

Developing Colour Guide Flashcard Helping Song to Improve Speaking Skill

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Abstract— This paper aims to describe the media innovation song-based flashcard and analyze the improvement of speaking skill of students in *Bumi Kartini Islamic Boarding School* using the media. The method used in this research is research and development. The procedures of the research are (1) initiate research, (2) design media, (3), design validation, (4) design revision, (5) small scale trial, (6) revision, (7) large scale trial, (8) revision, (9) final product. The product of this research is the innovation of song-based flashcard that is audio visual media which contains images, Arabic and English vocabularies using specific color to facilitate in understanding the meaning of words and themes. Flashcards are played in pairs by singing the lyric of Arabic and English conversation based on the vocabularies on flashcards. The speaking skill of the students are improved due to the habit of students in applying them in daily conversations.

Keywords—colour guide flashcard, song, speaking ability

I. INTRODUCTION

Industrial revolution 4.0 where all life activities of human resources are substituted with technology demands strategies to be able to adapt through accelerated implementation of industry 4.0. All activities carried out are unlimited with the unlimited computing and data power caused by the influence of the internet and digital technology [1].

One of the aspects of industrial revolution is communication ability [2]. Communication ability is important in sharing information both written or spoken. Hecklau stated that communication ability aims to communicate in order to support the group work. In group work, spoken communication takes the main role to reach the aims. So, the spoken communication or speaking ability should be taught and enhanced as early as possible in order to create systematic information through learning at school. In fact, the speaking skill of students get low score. The research result shows that one of the obstruction in speaking ability is vocabulary[3]. Vocabulary is important to elaborate information.

Several studies are conducted in improving vocabulary. One of the techniques used in enhancing the vocabulary is using flashcard [4], Komchali revealed that the students get

good impact in enhancing their vocabularies. Flashcard is collection of cards provide picture, vocabulary, number on one or both sides which is useful for learning media in drilling to help memorization [4]. According to Husaini [5] flashcard is a collection of cards containing images, writings, or symbols by presenting information used in learning. In learning, flashcard is applied in games, so learning is more fun and effective because it uses visual media. Visual media helps students understand and apply concepts in real life [6].

According to [4] flashcard can improve students' ability to master foreign language vocabulary by drilling. Vocabulary is a collection of words in the language used in communication. So that flashcard can help improve speaking ability.

A number of Researchers [7][8][9][10][11] have shown that flashcard can enhance the students' speaking skill. Flashcards can also enhance the vocabulary mastery[12][13].

In improving the vocabulary mastery, songs can be applied for students. [14] stated that in teaching vocabulary to young learners, songs get good impact in improving the vocabulary mastery so that they will have good speaking ability. Not only songs, but also colour is used to provides students to memorize vocabulary better and identify the concept or topics [7]. Olurinola [15] conducted the study of using colour to enhance the students' memory ability. So, it effects the vocabulary mastery.

Several studies have been conducted in investigating and using flashcard and songs in improving the speaking skill. However, there should be a study on developing flashcard helping songs in process of english teaching learning. Hence, the aims of this study is to design flashcard using song in teaching learning process and to investigate the effectiveness of using the media.

II. RESEARCH METHOD

This study used Research and Development. This type of R & D research begins with preliminary research that is used as the basis for product development, and is continued by testing the effectiveness of the product[16]. The stages of this study adapt from the R & D research method described by Sugiono [16] as follows in figure 1.

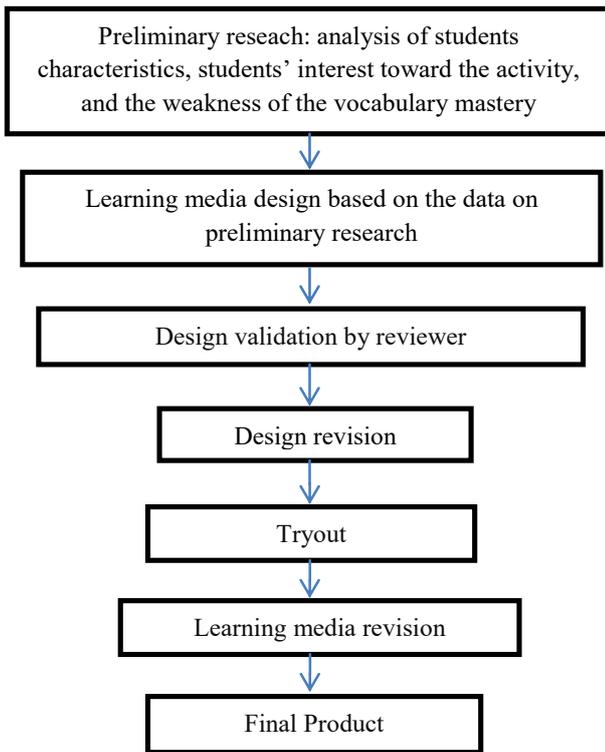


Figure 1. The stages in using R&D

III. DISCUSSION

A. Need Analysis

In order to design the learning media, there should be a need analysis of students. It aims to analyze the characteristics of the students, identify students' interest in games that use flashcard, and analyze the weaknesses of foreign language vocabulary mastery. The participants of this preliminary research are first level students of SMPUT Bumi kartini.

