

**ENHANCING STUDENTS' SPEAKING SKILL: THE SYNERGY OF
FLASHCARDS AND COMMUNICATIVE APPROACH
AT SMK NEGERI 5 BANDAR LAMPUNG**

(A Thesis)

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2025**

ABSTRACT

ENHANCING STUDENTS' SPEAKING SKILL: THE SYNERGY OF FLASHCARDS AND COMMUNICATIVE APPROACH AT SMK NEGERI 5 BANDAR LAMPUNG

By
Margaret BR. Tobing

Speaking ability in English remains a challenge for many students, particularly at SMK Negeri 5 Bandar Lampung. Limited opportunities for speaking practice during class hours, lack of engaging instructional media, and minimal use of communicative approaches have contributed to low student interest and achievement in English speaking skills. The average speaking score before the use of innovative learning media was relatively low, at around 56.60. To address this issue, this study aims to examine the effectiveness of using modified flashcards combined with a communicative approach in improving students' speaking skills and learning motivation.

This research employed a quantitative experimental method involving 30 tenth-grade students at SMK Negeri 5 Bandar Lampung. The students were divided into an experimental group, which received instruction using modified flashcards and a communicative approach, and a control group, which used traditional flashcards. Data were collected through pre-tests and post-tests of speaking ability as well as learning motivation questionnaires. The validity and reliability of the instruments were verified using Cronbach's Alpha and correlation analysis.

The results showed a significant improvement in the speaking scores of the experimental group, increasing from an average of 56.60 to 76.13. In addition to score improvement, the level of students' interest in the experimental group improved. These findings confirm that the use of modified flashcards combined with a communicative approach is effective in enhancing students' speaking skills and interest in learning English.

Keywords: Flashcards, speaking performance, modified flashcards, Communicative approach, students' interest.

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CURRICULUM VITAE

Margaret BR. Tobing, was born on June 12, 1982, as the second daughter of Mr. PL Tobing and Ms. Rostiana Marpaung. She has two sisters, Mery Hovkyn and Wihellmina Quein. She began her formal education at SD Negeri 1 Panjang Selatan from 1988 to 1994. From 1994 to 1997, she attended SMP Negeri 21 Bandar Lampung. She continued her studies at SMA Kristen Dharmawita from 1997 to 2000. During this period, from 1997 to 2000, the author studied English at Lampung University, earning a Diploma in English. Between 2006 and 2008, she pursued further education at STKIP PGRI Bandar Lampung, majoring in English Education.

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.

MOTTO

*The fear of the Lord is the beginning of wisdom, and knowledge of the Holy One
is understanding.*

(Psalm 9: 10)

*Surely your goodness and love will follow me all the days of my life, and I will
dwell in the house of the Lord forever.*

(Psalm 23: 6)

Rejoice in the Lord always. I will say it again: Rejoice!

(Philippians 4:4)

You are never too old to learn.

DEDICATION

This script is dedicated to the Heavenly Father, who has enabled me to realize my dreams and supported me in completing my studies despite my limitation. All praise to be His name, amen.

This script entitled “Enhancing Students’ Speaking Skill: The Synergy of Flashcards and Communicative Approach at SMK Negeri 5 Bandar Lampung” is submitted to the English Education Program, Master of English and education and is dedicated to:

1. Her advisors Prof. Patuan Raja, M.Pd., and Mahpul, M.A., Ph.D, served as sources of inspiration and motivation throughout the process of writing this thesis.
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Bandar lampung, June 2025
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I. INTRODUCTION

This chapter provides an introduction to the study, describing the research background, research questions, the objective of the research and the definition of the terms.

1.1 Background of the Problem

Speaking is an interactive process to construct meaning that includes making, acquiring, and analyzing information. Fulcher (2003), speaking is the verbal use of language to communicate with others. This emphasizes the importance of communication skill within language proficiency assessment. This requires back and forth communication where people take turns speaking with one another (Thornbury, 2005). Speaking is interactive and involves turn-taking, where speakers engage in a back-and-forth communication style. Effective spoken interaction requires understanding and managing speaking turns, highlighting the importance of cooperation in conversation. It depends on the context in which it happens, including the participants, their collective experiences, the physical surroundings, and the objectives for speaking. Speech is spontaneous, open-ended, and developing, including linguistic functions and patterns. Good speakers' synthesise a variety of abilities and knowledge to succeed in a specific speaking act. Speaking abilities help verbal communication and aid the capacity to transmit

information vocally. From a physiological standpoint, speaking needs the rapid and perfect synchronization of the lips, mouth, tongue, and larynx (voice box).

In the second language class, speaking accuracy is very important for learners to develop. These skill help learners to start and maintain conversation with their peers (Firman, 2012). The ability to start and maintain conversations with peers fosters an interactive learning environment, where students can practice their language skills in real contexts, receive immediate feedback, and build their linguistic competence through peer interactions. As students engage with each other, they improve not only their speaking accuracy but also other related skills, such as listening and comprehension, ultimately leading to better overall language proficiency.

In Roosdianna, Munir and Anam's (2018) study found that speaking competence is the standard of whether or not language acquisition is effective. A language student will also most likely demonstrate mastery of speaking skills since it will provide a peek in their ability to acquire language competence in a real-world context (Brown and Yule, 1983). when a language student shows proficiency in speaking skills, it reflects their capability to use the language effectively in real-life situations.

The second language learners indicated success in studying the language based on how they performed in speaking (Leong and Ahmadi, 2017). The speaker must have five aspect of speaking; they are vocabulary, grammar, pronunciation, fluency and comprehension. These elements help the speaker to communicate effectively.

There are several types of problems students face in learning English as a second language, (Richards and Rogers, 2001). There are several types of problems students face in learning English as a second language. One of the problems is when students speak slowly and take time in their speaking because the students have lack of understanding vocabulary and grammar. The importance of speaking the second language fluently is very crucial. It gives chances for communication, education, and job progress. An effective speaker can attract the attention of the audience and hold it till the finish of his discourse. Speaking abilities are also vital for work success and for avoiding misunderstandings and conflicts in numerous circumstances.

However, Sanjaya et al. (2023) find that students struggle in learning Second language because the instructional focus is primarily on formal language aspects, such as grammar and vocabulary. This lack of emphasis on pragmatic skills can hide learners' ability to use English effectively in real-world communication. Students must have motivation for learning second language (Driscoll, 2005). Motivation significantly influence their willingness to engage with the language and persist through challenges. Moreover, Students are highly influenced by their mother tongue in communication speech acts such as pronunciation, grammar, vocabularies, fluency and verbal communication (Noormohamadi, 2008). This all can be struggle by students to face second language (L2).

This situation needs ways to help second language learners in studying. One of the ways is the usage of media. Media is one of the tools that can help second language learning. The teacher can use audio, visual or audio-visual (Kurniawan, 2016). One

of the visual media that can be used is flashcards. Flashcards are cards with a words or phrase on one side and its definition or picture on the other (Broughton et al., 2002). The flashcards help teachers to teach tenses and vocabulary (Gelfgren, 2012). They help the students to reinforcing grammar structures, such as verb tenses as well as expending vocabulary.

Flashcards have been used for teaching a number of reasons during the history of language teaching, including teaching vocabulary, propositions, articles, sentence structures, tenses, and phrasal verbs. Some investigations indicate that working with flashcards helps learners acquire vocabulary more successfully than word lists. These media are utilized to help inspire conversation and learning through collaborative activities, which create actual possibilities for communication and promoting cooperative connections among students.

These media are used to present new vocabulary and sentence structures, which aid the students to enhance their speaking skills. The use of flashcards to teach speaking is a common and successful strategy for language acquisition. Flashcards are used to introduce, practice, and recycle language, and they are especially effective for visual learners. They are used in numerous activities for learners of all levels and can be used to teach any language and any subject. Flashcards are a flexible resource that are used to teach vocabulary, grammar, phonetics, speaking, writing, or listening. They are used at various stages of the lesson, such as introducing and explaining new material, when students are independently studying new material or revising previous material, and when testing students' knowledge of the material.

They are visually constructed and used to start the conversation and learning in the collaborative activities.

Several scholars have studied the use of flashcards for speaking skills in language training. Sitompul (2013) found that the students' vocabularies improved and they can memorize the words easily and be motivated to understand English due to it is easier to understand. Flashcards are utilized to educate young learners' vocabulary and boost creative writing skills, to encourage the recognition of sight words in reading and vocabulary extension, and to improve learners' creative writing skills by providing context for new words taught to learners. She also said that using flashcards to teach young learners' vocabulary was still unusual, indicating that there is a need for more research in this field.

Harisanty, et al. (2020) found that students show high levels of enthusiasm while beginning a flashcard game that they perceive as enjoyable. The advantages of utilizing a flashcard game encompass enhancing linguistic proficiency, fostering narrative composition aptitude, enhancing memory retention and recall, honing problem-solving abilities, and augmenting vocabulary acquisition. In addition to the cognitive aspect, engaging in a flashcard game can boost self-assurance, foster proficient and impactful communication, and augment creativity. A flashcard is a pedagogical tool that facilitates learning through interactive play.

Armadi (2020) found that flashcards are a very effective media to increase grammar mastery. Students who were taught using flashcards in learning grammar achieved better mastery of grammar compared to those who were not taught using flashcards. The use of flashcards offers several advantages that contribute to the observed

improvement in grammar mastery. Flashcards provide a visual and interactive learning experience, which can enhance students' engagement and retention of grammar concepts. The design and presentation of flashcards allow for flexibility in teaching, enabling educators to tailor the materials to suit the specific needs of their students.

Flashcards media help improve pronunciation by connecting words with correct pronunciation, helping them to learn new vocabulary by associating words with pictures and allowing them to create narratives based on images on the cards (Rahmadani, 2022). By incorporating visual representations of vocabulary words, students can make connections between the written word and its pronunciation, aiding in their understanding and retention of correct pronunciation. Additionally, engaging in storytelling activities with flashcards provides students with opportunities to practice articulating words in a meaningful context, further reinforcing their pronunciation skills. The low-pressure environment created by using flashcards allows students to build confidence in speaking and pronouncing words correctly, which is particularly beneficial for students with specific learning difficulties. The multifaceted approach of utilizing flashcard media for pronunciation improvement aligns with research findings and offers a practical and engaging method for enhancing students' speaking skills, particularly in the context of language learning and development.

Urquijo (2012) revealed that the Interactions Flashcards method was helpful in enhancing oral performance in general and boosting levels in each one of the qualitative components of spoken interaction including range, accuracy, fluency,

interaction, and coherence. It is evident that the Interactions Flashcards method has proven to be effective in improving oral performance across various qualitative aspects of spoken interaction. The study demonstrated that the use of Interactions Flashcards led to enhancements in range, accuracy, fluency, interaction, and coherence in the participants' spoken English language skills. This indicates that the flashcard system can be a valuable tool for educators seeking to enhance students' oral proficiency in a holistic manner. Golding, Wasarhaley and Golding et al. (2012) found that flashcard use is a prevalent and beneficial study technique that can lead to improved academic performance in a naturalistic educational context. There is a clear correlation between consistent flashcard use and higher exam scores. Specifically, students who employed flashcards for all three exams performed significantly better overall compared to those who did not use flashcards regularly. These findings are explained in terms of retrieval practice, a particular component of employing flashcards.

