Development Flashcard to Teach Speaking Skill in Recount Text

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Abstract

This study aims to develop flashcards as learning media to teach students' English language skills. This study uses the Research and Development (R&D) method with the ADDIE model which consists of five stages namely analysis, design, development, implementation, and evaluation. Qualitative data was collected from classroom observations and validator feedback on the flashcards. Quantitative data was collected through questionnaires using a Likert scale for instrument validation, media, materials, and student satisfaction. The instrument validation received a percentage of 100% with the category "Very Valid", the media validation received 66.66% with the category "Valid", and the material validation was 92.85% with the category "Very Valid". This study found an increase in students' speaking ability when using flashcards as learning media. This is evidenced by the pre-test and post-test which increased 9,38%. This finding shows that the flashcards developed are valid, feasible, and effective media for teaching and improving students' English speaking skills.

Keywords: Flashcard; Speaking Skills; Recount Text

INTRODUCTION

Language learning nowadays is very much needed for the current generation of young people. With language, students can open descriptive knowledge in other fields. Language, a system of arbitrary sound symbols, is used by members of a civilization to convey messages, interact socially, and establish their identity (Bayu et al., 2023). Good language teaching requires good ideas, directives, and instructional methods in today's sectors of education. It is critical in language learning classrooms to identify the most appropriate and successful teaching and learning approaches and tactics for a specific setting (Sasstos, 2020). In the language learning, the teachers have to using well techniques for language teaching in the class. Those techniques is implemented to the students appropriately.

In Independent Curriculum (*Kurikulum Merdeka*), the emphasis on English language learning is a part of a broader shift towards student-centered. In addition, flexibility and competency-based are also emphasized in the independent curriculum. The curriculum focuses on developing language skills (listening, speaking, reading, and writing) at various levels of proficiency. These are very important things for students to communicate effectively in English, particularly for academic and professional purposes (Dewi et al., 2021). By innovating the learning process, adapting to the personality of the students, and the use of technology, the English teachers implemented the independent curriculum (Riskianto et al., 2023). This can increase students' engagement in learning, so the students are more motivated and active in the learning process. Researcher did the observation and analysis with the instrument was questionnaire sheet that is given to every student. According to the researcher's observation and analysis at grade 8th E SMPN 1 Sanankulon Blitar, there were 37.14% of students in grade 8th E of SMPN 1 Sanankulon argued that teachers still did not use interesting media when learning English. There were 22.85% of students argued that teacher has not yet used learning media that support students in understanding English learning. There were 35.71% of students argued

that teacher has not yet used a variety of media in English learning. There were 35.71% of students had difficulty in understanding speaking skills in English language learning.

The researcher found out that the teacher still used the telling method when did observation in the grade 8th E of SMPN 1 Sanankulon. In this case, learning was centered on the teaching teacher. The media used by the English teacher at that time was a textbook. At the beginning of the lesson, the students could follow the lesson well. However, as time went by, students felt bored and their concentration on learning became less. Some students were seen sleeping by putting their heads on the table. Some students also chose to talk to their classmates instead of listening to the teacher. Therefore, there is a need for learning media that is student-centered and makes students more actively involved in learning.

One of the learning media that can be used to make students more active when participating in learning is flashcard. Flashcard was recommended to make the teaching meaningful (Purnama Sari et al., 2024). Flashcards are an effective learning tool because they enhance memory retention through active repetition, encourage independent learning, and increase student engagement. Febiola & Yulsyofriend in (Ramdhani, 2022) argued that the ability to communicate with students through flashcard media, encourage them to use new words, help them identify and mention letter shapes and comprehend the information presented with ease, facilitate social interaction, foster students' imaginations, and teach them to think scientifically through the listening process so that ability comes naturally later. By showing words or phrases for the students to repeat and develop their articulation, flashcards are also helpful with speech practice. They can also be used to start role-plays or conversations in which students pretend to be in real-life scenarios and practice speaking in context. Students participate in interactive speaking practice by encouraging discussion or dialogue based on flashcard instructions, which improves their capacity to speak the target language with confidence. Flashcard has been used in school or the English course. Previous studies have demonstrated the effectiveness of flashcard media in improving students' speaking skills, particularly among learners with specific needs. (Ramdhani, 2022) found that flashcards help students speak more easily, narrate stories, and express opinions systematically. Similarly, (Ridwan & Nurhaeni, 2021) reported that the use of flashcards in speaking lessons increased student motivation, with an average motivation score of 73.31%. Building upon these findings, the researcher has been motivated to undertake a study entitled "Development of Flashcard to Teach Speaking Skill in Recount Text Material". This study aims to develop and implement flashcard media to support the teaching of speaking skills, specifically in recount text material, for Grade 8E students at SMPN 1 Sanankulon Blitar. Flashcards are chosen due to their familiarity, ease of use, and proven effectiveness in facilitating language learning. The researcher hopes that this study will run smoothly and contribute to innovative practices in English language instruction.