The seventh grade students of Bumi kartini Boarding school who numbered 25 students were asked to answer a questionnaire consisting of two types of questions. The first type of question is a multiple choice statement with 2 options for each statement, while the second type of question is an open question consisting of 6 questions. The results of the questionnaire on multiple choice questions can be seen in Figure 2.

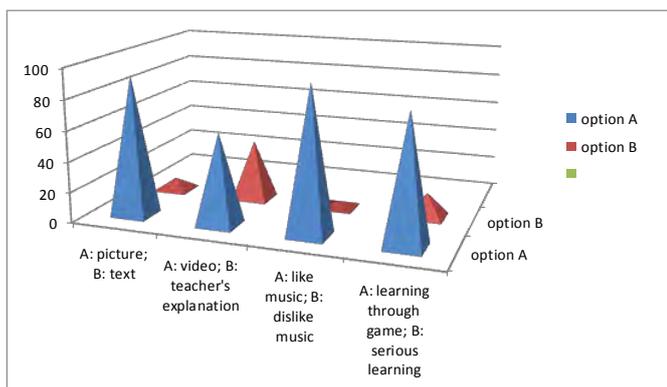


Figure 2. the data of need analysis

The data showed that most students prefer the learning process using picture, video, music, game, and discussion. The characteristics of students which are at the level of junior high school are a period of transition from young learners to adolescent requiring visual and creative learning [17]. At this age, students prefer visual learning where students learn to use pictures and videos to make it easier to capture material. In addition, creative learning is presented with group learning. Group learning makes it easy for students to collaborate and share information. According to Barkley, Cross, and Major [18], students have many opportunities to improve speaking skills by sharing ideas.

The second type of questionnaire is open question that find the students get difficulties in learning English because of lack of vocabulary, pronouncing problem, the weakness ability in understanding meaning. Without having good vocabulary mastery, students get difficulty in expressing the idea.

The characteristics of students in the level of junior secondary education are a period of transition from young learners to adolescent which requires visual and creative learning[17]. At this age, students prefer visual learning where students learn to use pictures and videos to make it easier to capture material. In addition, creative learning is presented with group learning. Group learning makes it easy for students to collaborate and share information. According to [18], students have many opportunities to improve speaking skills by sharing ideas.

B. Developing Colour Guide Flashcard Helping Song

Designing the product needs the characteristics of the students. Based on the need analysis, the students prefer to learn using pictures, music, video, learning in group, and using game. There for, it needs the learning media that can develop the speaking skill.

One of the learning media to improve vocabulary mastery is flashcard. So, the flashcard is designed by turning on relevant pictures and vocabularies which belongs to noun and verb on the front of card, while the description of the vocabularies on the back. The aims of categorizing the word of the part of speech is to help students in doing conversation by alternately asking and answering the questions . After categorizing the vocabulary, colour is used to help students in exploring idea. Colour helps students in focussing on materials, getting better understanding on subject matter, and giving code for the learning strategy [15]. Therefore, it can improve the learning outcomes of students. In designing the flashcard, same colour is for the bundle of verb and noun. In applying flashcard, the conversation is done through song.

The first stage in determining a flashcard is deciding the theme. The theme was chosen according to the activities in the daily lives of the students in the boarding school. The

appropriate content of conversation is the most important aspect of speaking skills. However, content / ideas is factor that inhibit students in conveying information [19]. Flashcard can help students develop ideas and adjust to the context of the conversation. Determining the theme aims to facilitate students in applying vocabulary. There are several themes such as class, canteen, bedroom and bathroom. The next stage is determining vocabulary according to the theme. Each theme consists of two types of vocabulary; verbs and nouns. The vocabulary for each type is written in English and Arabic. Flashcard is also equipped with images. So in the next stage, it is to find images according to the vocabulary.

The next stage is flashcard design. The flashcards are designed for adolescent learners who like colour. Using visual materials with interesting colourfull pictures can enhance students' motivation in teaching learning process [20]. Colour is used as card background. The purpose of using different colors for each kind of word in each theme is to facilitate students in making uterance. So, a same colour is for the bundle of the kind of word of noun and verb. For instance, in the theme of canteen, the verb is "eat" in orange, while the noun "noodle" in orange, purple, and pink. The colour of the word of noodle means that noodle can be suitable for the verb of "eat" in orange, while purple and pink are suitable for other verbs.

