IMPROVING STUDENT'S SPEAKING SKILLS THROUGH FLASHCARD GAMES FOR BEGINNER LEARNERS AT DESA LIBUKANG KEC. KAMANRE KAB. LUWU

A Thesis

Submitted to the English Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree in English Education

IAIN PALOPO

By:

HASRAH
16.0202.0025

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2021

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STATE ISLAMIC INSTITUTE OF PALOPO
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THESIS APPROVAL

This thesis entitled **"improving student's speaking skills through flashcard games for beginner learners at desa libukang kec. Kamanre kab. Luwu"** which is written by **hasrah, Reg. Number. 16.0202.0025,** S1 English Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **friday, 9ᵗʰ of April 2021 M,** coincided with **3ʳᵈ Rabiul Akhir 1442 H,** it is authorized and acceptable as partial fulfillment for **S.Pd.** degree in English language teaching.

Palopo, **9ᵗʰ April 2021 M**
3ʳᵈ Rabiul Akhir 1442 H

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ACKNOWLEDGEMENT

الرَّحِيْمِ الرَّحْمَنِ اللهِ بِسْمِ

الْحَمْدُ اللهِ رَبِّ الْعَالَمِيْنَ، وَالصَّلَاةُ وَالسَّلَامُ
عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِيْنَ، وَعَلَى آلِهِ
وَصَحْبِهِ أَجْمَعِيْنَ، أَمَّابَعْدُ

In the name of Allah SWT., The lord of the universe and the most merciful. The almighty God His blessing, guidance, love, helps who has bestowed upon the researcher in completing this thesis. Peace and blessing be upon to Prophet Muhammad saw and his companions and his followers.

This thesis is presented to the English Language Education study program of Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo as partial fulfillment of the requirements for the undergraduate, entitled "Improving Student's Speaking Skills through Flashcard Games for Beginner Learners at Desa Libukang Kec. Kamanre Kab. Luwu"

The researcher realizes that the existence of this thesis way by receiving much advice, guidance, encouragement, and comments from many people, even though this thesis still far from being perfect. Therefore, the researcher would like to express the deepest gratitude:

the prayer, understanding, support, motivation, and endless love, and the patience through the duration of the researcher studies.

10. Thank you very much for the Nur Afifa, Ega, Rikawati, and all of the BIG A/16, all of the research friends who cannot mention one by one for their help and support to the researcher in finishing this thesis.

The researcher also thanks the others who cannot be mentioned one by one, who has helped and supported the research to finish this thesis.

The researcher realized that this thesis would not be created without their participation. The researcher hopes this thesis can give some value to the students in senior high school and English teachers and readers. The researcher admits that this thesis is not perfect so that the researcher will accept suggestions from the readers to make it better. The researcher hopes that this thesis would be beneficial to everyone.

Finally, the researcher dedicates this thesis may Allah SWT., bless us. Aamiin.

Palopo, 21st March 2021

The researcher

Hasrah

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ABSTRACT

Hasrah, 2020. "Improving Student's Speaking Skills through Flashcard Games for Beginner Learners at Desa Libukang Kec. Kamanre Kab. Luwu". A thesis of English Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo. Supervised by: **(1) Dr. Muhaemin, M.A,** and **(2) Muh. Iksan, S.Pd., M.Pd.**

This thesis attempted to find out the effectiveness of using flashcard game to improve student's speaking skills for beginner learners at Desa Libukang Kec. Kamanre Kab. Luwu. The research question of this research is the flashcard game effective to improve student's speaking skills for beginner learners?. Based on the description above, the objective of the research was to find out whether the flashcard game is effective or not to improve student's speaking skills for beginner learners. In this research, the researcher applied the pre-experimental design method in one group pre-test and post-test design. There were two variables in this research namely the independent variable (Flashcards game) and the dependent variable (Students' achievement in the speaking skill). The researcher collected data by giving pre-test and post-test which are formulated in the speaking test contained an oral test in which speaking about describing things. The data collected through pre-test and post-test were firstly tabulated and analyzed in percentage. The sample of the research was the tenth-grade students from different high schools in desa Libukang, kec. Kamanre, kab. Luwu was categorized as a beginner learner aged 15-16 years old consisted of 12 students. Then, the test was calculated and analyzed by using SPSS 20. Based on the findings and discussions of the research, this research showed that the use of flashcards games is effective to improve student's speaking skills for beginner learners. It proved by the result of the data indicated that there was a significant difference between the pre-test and post-test. The mean score in the pre-test was 25,5 and the mean score in the post-test was 55. The value of t_0 (t_{count}) = 14,626, the value of t_t (t_{table}) = 2,201 at the level of significance is 5% (0,05) with degree of freedom (df) = 11. Based on the result namely $14,626 > 2,201$ or t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$, it means that the flashcards game is effective to improve student's speaking skills for beginner learners.

Key Words: *Speaking Skills, Flashcards Game*

CHAPTER I

INTRODUCTION

A. Background

Speaking is a skill that is mastered by students in addition to other skills. Speaking skills serve to express one's thinking ideas. Speaking is the art of speaking a language to interact and communicate with someone, this is very difficult to master. Speaking skills have a close relationship with other skills such as listening, speaking in action because students must listen and then speak. After all, speaking does not only remember and memorize sentences in writing but speaks spontaneously to show students' ideas orally. Speaking is an important skill which has to be taught in the learning process of English because from speaking we can express our ideas and feeling. For this reason, students are forced to understand English. Understanding English means mastering four major skills in English.

According to Hornby says that speaking is expressing ideas or feelings using language. Therefore, speaking is not only uttering ideas in mind but also delivering and presenting new information to other people.[1] Students must communicate with other people or share information to express what they feel. Because speaking is very difficult to master, it is therefore very important to introduce English as a second language to students from the beginning of school. In teaching speaking skills, the teacher must give instructions to

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[1] A.S. Hornby, *Advance Learners' Dictionary* (New York: Oxford University Press, 1995), 298.

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students to communicate. Speaking is not only talking but also speaking more than speaking. Therefore, language learners must be able to use their language of thought and sensitivity.

As for learning English, English learners need to learn speaking because students at the beginning of learning English should be equipped with speaking skills so that at the next stage of learning students can master speaking well and can apply it to their lives. Beginner learners are people who start or have just been involved with the learning process / new education to acquire knowledge throughout his life. For many teachers preparing and teaching beginner ESL learners comes as a challenge. Often educators are concerned about simplifying the materials with older students who are also just starting to learn English because the characteristics possessed by beginner learners include not wanting to be miniature by adults because beginner learners have their world, beginner learners have different needs, and beginner learners have different levels of development.

Based on the observation and interview with the students in Desa Libukang kec. Kamanre conducted on 24th April 2019, the researcher found that the problem that is often faced by students is utterances, they consider learning English is very difficult, sometimes bored and lazy to learn, they also have difficulty in understanding the material being taught, lack of confidence and quieter when the learning process takes place, other difficulties that exist in students are lack of English vocabulary and less passive in speaking

Based on the explanation above, the researcher conducted research entitled *"Improving Student's Speaking Skills through Flashcard Games for Beginner Learners at Desa Libukang Kec. Kamanre Kab. Luwu"*

B. Research Question

Based on the problem explained in the background above, the researcher formulates the research question as follows:

Is the flashcard game effective to improve student's speaking skills for beginner learners?

C. The Objective of the Research

Related to the research question above, the objective of the research is:

To find out whether the flashcard game is effective or not to improve student's speaking skills for beginner learners.

D. Significance of the research

1. Theoretically

The results of this research expected to give a positive contribution to the theories of English learning and teaching especially in speaking skills by using the Flashcard game.

2. Practically

a. For the teachers

The results of this research expected to be useful information for teachers about flashcard games to improve their speaking skills. So, they can solve the problems in teaching English, and the learning-teaching process can

be enjoyable. The teacher will know if the flashcard games not only good for

teaching speaking but also good for students' behavior.

b. For the students

The students can know and understand flashcard games that are given. They can add their knowledge about speaking by using flashcard games as a good method in learning English because the flashcard games can make students more active and enjoy the teaching and learning process.

c. The other researchers

This study can be used as an input in the teaching-learning process especially in developing speaking skills it is expected that the other researchers can have other methods that more effective and innovative. This study can be used as a reference and information to develop further research.
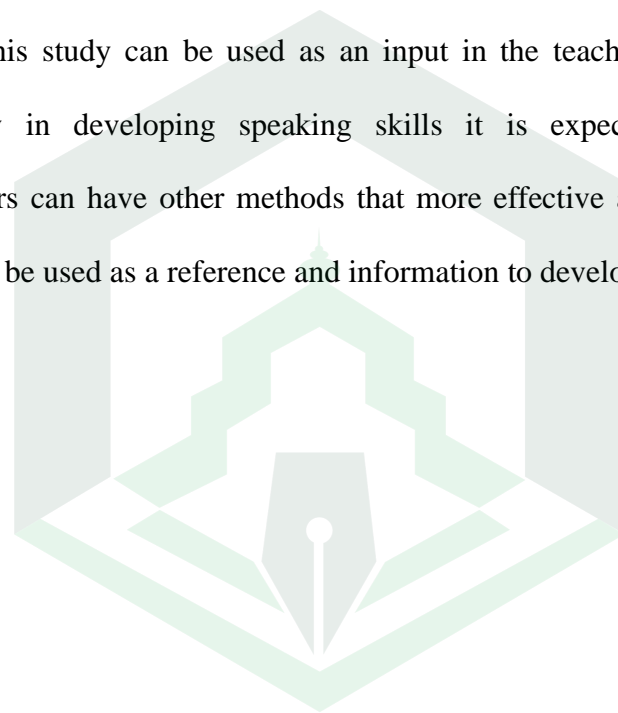
CHAPTER II

REVIEW AND RELATED LITERATURE

This chapter is divided into four main sections, namely previous research findings, some pertinent ideas, conceptual framework, and hypothesis.

