3.801 > 1.684$ ) with signification level 0.05. So that way, alternative hypothesis ( $H_a$ ) accepted and null hypothesis ( $H_o$ ) rejected. Therefore, it took conclusion that there is effect of flashcard on students' motivation in speaking skill at SMAN 10 Mataram in academic year 2018/2019.

**Keywords:** *Flashcard, Motivation, Speaking*

### INTRODUCTION

Brown (2004: 140) states that speaking is a productive skill that can be directly and empirically observed; those observations are invariably collared by the accuracy and fluency. Speaking is also a tool by mean of communication for students to communicate with their teachers and classmates. By speaking, the teachers can convey the lesson and the students can expand their knowledge. The students can convey what they do not understand about the lesson to the teacher. Such as that condition the speaking skill is important and really needed in teaching and learning English.

As the one of English skills, speaking should be mastered by the students. By speaking, students can get much information and then their knowledge will improve through the interaction with other people orally. Richard (2008: 19) states that the mastery of speaking skill in English is a priority for many second-language or foreign-language learners.

Consequently, learners are often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. In the reality, in the daily life, most of people prefer to speak more than to write. But many English teachers still spend majority of class time on reading and writing practices and almost ignoring speaking and listening skills. Consequently, the skills of students in speaking and listening are considered very low.

In teaching learning English especially in teaching speaking, students must be motivated by some kinds of motivation namely intrinsic and extrinsic motivation because the factors that have a very strong effect on success or failure in learning is motivation.

Harmer (2001:51) state that motivation is kind of internal drive, pushing someone to do things in order to achieve something. Furthermore, he suggest that motivation is a

state of cognitive arousal which provokes a decision to act, as a result of which there is sustained intellectual or physical effort so that the person can achieve some previously set goal.

According to Driscoll (1994: 115), motivational design views motivation as a sequence. First gain the attention of the learner, and they provide relevance of what you are teaching to their proposal and needs. The learners gain confidence as the learning process unfolds. The satisfaction of the new knowledge provide motivation to continue learning.

Kurniawan (2013) found that, the students' speaking skill was having low vocabulary mastery. It happened to many students, they preferred to speak in Bahasa Indonesia during the class rather than trying to practice speaking in English. So, they had difficulties in producing spoken language related to the topic and did not comprehend the materials well. Aminuddin (2017) also found that, most of the students specifically the second grade students were difficult to express their mind in English particularly because of lack of necessary vocabularies or words management performance when they were speaking.

After conducting an observation at SMAN 10 Mataram, the researcher found some problems faced by the students, such as students were not interested and did not pay attention during teaching learning process. The students were difficult to express their ideas to speak fluently and accurately in front of class, because they were lack of vocabulary.

Based on the evidence described above, the researcher was interested in conducting the research on "the effect of flashcard on students' motivation in speaking skill at the tenth grade of SMAN 10 Mataram in academic year 2018/2019". The researcher believed that by used flashcard could motivate the students to speak and the

students are not afraid in expressing their ideas, and also make students feel comfortable in learning and enjoy with the material.

According to Arsyad (2011: 119), flashcard is a small card that contains images, text, or symbol that reminds or directs students to something related to images. Based on the fact that students have many problems dealing with speaking, one of the factors is motivation, motivation inspires the students to reach their goals. Students admitted they had low motivation and lack of vocabulary to express their thoughts. Flashcard as a media would help students increase their motivation in speaking skill because visualizing make it easier to learn and understood. In addition, motivation and speaking occur simultaneously.

## **RESEARCH METHOD**

### **Research Design**

The research design that used in this study was quasi experimental design with non-equivalent control group design and these group had the experimental group and control group. In Sugiyono (2013: 79), non-equivalent control group design is experimental group as well control groups are not randomly selected. The researcher used the different treatments for two group namely experimental and control. Experimental group was treated by flashcard and control group was treated by word wall.