From the past studies Flashcards can be a beneficial tool in communicative language instruction, which includes speaking. Flashcards can boost the ability of students to practice good and effective communication by utilizing language skills in expressing opinions. Therefore, the media can be utilized to develop students' speaking skills in communicative language education (Aminuddin, 2017). Because media play significant role in teaching process.

However, Gelfgren (2012), Feranty et al., (2024) stated that flashcards have weaknesses because it is lack of context because it is not provide enough context for the students to use in the real life situation, flashcards focus only specific tenses

rules, therefore the students have lack opportunities to practice using them in communicative context, they may not be engaging or motivating for all students, especially those with specific learning difficulties who may struggle with traditional teaching methods because flashcards have limited engagement. Particular learners find the communicative method is an effective strategy to teach language since it stresses the significance of communication and engagement in language learning.

Wissman et al. (2012) said that Flashcards are reasonably simple to generate and regularly utilized by college students), the efficiency of student-created flashcards in a classroom is unknown. However, the study discovered some flaws with the way students utilize flashcards such as Lack of awareness about the benefits of slow effects on learning, limited use of flashcards for a very restricted variety of subjects., Inadequate appraisal of the accuracy of replies during self-testing, Insufficient implementation of larger interruptions while self-testing using flashcards, Lack of knowledge of the link between delay and learning.

Nuryani and Fadloeli (2021) found that without well preparation and appropriate application flashcards cannot be effective for all learners. It can be infective because students find them boring and when the material can not engage them properly. For example, if the teacher does not understand the material and the need of their students as well as how they present the flashcards to maintain student interest systematically or does not use them in an interactive and engaging way, they may not be effective in helping students learn and retain new information.

Sage, Rausch, Quirk, and Halladay (2016) Flashcards could be used in the learning. They can impact students' memory and receptions of the learning process. Students

using flashcards to enhance their understanding or practical application of the subjects (Wissman et al., 2012). The teacher must know how to give instruction to the students how they can use them in studying specifically vocabulary. When students use deep-level processing, they concentrate their attention towards the essence and fundamental significance of the content, demonstrate a personal dedication to learning, and emphasize the connections between different bits of information they come across. (Entwistle, 2009). When students use deep-level processing, they focus on truly understanding what they are learning.

Communicative approach is an approach to language instruction that stresses interaction as both the method and the aim of language acquisition (Howatt 1984). This approach focusing on the use of the language in the context and relevant, therefore the students not only learn the theory or language structure but also use the language effectively in daily.

Richards and Rodgers (2001) state that communicative approach is a methodology in language instruction that emphasized the importance of interaction as both a means and main goal in language learning. It was established in the 1970s as a reaction to the perceived limits of conventional language education approaches, which concentrated on grammar and vocabulary rather than communication. Communicative approach is concerned in offering students the abilities to be able to communicate under many conditions. Communicative Language approach is an approach that emphasizes interaction and communicative competence as the main goal of language study. It involves learners working in pairs or groups using language resources to solve problems. There are two main versions of

communicative approach: the “strong” version and the “weak” version (Howatt, 1984). Both the strong and weak versions of Communicative approach have their strengths and limitations. The strong version emphasizes the acquisition of language through communication and is often associated with task-based and content-based methods. The weak version focuses on using language for communicative purposes within a broader language teaching program and is more practical and widely adopted. Understanding the differences between these two approaches can help language teachers make informed decisions about their teaching methods and goals.

This approach has two basic aims, they are: to make communicative competence the goal of language instruction” and the second one, “to design methods for the teaching of the four language skills that respect the connection of language and communication” (Richards and Rodgers, 2001). Howatt contrasts between a “strong” and a “weak” form of communicative language education (Howatt,1984). By concentrating on real-life circumstances and encouraging students to practice using the language to express meaning to others, the communicative method can help students improve their language abilities in a more natural and meaningful way.

Communicative approach is a learner-centered approach, which implies that the activities in class are focused on and driven by the students and their needs and interests. It focuses on enhancing students' communication and interaction abilities and can be used to cover the weaknesses of flashcards in speaking to be more effective and communicative in daily life. It finds that some researchers have

discovered that practicing with flashcards can assist learners acquire vocabulary more successfully than word lists. The communicative approach stresses the use of language for conversation and interaction rather than just memorization of grammatical rules and vocabulary. While flashcards can be a beneficial tool for learners to practice and retain new language in a communicative context. For example, learners can utilize flashcards to practice asking and answering questions, describing pictures, or role-playing scenarios.

One of the outcome factors in success of learning English is the student's interest of English. It is one of the important factors to keep the students get involve and active during the lesson in classroom or outside the classroom (Ariadi et al., 2021). Interest can motivate and encourage the learners to study. The students who has great interest in studying English have great chance in learning English (Idami, 2022). There are several things as the inductors in learning: 1) The students show tendency to pay attention to the lesson, 2) They have a pleasure and loving to subject they learn, 3) There is the emergence of satisfaction and pride for what they do, 4) The learners show preference for what they interested in, 5) They show active participation and enthusiasm in active learning. The students' interest in learning English is very important since it can influence their achievements of their goal in learning language (Harris and Duibhir, 2011). Furthermore, the students who had great interest in learning English had a good score in English subject (Rachman, 2018). Through the meaningful and the interesting activities in teaching English need support by providing interesting media for the learner to increase their interest in learning.

Based on the background shown in the previous studies, they all focus on the use of flashcards as a teaching instrument for language learning but do not explore the potential benefits or limitations of other teaching methodologies. All of the research primarily analyzes the impact of flashcards on certain language abilities, such as vocabulary acquisition, comprehension, creative writing, or information literacy development, and does not explore the prospective implications on other language skills, such as speaking. It needs greater study on the efficiency of different teaching methods and approaches for language learning and the potential repercussions of these strategies on different language skills. It encourages the writer to develop flashcards with an approach that can help address the shortcomings in the utilization of flashcards in speaking abilities.

1.2 Research Questions

The research questions of the study are formulated as follows:

1. Is there a significant improvement in students' speaking performance after being taught English using flashcards with a communicative approach?
2. Which aspect of speaking improve after being taught through flashcards with a communicative approach?
3. Is there any increase in students' interest in learning English when using modified flashcards?

1.3 Objectives of the research

From the problems mentioned above, the objectives of the research are as follows:

1. To find out the significant improvement of speaking performance in their speaking after learning English by flashcards with communicative approach.

2. To find out the aspect which aspects of speaking increase more after the are taught using flashcards with a communicative approach.
3. To find out whether the use of modified flashcards increase students' interest in learning English than traditional flashcards in speaking.

1.4 Uses of the Research

The uses of the research are as follow:

1. For supporting the theory that teaching English using flashcards can improve the students' performance in speaking.
2. Contributing useful information to the English teachers to find the appropriate media with the right approach to improve their students' performance in speaking skill.
3. As the consideration for the English teachers to give the feedback during the learning activities to motivate the students in learning speaking with the interesting media.

1.5 Scope of the Research

The study is conducted in SMK Negeri 5 Bandar Lampung. The purpose of the research is Enhancing Students' Speaking Skills: The Synergy of Flashcards and Communicative Approach at SMK Negeri 5 Bandar Lampung. The students of SMK Negeri 5 Bandar Lampung have different levels of English proficiency, especially in speaking. It happens because of they have limited time to practice their speaking because it only can they do during the English class, they have limited knowledge of grammar and lack of having English vocabularies, moreover the teachers not providing enough interesting media to help them to speak and mostly

the Topic given are not related to their majors which are different. This condition makes them not really engaging due to the material not being communicative, integrating, and personalizing with their daily life and major. The sample of the research is the students of grade 10th with 60 students. The research is conducted at SMK Negeri 5 Bandar Lampung in October to November 2024.

1.6 Definition of Terms

a. Speaking

Speaking is a cooperative method of making meaning that includes acquiring, interpreting, and evaluating facts. The surrounding circumstances, including the people themselves, their shared experiences, the physical environment, and the purposes of the speech, all impact the structure and meaning of the speech.

b. Teaching Speaking

Teaching speaking is the process of helping students learn how to communicate effectively in a second language that involves developing their ability to produce sounds, use intonation and stress patterns, select appropriate words and sentences, arrange their thoughts, and express themselves fluently and confidently.

c. Traditional flashcards

Traditional flashcards are visual media that can be used for learning and memorization.

d. Communicative Approach

The Communicative Approach is an approach of language instruction that stresses interaction as both the methods and the ultimate aim of language acquisition. It attempts to increase learners' communicative competence, or

their capacity to speak successfully in the target language, by concentrating on real-life circumstances and meaningful conversation.

e. Modified Flashcards

Modified flashcards are flashcards that are modified or changed to use in specific learning goals. They are modified by the teacher to help the students enhance their understanding about certain topics such as definitions, vocabularies and phrases.

f. Teaching of Speaking through Flashcards

Teaching speaking through flashcards is teaching speaking with flashcards to improve students' speaking skill by engaging and interactive ways to teach words, phrases or sentences related to specific topic or themes.

g. Interest in Learning English

Interest in learning English is attention, interest, participation, enjoying the learning and curiosity to learn the English language. It enhances students' motivation, engagement, and performance in learning the language.

This chapter discusses the necessity of speaking skills in language teaching and the function of media, particularly flashcards, in developing students' speaking ability. The research goals and objectives of the study focus on determining the considerable increase in students' knowledge of context and the efficiency of modified flashcards in capturing students' attention in learning English. While flashcards have limitations, such as lack of context and restricted engagement, they remain a useful and appealing tool for teaching, practicing, and recycling language skills. This study gives useful insights on the usage of flashcards with a communicative strategy to boost students' speaking abilities in language teaching.

II. LITERATURE REVIEW

This chapter discusses the literature review, procedure, advantages and disadvantages, theoretical assumption and the hypothesis.

2.1 Speaking

According to Nunan (1991), speaking as a critical component of language use, essential for communication, and rooted in interactive and contextual aspects of language learning. Speaking is very important to convey the ideas and information and maintain social interaction. Burns and Joyce (1997), Speaking is an interactive process where meaning is built through the creation, reception, and interpretation of information. The surrounding circumstances, which include the individuals themselves, their shared experiences, the actual setting, and the goals of the speech, all influence the shape and meaning of the speech. Most of the time, it is unplanned, flexible, and changing. But words aren't always arbitrary. Burns and Joyce (1997) suggest that language functions or patterns, such as denying an invitation or requesting time off from work, can be recognized and mapped out in specific discourse settings.

Speaking is a means of communicating ideas, knowledge and feelings to other people. It is the most important manner in which the narrator can state himself with a language. According to Harmer (2007) speaking as a complex skill that includes fluency, correct pronunciation, the ability to interact, and emotional preparedness.

All these aspects should be taken into account in the context of language instruction. By focusing on these areas, teachers can better prepare students for real-life communication scenarios, ultimately leading to more proficient and confident speakers. This holistic approach promotes not only language acquisition but also helps learners feel more comfortable using the language in everyday situations.

Therefore, fluency is important to attain the purpose of the discourse. Richards (2008) suggested that speaking means exploring ideas, obtaining something done, subtraction of many components of the world or basically being together. It indicates that if learners can talk clearly or smoothly it will enable them to communicate freely and explore their thoughts. Speaking English also helps students acquire up-to-date information in the fields of health, technology and science.