A. Previous Research Findings

There have been numerous studies conducted by researchers related to improving student's speaking skills by using flashcard games.

1. Nadia Aswinda Saputri (2017) had research that aimed to describe the implementation of flashcards in improving the speaking skills of the eighth-grade students of MtsN Ngemplak Boyolali and to know how good is the improvement of flashcard of students' speaking skills of the eighth-grade students of MtsN Ngemplak Boyolali. This research used classroom action research as the research design. The qualitative data were collected using observation and interviews. Besides, the quantitative data were collected by using a test. The result of this research showed that after conducting the actions, the flashcard media could improve students' speaking skills. It can be seen from the mean progress score of the pretest and posttest. The mean score of the pre-test was 49.99, the mean score of posttest 1 was 69.88 and the mean score of posttest 2 was 76.55.[3]

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[3] Nadia Aswinda Saputri, 'Improving Students' Speaking Skill through Flash Card in Descriptive Text at the Eighth Grade of MTsN Ngemplak Boyolali in Academic Year of 2016/2017' (State Islamic Istitute of Surakarta, 2017).

2. Nasikhatun Listya Atika Farah (2013) had a research that aimed at improving the students' speaking skills at grade VIII of MtsN Rowokele. This research was a group as an action research study. The qualitative data were analyzed by adopting five steps of data analysis. They are assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The quantitative data were analyzed by comparing the students' mean scores in the pre-test and post-test. The result of the research shows that the use of cue cards (flashcard) in combination with other accompanying actions. The use of classroom English, listening activity, and games improved students' speaking skills. The improvements including the five aspects of speaking, namely, pronunciation (1.73), vocabulary (1.71), grammar (1.56), fluency (0.98), and sentence organization of descriptive text (1.62).[4]

3. Afrianto Aminuddin (2017) had a research that the objective of this research was to find out whether or not flashcard is effective to teach speaking. This research applied a quasi-experimental method with two group pre-test and post-test design. As the result, the data indicated that there was a significant difference between students' post-test in the experimental class and control class. Therefore, the researcher suggested that the use of flashcards is effective in teaching speaking.[5]

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[4] Nasikhatun Listya Atika Farah, 'Improving the Students' English Speaking Skills through Cue Cards Media at Grade VIII of MTsN Rowokele in the Academic Year of 2012/2013' (Yogyakarta State University, 2013).

[5] Afrianto Aminuddin, 'The Use Od Flascard to Teach Speaking at the Second Year Students of SMAN 5 Enrekang', 2017.

4. Yovita Suharta (2018) had a research that aimed at improving students' speaking activeness using flashcard media in the teaching-learning process. The method used in this research is classroom action research. The result of this research showed that flashcards media can improve the students' activeness in speaking by asking and answering the materials. The students' scores in activeness also improved in the teaching-learning process. From the result, it can be concluded that students' activeness in speaking by asking and answering the materials taught by flashcards media was improved. Besides, this media can help students to speak actively.[6]

Based on the result of previous studies above, the researcher state that all the researches above have the same objective as this research that is focused on improving student's speaking skills by using the flashcard game. However, this research is different from the previous studies above. The difference between those previous studies is (1) the student's educational level, in this research the level of the students is tenth-grade in senior high school, while the educational level in previous studies is the students in junior high school. (2) The method of this research uses a pre-experimental research method and will research beginner learners from a different school, while the previous studies used classroom action research and focus on one class in a specific school.

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[6] Yovita Suharta, 'Improving Students' Activeness in Speaking Using Flashcards' (Tanjungpura University, 2018).

B. Some Pertinent Ideas

1. Concept of Speaking Skills

a. Definition of speaking skills

Speaking is one important skill that language learners need to learn as an essential component not only for their academic practice but also for their professional life. Because of communication, speaking is needed by the human being to interacts with others. There are some definitions of speaking.

Brown says that "Speaking skill is seen as somewhat difficult for some language learners. Here, speakers should at least pronounce the word well, choose the suit dictions and try to do grammatically correct thought, perhaps in many cases, it is common when a speaker speaks without having good attention at accuracy or fluency."[7]

Thornbury says, "Speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically takes place in real-time, with little time for detailed planning. He adds that speaking represents a real challenge to most language learners."[8]

Bigate's in Louma stated that "Speaking as a process. It was developed for teacher education to help teachers plan classroom activities to support learning. The model is more individually than socially oriented and it views learner speech as a process."[9]

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[7] H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, 2nd edn (New Jersey: Addison Wesley Longman Inc., 2001), 270.

[8] Scott Thornburry, 'How to Teach Speaking' (New York: Pearson Education Limited, 2005), 1.

[9] Martin Bygate, *Speaking* (Oxford: Oxford University Press, 1987), 103.

From the definitions above, it can be inferred that speaking is expressing ideas, opinions, or feeling to others by using words or sounds or articulation to inform, to persuade, and to entertain that can be learned by using some teaching-learning methodologies.

b. The importance of learning speaking

Shaw says that "As a skill that enables us to produce utterances, when genuinely communicative, speaking is desire and purpose-driven. In order words, we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions, expressing a wish or a desire to do something, negotiating and or solving a particular problem, or establishing and maintaining social relationships and friendship. To achieve the speaking purpose we need to activate a renege of appropriate expressions."[10]

Oral communication is very important in our life. It provides the base for growth in writing, reading, and listening abilities. Speech is the power, act, and manner of speaking. With speech, we can persuade, inform, and amuse. A person's speech tells a great deal about him or her. It shows personality and educations, his understanding of people, and his respect for himself and others.

Richard says that there are three functions of speaking, (1) talk as interaction, (2) talk as a transaction, and (3) talk as performance. Talk as interaction can be defined as conversation and interaction with other people in

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[10] H. Shaw, 'How to Teach Speaking Skill', 2003, 134.

social life.[11] An example is when people meet with other people, they exchange greeting, engage in small talk, and so on. Talk as interaction refresh to the situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus rather than a participant and how they interact socially with each other. While talking a performance, it usefully distinguished has called talk as performance. This refers to the public talk, for example, presentation, audience, etc.

To be able to communicate orally, people need to access speaking which is why mastering the skill of speaking is important in learning the language. If the speaker wants to speak a foreign language, he or she should be confident. A confident speaker will have good speaking.

c. The elements of speaking

Harmer stated that the ability to speak English presupposes the elements necessary for spoken production as follows:

1) Language features

The elements necessary for spoken production follow:

a) Connected speech

Connected speech sounds are modified (assimilation) oriented (elision), added (linking), and weaken (through constrains and stress pattering). It is for this reason that we should involve students in activities designed specially to improve their connected speech.

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[11] C. Jack Richard, *Teaching Listening and Speaking* (New York: Cambridge University Press, 2008), 19.

b) Expressive devices

Native speakers of English change the pitch and stress of a particular part of utterances, rare volume and speed, physical and non-verbal (paralinguistic) means to show how they are feeling. The use of these devices contributes to the ability to convey meaning.

c) Lexical and grammar

The teacher should supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

d) Negotiation language

Effective speaking from the negotiator language is used to seek clarification and show the structure of what is said. The components above drive the functions of speaking, and the purpose of the speaker.

e) Mental/social process

The success of speaker productivity also depends upon the necessary precise processing skills:

a) Language processing

b) Interaction processing

c) Information processing

These three aspects are the reasons for any conversation among humans in the world. Human in the world needs these three precise processing skills to communicate with each other.[12]

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[12] Jeremy Hermer, *The Practice of English Language Teaching*, 3rd edn (New York: Pearson Education Limited, 2001), 269.

d. Micro skills for speaking

The common European framework provides an exhaustive list of the various micro-skills and relates them to the various proficiency levels. The following is a brief of micro-skills relates to speaking.

1) Reading a written text aloud.

2) Speaking from notes, or written text, or visual aids (diagrams, pictures, charts, etc).

3) Acting out a rehearsed role.

4) Speaking spontaneously.

5) Singing.

Based on the theory above, it can be summed up that to improve our speaking skills we may start from reading a written text aloud, speaking from notes or visual aids; we may try to speak spontaneously.

e. Macro skills for speaking

These are some of the macro skills involved in speaking. The speaker has to:

1) Pronounce the distinctive sound of a language enough so that people can distinguish them. This includes making tonal distinctions.

2) Use stress and rhythmic pattern and intonation patterns of the language enough so that people can understand what is said.

3) Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.

4) Put words together incorrect word order.

5) Use vocabulary appropriately.

6) Use the register or language variety that is appropriate to the situations and the relationship to the conversation partner.

7) Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever, means the language uses.

f. Types and elements of speaking

In speaking skills, students need to acquire the ability to express their ideas and opinions. Consequently, this competency should be mastered by the learners. Generally, there are 4 elements in the speech process by harmer. The following are the elements of speaking are:

1) Pronunciation

Pronunciation is the students' way to utter English well. Besides, pronunciation is one of the difficult language components of grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

2) Vocabulary

Vocabulary means the appropriate diction which is used in conversations. Without having a sufficient vocabulary, one cannot communicate effectively or express ideas in both oral and written form. Having a limited vocabulary is also a barrier that precludes learners from learning a language.

