A STUDY ON THE TEACHING SPEAKING OF DESCRIPTIVE TEXT BY USING FLASH CARDS

Zuhrotul Ulfiah
UPT SDN Purworejo 3 Pasuruan
zuhrotululfiah93@gmail.com

Abstract: Speaking is the skill that has the important part of communication. The purpose of this study is to describe the teaching and learning process of speaking descriptive text by using flash cards for the seventh grade students in SMPN 8 Pasuruan. The researcher took qualitative descriptive which was conducted in SMPN 8 Pasuruan in academic year of 2014 – 2015 on June 16th, 20th, 23rd 2015. The media was flash cards of animal. The instruments were interview, observation, documentation and questionnaire. The finding shows that the teacher made preparations before teaching. Second, the teacher applied the media of flash cards in teaching and learning speaking of descriptive text. Third, the teacher evaluated the students’ speaking by presenting the descriptive text in front of the class by using flash cards. Fourth, the researcher found some problems from the teacher side and from the students’ side. Aside of the problem, the researcher concluded that flash card is a good medium to teach and to learn speaking especially in descriptive text.

Key Words: Speaking Ability, Descriptive Text, Flash Cards

One of the most learned languages today is English. English as an international language becomes more important not only as a means of communication but also as media to transfer science and technology. Speaking is communication skill that we have to speak orally and can be some interaction with people. The easy way of people who want to be able to communicate with people around the world is mastered English especially in speaking. The researcher focuses in descriptive text in the seventh grade of junior high school at SMPN 8 Pasuruan. Descriptive text is a text which says what a person or a thing is like that its purpose is to describe and reveal a particular person, place, or thing. In this case SMPN 8 Pasuruan has applied flash card as the media in teaching descriptive text since three years ago. The result of the used of flash card as media on the descriptive text is students has good ability especially speaking. The teacher use flash card as the main idea to arrange of descriptive text. It is also to make students interested and enjoy the teaching learning process. Flash card helps students to express their feeling and idea more easily than the other media. The researcher takes her research in teaching speaking of descriptive text with the topic “the things in the house” by using flash cards at SMPN 8 Pasuruan in class VII G in academic year of 2014 – 2015. The purpose of the study are to know the preparations of the teacher, to know the ways or strategies, to know the teacher assessment to the students, to know the teacher’s problems, and to know the students’ problems in learning speaking of descriptive text by using flash cards for seventh grade at SMPN 8 Pasuruan.

REVIEW OF LITERATURE

In this review of related literature, the researcher explains about the nature of speaking, the component of speaking, the speaking process, the teaching speaking, the preparation of teaching speaking, lesson plan and syllabus, the media of flash cards, the text of descriptive text, curriculum 2013, and previous study.

Speaking is communication skill that we have to speak orally and can be some interaction with people. Tarigan (1990) says that “speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas and feeling. Speaking is so complex because it includes many aspects such as grammar, pronunciation, fluency and vocabulary. Brown (2007) says that there are six types of speaking performance, they are imitative, intensive, responsive, transactional...
The preparation of teaching speaking is syllabus and lesson plan. In syllabus, the designers create some components for completing the syllabus. In Indonesia, there are eight components of syllabus, they are standard competence, basic competence, learning material, teaching and learning activities, indicators, assessment, time allocation, and learning sources. According to Essberger (2014), a lesson plan is a teacher’s plan for teaching a lesson. It can exist in the teacher’s mind, on the back of an envelope, or on one or more beautifully formatted sheets of A4 paper.

Media should attract the attention of the students, heighten the student’s curiosity and deliver information. The functional of instructional media is to assist learners and remembering the important concept of lesson (Sulistiawati, 2007: 9). The media that is used in teaching speaking of descriptive text is flash cards. Flashcards are small cards with a picture or symbol on them used both in teaching and in development work. In the classroom, flashcards are commonly used to teach reading. Budden (2012) says that to use flashcards in a classroom situation, there are some basic instruction before beginning the lesson which are the teacher shows the picture first and reads the word to the students; ask students to look at the picture and say the word; the teacher asks one of the students to come forward to say the word of the flash cards. After that the teacher can begin to play with the flash cards and begin to learn about describing the picture in flash cards.

In this research, the researcher focuses on descriptive text which is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text has structure as below (1) Identification; describing the phenomenon to be described, (2) Description; describing the phenomenon in parts, qualities, or / and characteristics. In this research, the teacher assesses the student using oral presentation. Speaking as the one component of skill that have a role as the productive skill has essential context to evaluate, so, the government has criteria in teaching speaking as the standard in evaluate the speaking skill, they are accuracy, fluency, pronunciation, and intonation (syllabus). In this study, the researcher also has studied the previous studies which are Geriwansyah (2009), A Study on The Techniques of Teaching Speaking of Descriptive Text at MTs An Nur Kecamatan Winongan Kabupaten Pasuruan, in this research, the researcher is intended to describe the teaching of speaking by using flash cards.

**METHOD**

In research design, the researcher takes qualitative descriptive. Qualitative research is based on individual, often subjective analysis. A general description of properties that cannot be written in numbers that cannot be reduced to something that can be enumerated. The purpose is to find and to describe the teacher’s teaching technique in speaking. According to the case study of qualitative, the researcher is as observer that observes the teaching and learning process. It is collected by the researcher as data. The design of qualitative research is probably the most flexible of the various experimental techniques, encompassing a variety of accepted methods and structures. According to Shuttleworth (2008), from an individual case study to an extensive interview, this type of study still needs to be carefully constructed and designed, but there is no standardized structure.

