

The Effect of Using Flashcard Improving Students' Speaking Achievement Through Drilling Technique

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ABSTRACT

This research deals with classroom action research which is mainly aimed to improve the students' speaking achievement through implementing drilling technique assisted by media flashcard, it was conducted at VII-3 grade class in to cycles activities. The data were classified into quantitative data and qualitative data in which collected through observation sheet, interview, diary note, speaking test. The criteria of ability was 70 which based on minimum ability criterion (KKM) of SMP Swasta Bandung. Based on the speaking test the mean score of pre-test was 28.3, in first cycle test the mean of score was 66.6 and the second cycle test the mean of score was 83. The improvement also can be seen from the percentage of the students' speaking achievement, in pre-test was 0% students can get point more than 70. In first cycle test was 53.4% students get point more than 70. In second cycle test 100% students got point more than 70, it means that teaching by using drilling technique can help students to improve them in speaking achievement. This technique also make the students feel enjoy, comfortable, and more creative to create the ideas without worrying make mistakes through media flashcard.

Keywords: Classroom Action Research, Drilling Technique and Speaking Achievement.

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1. INTRODUCTION

Indonesian students in a school have to learn English as one of the target languages. They need to learn both language skills and also language components. Language skills as stated by (Brown 2001:232) are listening, reading, speaking, and writing. Language components contain vocabulary, grammar, and pronunciation. Furthermore, students are expected to be able to apply those skills and components in their daily activities.

To be able to use English, learners have to master English skills such as listening, speaking, reading, and writing. Although all four skills are equally important, speaking skills could be seen as the leading skills during the English learning process. During the learning process, learners need to communicate with others to express their ideas and feelings. One of the ways to communicate with others is through speaking.

Brown (2001) states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Although speaking skill is very essential to support further oral communication it is the most difficult skill to develop. Speaking needs practicing as often as possible. Many students are very difficult to speak English because it is caused by several factors. According to Hornby (1995). "five factors play an important role the production of an appropriate speech, (1) *Pronunciation* which includes the segmental features-vowels and consonant and the stress an intonation patterns, (2) *Grammar*, i.e., producing the correct form of sentence, (3) *vocabulary* which has to do with appropriate word- choice with respect ti its context, (4) *fluency* which is the ease and speed of the flow of speech, and (5) *self-confidence* which is seen and as a crucial affective factor in the speaking competence".

Based on the theory above, the researcher gets some problems still difficult to speak English. It is caused by several factors namely: (a) lack of confidence (b) lack of pronunciation, and (c) lack of vocabulary. It is so difficult for students to apply learning English in daily life. Lack of confidence in

students, it is very difficult for students to speak in English in front of the class when called by the teacher. They can only talk of a teacher in teaching speaking in a book. Thus, the task of a teacher in teaching speaking should be able to provide individualized approaches to the students so that their speaking skills can improve slowly. So, naturally if the pronunciation of students in English. They can only focus on how to know the English language and can speak English well. When it has been mastered by students, it is not difficult for teachers to improve the pronunciation of students in English.

Based on the problems, the researcher provides a solution to the drilling technique. This technique is very suitable for foreign language especially for young learners because it emphasizes repeating through oral practice that makes foreign language getting accustomed to teacher's control. There are many ways of teaching that the teachers need to pay attention to improve student's speaking. Considering the writer focus on junior high school in seven graders, the supporting media below may help teachers to facilitate what should be taught in their ages. These supporting media focus on speaking achievement is flashcards.

As states by Harmer (2007, p. 343), if students want to be able to speak fluency in English, they need to be able to pronounce the phonemes correctly, use the appropriate stress and intonation patterns and speak in connected speech.

a) Grammar

Bygate (1997, p. 3) states that it is obvious that in order to be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary.

b) Vocabulary

As we know, vocabulary is the basic element in a language. Folse (2004, p. 2) comments that vocabulary is single words, set phrases, phrasal verbs, and idioms.

c) Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating (Riddel, 2001, p. 118). Meanwhile, according to Gower, Diane, and Steve (1995, p. 100), fluency can be thought of as the ability to keep going when speaking spontaneously.

d) The last speaking element is speaking comprehension. Comprehension is discussed by both speakers because comprehension can make people get the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation of what a situation is really like.

2. IMPLEMENTATION OF ACTION

This research will be conducted by two cycles. Every cycle are four stages; they are planning, action, observation, and reflection.

2.1. Cycle 1

Planning, will be done arrangement for doing something considering advance. It will be purpose to teacher ads handbook which used in classroom in teaching learning process. Before running cycle I, all instruments such as lesson plan, observation sheet and diary notes had been prepared. The activities in planning are :

- 1) Making lesson plan.
- 2) Designing the material about the I love things around me by using flashcards as media.
- 3) Preparing observation sheets to know the students' condition and process of teaching learning and also to know students' increasing in speaking achievement by using drilling technique.
- 4) Preparing assessment to know the students' score in speaking by using drilling technique.

Action, was processed doing things. This will be do implementation of planning. The researcher was flexible and welcome to the situation in school environment. Thus, the action was dynamic, needed immediately decision for what done and completed simple evaluation.