3) Grammar

It concerns how to arrange a correct sentence in a conversation. It is in line with the explanation given by Heaton that the students' ability to manipulate the structure and to distinguish appropriate grammatical forms from inappropriate ones.[13]

4) Fluency

It can define as the ability to speak fluently and accurately suited with professional necessity. Being fluent means being able to keep the language coming. There may be mistakes, fillers, and repetition, but there are no unusually long pauses in the flow of talk.[14]

g. Teaching speaking

Before we study and explore teaching speaking, the researcher specifies the definition of teaching and definition of speaking then combine them. The definition of teaching by brown is teaching refers to guiding and facilitating learning, enabling the learner to learn, setting.[15] It means that teaching is a process when the teacher gives guidance and facilitation to students in learning and teaching. As we know, speaking is a communication skill to communicate with others.

After we know each definition of teaching and speaking, they will be combining into teaching speaking. So, teaching speaking is a process when the

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[13] J. B. Heaton, *Writing English Language Test* (England: Longman Group UK Limited, 1988), 5.

[14] Jeremy Harmer, *How to Teach Reading: An Introduction to the Practice of English Language Teaching* (England: Longman, 1998), 266-271.

[15] H. D. Brown, *Principles in Language Learning and Language Teaching* (New York: Prentice Hall, 1994), 7.

teacher gave guidance and facilitation in communication skills. Except for it, Nunan states about teaching speaking is to teach ESL/EFL learners to:

1) Produce English speech sounds and sound patterns,

2) Used word and sentence stress, intonation patterns, and the rhythm of the second language (i.e. select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter).

3) Organize their thoughts in a meaningful and logical sequence,

4) Use language as a means of expressing values and judgments, and

5) Use the language quickly and confidently with few unnatural pauses, which are called fluency.[16]

In conclusion, teaching speaking is a way to express the speaker's emotions, communicative needs, interact with other people in any situation, and influence others. For this reason, in teaching speaking skills it is necessary to have a clear understanding involve in speech.

Teaching speaking has become central in foreign language classrooms. To most people then mastering the art of speaking is the single most important aspect of learning a foreign language, and success is measure in terms of the ability to carry out a conversation in the language. Bailey and savage state, "Speaking is a foreign language has often been view as the most demanding of the four skills".[17] As a result, the teaching of speaking skills should be a figure as central in foreign language pedagogy. The goal of teaching speaking skill is

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[16] David Nunan, 'Practical English Language Teaching' (International Education, Mc Graw-Hill, 2003), 88.

[17] M. K. Bailey & L. Savage, 'Now Ways in Teaching Speaking', *Alexandria Virginia Teachers of English to Speakers of Other Language (TESOL)*, 1994, 7.

communicative efficiency. It means that learners should be able to make themselves understood, using current proficiency to the fullest. They should try avoiding confusion in the message due to faulty pronunciation, grammar, or vocabulary and observe the social and cultural rules that apply in each communication situation.

In the teaching speaking process, the teacher must know the characteristics of successful teaching speaking activities. Description characteristic of the surround:

1) Learners talk a lot. As much as possible of the period allocated to the activity is occupied by learners talking. This may be obvious but often most time is taking up with teacher talk or pauses.

2) Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieving a task objective.

3) Language is acceptable, easily comprehensible to teach others, and of an acceptable level of language accuracy.

h. Problem in speaking

Ur stated that there are some problems faces by the learner in speaking activities. These problems can be explained as follows:

1) Inhibition

Unlike reading, writing, and listening activities, speaking requires some real-time exposure to an audience. Learners are often inhibited about trying to say a thing in a foreign language in the classroom, such as

worried about mistakes, fearful of criticism, or shy of the attention that their speech attracts.

2) The lack of theme to be spoken

Some learners get difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3) The low participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only a little time to talk. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4) The use of the mother tongue

In several classes, the learners share the same mother tongue. They may tend to use it because of some reason. Firstly it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. The last, they feel less "exposed" if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to keep using the target language's mother tongue.[18]

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[18] Penny Ur, *A Course in Language Teaching Practice and Theory* (New York: Cambridge University Press, 1996), 121.

2. Describing Thing

Kane (2000:352) stated that description is about sensory experience, how to something looks, sounds, tastes. Mostly it is about visual experience, but the description also deals with other kinds of perception. He also stated that descriptive text the generic structure and language feature as follows:

a. The generic structure of the descriptive text

    1) Identification: identifying the phenomenon can be described.

    2) Description: describing the phenomenon parts, qualities, or/and characteristics.

b. Language feature

    1) Using attributive and identifying process.

    2) Using adjective words.

        a) Adjective of quality: good, beautiful, smart, etc.

        b) Adjective of size: big, small. Fat, etc.

        c) Adjective of age: old, young, etc.

        d) Adjective of color: red, black, white, etc.

    3) Using simple present tense.

3. Descriptive of Picture

a. Concept of picture

Anonym (2007a) stated that purpose four definitions of the picture, as follows:

1) The art of painting: representation by painting.

2) A representation of anything (as a person, a landscape, a building) upon canvas, paper, or other surfaces, produced through painting, drawing, engraving, photography, etc.: a representation, in colors. By extension, a figure, a model.

3) An image or resemblance a representation, either to the eye or to the mind, that which, by its likeness, brings vividly or mind some other thing: as a child is the picture of his father; the man is the picture of grief.

4) To draw or paint a resemblance of, to delineate, to represent to form or present an ideal likeness of to bring before the mind.

Hornby in Oxford Advanced Learner's Dictionary of Current English stated that a picture is a painting drawing, sketch of something, especially as a work of art. As many of us know that the images were be seen with the eye senses. Many also find a picture that would describe the color as the original state of the object is drawn as a blue mountain. So that the image has its charm, especially for someone who has the or high art. That is why the picture is quite interesting artwork and very beneficial to the world of education in particular. Because of media pictures gets easier for students to learn the course material. It also makes a person get is a lot of inspirations to devote all our souls or feelings through the picture, as the spectacle of the forest.[19]

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[19] A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (London: Oxford University Press, 1974), 631.

The description is not about using pretty words and pages of complicated sentence structures to makes a story. It is about understanding the reason why we use it and when we use it that matters. It is about conveying important information to the reader in a strategic place. The idea here is not just simply to fill our pages with description.

b. Types of picture

Harmer stated that pictures can be in form of the flashcard, large wall pictures, cue cards, photographs or illustrations, and projected slides.

1) Flashcard

It is a small card which a teacher can hold up for students to use. Flashcard is particularly useful for drilling grammar items, for different sentences, or practicing vocabulary.

2) Large wall picture

It is big enough for anyone to see detail. Sometimes teacher one large wall picture, when pointing to detail of a picture to elicit a response.

3) Cue card

It is a small card which students use in pair or group work. Teachers put students in pairs or groups and give them some cue cards so that when the students pick up the top cue card in the pile he or she is to say a sentence that the card suggests.

4) Photograph or illustration

It is a photo or image that depicts a situation or people in action. The teachers use it to make the situation or the action clear. The photograph can be found in the book, newspaper, magazine, etc.

5) Projected slide

In the multimedia class, the teacher also one is to teach. Sometimes the teachers use it to show the images in big form.[20]

c. The meaning of the card

A card is a flat, usually rectangular piece of stiff paper, cardboard, or plastic. It is one of a set or pack bearing significant numbers, symbols, or figures used in games. The card can be used to send messages, may have printed greetings of a picture.

4. Flashcard

a. Definition of flashcard

There are some definitions of flashcards. Kashani stated that flashcards are cards that have big size, usually, it uses paper rather thick, stiff, and the size is A4. It contains pictures and words. It is classified based on the kind and the class such as the flashcards of food, fruits, vegetables, household, transportation, and clothes. To avoid misunderstanding on the pictures of the flashcard, the teacher should try or show the flashcards to others before it uses to teach the students. Furthermore, it is used for all of the classes. Usually, the teacher holds and moves some flashcards is in a pile of flashcards to the front

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[20] Hermer, 136.

side. The movement of cards quickly maybe it is the reason, why does it is called by flashcard. Flash is quickly, or a flash, in Indonesia language means "sekilas". For certain activities, for describing things, the flashcards can be stocked inboard by using blue tack to not damage the picture. The picture's color is more interesting because the student likes the colorful picture.

A flashcard is a type of study aid that is designed to present an individual with a single unique question or problem that relates to a specific topic. Usually, each flashcard is simply in an index card or sheet of paper that has the question, problem, or situation to consider on one side of the card and the answer to the question or problem or the evaluation of the situations on the other side of the card. As a result, flashcards are a very simple but very effective way for an individual to study a particular topic. There are key advantages to use flashcards in studying for an exam, interview, or another similar purpose.

From some definitions above, a flashcard is a card bearing pictures and words given by the teachers when they are explaining the material to their students. It helps the teacher to handle and teach the material to the students easily. Flashcards have various sizes based on the student's specific needs. They are colorful which is used to memorize and understand new vocabulary. Besides it, a flashcard is one of the visual aids which are used to make the structure more interesting and enjoyable in the teaching-learning process and to improve student's understanding of the material given by the teacher.

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

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

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

3) The way to use a flashcard is correct.

Besides, using flashcards has to be appropriated with material that will be taught to students and the teachers should check copyright before they give them to their students.

b. The advantages and disadvantages of flashcards

1) The advantages of flashcards

Flashcards are one visual aid that can be used in the teaching and learning process. It helps the students to understand the material is given by the teacher. There are some advantages of flashcards as follow:

a) Flashcards are a useful and effective method to help students to study vocabulary.

b) Flashcards are easy to carry anywhere, so we do need to carry heavy books so much because it is convenient.

c) Flashcards help in summarizing and memorizing, so by using flashcard the students will not need to study from the book with long pages and a

lot of information which it makes the students confused because students will be able to study from the flashcards that contain very simple points.

