

Improving English Speaking Skill Through Flashcards In The Second Grade of SD Islam Al Huda

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Abstrak

Penelitian ini bertujuan untuk meningkatkan keterampilan berbicara bahasa Inggris siswa kelas II SD Islam Al-Huda melalui penggunaan media pembelajaran flashcard. Penelitian ini menggunakan desain penelitian tindakan kelas yang dilaksanakan dalam satu siklus. Instrumen yang digunakan dalam pengumpulan data adalah lembar observasi, catatan guru, catatan lapangan, wawancara, dan rubrik penilaian berbicara. Hasil penelitian menunjukkan bahwa penggunaan flashcard secara signifikan meningkatkan kefasihan, pelafalan, penguasaan kosakata, ketepatan tata bahasa, serta kepercayaan diri siswa dalam berbicara bahasa Inggris. Implementasi flashcard yang konsisten tidak hanya memperkaya perbendaharaan kata siswa, tetapi juga meningkatkan kemauan mereka untuk berkomunikasi secara aktif. Dengan demikian, flashcard terbukti efektif sebagai media pembelajaran untuk mendukung pengembangan keterampilan berbicara bahasa Inggris di tingkat sekolah dasar.

Kata kunci: Keterampilan berbicara, flashcard, penelitian tindakan kelas, siswa sekolah dasar

Abstract

This research aims to improve the English speaking skills of the second-grade students at SD Islam Al-Huda by using flashcards as a learning media. The study employed a classroom action research design conducted in one cycle. The instruments used in collecting data were observation checklists, teacher's logs, field notes, interviews, and speaking assessment rubrics. The findings show that the use of flashcards significantly improved students' fluency, pronunciation, vocabulary mastery, grammatical accuracy, and confidence in speaking English. The consistent implementation of flashcards not only enhanced students' vocabulary acquisition but also increased their willingness to communicate actively. Therefore, flashcards are proven to be an effective learning media to support the development of English speaking skills at the elementary school level.

Keywords: speaking skill, flashcards, classroom action research, elementary students

A. Introduction

In the learning process, the interaction consistently occurs between students and teachers in the classroom. This interaction can occur through spoken language or physical gestures during various activities, where individuals exchange information such as knowledge, intentions, ideas, and also emotions. Communication is an important part of facilitating social interaction. According to Sahetapy et al (2023), without interaction, it would be very difficult to exchange information with people around us. For example, when a tourist from another country visits Indonesia and asks for information, limited English proficiency may obstruct more effective communication and information transfer.

English is an international language that is widely used as the main language of communication between individuals in many countries around the world. Mastering English is the most essential skill and is one of the most beneficial investments in both work and education. Therefore, early childhood is the ideal time to introduce English, especially in Elementary School. In the context of early learning, the process of developing speaking skills has its own unique approach. Thus, the process of developing speaking skills is not only vocabulary mastery, but also speaking fluently, confidently, and motivation to use a foreign language as communication. English consists of four language skills that must be mastered, namely listening, speaking, reading, and writing. Speaking skills is the main goal in developing the ability and practicing the courage to speak English.

According to Ferina's (2020) research, she explained that there are two factors that become obstacles in the process of learning English. Firstly, there are internal factors, namely factors caused by lack of confidence in oneself, lack of motivation to learn, fear of being bullied by friends when the individual tries to speak English, and also limited vocabulary. Secondly are external factors which stem from the lack of attention, support, and affection obtained from their closest environment (family), as well as limited learning media that are less attractive to students in learning activities. Based on this research, the selection of learning media is an effort in the first step towards effective learning. Along with the technology growing rapidly, several kinds of learning media are available as tools for educators in the learning process.

Visual media through flashcards serves learning media correctly as the students needed in elementary school. The use of this media is expected to facilitate students' understanding of vocabulary through visual representation, enhance their memory retention after associating words with images, and encourage active participation in speaking activities within a comfortable and enjoyable classroom activities. As a result, the final goal is expected to be achieved through flashcards to improve English speaking skill in the second grade of students in elementary school.