Observation, was purposed to find out information of attraction, such as the students' attitudes even obstacle that happen. That it was collected as the data that we was use as a basic of reflection. Observation was done together with the same time. It will be intend to discover the information about behavior, attitude, performance, activities, and even obstacle, during teaching learning in speaking through drilling technique in the classroom. In doing observation, the researcher was help by the English teacher as the collaboration. So, observation should be done carefully.

Reflection, was done feedback of the action which was done before. Reflection help teacher to

make decision. Reflection was do evaluative aspect to evaluate the effect of specious and suggest the way to handle it. Reflection also a phase to process taken the data from observation while teaching speaking through drilling technique. The evaluation cover evaluating students' score of the speaking and the result of observation which purposes to analyze the situation and make the conclusion. After cycle I was run and the result given the increasing of using drilling technique in students' speaking skill, it would be continued in cycle II.

2.2. Cycle II

Planning, according to evaluation in cycle I and found out the weakness in cycle I would repaired in cycle II. And the process in planning cycle II same with cycle I. The activities such as preparing lesson plan, preparing the material, preparing the observation sheet to know the students. Reaction and condition of the class when teaching learning process and also to know students' increasing in learning speaking through drilling technique. Preparing assessment to know the students' score in speaking skill through drilling technique.

Action, in this step the researcher was do the lesson plan had arranged in cycle I and also in cycle increased the weakness before. The material given in cycle II same in cycle I. But all of the best was different. The teaching and learning process in action same in cycle I, it will be start from opening until closing.

Observation, included implementation in a observation teaching and learning process in the classroom. It includes teaching and students' activities and the aim of the observation will be to control that teaching and learning process according planning or not.

Reflection, in this phase will be to observe planning according to result in cycle I until cycle II. And also we will find out the weakness in cycleII decrease.

3. METHODOLOGY

Types of this research is Classroom Action Research (CAR). classroom Action Research means a research conduct in the classroom to know the result of an action applied on a subject research in the classroom. According to Arikunto (2006: 2-3) classroom action research, action and class. It can be describe as follows:

- a) Research is an activity to find out accuracy some object using methodology to get data or information which benefit to improve something which interest and important for researcher.
- b) Action is movement activity, which is done deliberately with a certain purpose.
- c) Classrooms a group of students in same time and have same lesson from teacher

Based on three of main words, classroom action research (CAR) means research which is done by the teacher in teaching learning process to understand the situation and to improve the skill of the students in learning process. without worry mistakes and help the students to easy in understanding the material.

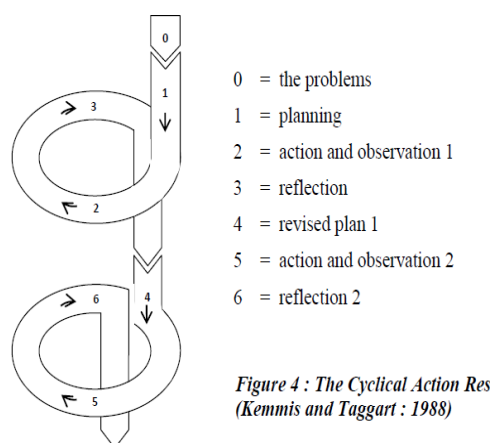


Figure 4 : The Cyclical Action Res
(Kemmis and Taggart : 1988)

Figure 1. The Cycle of Action Research.

Based on the data analysis, it was derived that the students' ability in speaking by using drilling technique was increased significantly. It could be seen through comparing the result of the test, starting from the pre-test, cycle I, and cycle II, that the score improved cycle by cycle until it reached the mastery standard and even more.

4. DISCUSSION AND SUGGESTION

Based on the data analysis the researcher conducts the classroom action research of teaching speaking using the drilling technique at the twelve-year students of SMP Swatsa Bandung. In analyzing the data, the researcher uses quantitative and qualitative data analysis. Qualitative and quantitative data is using in this study. The qualitative data is used to describe the situation during the teaching- learning process, and the quantitative data used to analyze the students' scores. This study help the teacher and students of English provide the information about the material been taught. For the English teachers, it is better to use interactive multimedia as the first stage in speaking skills, because it could make the teaching learning process active, especially when teaching speaking. The students become more interested in the learning process by using the drilling technique. The teacher can use drilling technique in teaching speaking because it is an interesting way to make students to freely to produce the ideas The next improvement could be seen through the increasing mean in each season of the best. The mean of the score from the pre-test until cycle II (28.3), (66.6), (83) was improved. In addition, the percentage of able students' also added from (0%), (53.4%), (100%) this had proved that drilling technique was one of effective applied to the students' especially those who were learning speaking.

5. CONCLUSSION

Based on the data analysis and conclusion are drown concluded that there was improvement of the students' speaking ability by using drilling technique in speaking. It was showed by the mean of the students. In the pre-test showed 28.3 (0 students), in cycle I showed 66.6 (16 students') and in cycle II showed 83 (30 students) so there was improvement from pre-test until cycle II. And it was proved that from all the students can answer the test and got score more than 70.

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