2) The disadvantages of flashcards

Besides the advantages of flashcards, there are some disadvantages to them as follow:

a) Flashcard too expensive and if the teachers want to make itself, they need much time.

b) Flashcard is not big enough, usually, the students who sit in front can see the flashcard perfectly, but the students sit in behind is dimmer of sight.

c) Some students will misunderstand the teacher's explanation based on their knowledge of the material which is explained by the teacher, so the goal is planned cannot be achieved.

Based on the advantages and disadvantages above, the researcher concluded that flashcards are one of the teaching aids that the students and the teacher need it to materials interest and motivation. There are some advantages of flashcard as follow: flashcard can make creative activity in teaching-learning process, flashcard can give motivation to the students in their learning, flashcard can help the students to memorize English word well, flashcard make the students active in class and reduce the students' boredom, flashcard help the students to give a brief description about the thing that is taught, and flashcards are an excellent learning tool for the students.

There are some weakness of flashcards as follow: the piece of flashcard is too expensive, if the teacher and make flashcards itself, she or he needs much time, and if the picture of flashcard is not clear and big enough, the students will misunderstanding about the teacher's explanation when they see flashcards, so the goal that is planned cannot be achieved.

5. Using Flashcard in Teaching Speaking Skills

It has been stated earlier that Flahcard is one of the learning media that can generate enthusiasm, motivation for students and does not cause verbalism, and can present something abstract to be more concrete, train memory and improve vocabulary and speaking mastery.

Flashcard media is considered as a medium that raises students' enjoyment and interest in learning vocabulary and speaking because flashcards are form of learning media in the form of pictorial cards that students like and can be presented in the form of games. Thus, flashcards are an alternative that can be estimated to help improve students' vocabulary skills especially in speaking skills.

Speaking is the ability to pronoun articulated sounds or word to express, express or convey thoughts, ideas and feelings. The main purpose of speaking is to communicate. In order to convey thoughts effectively, the speaker should understand the meaning of everything he wants to communicate.[21] In line whit this, speaking is conveying a certain purpose by uttering language sounds so that others can understand them. The speaking

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[21] H. Tarigan, *Menyimak Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 2008), 16.

skills reffered in this research are understand the word used and relate it to the object it represents and ability to pronoun vocabulary correctly.

C. Conceptual Framework

Speaking is one of the language skills which should be mastered by the students. But many students feel difficult to speak. They feel scared, shy, and cannot use vocabulary and grammar well. The student's speaking skills students of Desa Libukang kec. Kamanre was still low. It is caused by many factors. Firstly, English teachers just teach, do not have an attractive method which makes the students interest and comfortable in class. Secondly, the students do not participate in class, so they do not respond to the teacher's commands.

To solve the problems, the teacher can use the new method in teaching English speaking to help them in delivering the materials more easily. One of the methods that can use in English teaching speaking is using flashcards. That is a cooperative learning process. Therefore, the students can be interest and active in the class. The benefits using flashcard is the students can share their ideas, students can help one another, so the students do not only learn from the teacher but also learn from their friend and that makes the students are more interactive and cooperative in class.

To make the conceptual framework clearer, so it can be seen in the following draft:

```
┌─────────────────────────┐
│   TEACHING SPEAKING     │
│        SKILL            │
└─────────────────────────┘
             │
             ▼
┌─────────────────────────┐
│    FLASHCARD GAMES      │
└─────────────────────────┘
             │
             ▼
┌─────────────────────────┐
│   STUDENTS' SPEAKING    │
│   SKILL IMPROVEMENT     │
└─────────────────────────┘
```
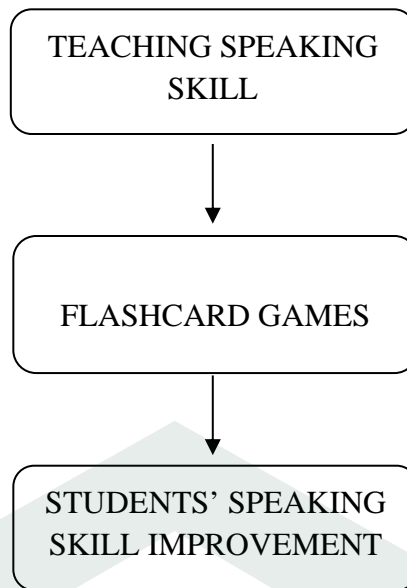
Picture 2.1 *Conceptual Framework*

The diagram above is classified into the following:

In conducting this research, the researcher focused on improving students' speaking skill through flashcard games as a tool. The scheme above shows the steps of the researcher in conducting this research. The step will begin with giving pre-tests for students to get students' ability in speaking. The next step is the implementation of flashcard games to improve speaking skills. This step is also called giving treatment. In this step, the researcher will conduct four meetings. In each meeting, the researcher gives a test to implement the games. In the last step, the researcher gives a post-test to get the result after implementing the games.

D. Hypothesis

Based on the review of related literature above, the researcher presents the hypothesis as follows:

1. Null hypothesis (H_0): The flashcard game is not effective to improve student's speaking skills for beginner learners.

2. The alternative hypothesis (H_1): The flashcard game is effective to improve student's speaking skills for beginner learners.

CHAPTER III

RESEARCH METHOD

This chapter describes the method of the research, research design, variable, population, and sample, the instrument of the research, the procedure for collecting data, and the technique of collecting data.

A. Method of the Research

The method used the pre-experimental research method. It aimed to find out the effectiveness of the flashcard game to improve speaking skills.

B. Time and Location of the Research

This research was conducted on 15-18th November 2020. This research did at the researcher's house located in Desa Libukang, kec. Kamanre, kab, Luwu, prov. Sulawesi Selatan, the research cannot do the research at the school because of the pandemic of Covid-19 and the samples of this research were the students that live near from the location.

C. Research Design

The research design applied the pre-experimental design, one group pre-test, and post-test design. The design was written as follows:

T1 X T2

Note:

T1: Pre-test

X: Treatment

T2: Post-test

D. Variable

1. Independent variable: flashcards game

2. Dependent variable: students' achievement in speaking skill

E. Population and Sample

1. Population

The population of this research was the tenth-grade students from different senior high schools who were categorized as beginner learners in Desa Libukang, kec. Kamanre, kab. Luwu, prov. Sulawesi Selatan

2. Sample

The researcher used purposive sampling to choose students as the samples in this research. The sample was chosen because the school is not opening yet to doing the teaching and learning process due to the pandemic of Covid-19. Therefore, in this research, there were 12 students as a sample aged 15-16 years old.

F. The Instrument of the Research

In this research, the researcher used a speaking test in collecting data during the process of the research. The speaking test consisted of pre-test and post-test were using to measure the students' speaking before treatment and after giving treatment. The form of the speaking test was an oral test. In the pre-test, students are given two minutes to speaking about describing things and in the post-test students are given two minutes to speaking about

describing the person. The assessment of the speaking skills focuses of three aspect of speaking, that are accuracy, fluency, and comprhenensibility.

G. The Procedures for Collecting Data

The data was collected using the following procedures:

1. Pre-test

The researcher gave a pre-test to students before giving treatment to get data to find out the prior capability of the students in English speaking. The students were given the pretest in two minutes and asked to practice the provided test instrument that is describing things.

2. Treatment

In treatment, the researcher conducted four meetings. The steps were followed:

a. First meeting

The researcher introduced herself and explained to the students the general explanation of the materials and then concern explaining and exemplifying the way to practice the materials. Next, the researcher taught the material about the describing thing. The students were divided into six pairs included two students that pairs to do the flashcard game. The researcher distributed flashcards to each pair and asked not to open the flashcards that had been distributed first. After the researcher gave the signal, then the students opened the flashcard and showed it to their partner for five seconds, and closed it again. Next, students described the pictures they have seen on a flashcard for two minutes. After that, their partner told them anything that did

not match the description with the picture on the flashcard. Each pairs doing activities in turn.

b. Second meeting

The researcher explained describing a person to the students. The researcher prepared flashcards containing pictures of family members. Then, the researcher opened the flashcard randomly and showed it to the students quickly. Students who can describe the picture that has been seen came to the front of the class to explain the picture. Students who can describe the picture correctly were given an additional award or score. The researcher carried out the same activity until all students had a chance to describe the image on the flashcard. Researchers assisted students in describing images if needed.

c. Third meeting

The researcher explained the description of a place to the students. The researcher prepared flashcards containing pictures of tourist attractions and historical places. The researcher divided students into 3 groups. Each group was given one flashcard to describe. The researcher only showed the flashcard to each group for 10 seconds. Each student in the group must be paid attention to the picture carefully. After that, each group focused on making a description of the picture that had been seen before. After that, the teacher determined the representatives from each group to come to the front of the class and described the pictures that have been seen from the flashcards based on the results of each group discussion. The researcher gave a score to the group according to their ability to describe the image.

d. Forth meeting

In the last meeting, The researcher explained the describing things to the students. researcher prepared flashcards containing images of objects. The researcher randomly called the name of the student to come to the front of the class to describe the image on the flashcard that has been seen within five seconds. students were given 1-2 minutes to describe the picture of the object seen on the flashcard. When the student has finished describing the picture, the student has the right to appoint another student to do the same thing, which is to describe the picture in the flashcard in front of the class. In the final activity, the teacher gave reflected on learning about descriptive text and the benefits of using flashcard games in speaking learning.

3. Post-test

After giving treatment, finally, the researcher gave a post-test. The procedure in administering the posttest was the same as the pretest, which is the students, were given two minutes to describe about person. The posttest was administered to measure the students' progress after having the treatment or to find out the improvement of the students speaking skills.