Nevertheless, during the learning process in the classroom, students in elementary school, junior high school, senior high school, and students at the university still face obstacles in learning English. In the context of education in Indonesia, English language skills are still not optimally developed, especially in the aspect of speaking. Based on the researcher's findings, during the Program Praktik Lapangan (PPL), the students in the second grade of Senior High School still have difficulties with their speaking skills in English. Most students showed unwillingness and a lack of confidence to speak in English, including when asked to read a dialogue in front of the class as part of speaking practice. At the same time, some students have not even mastered basic vocabulary, such as the mention of numbers in English, which should have been introduced at the previous level of education. These findings indicate that the problem of mastering speaking skill will have an impact at a higher level if it is not resolved early on. Therefore, the learning process at an early age should be able to build students' confidence and strengthen vocabulary mastery as the basis for English speaking skills. Based on the interview with the English teacher, she explained that the second grade of students at SD Islam Al-Huda have shown enthusiasm and confidence in speaking English during learning in the classroom. However, the teacher also explained that some students still frequently make mistakes in writing and pronunciation of vocabulary. For instance, the word "lion" is often written or pronounced as "layan". This indicates that while students have begun developing speaking skills, they still need media that can help their understanding of word forms and correct pronunciation. Learning media, especially flashcards, which combine illustrations and words are expected to help students in improving vocabulary in both speaking and writing.

Several previous research have supported the use of flashcards as one of methods with learning media in improving language skills, specifically effective speaking skill in English. In Khotimah (2020) researchers find that the use of learning media through flashcards increases

students' courage and confidence in junior high school for English speaking in front of their friends. Subsequently, in Sahetapy et al (2023) researchers showed that the flashcards media is considered relevant and appropriate for uses in the digital based media development process so as to improve speaking skill, especially on preposition material in fourth grade of elementary school. Cristilia (2022) in her research explained that the implementation of contextual learning with assists through flashcards media can create a pleasant learning atmosphere in the classroom, improving interaction between students and teachers, as well as enhancing English speaking skill. Although the effectiveness of flashcards has been proven through various studies, most of them still focus on higher education levels.

Therefore, this research aims to serve as an early step in building a strong foundation for improving English speaking skills in a fun way among second-grade students at SD Islam Al-Huda, Bekasi City through the use of flashcards. Through the application of interesting and memorable images, as well as a fun and interactive learning activity, students' speaking skills are expected to develop in phases according to their level of development.

Statement of the Problem

Based on the above problems, the researcher is interested in trying to improve students' speaking skill through flashcards. This research aims to explore how flashcards can support students in improving their pronunciation accuracy and increase their confidence to speak English in the classroom. Therefore, the researcher chose the title of this thesis "Improving English Speaking Skill Through Flashcards in The Second Grade of SD Islam Al-Huda".

Research Objectives

This research is expected to be of both theoretical and practical benefit to readers and further research.

1) Theoretical Benefit

This research is expected to contribute to the insights in improving English speaking skills through flashcards in the second grade of students in elementary school. In addition, this research is expected to contribute in enhancing the main foundation in the introduction of English through learning media.

2) Practical Benefit

a. For Further Research

The researcher hopes that this research can be used as a reference for next research related to improving English speaking skill in the second grade of students in elementary school.

b. For Teache

The result of this research is expected to provide valuable insights into effective strategies for utilizing flashcards as an interactive media to improve english speaking skill for the second grade of students in elementary school.

c. For Students

The use of flashcards is expected for students to speak in English from an early age and make English subjects easy and fun to learn. Thus, the learning process is more enjoyable and helps students to speak in English more confidently and accurately.

B. Methodology

This study adopted a Classroom Action Research (CAR) design conducted in one cycle at SD Islam Al-Huda, Bekasi. The participants were second-grade students. Data were collected through observations, teacher's logs, field notes, interviews, and speaking assessment rubrics. To ensure credibility, the data were analyzed using triangulation techniques.

This study employed **Classroom Action Research (CAR)** because it allows teachers and researchers to directly address learning problems that occur in the classroom in a systematic way. CAR follows a cyclical process of **planning, acting, observing, and reflecting** (Kemmis & McTaggart, 1988), which makes it suitable for testing and improving teaching practices in real classroom contexts.

In this case, the problem identified was students' low English-speaking ability, particularly in fluency, vocabulary mastery, and confidence. By applying CAR, the researcher could:

1. **Diagnose classroom problems accurately** through observation and pre-test data.
2. **Implement targeted interventions** (flashcards as visual learning media) in teaching speaking.

3. **Monitor changes in students' performance** through post-tests, observations, and teacher's logs.
4. **Reflect and evaluate** whether the intervention effectively improved speaking skills.