### **Population and Sample**

According to Miller (2005: 53), population is used in statistics to refer to all possible objects of a particular type. Based on the research, the population of the study was included the tenth grade of the students of SMAN 10 Mataram in the school year 2018/2019 which consist of five classes those are X MIPA 1, X MIPA 2, X IPS 1, X IPS 2, and X IPS 3.

According to Kothari (2004: 158) sample is refers to the part of the universe which is selected for the purpose of

investigation. The sampling technique for this research was used cluster random sampling take by lottery. In addition, Kothari (2004: 16) state that cluster random sampling involves grouping the population and then selecting the groups or the clusters rather than individual elements for inclusion in the sample.

From 116 population, the researcher tooks 2 classes as sample by the lottery, those are X MIPA 1 class that consist of 22 students as experimental group and X MIPA 2 class that consist of 22 students as control group. So the total sample was 44 students.

### Research Instrument

According to Sugiyono (2016: 148), research instrument is the tool that used to measure the nature or social phenomena that being research, on this research was used things as follow:

#### Questionnaire

In this research, the researcher was used questionnaire that consist of 20 items that includes of five motivation indicators to measure students' motivation.

### Technique of Collecting Data

According to Sugiyono (2017: 308), technique of data collection is one of category concerning the ways in which data is collected, can be done in a several of settings, in various sources and in various ways. In this research the researcher was used technique as follow:

#### Questionnaire

The researcher was used pre-questionnaire and post questionnaire for measured students' motivation. Pre-questionnaire was given before experimental group got the treatment and post-questionnaire was given after the experimental got treatment. The total of questionnaire that was used was 20 that each question has answered on a five-point Likert scale. The students was given the sheet of paper by the researcher.

### Techniques of Data Analysis

Techniques of data analysis is the way that used by the researcher in analyzing the data that has been collected. In this research, the researcher using:

#### 1. Descriptive Analysis

Descriptive Analysis is the branch of statistics that focuses on collecting, summarizing, and presenting a set of data, such as means, median, mode and standard deviation.

#### 2. Test of Hypothesis

In this research the researcher uses T test to compute the data which is the interval and derived from two samples. To find out the value of t-test the researcher uses the formula below:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:

$Mx$  : The mean of deviation of experimental group

$My$  : The mean of deviation of control group

$Nx$  : The number of sample of experimental group

$Ny$  : The number of sample of control group

$\sum x^2$  : The sum of square deviation of experimental group

$\sum y^2$  : The sum of square deviation of control group

(Suharsimi in Imran, 2015: 21)

### RESEARCH FINDING

In this chapter the writer presented the result of the study. The score of pre-questionnaire and post-questionnaire were taken from the data of the study.

#### 1. Descriptive Statistics

Based on both of tests that show the total pre-questionnaire of experimental group was 1087 and the mean score was 49.40 while the total post-questionnaire of experimental group was 1737 and the mean score was 78.75. In pre-questionnaire of experimental group the highest score was 62, and the lowest score was 43.

Meanwhile in post-questionnaire of experimental group the highest score was 89, and the lowest score was 70. The mode score in pre-questionnaire was 48.5 and post-questionnaire was 75.1. The median score pre-questionnaire and post-questionnaire were 48.82 and 76.98. Therefore the standard deviation of pre-questionnaire and post-questionnaire were 3.89 and 5.95.

## 2. Inferential Statistics

Here the researcher determined the levels of significance as well as the degree of freedom of samples minus two with the numbers of samples were 44 students. The degree of freedom used here was  $Df = (N - 2)$ . Therefore, the degree of freedom is  $Df = 44 - 2 = 42$ . It can be concluded  $t_0 (3.801) > t_t (42, 0.05) (1.684)$

Based on the result of the *t-test* above, it found that *t-test* was 3.801 and *t-table* was 1.684 in significant level 0.05 with degrees of freedom (*Df*) 42. It was clear that *t-test* was higher than *t-table*. These indicated the alternative hypothesis (*H<sub>a</sub>*) of this study was accepted and the null hypothesis (*H<sub>o</sub>*) was rejected. Generally it can conclude that Flashcard has positive effect on students' motivation in speaking skill.