Cameron (2001) suggested that it is also mains to order the communication so the listener would grasp what the speaker said. Speaking is essential for language learners because the first appearance of communication is speaking. In their daily existence, students are expected to be able to speak English accurately, acceptably, and fluently. It requires a lot of exercise to be able to communicate comfortably in a foreign language. Pinter (2006) suggested that speaking can be started by repeating models, drilling specified sentences and practicing. It indicates that making discussion with others in some instances where contribution of spontaneity is essential. He emphasizes the significance of pronunciation, contextual vocabulary, and the integration of grammatical structures within speaking activities, along with the importance of interactive practice to enhance fluency (Pinter, 2006).

Therefore, the the students has to be learnt not only in the language which we used but also what the suitable things which we said in specific situations. It is a hard and lengthy procedure to be able to master all sub talents.

There are four abilities in the language activities including speaking. It is essential to express in communication. Cameron (2001) said that to express meaning, the use of language is needed in speaking so other people may understand what we say. It shows that speaking consists of making structured verbal utterances to express meaning which will make other people understand what we are saying clearly. Then, it is often impetuous, evolving open, and open-ended, but it is not wholly unanticipated. According to Nunan (1991) speaking is explained as the action as the capability to state oneself in the condition or the action to report performs, or conditions in particular statements or the power to talk or to communicate a succession of ideas confidently. Richards (2008) remarked that the priorities of many foreign language or second language learners are to master speaking skill. So learners have to measure their achievement in language learning as equal as the effectiveness of their English course founded in how much they think and they have updated in their spoken language ability.

Speaking is a cooperative method of making meaning that includes acquiring, interpreting, and evaluating facts. The surrounding circumstances, including the people themselves, their shared experiences, the physical environment, and the purposes of the speech, all impact the structure and meaning of the speech. Speaking is vital for language learners, and it needs a lot of practice to speak fluently in a foreign language.

2.2 Teaching Speaking

The teaching and learning of speaking are an essential feature of any language education classroom; not only does the spoken language provide ‘affordances’ for learning as the principal communicative medium of the classroom, but it is also an important component of syllabus content and learning outcomes. However, teaching speaking remains tough for many English instructors. A key problem here is whether what occurs in a speaking classroom is focused with ‘doing’ teaching or ‘teaching’ speaking.

According to Nunan (1991), teaching speaking means teaching ESL learners to produce English speech sounds and sound patterns, use word and sentence stress, intonation patterns, and the rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments, and use the language quickly and confidently with few unnatural pauses, which is called fluency. Teaching speaking aims to help learners develop the ability to express themselves confidently and effectively in English across various contexts.

To teach speaking holistically and thoroughly, it is necessary for instructors to be educated about what speaking competence includes and how various parts of speaking competence connect to each other. Johnson (1996) as cited in Burns (2019) stated that characterizes speaking as a “combinatorial skill” that “involves doing various things at the same time”. It means that speaking is not only producing

words but also to manage of different aspects of communications such as organizing thoughts, using appropriate words in context.

The purpose of teaching speaking is to teach the students for communication (Harmer, 1990). The students make interactive communication. Teaching speaking skills is to convey efficiently in particular circumstances, so students ought to be able to make themselves understood, utilizing their existing ability to be fullest. Students may say in the scenario what they deal with. The teacher teaches speaking by carrying out the students in a particular scenario while the problem is being spoken about. Teachers may present the familiar subject for students, so that students can enhance their thoughts and have an oral command of the language essential to describe the issue.

There are several aspects in teaching speaking. The Aspects of speaking are comprehension, grammar, vocabulary, pronunciation, fluency (Harris, 1969).

a) Comprehension

Comprehension is the ability to use stress, intonation, grammar, and vocabulary in communication to express meaning.

b) Grammar

Grammar is needed to arrange the correct sentence in conversation.

c) Vocabulary

Vocabulary is the appropriate diction that is used in communication.

d) Pronunciation

Pronunciation is how the students produce understanding language when they speak.

e) Fluency

Fluency is the ability to read, speak or write easily, smoothly and expressively.

It means that the speaker can read, understand and respond in a language clearly and concisely to relate meaning and context.

To get the scoring of the speaking there are five categories in each aspect of speaking that can be used. These scoring guides provide a comprehensive framework for evaluating the various aspects of speaking, ensuring that communication is clear, effective, and engaging.

Teaching speaking is the process of helping students learn how to communicate effectively in a second language that involves developing their ability to produce sounds, use intonation and stress patterns, select appropriate words and sentences, arrange their thoughts, and express themselves fluently and confidently.

2.2.1 Principle of Teaching Speaking

English is the first foreign language that is widely used in Indonesia. In Curriculum Merdeka English is taught from elementary level. There are four Phase of Learning objectives in English in Kurikulum Merdeka, they are Phase A, B, C, D, E and F. Therefore, it is very important to know how to teach English well based on their English level to make the students able to understand and make the lesson effectively and communicative to reach the target of effective and meaningful communication.

Teaching speaking involves methods and practices designed to help learners develop their oral communication skills in a language (Nunan, 2015). It emphasizes

the ability to express thoughts, ideas, and emotions verbally while also focusing on fluency, accuracy, and effective communication strategies. The effectiveness teaching of speaking goes beyond simple repetition and memorization. It involves creating a dynamic classroom environment where students can experiment with language, receive constructive feedback, and develop their speaking proficiency in relation to real-world communication needs.

Teaching speaking in a second language context encompasses various strategies and principles aimed at enhancing learners' oral communication skills. Teaching of speaking not only focuses on the mechanics of language but also on the social and contextual aspects of communication, promoting a comprehensive approach to language acquisition.

Various instructional tactics may be utilized to develop students' speaking abilities, such as simulations, communication games, drilling, and discussion. These activities give chances for students to practice real-life speaking in a secure setting, increase their fluency, and develop their confidence in using the target language. By teaching speaking, students can increase their oral fluency, articulate their thoughts, and communicate successfully in a second language.

Broughton et al., in the book “Teaching English as a Foreign Language” (2002) gives a set of principles for teaching English to non-native speakers. These principles are:

1. **Meaningful Communication:** Language instruction should focus on real-life communication that is relevant and meaningful to the learners, promoting their ability to use English practically and effectively in everyday contexts.

2. Language acquisition should be a process of discovery and problem-solving. Learners should be encouraged to discover the laws of the language through trial and error and to solve difficulties linked to language use.
3. Language acquisition should be a process of active involvement. Learners should be actively involved in the learning process, utilizing the language in meaningful ways and receiving feedback on their performance.
4. Language acquisition should be a process of integration. Learners should be encouraged to incorporate the language they are learning into their daily life, utilizing it in a range of contexts and situations.
5. Language acquisition should be a process of personalization. Learners should be encouraged to personalize the language they are learning, making it relevant to their own lives and interests.

These concepts emphasize the significance of meaningful communication, discovery, active involvement, integration, and personalization in language acquisition. They are still applicable today and can be applied to a number of instructional environments and learners.

2.3 Concept of Flashcards

Flashcards are small cards containing images, text, or symbols that can help students remember and recall concepts associated with the visual stimuli displayed (Luthfillah, & Fauzia, 2023). Flashcards are beneficial for improving pronunciation by allowing students to hear the correct pronunciation from native speakers, which helps improve their own speaking skills.

Flashcards assist students in remembering and recognizing the words and descriptive phrases they need for writing. For example, when flashcards contain images or related words, students can relate them to their personal experiences or knowledge, making the learning process more interactive and enjoyable. This can boost their confidence in writing and potentially improve their speaking skills as well, as they become more comfortable using the vocabulary and sentence structures they learn in writing while speaking. achieving good writing skills is often intertwined with better speaking abilities. Through effective learning with media like flashcards, students can not only write well but also explain or describe their ideas verbally with more fluency and structure.

Flashcard is a learning tool in the form of small cards holding pictures, text, or symbolic signs that might recall or guide students to do something connected to the picture. The pictures on a flashcard are a succession of messages that are presented in the form of information on each picture (Hatiningsih and Adiyati, 2018). The size of digital flashcards has no physical limitations, but the size corresponds to the screen of the device used, like a Smartphone, tablet, or computer.

Flashcards were sets of cards containing information as word, words, or numbers, on either or both sides. Flashcards are cards that include either pictures or text, which serve as visual aids for learners (Baleghizadeh and Ashoori 2011; Komachali and Khodareza 2012; Sartika 2020). They can be used to help learners recognize spelling and contexts of words and in this way aid learners in their writing abilities. Flashcards are a simple and effective tool that is often used to help students retain and comprehend information.

Flashcards are simple to make and be used by students to review and learn vocabulary, grammar, and other language structures. The researchers also remark that the usage of flashcards may be especially effective for increasing students' performance on tests and examinations.

2.4 Traditional Flashcards

Burgess and Murray (2014) defines Traditional flashcards are usually physical cards made of paper or cardstock, with a word or concept displayed on one side and its explanation or meaning provided on the reverse side. As stated by Phillips (2001), flashcards are visual cards that are extremely useful for introducing and reviewing vocabulary. They can be utilized to practice and reinforce basic sentence form and function. As stated by Cross (1991), a flashcard is a basic illustration on a card or paper, commonly employed as a visual tool in language instruction.

Traditional flashcards are cards that written in paper and contain of words, phrase or picture.

2.4.1 Steps to use traditional Flashcards

Saputri and Prasetyarini (2024) in using flashcards as media of teaching English in the classroom that the English teacher must do are as follows:

- a. Arrange the flashcards and hold it with hands where all the students can see.
- b. Take one by one the cards after the teacher explains the material and show the cards to the students.
- c. Give the cards to the students in their groups.
- d. Ask the students to observe the cards one by one until all the students in the groups have the chance.

2.4.2 Procedure of Traditional flashcards

There are several procedures in traditional flashcards. Golding, Wasarhaley, and Fletcher, (2012) traditional flashcard procedures are as follows:

- a. Choose the material that suitable with the topic and students' knowledge
- b. Prepare a series of flashcards with the words or pictures that can be seen by the students on paper.
- c. Introducing flashcards and how to use them.
- d. Shows the flashcards to the students and ask them to hear the words.
- e. Ask the students to practice the words on flashcards with their peers based on the right steps relating to the topic.
- f. Ask the students to create the flashcards from the words they have studied.
- g. Give feedback on the performance.

2.5 Communicative Approach

People need to communicate in order to convey their ideas, feelings and thoughts; this is the main reason why communicative exercises should be introduced into the lesson. Students' spoken language is more productive when they are involved in a dynamic learning environment that encourages them to perform their duties. According to Moss and Ross-Feldman (2003), any action which needs the learner to speak and listen to others includes the use of communication. Activities with communicative purposes are important for breaking down boundaries, finding information, expressing thoughts about oneself and learning about culture.

Communicative language approach refers to a communicative method to teaching a second or a foreign language as well. Doubtlessly, it is believed as the most

successful approach focuses on the communicative competence of the learners in many countries (Kaisheng, 2007 cited in Gustiani 2012). This approach aims to develop communicative rather than linguistic competency by learner engagement. It stresses the significance of communication, functional language usage, task-based activities, collaborative learning, and student-centered learning.