METHOD

Research method that researcher used is Research and Development (R&D). This study's research is a form of development research, often known as research and development (R&D), which tries to create new goods or enhance ones that already exist. The goal of this educational research and development project is to create flashcard learning materials as hardware for junior high school English classes. The development model used in this research refers on the development model according Dick and Carry. The approach model is named ADDIE. According (Mulyatiningsih, 2015), the procedure of ADDIE Model includes five stages, the namely is Analysis, Design, Development, Implementation, and Evaluation.

Figure 1. ADDIE Development Model (Michael Thomas et al., 2002)

The students of 8th E SMPN 1 Sanankulon academic year 2024/2025, which consisted of 35 students (24 male students and 11 female students) in one class, were used as subject of media development research. Researcher using judgment sampling technique because 8th E class is a class recommended by the teacher because it has problems that need to be researched. The judgment sampling technique is based on the own judgment to selecta group of people who are aware of the problem (Rashid et al., 2021). Researcher collected data using qualitative data from observation in the class. Researcher collected data using quantitative data from questionnaires to students and validators. The Likert scale is used in questionnaires to students, validators and student satisfaction questionnaires. The following is the Likert Scale table proposed by Suciati Rahayu Widyastuti:

Table 1. Likert Scale (Suciati Rahayu Widyastuti, 2022)

Category	Score
Strongly Agree	4
Agree	3
Less Disagree	2
Disagree	1

To determine the percentage results of the questionnaire to students, validators, and student satisfaction questionnaire using the calculation formula is determined by the following formula:

$$P = \frac{s}{n} \times 100\%$$

Information:

P = Percentage
s = Total score
n = Maximum score

After getting the percentage of students' questionnaires, the next step is determine the variables category of student satisfaction as the following table:

Table 2. Qualification criteria for eligibility (Arikunto, 2010)

No	Percentage %	Eligibility Category
1.	81%-100%	Very Feasible
2.	61%-80%	Feasible
3.	41%-60%	Moderately Feasible
4.	21%-40%	Less Feasible
5.	<21%	Not Feasible

After getting the percentage of validators questionnaires, the way to determine the legibility criteria of validators questionnaires as mentioned in the following table:

Table 3. Qualification criteria for expert validation (Feri & Zulherman, 2021)

No.	Percentage (%)	Legibility Category
1	< 21%	Very Invalid
2	21 – 40 %	Invalid
3	41 – 60 %	Less Valid
4	61 – 80 %	Valid
5	81 – 100 %	Very Valid

The following is the assessment rubric for the speaking test. This assessment rubric was used during the assessment before and after the use of flashcards as learning media.

Table 4. Scoring Rubric for Speaking Test

No.	Aspect	Criteria	Score
1	Fluency	Speech is smooth and effortless with little to no hesitation (4) Generally fluent, though there may be occasional pauses or hesitations (3) Noticeable hesitations and pauses (2) Frequent pauses and hesitations that disrupt the flow of speech (1)	1-4
2	Pronunciation	Pronunciation is clear and accurate (4) Pronunciation is mostly clear, with occasional mispronunciations (3) Mispronunciations may cause confusion, but can still be understood (2) Frequent mispronunciations make understanding difficult (1)	1-4
3	Grammar	Uses a wide range of grammar accurately and appropriately (4) Generally uses grammar correctly (3) Frequent grammatical errors (2) Consistent and serious grammatical errors (1)	1-4
	Vocabulary	Uses a wide range of vocabulary accurately and appropriately (4) Generally uses vocabulary correctly (3) Frequent vocabulary errors. Limitated range of vocabulary (2) Very limited vocabulary (1)	1-4