## 3. The Result of Questionnaire

Based on the results of computing the data of questionnaire at experimental and control group, the research was collected the score of the students and analyzed the results of the students score what are students motivation in speaking skill. the students' motivation in speaking skill of experimental group was high, with the total of classification students was high are 14 students and was very high 8 students. While the students' motivation in speaking skill of control group was neutral, with the total of classification students was neutral are 19 students and was high 3 students.

## DISCUSSION

In this part the researcher discussed deals with the analysis of hypothesis. To analyze the data, the researcher follows some procedures of statistical analysis. First, to calculate the students' score of motivation in speaking the researcher used descriptive analysis and inferential analysis that using *t-test*.

There was only one statement of the problems proposed as follows:

“Is there any effect of Flashcard on students' motivation in speaking skill at the tenth grade of SMAN 10 Mataram in academic year 2018/2019?”

This statement of the problems had been answered based on the research result above. Based on previous chapter, there was explanation about the comparison between *t-test* and *t-table*, where if *t-test* was smaller than *t-table* or *t-test* equal with *t-table*, therefore *H<sub>o</sub>* is accepted and *H<sub>a</sub>* is rejected, but if *t-table* higher than *t-test*, *H<sub>o</sub>* is rejected and *H<sub>a</sub>* is accepted.

In previous chapter, it was found that the value of *t-test* = 3.801 > *t-table* = 1.684. (0.05) (95%). From the result of comparison between the results of *t-test* with the value of *t-table* above, it can be seen the result of *t-test* was higher than the value of *t-table*. It means that, the Flashcard was appropriate on students' motivation in speaking skill, Flashcard gave much contribution to the students in studying English especially English speaking. It brings real world context into the classroom, and increase students' use of English in a flexible, meaningful and communicative way. It also can be seen in previous chapter about the result of pre-questionnaire and the result of post-questionnaire, there was different between the results of pre-questionnaire and post-questionnaire.

Based on the discussion above, the researcher concluded, the effect of flashcard on students' motivation in speaking skill at the tenth grade of SMAN 10 Mataram is

accepted. In other word, the alternative hypothesis ( $H_a$ ) is accepted.

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the statement of the problem which is read "is there any effect of Flashcard on students' motivation in speaking skill at tenth grade of SMAN 10 Mataram in academic year 2018?2019?" which the researcher found the Flashcard was appropriate for motivated students in speaking skill. Teaching English speaking at SMAN 10 Mataram using flashcard had much greater change in the students' motivation in speaking skill. On the other words, flashcard had any effect on students' motivation in speaking skill.

Under the application of t-test formula, it was found out that the t-test was 3.801 with t-table degree of freedom ( $df$ ) = 42 was 1.684 it was shown that t-test was higher than t-table. It means that the null hypothesis ( $H_0$ ) was rejected because the t-table is lower than t-test; therefore, the alternative hypothesis ( $H_a$ ) was accepted it can be seen that, the t-test is higher than t-table and it means that flashcard had effect on students' motivation in speaking skill.

### Suggestion

As the end of this research, the researcher would like to give some suggestions for students, teachers, and other research as follows:

1. For the students
  - a. The students should practice their English speaking everyday which can help them to improve their speaking ability.
  - b. The students should be braver in sharing their opinion even though they cannot speak English fluently.
2. For the teachers
  - a. English teachers should be creative in teaching and creating comfortable situation during the teaching learning process, so that the students will be

- interested in learning to speak English especially in speaking.
  - b. The teacher should be sure that the students have understood and mastered the material when they teach their students.
  - c. The teacher should consider selectively the suitable teaching media which will be used in teaching English for all stages of education.
3. For Other researchers, it can be their reference in conducting their research related with this researcher.

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