Then the flashcard is made in two parts; the front contains images and vocabulary in English and Arabic and the back contains information on vocabulary material. The next stage is to find songs that match the vocabulary. The use of flashcards by making questions then answering with the help of flashcards by adjusting the tone of the selected song. Understanding sentence structure can also be improved through flashcards. The preparation of sentences using lyrics combined with the song is a drill where students listen to the same song pattern so it is easy to remember. It also helps students to know the correct pronunciation of the vocabularies. In speaking skill, the speaker must pay attention to the aspects of pronunciation, intonation, and rhythm [17]. This is important because the incorrect vocabulary pronunciation changes the meaning of words. The last stage is the creating a video clip which aims as a simulation or an example of the application of a colour guide flashcard. One of the examples of flashcards can be seen in figure 3 and 4.



Figure 3. colour guide flashcard in the front



Figure 4. colour guide flashcard in the back

After designing the flashcard, the flashcard is validated by the expert. The data shows a value of 88.6 for product of flashcard and 87.5 for song or video products. Calculation of values is seen from assessments 1 to 5. These values indicate that products in the form of flashcards and songs are good and feasible to apply to foreign language learning.

Validator provides advice on visual media aspects, which need to add color types, appropriate image, enlarged font, and variations in type and letter shape adjustments. [21]stated that bigger font enhances the students' memory and fluency than material that is presented in smaller font. Whereas in the material aspect, the validator suggests adjusting the image with vocabulary. In the aspect of product use, flashcards that have been designed need to be added to the innovation of other songs.

In addition to flashcards, simulation videos also have revisions. In the aspect of song selection, it is necessary to add another song innovation. Then, in the aspect of music suitability and duration it needs to be added. In the completeness of the simulation video with lyrics needs innovation and the use of font fonts needs to be enlarged.

C. The Effectiveness in Using Colour Guide Flashcard Helping Song to Enhance Speaking Skill

Before the colour guide flashcard is applied in intensive class of boarding school Bumi Kartini, the students must take a pre-test. The purpose of the pre-test is to find out the initial ability of students in speaking English and Arabic. The pre-test is conducted by asking students to make a conversations in a pairv about the theme of learning with the partner. The result

of the pre-test showed that most students get low ability in organizing sentences and vocabulary usage. The average score of ability in speaking English is 54.9, and the score of speaking Arabic is 48.15.

In intensive class schedule, researchers teach English Arabic using flashcard color guide. The flashcard is tried to students with the tutorial video where the students make conversations with the help of dubious lyrics. Students make a conversation according to the chosen theme in pairs and took turns using flashcard. One of the examples of the lyric as follows:

Canteen

A: What do you eat in the canteen?

B: I eat noodle in the canteen.

A: مَا أَذْكَبُ الْفَطِيْرِي فِي الْوَقْتِ؟

B: أَكُلُ شَيْءَ عَرِيْفِي فِي الْوَقْتِ.

A: What do you drink in the canteen?

B: I drink tea in the canteen.

A: مَا أَشْرَبُ فِي الْوَقْتِ؟

B: أَشْرَبُ الشاي فِي الْوَقْتِ.

A: What do you order in the canteen?

B: I order friedrice in the canteen.

A: مَا أَذْكَبُ فِي الْوَقْتِ؟

B: أَطْبَبُ الرزَّ فِي الْوَقْتِ.

After getting the treatment using colour guide flashcard, the students take post-test. The average value of the post-test on the ability in speaking English is 69, while the ability in speaking Arabic is 61.5. It can be concluded that colour guide flashcard is able to enhance of students' ability in speaking English and Arabic. Then, to find out the improvement of students' ability, the normalized average gain test was conducted. The formula is as follows:

$$(g) = \frac{(S_{post} - S_{pre})}{(100\% - S_{pre})}$$

Based on the calculation, the gain on the speaking ability of English is 0.31, while the gain on speaking the ability of Arabic is 0.25.

The hypothesis in this study is:

Ho: there is no significant difference between the use of colour guide flashcards and the speaking ability of the students

Ha: there is a significant difference between the use of colour guide flashcards and the speaking ability

Ho is accepted if the t-test is smaller than t-table.

To test the significance of the use of T-Test. From the calculation, the score of t-test is 6.70 with the score of table = 3.5. Thus, Ho is rejected and Ha is accepted. It shows that the

use of flashcards can significantly improve the ability to speak English. Whereas, in the ability to speak Arabic, the price of t count is 5.2 with the price of table = 4.03. Thus, Ho is rejected and Ha is accepted.

IV. CONCLUSION

The trial results show that the use of colour guide flashcard significantly improves the ability of speaking English and Arabic of the students. In the initial state, the average score of the ability to speak English is 54.9 and 48.15 in the ability to speak Arabic. After getting the treatment using colour guide flashcard, the average score on the ability of speaking English is 69, while the ability of speaking Arabic is 61.5. Then the students showed a change in speaking ability in the post-test with improvement in gain of 0.31 in English, and the gain in the ability of speaking Arabic was 0.25.

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