The next step after knowing the students score through the table above is to calculate the students final score. The way to calculate the final score is as follows:

$$\text{Percentage} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

RESULTS AND DISCUSSION

Results

The researcher and development that used is ADDIE development model from Dick and Carry, which is a development model consisting of five stages including analysis, design, development, implementation, and evaluation (Mulyatiningsih, 2015). The results of five stages are:

Analysis

This study will analyze the needs of students who will determine the learning media to be developed. Student needs are analyzed using a student questionnaire.

Table 5. Need Analysis Result

No.	Indicator	Strongly Agree	Agree	Less Disagree	Disagree
1.	I am interested in following English learning at school	8,57%	19,28%	31,42%	0,71%
2.	I like to pay intention to my teacher in English learning	25,71%	51,42%	2,85%	-
3.	No one difficulties that I experienced when English learning	-	6,42%	38,57%	3,57%
4.	Teacher already used the interesting media when English learning	11,42%	10,71%	37,14%	-
5.	Teacher already used the media that support me in understand the English learning	5,71%	36,42%	22,85%	-
6.	Teacher already used the varied media in English learning	5,71%	12,85%	35,71%	1,42%
7.	Print media is effective media in English learning	5,71%	49,25%	8,57%	2,85%
8.	Visual media is effective media in English learning	22,85%	45%	8,57%	-
9.	Visual-audio media is effective media in English learning	25,71%	38,57%	10%	0,71%
10.	Audio media is effective media in English learning	22,85%	42,85%	10%	-

No.	Indicator				
11.	Teacher already involved technology in English learning	37,14%	30%	11,42%	-
12.	I like listening in English learning	17,14%	27,85%	17,14%	2,85%
13.	I like speaking in English learning	2,85%	8,57%	35,71%	3,57%
14.	I like reading in English learning	25,71%	17,14%	22,85%	1,42%
15.	I like writing in English learning	28,57%	27,85%	15,71%	0,71%

Design

The design of this flashcard is in the form of printed media measuring 8 x 10 cm made of square paper. The front view of this flashcard is a title under which is a picture that matches the title. The back view of the flashcard is the details of the story based on the picture. The font style used is simple so that it makes it easy for students to read it. The selection of gradation color background in flashcard gives a varied impression on flashcard so that it is not monotonous when looking at it. Researcher provides 5 flashcards with different stories. The 5 stories are some examples of recount text.

Table 6. Instrument Validation Result

No.	Indicator	Score	Category
1.	The instrument used is in accordance with the goals and research questions	4	Very Valid
2.	The instrument can measure the variables to be researched clearly and accurately	4	Very Valid
3.	The research instrument reflects theoretical concepts relevant to the research	4	Very Valid
4.	The indicators used in the instrument are relevant and covering all aspects of the concept being studied	4	Very Valid
5.	The language used in the instrument is clear and unambiguous	4	Very Valid
6.	The instrument provides data that can answer the research problem	4	Very Valid
7.	The instrument is designed in a simple but effective way to collect the required data	4	Very Valid
Total Score		**28**	
Percentage		**100%**	**Very Valid**

Table 7. Media Validation Result

No.	Indicator	Score	Category
1.	The flashcard design visually interesting	2	Less Valid
2.	Flashcard design is not too crowded or confusing	3	Valid

No.	Indicator	Score	Category
3.	Color combinations do not create confusion	3	Valid
4.	The images or graphics used relevant and interesting	3	Valid
5.	The design elements (colors, fonts, icons) consistent throughout the flashcards	2	Less Valid
6.	The size and type of font used on the flashcards are large enough and easy to read	3	Valid
Total Score		**16**	
Percentage		**66,66%**	**Valid**