H. The Technique of Data Analysis

1. Scoring Classification

In analyzing the data which been collected, the researcher had to determine the score classification which included accuracy, fluency, and comprehensibility. Those assessment criteria were explained by J.B. Heaton.

a. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly by the mother tongue. A few grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonology error. A few grammatical and lexical errors but only confuse.
Average	3	Pronunciation is influenced by the mother tongue only a few serious phonological errors. Several grammatical and lexical errors, some of which confuse.
Poor	2	Pronunciation is seriously influenced by the mother tongue with an error causing a breakdown in communication. many basic grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and practiced in the course.

b. Fluency

Classification	Score	Criteria
Excellent	6	Speak without great effort with an effort a fairly wide range of expression. Searches for words occasionally but only two unnatural pauses.

Very good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. occasionally fragmentary but successful in conveying the general meaning of fair range expression.
Average	3	Has to make an effort for much time. Often has to research for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making effort at times. Limited range of expressions.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range expressions.
Very poor	1	Full long unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range expression.

c. Comprehensibility[22]

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's attention and general meaning. Very few interruptions or classification requires.
Very good	5	The speaker's attention and general meaning are fairly clear. A few interruptions by the listener for the sake

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[22] J.B. Heaton, *Writing English Language Test* (New York: Longman), 100.

		of clarification are necessary.
Good	4	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey messages or to seek clarification.
Average	3	The listener can understand a lot of what he said, but he must constantly seek clarification, cannot understand many of the speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phases) can be understood and then with considerable effort by someone who is listening to the speaker.
Very poor	1	Hardly anything of what is she can be understood. Even when the listener a great effort or interrupts, the speaker is unable to clarify what he seems to have said.

2. Classification of Students Score

The rating classifications were used to provide the grades obtained by students. The following classifications were used:

Classification	Scale	Rating
Excellent	6	86-100
Very good	5	71-85
Good	4	56-70
Average	3	41-55
Poor	2	26-40
Very poor	1	25-0

3. Computing frequency of the rate percentage, the researcher applied the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency

N = the number of samples (total respondents)[23]

4. Calculating the mean score and standard deviation of students by using SPSS 20.

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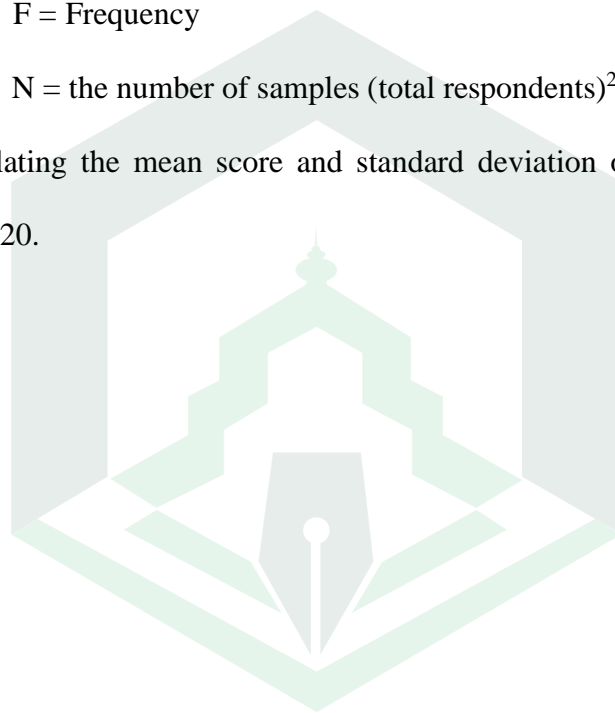
[23] Ridwan, *Dasar-Dasar Statistika* (Bandung: Alfabeta, 2003), 41.

CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Findings

The findings of the research showed the result of the data that have been analyzed statistically and the tabulating of data. It compared if the students' scores in pre-test and post-test, the classification of students' scores in pre-test and post-test, and the mean score of students' pre-test and post-test.

1. **The analysis of students' speaking skills scores in pre-test and post-test**

a. Pre-test

In this section, the researcher showed the complete score of students in the simple past tense (students' correct answer), the mean score and standard deviation of students, and the rate percentage of students' scores of speaking skills in the pre-test. The researcher presented the data in the tables and calculates the score by using SPSS 20. Then, the researcher showed the students' complete score of speaking skills in the pre-test. The tabulation of students' score in the pre-test can be seen in table 4.1:

Table 4.1

The Score of Students' speaking skills in Pre-Test

No	Respondent	The Aspect of Speaking			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	R1	1	1	1	18

2	R2	1	1	1	18
3	R3	1	1	1	18
4	R4	1	1	2	24
5	R5	1	2	2	36
6	R6	1	1	1	18
7	R7	2	2	2	36
8	R8	2	1	1	24
9	R9	2	1	1	24
10	R10	1	2	2	36
11	R11	1	1	1	18
12	R12	2	2	1	36
	∑12				

In this section, the researcher described the average score of students' speaking skills in accuracy, fluency, and finally comprehensibility.

1) Accuracy

To calculate the average score of students' accuracy in the pre-test, the researcher used SPSS 20 to determine descriptive statistics and the rate of percentage of accuracy. The result can be presented in the table descriptive statistic it can be seen in table 4.2 and table 4.3:

Table 4.2

Descriptive Statistics of Accuracy in Pre-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	12	1.00	2.00	1.3333	.49237
Valid N (listwise)	12				

Table 4.3

The Rate of Percentage Score of Students' Accuracy in Pre-Test

Classification	Score	Rating	Pre – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	0	0
Average	41-55	3	0	0
Poor	26-40	2	4	33,4%
Very Poor	≤ 25	1	8	66,6%
Total			12	100%

2) Fluency

To calculate the average score of students' fluency in the pre-test, the researcher used SPSS 20 to determine descriptive statistics and the rate of

percentage of fluency. The result can be presented in the table descriptive statistic it can be seen in table 4.4 and table 4.5:

Table 4.4

Descriptive Statistics of Fluency in Pre-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	12	1.00	2.00	1.3333	.49237
Valid N (listwise)	12				

Table 4.5

The Rate of Percentage Score of Teenagers' Fluency in Pre-Test

Classification	Score	Rating	Pre – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	0	0
Average	41-55	3	0	0
Poor	26-40	2	4	33,4%
Very Poor	≤25	1	8	66,6%
Total			12	100%

3) Comprehensibility

To calculate the average score of students' comprehensibility in the pre-test, the researcher used SPSS 20 to determine descriptive statistics and the rate of percentage of comprehensibility. The result can be presented in the table descriptive statistic it can be seen in table 4.6 and table 4.7:

Table 4.6

Descriptive Statistics of Comprehensibility in Pre-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	12	1.00	2.00	1.3333	.49237
Valid N (listwise)	12				

Table 4.7

The Rate of Percentage Score of Students' Comprehensibility in Pre-Test

Classification	Score	Rating	Pre – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	0	0
Average	41-55	3	0	0

Poor	26-40	2	4	33,4%
Very Poor	≤25	1	8	66,6%
Total			12	100%

b. Post-test

The researcher showed the complete score of students in the speaking skills (students' correct answer), the mean score and standard deviation of students, and the rate percentage of students' scores of speaking skills in the post-test. The researcher presented the data in the tables and calculates the score by using SPSS 20. Then, the researcher showed the students' complete score of speaking skills in the post-test. The tabulation of students' score in the post-test can be seen in table 4.8:

Table 4.8

The Score of Students' speaking skills in Post-Test

No	Respondent	The Aspect of Speaking			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	R1	2	2	3	42
2	R2	3	2	3	48
3	R3	2	3	3	48
4	R4	3	3	3	54
5	R5	3	4	2	54
6	R6	4	3	3	60
7	R7	4	3	4	66

8	R8	3	3	3	54
9	R9	3	4	2	54
10	R10	4	3	3	60
11	R11	3	3	4	60
12	R12	3	4	3	60
	∑12				

In this section, the researcher described the average score of students' speaking skills in accuracy, fluency, and finally comprehensibility.

1) Accuracy

To calculate the average score of students' accuracy in the post-test, the researcher used SPSS 20 to determine descriptive statistics and the rate of percentage of accuracy. The result can be presented in the table descriptive statistic it can be seen in table 4.9 and table 4.10:

Table 4.9

Descriptive Statistics of Accuracy in Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	12	2.00	4.00	3.0833	.66856
Valid N (listwise)	12				

Table 4.10

The Rate of Percentage Score of Students' Accuracy in Post-Test

Classification	Score	Rating	Post – Test	
			Frequency	**Percentage (%)**
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	3	25%
Average	41-55	3	7	58,3%
Poor	26-40	2	2	16,7%
Very Poor	≤ 25	1	0	0
Total			12	100%

2) Fluency

To calculate the average score of students' fluency in the post-test, the researcher used SPSS 20 to determine descriptive statistics and the rate of percentage of accuracy. The result can be presented in the table descriptive statistic it can be seen in table 4.11 and table 4.12:

Table 4.11

Descriptive Statistics of Fluency in Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	12	2.00	4.00	3.0833	.66856
Valid N (listwise)	12				

Table 4.12

The Rate of Percentage Score of Students' Fluency in Post-Test

Classification	Score	Rating	Post – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	3	25%
Average	41-55	3	7	58,3%
Poor	26-40	2	2	16,7%
Very Poor	≤25	1	0	0
Total			12	100%

3) Comprehensibility

To calculate the average score of students' comprehensibility in the post-test, the researcher used SPSS 20 to determine descriptive statistics and

the rate of percentage of comprehensibility. The result can be presented in the

table descriptive statistic it can be seen in table 4.13 and table 4.14:

Table 4.13

Descriptive Statistics of Comprehensibility in Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	12	2.00	4.00	3.0000	.60302
Valid N (listwise)	12				

Table 4.14

The Rate of Percentage Score of Students' Comprehensibility in Post-Test

Classification	Score	Rating	Pre – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	2	16,7%
Average	41-55	3	8	66,6%
Poor	26-40	2	2	16,7%
Very Poor	≤25	1	0	0
Total			12	100%

2. The mean score and standard deviation of students' speaking skills in pre-test and post-test

After presenting the descriptive statistics table and the percentage of students' scores in the pre-test and post-test according to the assessment in speaking, the researcher also obtained the mean and standard deviation values using SPSS 20. The result was presented in the table descriptive statistic as follows:

Table 4.15

The Mean Score and Standard Deviation in Pre-Test (T$_1$) and Post-Test (T$_2$)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	12	18.00	36.00	25.5000	8.14081
Posttest	12	42.00	66.00	55.0000	6.68785
Valid N (listwise)	12				

Table 4.15 sample statistics indicated that the standard deviation in the pre-test is 8,14081 and in the post-test is 6,68785. It also showed that the mean score of students in the pre-test is 25,50 and the mean score of the students in the post-test is 55,00. The result of the table above showed that the mean score of students in the post-test was higher than the mean score of students in the pre-test. It concluded that the Flashcard game was effective in teaching speaking skills for beginner learners.

