

**THE IMPLEMENTATION OF FLASHCARD TO TEACH
SPONTANEOUS SPEAKING FOR STUDENTS IN AL KHAWARIZMI
COURSE**

THESIS

By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ART EDUCATION
IKIP PGRI BOJONEGORO**

2023

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SPONTANEOUS SPEAKING FOR STUDENTS IN AL KHAWARIZMI
COURSE**

THESIS
Presented to
IKIP PGRI Bojonegoro
In partial fulfillment of requirements
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By
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**ENGLISH EDUCATION DEPARTMENT
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IKIP PGRI BOJONEGORO
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APPROVAL SHEET

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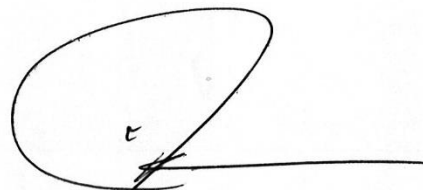
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LEGITIMATION

THESIS

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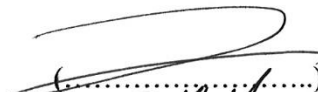
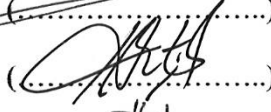
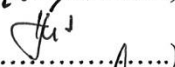
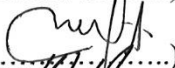

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This is to certify that the Sarjana's thesis
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I solemnly declare that the thesis that I have written is really my own writing and does not constitute plagiarism either in part or in whole.

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Bojonegoro, 28th July 2023

The Researcher



Alvian Della Ayu Putri Sintya

ABSTRACT

Sintya, Alvian Della Ayu Putri. 2023. The Implementation of Flashcard to Teach Spontaneous Speaking for Students in Al Khawaizmi Course. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Oktha Ika Rahmawati, M.Pd , (II) Dr. Puput Suriyah, M.Pd.

Keyword: Implementation, Flashcard, Spontaneous Speaking

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

ABSTRAK

Sintya, Alvian Della Ayu Putri. 2023. *The Implementation of Flashcard to Teach Spontaneous Speaking for Students in Al Khawaizmi Course*. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Oktha Ika Rahmawati, M.Pd. , (II) Dr. Puput Suriyah, M.Pd.

Keyword: Implementasi, Flashcard, Berbicara Spontan

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

MOTTO

“When your heart is at ease, everything is possible”

“UNKNOWN”

“Every contact leaves a trace.”

“DR. BAEK BEOM”

DEDICATION

Thank God I pray to the presence of Allah Subhanahu wa Ta'ala for all His mercy, guidance and grace, I was given the opportunity to finish this thesis with all the shortcomings. I hereby dedicate this thesis to:

1. Myself who is always praying for and an extraordinary responsibility.
2. My Parents, Momi Ami, Sister Riris, Sister Adya, Brother Ikshan and Husain Alaydrus who always support and cheer me up whenever I feel ups and downs and take care of me and pray for me.
3. My friends and colleagues who always support and help me when I have difficulty revising my thesis.
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7. As well as all parties who have helped and motivated for the smooth preparation of this thesis.

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Firstly, and foremost, thanks to Allah SWT almighty for the blessing. Secondly, peace and bless to Muhammad SAW the final prophet in the world. The author was able to complete the preparation of this thesis. The title of the thesis the author propose is "The Implemantation of Flashcard to Teach Spontaneous Speaking for Students in Al Khawarizmi Course".

The writer also would like to give special thanks to:

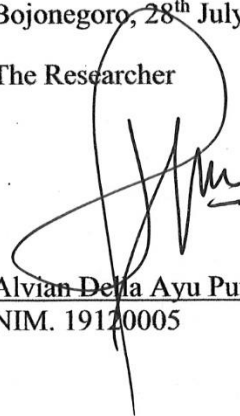
- a. Dr. Junarti, M.Pd., As the Rector of IKIP PGRI Bojonegoro.
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Bojonegoro, 28th July 2013

The Researcher



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CHAPTER I

INTRODUCTION

A. Background of study

English is already an indispensable language due to its widespread use in daily life. This is why English is considered a global language. English has been in the spotlight and at the center of attention for an extended period. As we all know, English is certainly a second language for native English speakers who converse with one another. English serves as a bridge between numerous cultures and origins. According to Klappenbach (2019), English is one of the most commonly spoken languages in the world, with around 360 million native speakers and nearly twice as many second-language speakers. To compete in the global workforce, individuals must be able to communicate in English. Additionally, English is used to access media and entertainment. Both of media and entertainment as a communication mean for the effectiveness improving and learning English.