Richards (2006) stated that communicative approach is the methodology that focuses on making real communication the central aspect of language learning. It emphasizes providing opportunities for learners to experiment with language, be tolerant of errors as part of the learning process, develop both accuracy and fluency, integrate different language skills (such as speaking, reading, and listening), allow students to induce or discover grammar rules, and engage in activities that promote meaningful interaction and negotiation of meaning. This approach aims to develop learners' communicative competence by emphasizing the use of language in authentic contexts and situations, rather than solely focusing on grammatical structures and vocabulary in isolation.

He also added that in communicative approach the teacher must do a) Analysis to Understand learners' communication goals and interests, b) Introduction to present new language in context using authentic materials, c) Controlled Practice to gives students scaffolded support to practice using the new language, d) Communicative Activities by engage student in meaningful communication using the target language, e) Wrap-up and Assessment to Summarize key points and assess communicative competence.

There are two main versions of communicative approach: the “strong” version and the “weak” version (Howatt, 1984). The versions of communicative approach are:

Strong version of communicative approach

- a) Focus on Language Acquisition: emphasizes the acquisition of language through communication. It focuses on the process of learners acquiring language naturally, similar to how children learn their native language.
- b) Task-Based Learning: This approach helps learners develop practical language skills and build confidence in using the language.
- c) Content-Based Instruction: it incorporates content-based instruction, where learners learn language through authentic materials and texts related to specific topics or themes.

Weak version of communicative approach

- a) Practical and Widely Adopted: it is more practical and widely adopted. It focuses on using language for communicative purposes within a broader language teaching program.
- b) Integration with Other Methods: This version often integrates communicative approach with other teaching methods, such as grammar-based instruction or vocabulary-focused activities.
- c) Emphasis on Communicative Competence: it emphasizes communicative competence, which includes both linguistic and non-linguistic aspects of communication, such as cultural awareness and social skills.

Both the strong and weak versions of Communicative approach have their strengths and limitations. The strong version emphasizes the acquisition of language through

communication and is often associated with task-based and content-based methods. The weak version focuses on using language for communicative purposes within a broader language teaching program and is more practical and widely adopted, focusing on using language for communicative purposes within a broader language teaching program. This weak version approach integrates various language skills, such as speaking, listening, reading, and writing, to help learners develop their communication skills.

The Communicative Approach is an approach of language instruction that stresses interaction as both the methods and the ultimate aim of language acquisition. It attempts to increase learners' communicative competence, or their capacity to speak successfully in the target language, by concentrating on real-life circumstances and meaningful conversation.

Combining flashcards with the communicative approach creates an engaging, interactive, and effective learning experience. This method not only improves speaking skills like grammar, vocabulary, fluency, and pronunciation but also increases students' interest and confidence in using.

2.5.1 The Principles of Communicative Approach

Richards (2006) stated the principles of the Communicative Approach in language teaching are:

1. Focus on Real Communication: Making real communication the central aspect of language learning.

2. Experimentation and Discovery: Providing opportunities for learners to experiment and discover language rules encourages active learning and hands-on experience.
3. Accuracy and Fluency: Balancing the development of both accuracy and fluency.
4. Integration of Skills: Linking different language skills to mirror real-life situations.
5. Error Tolerance: Being tolerant of learners' errors as they build communicative competence.
6. Balance of Competences: Focusing on achieving communicative competence while also considering grammatical competence and fluency without neglecting accuracy.

From the principle of communicative approach above, the use of flashcards at students in SMK Negeri 5 bandar Lampung in the context of real and meaningful speaking activities encountered by students in everyday life. The communicative use of flashcards not only trains speaking skills but also connects various language skills such as reading, listening, and writing in an integrated manner. This supports comprehensive learning in accordance with the principle of language skill integration in the Communicative Approach.

The Principle of Communicative Approach stresses the significance of meaning in language acquisition and implies that communicative functions are more crucial than language structures. It also stresses the use of the target language in the classroom as a vehicle for communication, rather than merely an object of study.

2.5.2 Flashcards with Communicative Approach

Flashcards are a great tool for language acquisition, but they also have significant drawbacks. Flashcards are used to understand the meaning of the English phrase and how to pronounce (Milles and Ehri, 2017 as cited in Putu and Agung 2021). One of the key problems is that they might favor memory over active learning, which means that students can merely know material without comprehending its context. Another problem is that flashcards cannot give enough opportunity for students to practice utilizing language in real-life settings. However, these deficiencies can be overcome by the communicative approach, which stresses the significance of communication and functional language use. The communicative method assists to solve the inadequacies of flashcards by offering opportunities for students to practice using language in real-life settings, fostering communicative competence, and integrating all language abilities. It also stresses the usage of the target language in the classroom, proper use of words, and the construction of environments that aid to promote communication. By integrating flashcards with the communicative technique, language instructors create a more thorough and successful learning experience for the students.

Flashcards are a popular and adaptable tool for language acquisition, and they are utilized well with the Communicative Approach (Richards, 2006). The reasons why flashcards are beneficial with this approach are:

1. **Meaningful Communication:** Flashcards can be used to facilitate meaningful communication in the classroom. For example, students can use flashcards to describe pictures, discuss vocabulary words, or create dialogues based on the information on the cards.

2. **Integration of Skills:** Flashcards can help integrate various language skills such as reading, writing, listening, and speaking. Students can use flashcards to practice vocabulary, grammar structures, or even engage in role-playing activities that require them to use the language in context.
3. **Experimentation and Discovery:** Flashcards offer a structured yet interactive way for learners to experiment with language elements and discover new vocabulary or grammar patterns.
4. **Error Tolerance:** The use of flashcards creates a supportive environment where learners can make mistakes without feeling anxious or judged.
5. **Balance of Competences:** Flashcards can help learners strike a balance between accuracy and fluency in language use.

To utilize flashcards with the Communicative Approach, it is vital to construct communicative flashcards that keep discussion in focus at all times and position the target language in relevant settings. They are a beneficial tool for language acquisition when used in combination with a communicative strategy that stresses communication and functional language use.

2.6 Modified Flashcards

Modified flashcards refer to flashcards that have been changed or adapted to fulfill certain learning goals or objectives. (Seznaki, 2017; Harisanty et al., 2020). The flashcards are designed by the teacher to reach the goals of the learning such as speaking. Modified flashcards can be in graphics forms, movies, or audio to make them more visually appealing and engaging. They can be used to emphasize on certain learning objectives, such as vocabulary, grammar, or communication skills.

Modified flashcards can be used in conjunction with other teaching approaches, such as games, quizzes, or collaborative learning activities. They are modified to individual learning requirements and preferences, making them more personalized and effective for students.

Modified flashcards are flashcards that have been tailored or changed to match specific learning goals and objectives, making them possibly more successful for students than regular flashcards.

2.6.1 Modified Flashcards Procedures

There are several procedures in modified flashcards the procedures are as follows:

- a. Choose the material that is suitable with the topic and students' knowledge.
- b. Prepare a series of flashcards in a creative way in the digital application.
- c. Introduce the digital flashcards to the students.
- d. Show the flashcards to the students and ask them to hear the words pronounced and ask them to repeat.
- e. Ask the students to create digital flashcards with the complete steps.
- f. Ask the students to practice the words on flashcards with their peers.
- g. Give feedback on the performance.

Table 2.1. The Procedures of Traditional flashcards and modified flashcards

Traditional Flashcards	Modified Flashcards
Choose the material that suitable with the topic and students' knowledge. (focus on real communication)	Choose the material that suitable with the topic and students' knowledge. (focus on real communication)
Prepare the series of flashcards with the words or picture that can be seen by the students on paper. (focus on real communication)	Prepare the series of flashcard in creative way in the digital application. (focus on real communication)

Traditional Flashcards	Modified Flashcards
Introduce the flashcards and how to use them. (Experimentation and discovery)	Introduce the digital flashcards and how to use them. (Experimentation and discovery)
Pronounce the word on the cards and ask them to repeat. (Accuracy and fluency)	Shows the flashcards to the students and ask them to heard the words pronounce and ask them to repeat. (Accuracy and fluency)
Ask the students to create the flashcards from the words they have studied. (Accuracy and fluency)	Ask the students if there are steps or instructions that need to be added. (Experimentation and discovery)
Ask the students to practice the words on flashcards individually based on the right steps relating to the topic. (Experimentation and discovery)	Ask the students to practice the words on flashcards individually based on the right steps relating to the topic. (Accuracy and fluency)
Give feedback of the performance. (balance of competence)	Give feedback of the performance. (balance of competence)

With this procedure, flashcards can be an effective learning media to develop students' speaking.

2.6.2 The Similarity and Differences Traditional Flashcards and Modified Flashcards

Traditional flashcards and modified flashcards serve as valuable tools for learning and retaining information, but they differ in their approaches and features (Golding, Wasarhaley and Fletcher, 2012). Here are the similarities and differences between the two:

The Similarity of traditional flashcards and modified flashcards:

- a) Learning Aid: traditional and modified flashcards are designed to assist in studying and reinforcing knowledge.
- b) Active Engagement: They encourage active engagement with the material through practices like recall and repetition.

- c) **Memory Retention:** Both types aim to enhance memory retention by presenting information in a concise format.

The Differences between traditional flashcards and modified flashcards:

- a) **Format:**

Traditional flashcards are physical cards with content on one side and answers on the other, while modified flashcards include additional elements like color coding, images, or interactive features.

- b) **Adaptability:**

Modified flashcards offer more adaptability through features and multimedia support, which traditional flashcards may lack.

- c) **Convenience:**

Digital flashcards provide convenience with easy access from anywhere.

- d) **Environmental Impact:**

Traditional flashcards consume paper resources, which be a concern for those conscious of environmental impact.

- e) **Spaced Repetition:**

Modified flashcards often incorporate spaced repetition software (SRS), a feature lacking in traditional flashcards, which optimizes review timing for better retention.

Table 2.2. The Differences Traditional Flashcards and Modified flashcards

Traditional Flashcards	Modified Flashcards
Format: Physical cards with content on one side and answers on the other.	Format: Include additional elements like color coding, images, or interactive features

Traditional Flashcards	Modified Flashcards
Adaptability: Traditional flashcards lack features.	Adaptability: Modified flashcards offer more adaptability through features and multimedia support.
Convenience: Traditional paper flashcards use paper.	Convenience: Digital flashcards provide convenience with easy access from anywhere,
Environmental Impact: Traditional flashcards consume paper resources, which may be a concern for those conscious of environmental impact.	Environmental Impact: Modified flashcards usually use digital platforms therefore has no environmental impact.
Spaced Repetition: A feature lacking in traditional flashcards, which optimizes review timing for better retention.	Spaced Repetition: Modified flashcards often incorporate spaced repetition software (SRS),

Traditional flashcards and modified flashcards serve the common purpose of aiding learning; modified flashcards offer additional features that enhance adaptability, convenience, and effectiveness in studying various subjects. The choice between traditional and modified flashcards ultimately depends on individual preferences, learning styles, and study goals.

2.7 Teaching of Speaking through Flashcards

There's something essential about utilizing flashcards in the process of learning. Flashcards are useful for developing the mental process of active recall. When the learner is given the inquiry (an image, a sound or a phrase), they are then encouraged to recollect the answer.