To know whether the pre-test and post-test were significantly different, and also to know the acceptability of the hypothesis of this research, the researcher used T$_{test}$ analysis and calculated it by using SPSS 20. The result could be shown in the table of paired sample statistics, paired sample correlations, and paired sample test. It presented in the following tables:

Table 4.16

The Paired Sample Statistic of Pre-Test and Post-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	25.5000	12	8.14081	2.35005
	Posttest	55.0000	12	6.68785	1.93061

Table 4.16 samples statistics of pre-test and post-test above indicated that the value of standard deviation in the pre-test is 8,14081 and 6,68785 in the post-test. Besides, the standard deviation error in the pre-test is 2,35005 and 1,93061 in the post-test. The table above also showed that the mean score in the pre-test is 25,50 and in the post-test is 55,00. It concluded that the students' scores improved from 25,5 to 55.

Table 4.17

The Paired Samples Correlation of Pre-Test and Post-Test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	12	.571	.052

Table 4.17 paired samples corrections of pre-test and post-test above presented that the correlation of the students' ability before and after treatment is -0,357. It means that there was a significant correlation between students' ability in speaking skills before and after treatment.

The hypothesis was tested by using inferential statistics. In this case, the researcher used a t-test (testing of significance) for a paired sample t-test that is a test to know the significant difference between the results of students' mean scores in the pre-test and post-test.

Assuming that the level of significance (α) = 5% (0,05), the only thing which is needed; the degree of freedom (df) = N – 1, where N = 12, then the t-test is presented in the following table:

Table 4.18

The Paired Sample Test of Pre-Test and Post-Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-29.50000	6.98700	2.01697	-33.93933	-25.06067	-14.626	11	.000

In table 4.18, the researcher found that t_o(t_{count})= 14,626 and df (degree of freedom) = 11.While the t_t (t_{table}) = 2,201, the degree of freedom (df) = 11, with the standard of significant = 5%.

$$14{,}626 > 2{,}201$$

Based on the findings that $(t_o > t_t)$ the t-count higher than t-table. It can be terminated that there is a significant deficiency between the students' speaking skills score before and after treatment using the flashcard games.

B. Discussions

Speaking is an important skill which has to be taught in the learning process of English because from speaking we can express our ideas and feeling. For this reason, students are forced to understand English. But, the researcher found that the problem from the students based on the observation that are often faced by students is utterances, they consider learning English is very difficult, sometimes bored and lazy to learn, they also have difficulty in understanding the material being taught, lack of confidence and quieter when the learning process takes place, other difficulties that exist in students are lack of English vocabulary and less passive in speaking English. The students need to using games in learning, so they very fun and motivated. Based on those reasons, the researcher giving problem solves with the media. An effort would be done by using a Flash Card. Flash Card is an activity in which one person has described the picture that the other lacks. They must use the target language to share that describes the picture.

Based on the research findings, the researcher found out that the flashcard game is effective in improving speaking skills for beginner learners. The result data analysis showed that the mean score of the students' pre-test is

25,5 and the mean score of the post-test is 55. The standard deviation of the pre-test is 8,14081 and the standard deviation of the post-test is 6,68785. It means that using the flashcard game could improve the students' ability in speaking skills. After analyzing the data of students' in the speaking test, it showed that t_{count} (t_0) with value (14,626) was higher than t_{table} (t_t) with value (2,201) with a degree of freedom (df) = 11, and on the level significance 0.05, so the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It means that there was a significant difference between the results of the pre-test and post-test.

In summary, based on the research result above, there were also previous research results that found the flashcard game is effective in improving speaking skills as for the previous research, namely by Nadia Aswinda Saputri found that the result of the research showed that after conducting the actions, the flashcard game could improve students' speaking skills.[24] Nasikhatun Listya Atika Farah found that the result of the research showed that the use of cue cards game improved student speaking skills. The improvement includes the five aspects of speaking, namely pronunciation, vocabulary, grammar, fluency, and sentence organization of the descriptive text.[25] Afrianto Aminuddin found that the result of the research indicated there was a significant difference between students' post-test in the experimental class and control class. Therefore, the researcher suggested that the use of

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[24] Saputri.

[25] Farah.

flashcards game is effective to improve speaking skills.[26] Yovita Suharta found that the flashcards game can improve the students' activeness in speaking by asking and answering the materials. Similarly, those previous research results prove that the flashcards game is effective to improve speaking skills for beginner learners.[27]

As said by Saputri in 2017, flashcards are a useful and effective method to help students to study vocabulary, flashcards are easy to carry anywhere, so we do need to carry heavy books so much because it is convenient, and flashcards help in summarizing and memorizing, so by using flashcard the students will not need to study from the book with long pages and a lot of information which it makes the students confused because students will be able to study from the flashcards that contain very simple points.[28]

The similarity of the result from the previous research and this research is those researches and this research find the effectiveness of flashcard to improve student's speaking skill, by using flashcard the students can improve their speaking skill. While, the different of the result between the previous research and this research is this research just find the effectiveness of flashcard game from ten students because the were several students, exactly ten students that want to be sample in this research, and difficult to find the student that want to participate in this research because the research that do not do in the school. While, the previous researches find the score of speaking

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[26] Aminuddin.
[27] Suharta.
[28] Saputri.

skills from the several students and can see the significant of the effectiveness by using flashcard from many students because the research that do in the school. Besides, the unique of flashcards game is this game flashcards are a very simple but very effective way for an individual to study a particular topic. There are key advantages to use flashcards in studying for an exam, interview, or another similar purpose. In this research, by using the flashcards game the beginner learners could understand to describe a picture in the cards that tough through describing thing.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and discussions in the previous chapter, the researcher concluded that using the flashcards game is effective to improve speaking skills for beginner learners at Desa Libukang, kec. Kamanre, kab. Luwu. It can be seen after doing treatments. The result showed that there is a significant difference between the students' mean score in pre-test and post-test. In the pre-test, the students' mean score is 25,5 and the students' mean score in the post-test is 55.

Also, The result can be seen from data that have been analyzed by using a T-test in the level of significance (α) 5% (0,05) with a degree of freedom (df) = 11, obtained t_t = 2,201 and t_0 = 14,626. From this, the researcher gave an interpretation that t_0 (t_{count}) was higher than t_t (t_{table}), 14,626 > 2,201. It means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted that the flashcard game is effective to improve student's speaking skills for beginner learners.

B. Suggestions

The success in teaching did not depend on the lesson program only, but more important is how a teacher serves to learn and using a variety of methods, technique, or strategy to manage the class to make it more fun a flashcard game used in learning English provides many opportunities for the

student to be active in the process of teaching and learning. Learning about speaking, the researcher advises teachers and students as follows:

1. In learning English, an English teacher should give appropriate methods, techniques, or strategies to the students that can make them relax, enjoy, and easy to understand the material in the learning process.

2. The researcher suggests to the English teacher to apply kinds of interesting strategies, media, and games in teaching speaking skills. The researcher suggested using flashcards as a game in teaching speaking skills.

3. The students should be active in the learning process. So the students can improve their skills in English.

4. The next researchers who conduct similar research hoped this research could be a benefit to developing the research about improving speaking skills in other material. The next researchers which want to do the research in the pandemic of Covid-19, it better if the research do in a place that allow to do the research because if want to do the research at school, still many schools are opening yet. Do not forget to implement the health protocol.

Finally, the researcher realized that this thesis involved some weaknesses and it was far from being perfect. So, constructive critics and advice were expected for the perfection of the thesis. The researcher hoped that the results of this research could be for readers.

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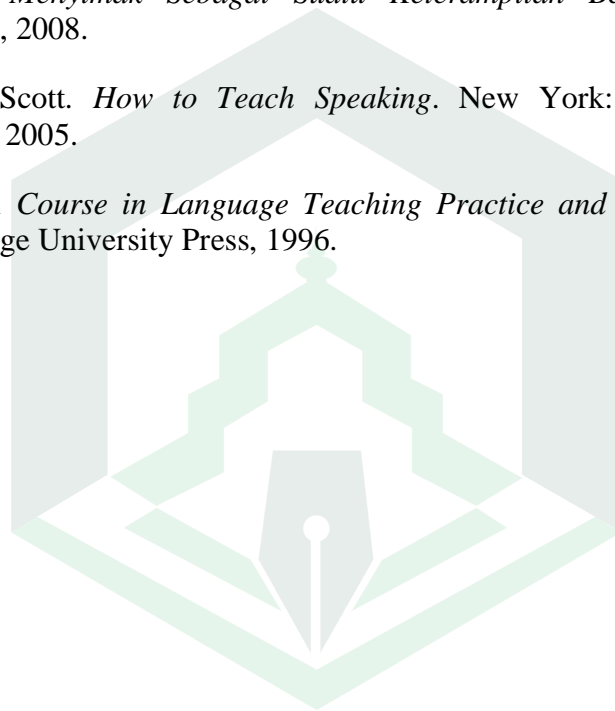
INSTRUMENTS

Pre-test

Task activity in Pre-test

- Describes things orally in 2 minutes.
  (Describe about things in the class (ruler, pen, book, door, table, ball, lamp), family, friends, animals, etc.)