Table 8. Material Validation Result

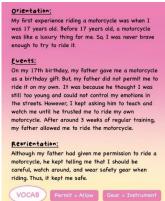| No.	Indicator	Score	Category
1.	The contents on the flashcards align with the learning objectives	4	Very Valid
2.	The information on the flashcards factually correct and reliable	4	Very Valid
3.	Concepts and definitions presented does not cause many interpretations	4	Very Valid
4.	Each flashcard covers the key aspects of the topic or concept	4	Very Valid
5.	The language and vocabulary suitable for the intended audience (age, education level)	3	Valid
6.	The information on the flashcards is accurate	4	Very Valid
7.	The language used is appropriate to the level of understanding and ability of students	3	Valid
Total Score		**26**	
Percentage		**92,85%**	**Very Valid**

All aspects are considered valid, according to the validation results from media, material, and instrument validators. This indicates to the media's suitability for usage in the context of learning. In order to increase the media's efficacy and usability, it has also been improved in response to expert opinions and recommendations.

Development
In the early stages of development, researchers designed flashcards. On the front view, the title is on top and the image below the title text is in accordance with the title. While on the back view, it contains a recount text that is adjusted to the title and has been told the structures of the recount text. when choosing a font style, researchers choose a simple font style that makes it easier for students to read the text. While the flashcard font size is chosen proportional to the size of the flashcard so that it does not seem too small or too large.
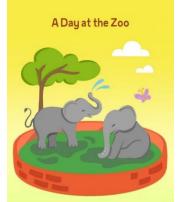
Figure 2. Flashcard

After finalizing the design, the researcher takes the flashcards to a printing shop to be printed on acrylic, giving them a more polished and substantial appearance.

Implementation

The media was used during the teaching of English after revision. The flashcards were implemented with 35 student of 8th E grade of SMPN 1 Sanankulon. In the implementation stage, the flashcards were used as a learning media with the topic of recount text to see how effective the flashcards to improving their speaking skills. The researcher introduced the students how using the media. Before using the media, the researcher provided a pre-test to assess the student's beginning skills in speaking. At the ending of the class, the researcher gave a post-test to assess the students' proficiency using flashcards as a learning tool. This test can identify the impact of the media on students' speaking development and then administer a questionnaire to assess their feasibility and satisfaction. Below is a table of pre-test and post-test scores illustrating students' speaking ability before and after using the media:

Table 9. Pre-test and Post-test Result

Student Name	Pre-test	Post-test
S1	56,25	62,5
S2	37,5	43,75
S3	37,5	37,5
S4	56,25	62,5
S5	50	50
S6	50	50
S7	43,75	50
S8	50	56,25
S9	56,25	62,5
S10	56,25	62,5
S11	37,5	50
S12	43,75	50
S13	31,25	43,75
S14	56,25	62,5
S15	50	50
S16	31,25	37,5
S17	37,5	37,5
S18	50	50
S19	56,25	56,25
S20	50	50
S21	50	62,5
S22	50	56,25
S23	50	50
S24	50	50
S25	37,5	37,5
S26	43,75	50
S27	62,5	62,5
S28	50	56,25
S29	50	56,25
S30	37,5	43,75
S31	50	50
S32	62,5	68,75
S33	56,25	56,25
S34	37,5	50
S35	37,5	43,75

Total	**1662,5**	**1818,75**
Average	**47,5**	**51,96**
Percentage	**9,38%**	

Based on the comparison of pre-test and post-test results, there was a noticeable improvement in the average score from 47.5 in the pre-test to 51.96 in the post-test. This 9.38% increase indicates that the use of flashcards as a learning media positively influenced students' performance. These findings indicate that flashcards are effective in enhancing students' speaking abilities. To further support these results, the researcher distributed a student satisfaction questionnaire to gather feedback on their experience with the flashcards. The purpose of this questionnaire was to assess how engaging, user-friendly, and beneficial the students found the media in supporting their learning. Below are the results reflecting students' satisfaction with the flashcards.