In Rahimi and Sahragard (2008), in regard to the use of flashcards in language learning identifies flashcards as a more effective instrument for vocabulary acquisition than word lists. Sitompul (2013) found that flashcards can be utilized to

educate young learners' vocabulary and boost creative writing skills. Flashcards are used as visual prompts to encourage the recognition of sight words in reading and vocabulary extension, and to improve learners' creative writing skills by providing context for new words taught to learners. She also stated that the research indicated that using flashcards to teach young learners' vocabulary was still unusual, indicating that there is a need for more research in this field.

Moreover, Muhyiddin (2020) the effectiveness of flashcards in teaching vocabulary and improving student achievement in mastering vocabulary. the positive impact of flashcards on vocabulary acquisition, suggesting that they are a valuable resource for educators aiming to improve language skills among young learners. Their ability to engage students actively while providing a multimodal approach to learning makes them a valuable resource for educators seeking to enhance language skills in their classrooms. Moreover, Nugroho et al (2012) find that the implementation of flashcards led to a notable improvement in students' vocabulary mastery. Flashcards create an effective and interactive learning environment that facilitates vocabulary acquisition.

Kusumawardhani (2020) stated that the use of flashcards increases the student's language skill in the whole including the grammar. Flashcards allowed the student to see the visual from the words, phrase or sentence structure. It can strengthen their memory and understanding of language structure when they speak. Flashcards provide a visual representation of words, phrases, or sentence structures, which helps students better understand and remember language concepts. The combination of text and imagery allows learners to create mental associations,

making it easier to recall vocabulary when needed. Flashcards can be organized thematically or by grammatical categories (e.g., verbs, nouns, tenses), providing a structured approach to learning. This organization helps students systematically build their vocabulary and grammar knowledge, allowing them to progress more effectively.

Murtiningsih and khasanah (2024) stated that Flashcards can help students increase grammar skills, which can positively impact their speaking abilities. The use of flashcards facilitates the learning of grammar concepts, thereby enhancing students' understanding and application of grammar rules. This improvement can lead to better communication and confidence in speaking English as students become more proficient in constructing sentences correctly.

Musyaffah (2020) stated that the use of flashcards in learning can enhance students' descriptive writing skills, which in turn can contribute to overall language mastery. This is because when students learn through flashcards, they are not only focused on writing aspects but also on the appropriate grammatical structures and vocabulary needed to express ideas clearly.

The use of flashcards can increase grammar proficiency in speaking (Gelfgren, 2012). through regular practice with flashcards, learners can develop a better understanding of grammar, which can significantly enhance their speaking skills. Flashcards encourage the student's interaction allowing them to practice speaking in context. Through the vocabularies used in instruction help the students to practice using words in grammatical correct sentences.

Based on interview, observation, evaluating the paper, and exam result, the students made progress in vocabulary knowledge (Nugroho, 2012). The students acquire language more easily than previously. When flashcards are utilized, in the first and the second cycle, students are engaged and interested in participating learning activities. Muhammad, Almas, and Muhammad (2016) as cited in Mathura and Zulu (2021) found that flashcards can be utilized to increase the recognition of sight words in reading and vocabulary extension. Flashcards can be used as visual reminders to increase the recognition of sight words in reading and vocabulary extension. It means that flashcards can be used to teach the spelling of newly taught words, which can help learners' reading and writing skills. The research findings imply that the usage of flashcards can be a useful method for fostering vocabulary growth and improving reading and writing skills.

Feng (2017) demonstrated that digital flashcards can be used in conjunction with substantial reading to boost vocabulary learning for English learners. The usage of digital flashcards can assist students acquire vocabulary knowledge faster and allow them to focus on the things of their needs. Khodashenas, Farahani, and Alishahi (2014) as cited in Harisanty at al., (2020) studied the benefits of employing flashcards compared to educational cartoons on learning English vocabulary. The results showed that there were statistically significant differences between the two groups. The researchers determined that the use of flashcards boost students' vocabulary.

However, Gelfgren (2012), Feranty at al., (2024) stated that flashcards have weaknesses because it is lack of context because it is not provide enough context

for the students to use in the real life situation, flashcards focus only specific tense rules, therefore the students have lack opportunities to practice using them in communicative context, they may not be engaging or motivating for all students, especially those with specific learning difficulties who may struggle with traditional teaching methods because flashcards have limited engagement. Particular learners find the communicative method is an effective strategy to teach language since it stresses the significance of communication and engagement in language learning.

Flashcards are reasonably simple to generate and regularly utilized by college students (Wissman et al., 2012), the efficiency of student-created flashcards in a classroom is unknown. In an introductory psychology class, Golding et al. (2012) discovered that students who utilized flashcards for the first test performed better than those who did not. However, the usage of flashcards was not advantageous on the second test, and the impact was quite modest on the third exam.

Hartwig and Dunlosky (2012) revealed that student-created flashcards usage was unrelated to students' grade point average (GPA). These findings imply that retrieval practice and distribution of practice enhances retention of material, however the method in which flashcards are generally utilized may not be adequate to be effective in college courses.

Brown, Roediger, and McDaniel, 2014 as cited in Black, 2023 stated that Flashcards may aid recurrent learning; however, repetition is simply a surface level of processing. By prioritizing deep processing, students can achieve a more profound understanding of the material, ultimately leading to better academic performance and lifelong learning skills. In a survey claimed they used flashcards

to retain vocabulary, no students reported using flashcards to build deeper knowledge of or the application of topics (Wissman et al., 2012). When students employ deep-level processing, they focus on substance and the underlying meaning of the material, make a personal commitment to learning, and concentrate on links between various pieces of information they encounter (Entwistle, 2009). When students employ deep-level processing, they engage in meaningful cognitive activities that focus on understanding the substance and underlying meaning of the material.

Students also attempt to apply what they are learning to their daily lives and integrate and synthesize material with their past learning, thus moving up to the next level in Bloom's (updated) hierarchy of learning (Anderson and Krathwohl, 2001 as cited in Sezenki et al., 2017). Moreover, deep learning is connected with more pleasurable learning, while the surface method tends to be less gratifying (Biggs, 2003; Tagg, 2003). Flashcards is an effective yet enjoyable technique for enhancing vocabulary retention, encouraging fluency and accuracy, and increasing students' confidence in speaking. They can be used to teach vocabulary, grammar, phonetics, speaking, writing, or listening. They can be used at various stages of the lesson, such as when introducing and explaining new material, when students are independently studying new material or revising previous material, and when testing students' knowledge of the material.

2.8 Teaching of Speaking through Flashcards with Communicative Approach

Schiffrin (2015) stated that traditional books very often provide insufficient content of the target language and they fail to give students enough communicative input.

The flashcards are meant to include important words and phrases connected to a specific subject, and students are encouraged to utilize these words and phrases to form short conversations. The communicative method stresses the significance of communication and engagement in language acquisition, and it strives to give the students opportunities to practice talking in a meaningful manner (Richard, 2006).

The flashcards are intended to review vocabulary terms and meaning, and to increase students' speaking performance. The method is beneficial because it allows students a chance to practice talking in a round and keep the discussion moving. They are interactive, and can encourage the students to ask and answer questions, and to participate in conversations with their friends. This method is a valuable tool for English instructors who wish to develop their students' speaking abilities in a fun and engaging manner. By employing flashcards with a communicative approach, students may strengthen their speaking abilities and acquire confidence in their ability to communicate in English.

Teaching speaking with flashcards with the Communicative Approach helps for English language learners. It is an effective and entertaining technique to teach speaking in the English language classroom. They are Effective for teaching speaking, Engaging and engaging, promotes vocabulary retention, Versatile, encourages fluency and accuracy: Flashcards must be used to increase both fluency and accuracy in speaking.

2.9 Principle of Teaching Speaking Through Flashcards

The process for teaching speaking using flashcards with a communicative approach is very based on the individual activity and language level of the students. The basic procedures based on Richards (2006) are as follow:

1. Introduction of Flashcards: Begin by showing the flashcards to the students, focusing on words they already know. Introduce new ideas or concepts that can enhance their learning.
2. Modeling the Activity: Teachers can engage students in activities using flashcards, such as asking and answering questions or debating an issue. This hands-on approach helps students understand the practical application of the words and concepts.
3. Guided Practice: Provide speaking exercises using flashcards. Encourage students to participate in group activities where they use flashcards to ask and answer questions or debate an issue. This encourages interaction and collaboration among students.
4. Feedback and Reflection: After the speaking practice, give feedback to the students' work. This helps students reflect on their performance and identify areas for improvement.
5. Extension Activities: To further develop students' speaking skills, assign them to write a basic essay based on a picture, then create a dialogue based on the flashcards, and finally, present the dialogue. This multi-step process encourages creative thinking and effective communication.

The procedure of teaching speaking through flashcards can be effective in teaching speaking with a communicative approach.

2.10 Procedure of Teaching Speaking Through Flashcards with Communicative Approach

According to Richard (2006), There are effective ways for applying flashcards with a communicative approach in teaching speaking. The Procedures are as follow:

1. Preparation:

- a) Select or create flashcards that are relevant to the language learning objectives and the students' proficiency level.
- b) Ensure that the flashcards contain visuals that can stimulate speaking activities and meaningful communication.
- c) Plan speaking tasks or activities.

2. Introduction:

- a) Introduce the topic or theme of the lesson using the flashcards. Engage students by eliciting responses related to the visuals on the cards.
- b) Encourage students to make predictions or share their thoughts based on the information presented on the flashcards.

3. Vocabulary Activation:

Use the flashcards to activate relevant vocabulary related to the topic.

1. Speaking Activities:

- a) Implement speaking tasks that require students to interact using the information on the flashcards. Examples include:
- b) Describing: Ask students to describe the visuals on the flashcards to a partner or in small groups.

2. Pair or Group Work:

- a) Encourage collaborative speaking activities where students work in pairs.
- b) Monitor and provide feedback on students' speaking performance, focusing on accuracy, fluency, and communicative effectiveness.

4. Reflection and Feedback:

- a) Allow time for students to reflect on their speaking practice with the flashcards.
- b) Provide constructive feedback on language use, pronunciation, and communication strategies to support students' speaking development.

5. Extension Activities:

- a) Extend the speaking practice by incorporating follow-up activities that build on the language input from the flashcards.

Table 2.3. The procedure of teaching speaking through flashcards combine with the principle of teaching speaking with communicative approach

Procedure of teaching speaking through flashcards	Principle of teaching speaking with communicative approach
Preparation: a) select or create flashcards that are relevant to the language learning objectives and the students' proficiency level. b) Ensure that the flashcards contain visuals that can stimulate speaking activities and meaningful communication. c) Plan speaking or activities.	Focus on Communication: Making real communication the central aspect of language learning emphasizes the importance of using language in authentic contexts.
Introduction a) Introduce the topic or theme of the lesson using the flashcards. Engage students by eliciting responses related to the visuals on the cards. b) Encourage students to make predictions or share their thoughts based on the information presented on the flashcards.	Making real communication the central aspect of language learning emphasizes the importance of using language in authentic contexts.
Vocabulary Activation:	Experimentation and Discovery: Providing opportunities for learners to

Procedure of teaching speaking through flashcards	Principle of teaching speaking with communicative approach
a) Use the flashcards to activate relevant vocabulary related to the topic.	experiment and discover language rules encourages active learning and hands-on experience
Reflection and Feedback: a) Allow time for students to reflect on their speaking practice with the flashcards. Encourage self-assessment and peer feedback to promote language awareness and improvement. b) Provide constructive feedback on language use, pronunciation, and communication strategies to support students' speaking development.	Accuracy and Fluency: Balancing the development of both accuracy and fluency.
Extension Activities: a) Extend the speaking practice by incorporating follow-up activities that build on the language input from the flashcards. This could include writing tasks, further discussions, or creative projects.	Integration of skills Linking different language skills to mirror real-life situations
	Error Tolerance: Being tolerant of learners' errors as they build communicative competence. Balance of Competences: Focusing on achieving communicative competence
	Integration of Skills: Linking different language skills to mirror real-life situations.