Post-test

Task activity in Post-test

- Describe the person orally in 2 minutes.
  (Describe about family (father, mother, brother, sister, grandfather, grandmother, cousin, etc), teacher, friend, etc.)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah   : SMA/SMK/MA
Mata Pelajaran   : Bahasa Inggris
Kelas / Semester   : X / 1 (Pelajar usia 15-16 tahun)
Materi   : Describing Thing
Alokasi waktu   : 2 x 45 minutes (Pertemuan 1)

A. Tujuan Pembelajaran
1. Peserta didik mampu mendeskripsikan gambar dalam flashcard menggunakan descriptive text

B. Langkah-Langkah Pembelajaran

1. *Pendahuluan (15 menit)*
a. Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran di pimpin oleh salah seorang siswa.
b. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.

2. *Kegiatan Inti (60 menit)*
a. Siswa mengamati penjelasan oleh guru tentang describing things dan contoh dari describing things. Siswa dibagi kedalam 6 pasangan, terdiri dari 2 siswa dan membagikan flashcard kepada masing-masing pasangan.
b. Siswa mendeskripsikan gambar berdasarkan apa yang mereka lihat di flashcard selama 2 menit. Setiap partner akan mencocokkan dan menyampaikan deskripsi yang tidak sesuai dengan gambar dalam flashcard. Setisp pasangan bergantian dalam mendeskripsikan gambar.
c. Berkelompok, siswa menyusun teks deskripsi benda sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya. Siswa menyampaikan deskripsinya didepan guru dan teman.

3. *Penutup (15 menit)*
a. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.

C. Penilaian
1. Penilaian sikap: Observasi
2. Penilaian pengetahuan: test lisan (speaking test)
3. Penilaian keterampilan: unjuk kerja kegiatan diskusi dan presentasi

Palopo, 6 Oktober 2020
Mahasiswa

Hasrah
NIM: 16.0202.0025

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah   : SMA/SMK/MA
Mata Pelajaran   : Bahasa Inggris
Kelas / Semester   : X / 1 (Pelajar usia 15-16 tahun)
Materi   : Describing Person
Alokasi waktu   : 2 x 45 minutes (Pertemuan 2)

A. Tujuan Pembelajaran
1. Peserta didik mampu mendeskripsikan gambar dalam flashcard menggunakan descriptive text

B. Langkah-Langkah Pembelajaran

1. *Pendahuluan (15 menit)*
a. Guru mereview pelajaran sebelumnya dan mengaitkannya dengan pelajaran yang akan dilaksanakan.
b. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.

2. *Kegiatan Inti (60 menit)*
a. Siswa mengamati penjelasan oleh guru tentang describing about person dan contoh dari describing person Guru menyiapkan flashcard yang berisi gambar anggota keluarga. Guru membuka flashcard secara acak dan menunjukkannya kepasa siswa dengan cepat/sekilas.
b. Guru memberikan kesempatan siswa untuk mendeskripsikan gambar yang telah dipelihatkan. Siswa yang dapat mendeskripiskan gambar yang telah diperlihatkan, maju ke depan kelas untuk menjelaskan gambar tesebut. Siswa yang dapat mendeskripsikan gambar dengan benar akan diberikan score tambahan.
c. Setiap siswa bergantian dalam melakukan deskripsi terhadap gambar dalam flashcard. Siswa menyampaikan deskripsinya didepan guru dan teman.

3. *Penutup (15 menit)*
a. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.

C. Penilaian
1. Penilaian sikap: Observasi
2. Penilaian pengetahuan: test lisan (speaking test)
3. Penilaian keterampilan: unjuk kerja kegiatan diskusi dan presentasi

Palopo, 6 Oktober 2020
Mahasiswa

Hasrah
NIM: 16.0202.0025

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA/SMK/MA
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / 1 (Pelajar usia 15-16 tahun)
Materi   : Describing the place
Alokasi waktu   : 2 x 45 minutes (Pertemuan 3)

A. Tujuan Pembelajaran
1. Peserta didik mampu mendeskripsikan gambar dalam flashcard menggunakan descriptive text

B. Langkah-Langkah Pembelajaran

1. Pendahuluan (15 menit)
 a. Guru mereview pelajaran sebelumnya dan mengaitkannya dengan pelajaran yang akan dilaksanakan.
 b. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.

2. Kegiatan Inti (60 menit)
 a. Siswa mengamati penjelasan oleh guru tentang describing the place dan contoh dari describing place. Guru mempersiapkan flashcard yang berisi gambar tempat wisata dan tempat bersejarah.
 b. Siswa dibagi kedalam 3 kelompok. Setiap kelompok diperlihatkan satu flashcard untuk di deskripsikan. Guru hanya mempertunjukkan flashcard kepada setiap kelompok selama 10 detik. Setiap siswa dalam kelompok harus memperhatikan gambar dengan hati-hati.
 c. Setiap kelompok focus dalam membuat sebuah deskripsi dari gambar yang telah dilihat sebelumnya. Setelah kelompok menyelesaikan deskripsinya, guru menentukan perwakilan fari masing-masing kelompok untuk maju kedepan kelas dan mendeskripsikan gambar yang telah di lihat dari flashcard berdasarkan hasil diskusi kelompoknya.

3. Penutup (15 menit)
 a. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
 b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.

D. Penilaian
1. Penilaian sikap: Observasi
2. Penilaian pengetahuan: test lisan (speaking test)
3. Penilaian keterampilan: unjuk kerja kegiatan diskusi dan presentasi

Palopo, 6 Oktober 2020
Mahasiswa

Hasrah
NIM: 16.0202.0025

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah   : SMA/SMK/MA
Mata Pelajaran   : Bahasa Inggris
Kelas / Semester   : X / 1 (Pelajar usia 15-16 tahun)
Materi   : Describing about things
Alokasi waktu   : 2 x 45 minutes (Pertemuan 4)

A. Tujuan Pembelajaran
1. Peserta didik mampu mendeskripsikan gambar dalam flashcard menggunakan descriptive text

B. Langkah-Langkah Pembelajaran
1. *Pendahuluan (15 menit)*
   a. Guru mereview pelajaran sebelumnya dan mengaitkannya dengan pelajaran yang akan dilaksanakan.
   b. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.

2. *Kegiatan Inti (60 menit)*
   a. Guru mempersiapkan flashcard yang berisi gambar benda-benda.
   b. Guru memannggil nama siswa secara acak untuk maju kedepan kelas dan mendescripsikan gambar yang terdapat dalam flashcard yang telah di lihat selama 5 detik. Siswa diberikan waktu selama 1-2 menit untuk mendeskripsikan gambar benda dalam flashcard.
   c. Ketika siswa selesai mendeskripsikan gambar, siswa dapat menunjuk siswa lainnya untuk melakukan aktivitas yang sama, melakukan deskripsi terhadap gambar di depan kelas.
   d. Guru memberikan score kepada siswa berdasarkan kemampuan mereka dalam mendeskripsikan gambar.

3. *Penutup (15 menit)*
   a. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
   b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.

C. Penilaian
1. Penilaian sikap: Observasi
2. Penilaian pengetahuan: test lisan (speaking test)
3. Penilaian keterampilan: unjuk kerja kegiatan diskusi dan presentasi

Palopo, 6 Oktober 2020
Mahasiswa

Hasrah
NIM: 16.0202.0025

Speaking Test Transcripts (Pre-Test)

R1: Ruler is student all not. Ruler is thing use…. mengukur. Help me know…. Ukuran table and…. I like mengukur with ruler. And ruler my friend like. My friend pinjam my ruler…. Kemarin. Because ruler dia nothing.

R2: Pen…. Help I menulis. I menulis book…. Menggunakan pen. Pen is tree. Pen black,…. Pen… red, pen….and pen blue. I like pen black biasanya…. My pen hilang and….. di pinjam of my friend.

R3: Book I have. Book me it red. i book can di tulisi pen. My book is bawa to school….. and…. Belajar pakai book in class. My book kadang hilang. Book in table biasanya…... di ambil oleh Teman, eh friend. Book it can hilang.

R4: House is my tempat tinggal with family. I ….. and my family…. together in my house. In house…. Ada for room. My room,…. Room mother and father, and room….. sister one and sister two. I like in house and together my family.

R5: Door in class we open. Friend and I….. out class lewati door… class. And…. Friend and me in class….. with door. I always close door… ketika go home. And…. My friend yang….. mengunci the door class.

R6: table it to menaruh thing-thing. Seperti book, pulpen, and HP. Table it is ada in class. Table it belajar di class and…. My table….. my table berwarna coklat. Di table I with friends is two.

R7: HP my favorite. HP I always bawa to go hang out. HP is Hand pone. I use HP to kerja tugas. I love HP because…. HP membantu to menemukan answer in google. Banyak social media in HP. And I have WA, Facebook, instagram, telegram.

R8: Ball my fovorite. I play with ball every day. My ball…. With friend…. I play di…. My house. Di house…. My friend always... mengajak for…. Play ball, and… with me.

R9: My cat orange. Name…. is my cat Hikma. Hikma is cat mother. Cat run in house. Hikma cat punya two anak…. Black white and orange. My cat cari food …. For two anak. I …. Memberikan cat mother atau hikma food seperti….. rice and fish because I kasihan melihat two anaknya cat mother alias hikma.