Therefore, CAR was considered the most appropriate method because it not only measures learning outcomes, but also provides a reflective cycle for teachers to continuously improve instructional strategies. This aligns with Elliot (1991), who states that CAR is designed to enhance professional teaching practice while simultaneously producing practical research findings.

C. Findings and Discussion

The implementation of flashcards significantly enhanced students' fluency, pronunciation, vocabulary mastery, grammatical accuracy, and confidence in speaking English. Prior to the intervention, students exhibited limited vocabulary and low confidence. Post-intervention, they demonstrated greater participation, improved accuracy, and a willingness to communicate.

The following table shows the comparison of students' performance before and after the use of flashcards:

NO	Student Name	Pre-Test (%)	Post Test (%)	Remarks
1	Nadziva	25.0%	75.0%	Reached KKM
2	Nisa	55.0%	75.0%	Reached KKM
3	Nashita	45.0%	70.0%	Improved
4	Naura	50.0%	85.0%	Reached KKM
5	Kayla	40.0%	70.0%	Improved
6	Rara	65.0%	75.0%	Reached KKM
7	Kirana	45.0%	85.0%	Reached KKM
8	Mecca	65.0%	-	Absent (Post)
9	Raihan	65.0%	-	Absent (Post)
10	Zayn	55.0%	60.0%	Improved
11	Ara	60.0%	65.0%	Improved

These results clearly indicate that flashcards provided a measurable positive impact on students' speaking ability. This improvement is consistent with findings by Cristilia (2022) and Sahetapy et al. (2023), who reported that flashcards enhance classroom interaction and speaking performance.

Flashcards were thus proven to create an engaging classroom atmosphere that motivated students to participate actively and practice speaking skills with greater confidence.

In addition to test scores, qualitative evidence was obtained from students' interviews and classroom observations. These data revealed notable improvements in vocabulary recall, sentence construction, comprehension of questions, and confidence in speaking English after the flashcard intervention.

Several students demonstrated clear progress. For example, Naura responded appropriately to descriptive questions by answering "Yellow" and naming fruits such as "Durian," "Jackfruit," and "Snake fruit." Kirana, initially hesitant, later identified fruits by size and color, correctly producing answers such as "Strawberry" and "Mangosteen." Likewise, Nisa and Rara displayed improved comprehension by responding to prompts like "What is the yellow fruit?" with answers such as "Pineapple," "Snake fruit," and "Strawberry."

More confident students, such as Kayla and Nadziva, produced multiple correct responses using short phrases. Kayla expressed preferences (e.g., "Mango is my favorite fruit") and identified fruits by size and color ("Durian," "Jackfruit," "Purple" for grape). Nadziva provided more detailed answers, distinguishing fruits such as "Snake fruit," "Pineapple," "Melon," and "Jackfruit" based on both size and color.

Although a few students, like Ara and Zayn, still showed hesitation and occasionally code-switched between English and Indonesian, the majority were able to engage more actively in the conversations. Many began using complete or semi-complete sentences, such as "This is a strawberry," "It is a snake fruit," and "This is a jackfruit."

Overall, the narrative data confirmed the effectiveness of flashcards in promoting active engagement and meaningful oral practice. Students moved from word-level responses to more structured expressions, reflecting measurable gains in vocabulary mastery, comprehension, and

oral fluency. Visual documentation, including photographs of students interacting with flashcards, further supported these findings by illustrating their active participation and enthusiasm during the learning process.

In conclusion, the flashcard-based intervention used in this study proved to be effective in enhancing speaking skills in vocabulary, pronunciation, and confidence among second-grade students. The combination of visual support, repetitive exposure, and interactive practice fostered meaningful learning experiences. The findings support the continued use of flashcards as a low-cost, high-impact tool in young learner English classrooms and suggest the potential of Classroom Action Research to refine and improve teaching practices in realtime settings.

D. Conclusion

The study concludes that flashcards significantly contributed to students' speaking skill development, particularly in vocabulary recall, pronunciation, fluency, comprehension, and confidence. The average score increased from 12.1 in the pre-test to 17.2 in the post-test (raw scale). Qualitative observations and narrative interviews further showed that students became more confident and engaged, gradually moving from one-word responses to complete and meaningful sentences. The visual nature of flashcards supported memory retention and encouraged active participation, making them an effective tool in young learners' language development.

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