By applying the correct steps to teach speaking Through Flashcards with Communicative Approach, it can help the students use English in real life communication.

2.11 The Concept of Interest in Learning English

2.11.1 Interest in Learning English

For some learners learning English as a second language can be very challenging. Due to the difficulties faced by the students, learning English can lose the students interest in studying. According to Tambunan (2018) as cited by Marina (2023) interest is an awareness of someone, desire and attention of a certain object which is related to himself and to the strong feeling. The interest involves active participation. Learning interest refers to personal and individual aspects of students' motivation to learn that is signed with preferences, goals and values in learning. As a motivator teacher plays an important role to encourage their students to be active learners. When the students have the interest of the material, they learn they will participate actively in learning in the school or outside the school. Interest motivates the students to learn English.

Interest is an intrinsic motivation that arises from a learner's desire to engage with and be part of the culture and community associated with the language (Spolsky, 2000). Interest is a powerful intrinsic motivation that propels learners to invest time and effort into mastering a language. It not only enhances their understanding and proficiency but also enriches their experiences and identity within the language's cultural context. Spolsky (2000) states that there are various factors, including students' interest in language learning, their language abilities, and the learning environment, influence motivation. Some students showed little interest due to difficulties in understanding instructions and a lack of motivation from parents and teachers. However, some students lacked interest due to difficulties in understanding teachers' instructions, particularly in constructing sentences with

proper syntax. Additionally, students were unaware of what their teachers had said. The lack of motivation from parents and teachers also impacted the students. Motivation plays a crucial role in determining success or failure in learning a second language, as motivated students tend to learn more and faster than less motivated students (Spolsky, 2000).

Interest is an enduring attraction to a particular subject, or situational interest, which is short-lived and sparked by specific contexts or stimuli (e.g., an interesting text or a captivating media of teaching such as flashcards). Both individual and situational interest can significantly impact learning outcomes by enhancing attention and motivation during the learning process (Reininger et al., 2014). Interest facilitates cognitive and emotional processes that are essential for effective learning. Interest plays a crucial role in both cognitive (thinking, understanding) and emotional (feelings, attitudes) aspects of learning. When students are interested, they are likely to experience positive emotions, which can lead to more effective learning and deeper understanding.

Mangal 2007 cited by Saswandi 2014 Interest is a central power that forces the whole machinery in teaching learning Process. By having interest, the students find it easier to understand material given by the teacher. It influences students' activity and also gives strength to study and minimizes failure in learning. Teachers as a facilitator must be able to increase students' interest in learning English and make all the students involved in the learning process by providing material that relates to their daily life and needs. Interest in learning is an attitude of obedience to

learning activities, both regarding learning planning and the initiative to do business in earnest (Nurhasanah and Sobandi, 2016).

Hidayaty, Qurbaniah, and Setiadi (2022) stated that Students' initial interest can be triggered by stimulating their curiosity. Students must be involved in learning activities; this is so that students can connect between new incoming information and existing students' prior knowledge, which will motivate students. Fostering student engagement through active learning strategies, encouraging participation in discussions, and creating a supportive classroom environment are essential for improving educational outcomes.

According to Nursyam (2019), interest in learning is the desire to do something because of interest and pleasure in work, including learning. The use of technology-based learning media can enhance student interest by creating interactive and engaging learning environments. This aligns with the notion that genuine interest stems from positive feelings towards the learning process and the materials used. Interest in learning and contribution to the improvement of learning outcomes because one's activity depends on his or her interests (Asiyah et al., 2020). Students' activity and engagement in the learning process are closely linked to their interests. Fostering interest is crucial for effective learning, as it influences students' willingness to engage with the material and participate actively in their education.

The results of research conducted by Nurlia et al. (2017) show that if the student's interest in learning is high, then the tendency to obtain learning results will also be high. Student interest in learning has a positive and significant effect on learning outcomes. when students are highly interested in their studies, they are more likely

to achieve favorable results. This indicates that student interest plays a significant role in enhancing academic performance.

Moreover, Rusmiati (2017) stated that interest in the teaching and learning process is one of the factors that has a significant influence on learning performance. Students with a high interest in learning will get satisfactory learning achievements. students are motivated and interested in what they are learning, they are more engage actively in their studies, leading to better performance. The broader understanding that fostering student interest is crucial for enhancing educational outcomes.

Based on the previous research to increase students' interest in learning language is by choosing the right media to help them in learning language. The usage of learning media can increase new desire and interest, resulting in motivation and stimulation in teaching learning, and bring psychological effect to the students (Wuryanti and Kartowagiran, 2016). Teaching media is used to deliver and show information to the students (Nurrita, 2018). Using the right and variety of media in teaching based on the students' needs can boost the result of students' learning development (Rusdewanti and Gafur, 2014). Using engaging and relevant media can capture students' attention, make the content more meaningful and applicable to their lives, boost their confidence in understanding and using the language, and ultimately lead to satisfaction with the learning process. The use of flash cards can also make learning words fun and exciting. Flash cards can be an excellent medium to use because, according to researchers, many students are interested in flash cards.

2.11.2 Indicators of students Interest in Learning

Silvia (2008) cited by Triarisanti and Purnawarman (2019) said that the high level of interest in education is expected to help students achieve high learning outcomes. He also added that there are several indicators that indicate students' interest in learning, including interest in reading, giving attention to learning, learning activity, and knowledge.

Safari (2003) cited by Ricardo and Meilani (2017) stated that indicators to measure student interest in learning are attention, interest and involvement. Attention refers to the ability of the students to be focused on learning material and teacher's presentation, interest refers to the students emotional connection to the subject material that involves student's curiosity, enthusiasm, and motivation to learn about the topic, involvement refers to students' active participation in the learning process.

Students' interest in learning plays a crucial role in determining their success in English language acquisition (Apriani, 2019). Students with high learning interest tend to achieve better English learning outcomes compared to those with low interest in learning. The interactive influence of learning media and students' interest in learning on English learning outcomes. This interaction effect underscores the importance of engaging students' interest through appropriate learning media to enhance their learning outcomes.

Slamento (2003) cited by Saswandi (2014) stated that there are six indicators that can be used to measure the students' interest in learning: attention, willingness, needs, feeling happy or joyful in learning, teaching materials and teacher's good

attitude, participation. By assessing these aspects, the teacher can get the right method to make the students get involve in the teaching learning process effectively.

While Lee, chao and chen (2011) stated that the Indicators to measure students' interest can vary depending on the context and the specific area of interest being assessed they are:

- a) Self-Reported Interest: Students can self-report their level of interest in a particular subject or activity through surveys, questionnaires, or interviews.
- b) Engagement: Observing students' engagement in learning activities, such as participation in class discussions, completion of assignments, and interaction with learning materials, can indicate their level of interest and motivation.
- c) Curiosity: Assessing students' curiosity and willingness to explore new ideas, ask questions, and seek out additional information can be an indicator of their interest in learning.
- d) Persistence: Students' willingness to persist in challenging tasks, overcome obstacles, and continue working towards their goals can reflect their level of interest and motivation.
- e) Intrinsic Motivation: Intrinsic motivation refers to engaging in an activity for its own sake, out of interest or enjoyment. Students who are intrinsically motivated are more likely to demonstrate a genuine interest in learning.
- f) Choice and Autonomy: Providing students with opportunities to make choices about their learning, such as selecting topics for projects or deciding on learning activities, can help gauge their interest and investment in the learning process.

- g) Emotional Response: Monitoring students' emotional responses to learning experiences, such as excitement, enthusiasm, or boredom, can offer insights into their level of interest and engagement.
- h) Behavioral Indicators: Observable behaviors, such as active participation, asking questions, seeking out additional resources, and sharing insights with peers, can indicate students' interest in a subject.

Moreover, Putri and Kurniawati (2021) put the indicators of interest in learning, they are interest, awareness, participation and attention given by the learners toward the material.

From the indicators above we can conclude that there are 5 indicators to measure the interest in learning English they are: attention, interest, participation, feeling happy and joy in learning and curiosity.

Table 2.4. Indicators of student's interest based on the previous research

Factor	Component
Attention	The ability of students to focus on learning material and teacher's presentation in Safari (2003) and Slamento (2003).
Interest	Students' emotional connection to the subject material, involving curiosity, enthusiasm, and motivation to learn about the topic, in Safari (2003) and Lee, Chao & Chen (2011).
Participation	Students' willingness to take part in discussions, ask questions, and engage in activities related to the subject matter in Slamento (2003) and Lee, Chao & Chen (2011).

Factor	Component
Feeling happiness and joy in learning	Students' enjoyment in doing tasks or exercises given by the teacher, in Slamento (2003).
Curiosity	Students' willingness to explore new ideas, ask questions, and seek out additional information in Lee, Chao & Chen (2011)

It can be concluded that those who enjoy and feel comfortable in learning give attention to what they learn and have good interest in the material and also participate actively in class.

2.12 Advantage and Disadvantage Teaching of Speaking through Flashcards with Communicative Approach

There are advantages and disadvantages of teaching speaking through flash cards with a communicative approach.

a. Advantages of teaching speaking Flashcards with Communicative Approach

According to Wright (1968), as stated by Debora, the benefits of employing flashcards are:

- 1) It may allow the students to ease themselves in remembering terms they have studied.
- 2) It may be transported wherever since the size of the cards is not very huge.
- 3) It offers diversity in teaching. The instructor is not simply to teach and explain the lesson.
- 4) Flashcards are extremely beneficial to refresh the students' ideas before commencing the new lesson plan.

b. Disadvantage of teaching speaking Flashcards with Communicative Approach

According to Wright (1968) as described by Debora, the drawbacks of utilizing flashcards are:

- 1) Flashcards cannot be utilized at all levels for people with a wide vocabulary. Flashcards are not effective.
- 2) The instructor who wishes to produce flashcards should have much time in presenting flashcards as well as producing the cards

2.13 Theoretical Assumptions

From the frame of the theory and explanation above the researcher assumes that:

1. The communicative approach promotes communication skills by emphasizing interaction and meaningful language use, which can positively impact students' speaking abilities.
2. Regular practice with flashcards in a communicative setting can promote automaticity in language production, thereby boosting students' speaking confidence and spontaneity.
3. The interactive nature of speaking activities with flashcards can create a dynamic learning environment that motivates students to engage actively in language practice, resulting in enhanced speaking proficiency.
4. The visual appeal of modified flashcards could capture students' attention and stimulate their interest in exploring and practicing English speaking skills.
5. Incorporating technology or multimedia elements into modified flashcards accommodate learning preferences and styles, thereby increasing students' enthusiasm for language learning activities.