R10: Lamp is in my room. My lamp is terang. I…. off lamp before sleep. Because I no…. can sleep lamp on. My lamp white. I…. On my lamp before study. I lamp…. Biasa…. Rusak but father…. Perbaiki again.

R11: My friend Fais. My Friend good. Friend…. Selalu help me. I like friend. I…. selalu play…. Friend. I with friend in…. table. I go school with Fais and I to house with Fais.

R12: My mother is beautiful. I love my mother. Always help me and…. Cook…. Me. My mother…. Bersihkan house every day. I …. Juga…. Help mother…. Supaya mother no…. capek. My mother good. My mother…. Antar me to school every day.

Speaking Test Transcripts (Post-Test)

R1: Name my father is Nurdin. My father life in Belopa. My father…. Lahir di twenty tri… mei seribu Sembilan ratus…. Sixty eight. My father work…. sebagai nelayan. My father always…. kasikan money to me and…. My father is handsome.

R2: My name sister is Mirna. Mina live in kelurahan Libukang. Mirna is ten age. Mirna…. Is smart and beautiful. Mirna….. membantu in work my tugas matematika. My sister always…. Give food and…. Not pelit. Mirna is sweet sister.

R3: Opik my brother and opik class six SD. I love opik. Dia rajin in house….. clean lantai, and…. Help me. I and Opik…. Sleep together. In house…. I and Opik play game. Opik have…. Mainan. I always play mainan with opik and…. kami happy.

R4: Supri. Supri is my friend. Supri is…. Boy. Supri very good is my friend. Supri like badminton, and always play…. together with me. Supri is ten class, same me. always and.... I and Supri friend forever.

R5: My mother name is Dahlia. I love my mother…. Because always work in my house. Mother love my father. And my mother very good. I and my sister love my mother. My mother is beautiful. My mother always cook…. And cook very good.

R6: My teacher name is Bapak Wakkas. My teacher is…. Teacher bahasa Indonesia. My teacher very smart,…. Always smile,… in class. And…. Not angry. Bahasa Indonesia my favorite study because my teacher is good. Bapak Wakkas go school…. Menggunakan sepeda ontel.

R7: I have one sister. My sister name Sari. My sister very good and…. Every day…. I sleep bersama my sister and…. My sister… my sister…. And I always bersama. I help my sister and…. My sister help me too. Sari adalah good sister.

R8: My father is Munir. My father always work. My father…. Lahir twenty six September one thousand nine seventy. My father work…. In kantor desa. My father always…. membeli mainan to me and…. My brother. I love my father because very good.

R9: My brother name Alpin. My brother is…. seventeen. Alpin class eleven. Alpin go to school with me. Alpin…. Handsome but…. Always jail and… make cry…. of me. I not like Alpin. My brother Alpin have tugas…. And I always help alpin…. To work that. But, Alpin always jail to me.

R10: Endang is my mother. I love my mother. My mother born in Cilallang, date,…. Five… month five…. One thousand nine eighty. My mother very beautiful. My mother… give money to me for jajan. My mother like cook fish. I like cook,…. with my mother. My mother…. have food…. is very good.

R11: Reski is handsome boy. Reski is my friend. Reski… live in Cilallang. Reski like….play football. he is class ten. He school in SMA Negeri 1 Luwu. He go school with me…and go home too. Reski is… tall. Reski like white color. Reski ….very handsome pakai white cloth. Reski like …bakso. He always…. Eat bakso in canteen.

R12: My sister is Pute. My sister have… name full Putri Ameliah. My sister born on Padang Sappa. She… twenty years. she is beautiful. My sister like reading. Reading book. She is… very smart, but,… lazy. Pute…. have many book. Pute not like cat. Because she is… alergi. Pute like red… and black. She have…. Bag, color… is red.
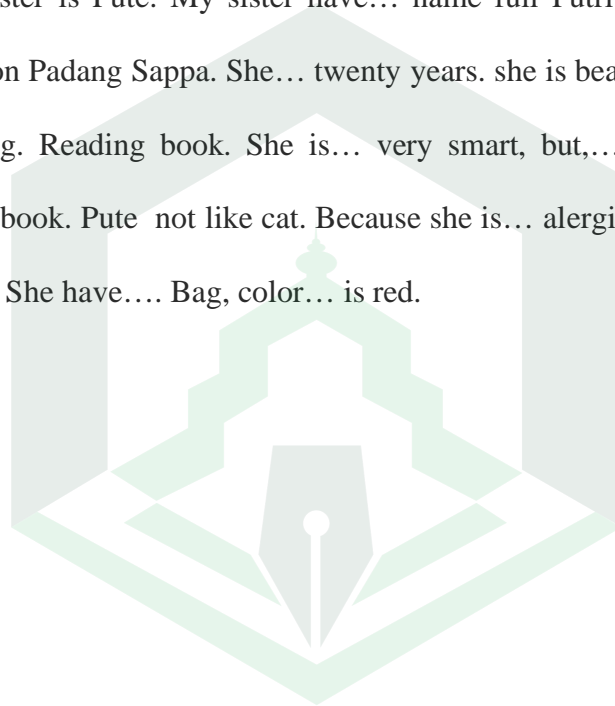
DOCUMENTATION

A. Pre-test

Figure 1 & 2, the students were doing a pre-test. They were describing thing.

B. Treatment 1

Figure 1 & 2, the researcher was introducing herself and explaining the material to the students.

Figure 3, the researcher was distributing flashcards to each pair.

Figure 4 & 5, the students were describing the picture on the flashcard.

C. Treatment 2

Figure 1, the researcher was explaining the material to the students.

Figure 2, the researcher was opening the flashcard randomly and showing it

to students.

In Figures 3 & 4, the student was describing the picture on the flashcard in front of the class.

D. Treatment 3

Figure 1 & 2, the researcher was dividing students into 3 groups.

In Figures 3 & 4, each group was making the description of the picture on the flashcard.

Figure 5, the researcher was observing the students in doing the task.

E. Treatment 4

Figure 1, the researcher was choosing one students to describing about thing in the flashcard.

Figure 2, the student was describing the picture in the flashcard.

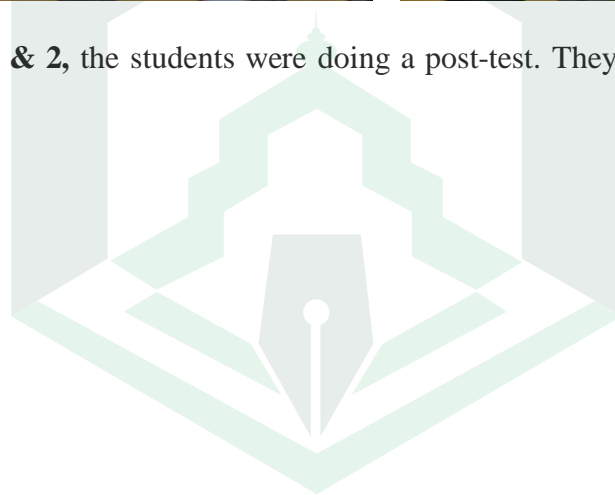**Figure 3,** the student was choosing other student to describing the picture in the flashcard.

Figure 4, the student was describing the picture again.

F. Post-test

Figure 1 & 2, the students were doing a post-test. They were describing the person.

PEMERINTAH KABUPATEN LUWU
KECAMATAN KAMANRE
DESA LIBUKANG

Jln. PorosWaituo-SumabuHp 085342283854 KodePos 91994

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : 46 / SK-TMP / DL / KK / II/ 2021

Yang bertanda tangan dibawah ini :

N a m a   : HASANUDDIN

J a b a t a n   : KEPALA DESA LIBUKANG

Menerangkan bahwa :

N a m a   : **HASRAH**

Nim   :16 0202 0025

Jurusan   : Pendidikan Bahasa Inggris

Judul Penelitian   : Improving Student's Speaking Skills Through Flashcard Game For Beginner Learners

Telah selesai melakukan penelitian sesuai judul di atas di wilayah Desa Libukang Kecamatan kamanre Kabupaten Luwu

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dapat dipergunakan seperlunya.

Libukang, 03 Februari 2021

KEPALA DESA

HASANUDDIN

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SURAT KETERANGAN
No. 216/In.19/FTIK/PBI/PP.00.9/03/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama	:	Hasrah
NIM	:	16 0202 0025
Semester	:	X (sepuluh)
Program Studi	:	Pendidikan Bahasa Inggris
Keperluan	:	Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 25 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 30 Maret 2021

Mengetahui,
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menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama	:	Musdalipa
NIM	:	16.0202.0039
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Fakultas Tarbiyah dan Ilmu Keguruan
Alamat/ No. HP	:	085241159568

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 26 Oktober 2020

a.n. Dekan
Wakil dekan I
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Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Hasrah

Nim : 16 0202 0025

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 25 Februari 2021

Ketua Prodi
Pendidikan Bahasa Inggris

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CURRICULUM VITAE

The writer, Hasrah was born on April 5th, 1998 in Waituo, Luwu. She is the daughter of Arifin and Nurma. She has two brothers and four sisters. She lives in desa Libukang, kec. Kamanre, kab. Luwu.

The writer began her study in MIN 04 Kamang and graduated in 2010. She continued her study in SMPN 2 Belopa, she graduated in 2013. Then be continued her study in SMKN 2 Belopa and graduated in 2016.

In 2016, she continued her study at State Islamic institute of Palopo (IAIN Palopo). She was majoring in English Education Department in Tarbiyah and Teachers Training Faculty. During studied at the institute, the writer active in organization that is Himpunan Mahasiswa Program Studi (HMPS) Pendidikan Bahasa Inggris.