Moreover, students should be able to use foreign languages to communicate in different situations, learn new things, make a living, and go on to higher levels of education. To fully appreciate all of these concepts, students must possess a fundamental knowledge of English. From the explanation before, students should know that listening, reading, writing, and speaking are the first four fundamental English skills. Each competence has its own set of laws. Nevertheless, according to Richards (2008); Brown

(2001), many foreign languages or second language learners prioritize mastery of speaking and most students of English as a Foreign Language (EFL) find it hard to understand how to improve their speaking.

From the explanation above, one of the many elements that influence English fluency is an unwillingness to practice therefore students need to watch their limited vocabulary, pronunciation and lack of confidence that being the three of the most common challenges faced by English language learners, as reported by Chens (2009). Besides, there are also students who have significant mental or emotional health issues, or who have learning disabilities. As Paris (2004) said, some believe that issues arising from students' interactions with their educational environment are the root cause of most educational needs. The ability to speak and understand English fluently and effectively is a skill that requires thorough study and practice by students.

Even less, ability to speak English is frequently viewed as difficult to acquire because it involves constructing a string of spoken words to express an idea or message that are easily understood by the audience (Irmawati, 2016). Students need to practice speaking which is thought to be one of the most important part of learning a foreign language for most people, and that success is measured by the ability to have a conversation in that language according to Goh & Burns (2012); Nunan (2001). Due to the numerous benefits of speaking English and many people are learning how to speak well in order to achieve success in their different field. In this current time, speaking English have been used in the fields of scientific research, education, commerce, the internet,

travel and tourism, media and newspapers, software, medical, engineering, information and technology for their daily activities.

To achieve all of what has stated above, students must be have enthusiasm to learn speaking, meanwhile teachers should have capabilities and strategies to teach and explain the material in order to get the speaking target. By applying the rules in the class while speaking class and doing fun activities in order students do not getting bored and be a fun learning, teacher should understand the concept of speaking as a Bailey (2005) stated that the students are allow to practice their English fluency and teach them that making mistakes while speaking is natural and ensure that the teaching process is well-planned. Those all are to ensure and maintain the preparation of teachers and student to engage in speaking class.

This study focuses on implementing flashcard to teach spontaneous speaking. By using flashcard and speaking spontaneously might help students to think and speak faster and critically. The study discovered that most students struggled with learning how to speak. Students are uninterested in learning to speak English as a foreign language, particularly in terms of grammar, fluency, pronunciation, and cultural background. During the speaking activity, they were largely uninterested and unconfident in speaking up. Furthermore, students have never been given the opportunity to demonstrate their ability to speak. It makes the students' speaking activity passive. Then, before the learning and teaching process were done, the teacher had to put together interesting ways to learn. The combinations from flashcard and spontaneous

speaking strategy perform well to get the students to speak English well (Aliputri and Friends 2018 in Henni Fitriani and Friends 2021). In this case, the researcher taught speaking using a good method and creative learning tools.

Based on what was said above about the background of the study, the researcher wants to look at it as scientific research. "The Implementation of Flashcard to Teach Spontaneous Speaking for Students in Al Khawarizmi Course" would be the title of that study.

B. Research of the Problem

With the above background in mind, researchers can formulate the problem:

1. How is the implementation of flashcard in teaching spontaneous speaking?
2. What are the obstacles of teaching using flashcard in spontaneous speaking?

C. The objective of the Study

The objectives of the study are:

1. To find out the implementation of teaching speaking through flashcard in Al Khawarizmi Course.
2. To find out the obstacles of speaking on implementing students speaking ability in Al Khawarizmi Course.

D. Significant of the Study

The expected benefits of this study's findings are as follows:

1. For teacher

To encourage teachers and researchers to focus on learning techniques that are enjoyable for students.

2. For future researchers

To give a reference for researchers on how flashcards are implemented in teaching spontaneous speaking and boost researchers experience.

E. Definition of Key Term

Based on the above, the operational definition of a variable in this study focuses primarily on:

1. Speaking

Harmer (2007, p. 284) The ability to speak fluently requires not only knowledge of language features, but also the ability to process information and language.

2. Spontaneous Speaking

According to Nawi and Yasin (2015), an impromptu speech is one that is delivered without previous planning or preparation. Therefore, the readiness to communicate in public is the result of preparation, planning, and practice ahead of the public.

3. Flashcard

Kupzyk et al. (2011) explain that a flashcard is a tool for learning in the form of a small card that contains images, text, or symbolic signals that remind or lead students to perform an action related to the image.