6. Traditional flashcards can be useful when there is adaptation and adaptation to the interests and needs of students to get an interesting learning experience.

2.14 Hypothesis

Based on the research findings, several hypotheses have been formulated to investigate the impact of using flashcards in a communicative language learning setting, they are:

1. The students who engage in interactive and meaningful language activities using flashcards, their speaking performance is likely to improve significantly. This means that practicing speaking through communicative tasks can help students learn and become more proficient in English.
2. The Students who learn speaking using modified flashcards combined with a communicative approach demonstrate improvements in various aspects of speaking, including pronunciation, grammar, vocabulary, fluency, and comprehension.
3. The use of visually appealing flashcards can grab students' interest and make learning English speaking skills more interesting. Visual elements can make the learning process more engaging and enjoyable for students. Therefore, by adapting traditional flashcards to suit students' interests and needs, teacher can create a stimulating learning experience that boosts students' interest in learning English speaking skills and helps them improve their speaking proficiency in a communicative language learning environment.

This chapter focused on the interactive process of speaking, highlighting the importance of fluency, flexibility, and the effect of numerous circumstances on the

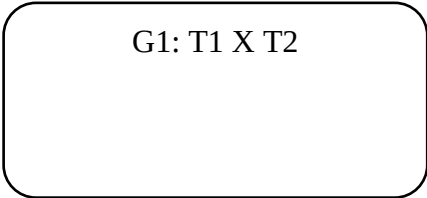
structure and meaning of speech. The use of flashcards with a communicative approach has been proven to have the potential to improve students' speaking abilities; however, it is crucial to understand the limitations and obstacles involved with this practice. The theoretical assumptions and hypotheses offered provide a platform for further inquiry and research in this field.

III.METHOD

This chapter discusses the research method, the design, data variable, data sources, data collecting, data collecting procedure and data treatment.

3.1 Research Design

In this research, The reaseracher used the quantitative approach to find out the significant improvement of the students' speaking performance by using flashcards with a communicative approach. The researcher used control group, pre test, post test design. The design is as follow:



G1: T1 X T2

Notes:

G1 : Experimental group using modified flashcards

T1 : Pre test

T2 : Post test

X : Treatment (modified flashcards)

(Setiyadi, 2006)

In order to analyze the first research question, the Independent Group T-test was used as an analytical tool. Paired Sample T-test also applied to measure the second research question and for the third research question the researcher used T-test as

analytical tool. This study used a static-group comparison research design model as explained by Setiyadi (2018).

The research conducted in five meetings with the presentation as follows, the first meeting is for the pretest, the second to the fourth are for the treatment, and the fifth meeting is for the post test.

3.2 Variables

The research consisted of the following variables:

1. Research question 1 and 2:

- Independent variable (X) : Flashcards with communicative approach
- Dependent variable (Y) : Speaking skill

2. Research Question 3:

- Independent variable : Modified flashcards
- Dependent variable : The students' level of interest

3.3 Population and Setting

a) Population

In this research, the subject of the research was the students in grade 10th of SMK Negeri 5 Bandar Lampung in academic year 2024/2025. The total students were 60 students with thirty students in each class. There were two classes taken by the researcher. The first class was the control class and the second class was the experimental class. The first class was the experimental class and the second class was the control class with 30 students each.

b) Setting

The researcher did the research at SMK Negeri 5 Bandar Lampung.

3.4 Instruments

In this research, the researcher used the speaking test and questionnaires as the instrument. The speaking skills were in terms of students describing the synopsis. At first, the pretest did for the students to measure their basic skills in speaking, and then the last after treatment, there was the post test. In scoring student's performance, the researcher used the component of speaking skills (Harris, 1969).

The instrument of speaking test was a research instrument designed to measure students' speaking skills. It was used to assess their ability to communicate effectively in oral form, including their pronunciation, grammar, vocabulary, fluency, and verbal communication. The instrument typically includes a grid and questionnaire that assessed various aspects of speaking ability, such as the ability to answer questions, pronunciation, and communication strategies. The instrument was designed to be used by teachers to evaluate students' speaking skills and provided feedback for improvement.

3.4.1 Speaking test

The researcher used the speaking test in pre and post tests. Pre test was given to the students before giving the treatment in teaching and learning process while post test was given to the students after receiving the treatment. The instrument comprised oral performance in which the learner's oral language abilities are graded. The aim of oral performance was to observe if learners improve their speaking skill after being taught by using modified flashcards with a communicative approach. The assessment used in this research is the rubric score were 1) comprehension, 2) grammar, 3) vocabulary, 4) pronunciation and 5) fluency.

a. Validity

Validity refers to the accuracy of a measure in assessing the specific concept it is intended to measure. It is concerned with the success of a study at measuring what the researchers set out to measure. There are different types of validity, including face validity, content validity, and criterion validity (Hatch and Farhady, 1982). A test can be considered to be valid if it can precisely measure the quality of the test.

1) Content validity

Content validity, as defined by Hatch and Farhady (1982), is the extent to which a test represents the specific content it is intended to measure. It is concerned with how well the test items reflect the knowledge or skills required for a given topic or job skill. This type of validity is essential in ensuring that a test accurately assesses the intended content and is often established through the use of recognized subject matter experts to evaluate the test items. The test items which were adapted from the materials that have been taught to the students should be constructed as the representative sample of the course. Speaking test that is given to the students is appropriate with the basic competences in learning achievements in Kurikulum Merdeka. Basic competences in vocational schools are a combination of technical skills, workplace readiness skills, and a foundation in general knowledge. Therefore, speaking tests, when designed appropriately, can be a valuable tool to assess a student's ability to communicate effectively within their chosen field.

2) Construct validity

Construct validity refers to the degree to which a psychological test or assessment measures the abstract concept or psychological construct that it purports to measure

(Meehl and Cronbach, 1950s). Construct validity is essential for an instrument that measures a specific feature, as stated by Setiyadi (2018). According to Nurweni (2018), construct validity of a test must be confirmed by ensuring the test items align with the theory being examined.

The researcher used a table checklist to gauge the level of agreement from the validators, who were the teachers at SMK Negeri 5 Bandar Lampung Ani Natalina, S.Pd and M. Ayub, S.Pd who were graduated from English Education in Lampung University.

To calculate Content validity based on two interrater assessment is:

$$\text{Validity Percentage} = \frac{\text{Numbers of valid ratings from all raters}}{\text{Total number of ratings (raters x number of questions)}} \times 100\%$$

There were two raters x five questions = 10 ratings

$$\text{Therefore, } \frac{10}{10} \times 100 = 100\%$$

These means content validity reaches 100 %.

To count content validity from two raters the researcher use formulation as follow:

$$\text{Content validity percentage (CVI)} = \frac{\text{Number of valid ratings}}{\text{Total possible ratings}} \times 100\%$$

All questions are rated valid by both raters, then:

$$CVI = \frac{20}{20} \times 100\% = 100\%$$

This mean the content validity is 100%. The result can be figures in table 3.1

Table 3.1. Construct and Content Validity

Test	Construct		Content	
	Rater 1	Rater 2	Rater 1	Rater 2
Pre test	100%	100%	100%	100%
Post test	100%	100%	100%	100%
Avarage	100%		100%	

b. Reliability

The reliability of the speaking test emphasized the importance of ensuring the consistency of test scores (Harris, 1969). A reliable test is one that produces similar results consistently. This consistency suggests the test is measuring something real, but it doesn't necessarily guarantee the test is measuring exactly what it's intended to measure. Setiyadi 2018 stated that in getting the reliability of the pretest and posttest of speaking, interrater reliability is used in this study. The researcher first establishes the criteria and test instruments to ensure that the assessment is conducted consistently.

In this research the second raters were the English teacher of SMK Negeri 5 Bandar Lampung and the first rater was the researcher herself, a magister degree student of English Department student in Lampung University. To ensure consistent scoring for the speaking pre-test and post-test, the interrater discussed and agreed upon the criteria for evaluating speaking skills. This helped to guarantee reliable results from

the test. The researcher used the statistical formula for counting the reliability score between the first and second raters the statistical formula of reliability is as follow:

$$R = 1 - \frac{6 \sum d^2}{N (N^2 - 1)}$$

R = Reliability

N = Number of students

d = the different of rank correlation

1-6 = Constant number

(Hatch and Farhady, 1982)

In this case, to interpret the reliability of the tests, the coefficient of rank correlation was considered through the standard criteria below:

0.00 – 0.20 is very low; if the result of the reliability is about 0.00 to 0.20, it is categorized to very low reliability;

0.20 – 0.40 is low; if the result of the reliability is about 0.20 to 0.40, it is categorized to low reliability;

0.40 – 0.70 is medium; if the result of the reliability is about 0.40 to 0.70, it is categorized to medium reliability;

0.70 – 0.90 is high; if the result of the reliability is about 0.70 to 0.90, it is categorized to high reliability;

0.90 – 1.00 is very high; if the result of the reliability is about 0.90 to 1.00, it is categorized to very high reliability

(Sudijono, 2007:1993)

The Reliability of the speaking test is shown as Follow:

Table 3.2. Experimental Class Reliability Pre test

Reliability Statistics	
Cronbach's Alpha	N of Items
.811	2

From the table 3.4 the reliability of experimental class in pretest is 0.811. It shows highly reliable from both raters.

Correlations				
			x1	x2
Spearman's rho	x1	Correlation Coefficient	1.000	.678**
		Sig. (2-tailed)	.	.000
		N	30	30
	x2	Correlation Coefficient	.678**	1.000
		Sig. (2-tailed)	.000	.
		N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

The Spearman's rho correlation coefficient between rater 1 and rater 2 is 0.678 indicating a strong positive relationship between the two variables. The significance value ($p = 0.000$) is less than 0.01, meaning the correlation is statistically significant at the 1% level.

Table 3.3. Experimental Class Reliability Post test

Reliability Statistics	
Cronbach's Alpha	N of Items
.846	2

the reliability of experimental class Posttest is 0.846. It shows the reliability of two raters are consistence.

Correlations

			Rater 1	Rater 2
Spearman's rho	Rater 1	Correlation Coefficient	1.000	.719**
		Sig. (2-tailed)	.	.000
		N	30	30
	Rater 2	Correlation Coefficient	.719**	1.000
		Sig. (2-tailed)	.000	.
		N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

The Spearman's rho correlation between Rater 1 and Rater 2 is 0.719, indicating a strong positive relationship between their ratings. The significance value ($p = 0.000$) is less than 0.01, meaning this correlation is statistically significant at the 1% level. This suggests that the ratings from both raters are highly consistent and reliably related, showing strong agreement between them.

Before testing the hypothesis using T-Test, the researcher checked the normality of the data from experiment class. The test was checked by utilizing SPSS. The result can be seen in the table below:

Table 3.4. Normality Test – Experimental Class

Normality Test – Experimental Class

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pre Experimental	30	100.0%	0	0.0%	30	100.0%
Post Experimental	30	100.0%	0	0.0%	30	100.0%

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_Experimental	.106	30	.200*	.981	30	.844
Post_Experimental	.120	30	.200*	.980	30	.838
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

For Pre Experimental, the Sig. values is 0.844 (Shapiro-Wilk), both greater than 0.05. For Post Experimental, the Sig. values is 0.838 (Shapiro-Wilk), greater than 0.05. These values are above 0.05, we fail to reject the null hypothesis that the data are normally distributed. The Pre-Test and Post-Test scores for the experimental class are normally distributed.