Table 10. Student Satisfaction Result

Indicator	Score
Easier to understand the material when using flashcards	111
The text on the flashcards is large enough and easy to read	115
The language used in the flashcards is clear and easy to understand	107
Flashcards make me more interested in learning and repeating material	113
Using flashcards can increase the motivation to learn	115
The use of flashcards makes learning time more efficient and structured.	115
Flashcards are practical to use in a variety of learning situations, such as at home, in the classroom, or during group study	120
Total Score	**796**
Percentage	**81,22%**

Evaluation

At this stage, the researcher collects feedback from both students and teachers to evaluate the effectiveness of the learning media. This feedback is essential for identifying the strengths of the flashcards as well as areas that require improvement to enhance the overall learning experience. By examining students' engagement, participation, and test performance, the researcher can make informed adjustments to improve the use of flashcards in future learning activities.

Discussion

English is known as a foreign language in Indonesia, where the acquisition of English skills is essential for educational and professional development. Learning English involves mastering four key language skills: speaking, writing, listening, and reading. Among these, speaking holds a particularly important role, as it enables learners to communicate ideas, opinions, thoughts, and emotions in real-time interactions (Layli et al., 2024). Speaking is not only a tool for

communication but also a critical indicator of language proficiency and confidence. It is widely recognized as one of the most essential skills in global language use (Amalia et al., 2024).

This emphasis on speaking is supported by several studies. For example, (Mardhiah et al., 2024) found that Indonesian students' speaking performance significantly improved when they were provided with culturally relevant and interactive learning materials, such as digital storytelling based on local folktales. Similarly, (Amaliah et al., 2022) demonstrated that the use of digital media and storytelling strategies created a more engaging environment, allowing students to practice their speaking skills in meaningful contexts. In another study, (Laila et al., 2023) identified that teaching speaking to young learners requires not only a focus on fluency and pronunciation but also the implementation of strategies that reduce anxiety and increase classroom participation. These results consistently show that successful speaking instruction should be meaningful, engaging, and focused on learners' needs. This study extends existing research by developing flashcard media tailored to support students' speaking abilities in recount text material. By aligning the study with the recognized value of speaking proficiency and the benefits of interactive learning tools, it aims to offer a practical solution to enhance students' oral communication in the classroom. Using flashcards as a language learning strategy offers an efficient approach for teachers in delivering lessons and serves as a useful resource to support students in acquiring new language skills (Arsana & Maharani, 2021). This activity provides a more in-depth learning experience compared to other media. In addition, flashcards can be accessed easily without the need for electronic devices, thus reducing technical barriers and ensuring equity in learning. At the design stage, the first step taken by researchers is to sketch in a software application. After that, proceed with the coloring stage to make the image look alive and attractive. Researchers designed the title and image on the front view. While the storyline is designed on the back view. Style and font size have been adjusted by researchers to the size of flashcards and are easy to read. Before implementing to schools, validators play an important role in judging the instruments used by validators that are suitable for use or still need improvement. The result of instrument validator is 100% with category is "Very Valid". The result of media validator is 66,66% with category is "Valid". The result of the material validator is 92,85% with category "Very Valid". From the results of the three validators, the instrument is feasible to be implemented at school. At the implementation stage in 8th E grade of SMPN 1 Sanankulon, researcher conducted a pre-test and post-test to measure the improvement of students when before using flashcards and after using flashcards as learning media. The results of the test indicated an increase 9,38%. This shows that flashcards are an effective medium for teaching speaking skills in eighth grade.

CONCLUSION

The results of the study show that using the flashcards to teach English speaking abilities is possible. This media helps students improve their speaking abilities by providing engaging and interactive descriptions of people, places, activities, animals, and objects. The game is intended for high school students, particularly those in the eighth grade. During the creation and implementation stages, the flashcards was found to be well-designed and suitable for teaching speaking abilities. Because they found the learning activities more enjoyable, students were more likely to participate. This material encourages students to practice speaking and engaging in English during class. More engaging and varied teaching and learning activities are expected as a result of the development of this learning media. Students will have more opportunity to practice speaking, and teachers can try out more creative teaching techniques to effectively achieve learning objectives. Additionally, this study can serve as a roadmap for further English language teaching research.

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