3.4.2 Instrument of Speaking Aspect

Knowing the increasing aspect of speaking is needed to know the effectiveness of the flashcards with communicative approach in speaking. The researcher used Paired T-test.

3.4.3 Instruments of Questionnaire

The instruments of questionnaires designed to gather information from respondents through a series of questions. The questionnaire was done to find out whether modified flashcards increase students' interest in learning English more than traditional flashcards in speaking. Therefore, there were some questions were made and must be answered by the students before and after they were given the treatment. The questioners were close ended type with four options using a likert scale starting with strongly agree to strongly disagree. The researcher used liker scale which is firstly developed by Rensis liker 1932 to measure opinion, attitude,

perception or level of satisfaction through the questionnaires form. The researcher used a Likert scale 1 to 4. the researcher could effectively gather data on students' opinions towards modified flashcards and traditional and, which helped in determining whether the modified flashcards increase students' interest in learning English more than traditional flashcards in speaking.

a. Validity

The validity of questionnaires was measured to find out if the components were suitable and related to the relevant theorists of students' interest. validity is crucial in questionnaires, especially when measuring student interest. Content Validity ensures the questionnaire items comprehensively capture the intended concept - student interest in this case, and theorists of Students' Interest helps ensure the questionnaire taps into the core aspects of interest.

The face validity was checked by the advisor to see weather the question items in the questionnaires were clear, readable and understandable by the students. This was a preliminary assessment of whether the questionnaire appeared to measure what it was intended to measure. It was a subjective judgment based on the surface appearance of the questions.

b. Reliability

The researcher used Cronbch's Alpha to measure the internal consistency of the questionnaires items by using SPSS 25 computer program. Moreover, to determine the reliability of the questionnaires, Cohen et al., (2007) providing following guideline:

Alpha Value	Descriptions
> 0.90	Very highly reliable
0.80-0.90	Highly reliable
0.70-0.79	Reliable
0.60-0.69	Minimally reliable
< 0.60	Unacceptably low reliability

3.5 Data Collection Technique

In the collecting the data, the researcher used some techniques as follows:

There were two variables in this research. They were independent variables (X) and dependent variables (Y). Flashcards and communicative approach as the independent variable (X) and speaking skill as dependent variable (Y). The data of this research was in the form of students' speaking performance.

3.5.1 Pretest

The pretest was conducted to the students to measure before having treatment of teaching speaking with Flashcards with communicative approach by using modified flashcards for the experiment class. It was used to determine the students' competence in speaking. The type of test was speaking test how to make a new account in gmail.

3.5.2 Post Test

The post test was conducted to the students after doing the treatment of teaching speaking with flashcards and communicative approach by using modified flashcards for the experimental class. It was used to determine the students'

competence in speaking. The type of test was speaking test how to make a new account in gmail.

3.5.3 Distributing the Questionnaire

The questionnaire was distributed in the class to determine student's interest in learning speaking with media modified flashcards than traditional flashcards.

3.6 Scoring System of questionnaire

The students' scores of the test will be calculated by using formula as follow:

$$S = \frac{N \text{ interest}}{N \text{ total}} \times 100 \%$$

3.7 Research Procedure

To get data procedure on teaching speaking through flashcards with a communicative approach, the researcher did several steps:

- a) Follow a quasi-experimental design within pretest-posttest design.
- b) Use flashcards to stimulate students' speaking performance to improve their speaking capability. The flashcards will contain not only words but also particular phrases to help students review vocabulary words and meanings.
- c) Conduct classroom action research to improve students' activeness in speaking using flashcards.
- d) Choose flashcards as the media to improve students' activeness in speaking.
- e) Conduct an action research multiple baseline design study across five different qualitative aspects of spoken interaction to evaluate the effectiveness of a flashcard system to improve oral performance in the ESL classroom.
- f) Evaluate the speaking abilities of students by using a descriptive method.

3.8 Data Analysis

Analyzing data was very necessary step in this research. Setiyadi (2006) stated that the data analysis is the process of organizing the data in order to gain regularity of the pattern and form of the research.

The use of data analysis in teaching speaking through flashcards with a communicative approach is important to evaluate the effectiveness of this method in improving students' speaking skills. Researchers conducted pre-test and post-test analyses to compare the speaking abilities of students before and after the intervention. This can involve assessing aspects such as pronunciation, vocabulary, grammar, fluency, and sentence organization. The researchers used descriptive methods to evaluate the speaking abilities of students before and after the intervention. This can involve assessing aspects such as pronunciation, vocabulary, grammar, fluency, and sentence organization. The data analysis helped in determining the impact of using flashcards on students' speaking skills and identifying any areas that may need further improvement. It helps in understanding the characteristics of the students, the teaching methods, and the learning outcomes.

3.9 Hypothesis Testing

Hypothesis testing be used to assess the success of this strategy in increasing students' speaking abilities. Here is the hypothesis:

1. H_0 : There is no significant improvement of speaking performance of the students after learning English by flashcards with communicative approach.
 H_1 : There is a significant improvement of speaking performance of the students after learning English by flashcards with communicative approach.

2. H_0 : There is no improvement in speaking aspect in students taught using flashcards and communicative approach.

H_1 : There is improvement in speaking aspect in students taught using flashcards and communicative approach.

3. H_0 : There is no interest for the students in learning English by modified flashcards.

H_1 : There is interest for the students in learning English by modified flashcards.

By applying a systematic study technique, such as experimental or quasi-experimental design, researcher may acquire reliable and credible data to support the efficiency of teaching speaking using flashcards with a communicative strategy.

V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion, the limitations, and the recommendations of the research.

5.1 Conclusion

The research showed that the use of flashcards, particularly when modified to align with a communicative approach, significantly improved students' speaking performance in English. These were supported the idea that visual media and methods like flashcards and communicative approach can enhance language learning by making it more interactive and engaging. The results got from students at SMK Negeri 5 Bandar Lampung indicated an improvement in various aspects of speaking, such as grammar, pronunciation, fluency, vocabulary usage, and comprehension. This shows that the combination of flashcards and a communicative approach effectively addresses the challenges students face in speaking English.

The research found that modified flashcards increased students' interest in learning English speaking. This emphasis the importance of using engaging and relevant teaching materials to motivate students and enhance their learning experience.

Flashcards as visual aids that capture students' attention and stimulate interest. The use of images, colors, and text on flashcards make learning more appealing and less

intimidating, particularly for language learners who may struggle with traditional methods. By incorporating flashcards into communicative activities, students at SMK Negeri 5 Bandar Lampung are encouraged to actively participate in discussions. This active involvement fosters a more engaging learning environment where students feel comfortable practicing their speaking skills.

Modified flashcards designed to reflect real-life scenarios and relevant vocabulary that students are likely to encounter. This contextualization helps students understand the practical application of language skills, making their learning experience meaningful. The communicative approach emphasizes the importance of interaction as a means of language learning. Using flashcards in this context encourages students to communicate their thoughts and ideas rather than simply memorizing vocabulary or grammar rules.

The research indicates that modified flashcards increase student interest more than traditional flashcards. Engaging materials stimulate curiosity and enthusiasm for learning, which is essential for sustained engagement in language acquisition. Previous studies primarily concentrated on the impact of flashcards on vocabulary acquisition or reading comprehension, this research specifically targeted speaking skills. By emphasizing the enhancement of speaking performance through the use of flashcards in a communicative approach, the study fills a gap in the literature regarding the application of flashcards in developing speaking proficiency.

The research introduced the concept of modified flashcards, which were designed to be more engaging and relevant to students' interests. This contrasts with earlier

studies that often utilized traditional flashcards without considering the need for adaptation to better suit learners' preferences. The effectiveness of these modified flashcards in improving speaking skills represents a novel contribution to the field. The research combined the use of flashcards with a communicative language teaching approach, which emphasizes interaction and real-life communication.

5.2 Limitation

The research conducted by the researcher at SMK Negeri 5 Bandar Lampung, has several limitations that should be acknowledged:

1. At the beginning of the instructional process utilizing flashcard media and a communicative approach, students in both the control and experimental classes did not yet understand how to use the flashcards provided by the researcher, nor were they aware of their intended function. Consequently, the teacher required additional time to introduce the flashcards as teaching media and ensure that students could use the flashcards effectively.
2. The students in both classes experiment and control class at first don't know how to arrange words in correct pattern. This because they have limitation in vocabulary and grammar understanding. The researcher chooses the material procedure text about how to create the accounts in social media, how to use the common equipment they can find in their environment such as rice cooker and washing machine, how to get to certain place and how to cook their favorite foods. The researcher Explains that what is procedure text and the language use in procedure text.
3. Sample Size and Generalizability: The study was conducted with a specific sample of tenth-grade students from two classes at one school at SMK Negeri

5 Bandar Lampung. This limited sample size may affect the generalizability of the findings to other educational contexts or different age groups. Larger and more diverse samples would be needed to draw broader conclusions.

4. **Short Duration of Study:** The research involved a relatively short duration of treatment (three meetings for the intervention). This limited timeframe may not be sufficient to observe long-term effects on students' speaking skills. Longer studies could provide more comprehensive insights into the sustained impact of using flashcards in language learning.
5. **Focus on Specific Language Skills:** While the study focused on speaking skills in this research the researcher does the research for speaking test performance of the students at SMKN 5 Bandar Lampung.
6. **Subjectivity in Assessments:** The assessment of speaking performance may involve subjective judgments, particularly if based on teacher evaluations or rubrics that could vary in interpretation. Ensuring consistent and objective assessment criteria is crucial for the reliability of the findings.

5.3 Suggestions

Based on the findings and limitations of the research conducted at SMK Negeri 5 Bandar Lampung, several suggestions can be made for future studies and practical applications:

For the teacher:

1. To make the flashcards and communicative approach effective more in the learning teaching class the teacher must introduce what flashcards are and the purpose in learning. Teacher introduce Flashcards and demonstrate how to use them clearly. The use of the Flashcards and communicative approach must be

used routine not only in certain material like procedure text but also for other materials.

2. The teacher must explain the material clearly and related the material to the real-life situation the students can find in their daily life.
3. Teacher should expand sample size and Diversity that involve a larger and more diverse sample of students from different schools, grade levels, and backgrounds. This would enhance the generalizability of the findings and provide a more comprehensive understanding of the effectiveness of flashcards in various educational contexts.

For the Researcher:

1. Teacher should do longitudinal Studies to help assess the long-term effects of using flashcards on students' speaking skills. This could provide insights into how sustained use of flashcards influences language acquisition over time.
2. Teacher should explore other language skills to investigate the impact of flashcards on other language skills, such as listening, reading, and writing.
3. Teacher should do objective assessment methods to enhance the reliability of the findings for evaluating speaking performance, such as standardized speaking tests or peer assessments. This would help reduce subjectivity in evaluations.

The future research can build on the findings of the current study and contribute to a deeper understanding of effective language teaching practices, particularly in enhancing students' speaking skills.

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