**Subjects of the Research**

The subject of the research is the students of the seventh grade in SMPN 8 Pasuruan which is located at Jl. Patiunus, Tembok, Pasuruan. It is taken in class VII G that consists of 31 students which 17 male students and 14 female students in academic year of 2014 – 2015. The researcher chooses this class because based on the English teacher, the students in this class have progress in learning process especially in speaking because of using flash cards.

**Instruments**

The researcher uses interview, observation, document and questionnaire. First, according to Charter (2014), there are kinds of interview; telephone interview, the panel interview, the group interview, and the face-to-face interview. In this research, the researcher uses the face to face interview, so the researcher meets the English teacher and does the interview. The researcher interviews the English teacher to know about the way to teach speaking in the class, the problems of the students and the teacher in learning and teaching speaking, the techniques, and the assessing. The interview is held before the observation. The type of interview is one-on-one interview that is to conduct individual interview, the English teacher. It conducts an unstructured, open-ended interview; audiotape the interview and transcribe it. Second, observation in qualitative research generally involves spending a prolonged amount of
time in the setting that will be use direct and indirect observation - with the help of the direct method of observation, one comes to know how the observer is physically present in which type of situation is he present and then this type of observation monitors what takes place (Shuttleworth: 2008). The researcher observes the teaching and learning speaking process in descriptive text by using flash cards in the classroom through the researcher as the observer can make a note. The researcher uses the checklist observation and field note observation for the teacher, the students and teaching learning activity. Meanwhile in students’ observation checklist, the researcher only observes their activeness in learning activity. The teaching and learning activities observe with field note observation. In this case the researcher writes the good thing and improving thing from the teacher side and also student side. Third, documentation for qualitative data as secondary analysis, it means any information that could provide context and clarity to a secondary user should be provided.

The researcher collects the data for documentation like students’ task and score, lesson plan, syllabus, attending list, education calendar from the English teacher. Fourth, questionnaire is designed to collect the other information to the observation from the students that is focus group that gather open-ended responses to questions on a question. Questionnaire would consist of five yes/no questions. It is about the students’ opinion by using flash cards in teaching speaking of descriptive text. The questionnaire purposed to know the students’ respond toward to: (1) the use of flash cards in learning speaking, (2) the use of flash cards in learning descriptive text, (3) the impact of using flash cards in students score, especially in learning speaking descriptive text, (4) the impact of using flash card in whole learning activity.

Data Collection

Data of this research is collected by obtaining from the interview, observation, documentation and questionnaire that are collected as the following for getting the easiness. First, interview is held before the observation to the teacher English on June 08th, 2015. The data is about technique, way to assess, the problem that is faced by students and the teacher in teaching and learning speaking by using flash cards in descriptive text. Second, observation is held three times because the researcher wants to know until two meeting in the classroom on June 09th, 13th, 16th 2015. The data is about the teaching and learning process of speaking in descriptive text by using flash-cards at SMPN 8 Pasuruan. The researcher takes the data as observation for three times. In the first observation, the researcher uses to observe the teacher and students by check list observation. The second and third observation, the researcher uses it to observe the teaching and learning process by field note observation. Third, the data is collected for twice in two meeting on June 13th and 16th, 2015. The data is about students’ task and score, lesson plan, syllabus, attending list, etc. Fourth, the questionnaire is held in the last meeting by giving some questions to the students on June 16th, 2015. The questions is about the students’ and the teachers’ problem in speaking descriptive text, the opinion of the students’ about using flash cards in teaching speaking of descriptive text, and the way of assessing the students.

The data is analyzed from interview, observation, documentation, and questionnaire. The data of interview is collected before the observation from the English teacher that is about the way to teach speaking in the class, the problems of the students and the teacher in learning and teaching speaking, the techniques, and the assessing. The data of the observation is collected by observing the activity in teaching and learning speaking process of descriptive text by using flash cards in the classroom. The researcher makes a note that would be transcribe in the chapter IV. The data of documentation is collected by taking the students’ task and score, lesson plan, syllabus, attending list, education calendar from the English. The data of questionnaire is collected by using the questionnaire format of yes/no questions for the students to get some response and feedback in order that the researcher is easier to analyze the answer based on the option yes or no.

FINDINGS

This chapter presents the finding and discussion. In findings, the researcher used some instruments which were used to know the preparations of the teacher, the ways or strategies of teaching speaking, the teacher’s assessment to the students, the problem of the teacher, and the opinion of the students in teaching and learning speaking of descriptive text.

First, before beginning the class, the teacher had to prepare first. In teaching and learning speaking, the teacher had some preparations which contained lesson plan, the material, media and evaluation form for the students. The first, preparation was lesson plan. Before entering the class, the teacher should make the lesson plan in order the teacher could teach the students fluently. In this research, the teacher taught the students of descriptive text in three meet-
In discussions, the teacher gave assessment to the students in order the teacher could know how far they understood about the material, and how far they could make progress in speaking ability by giving the task that the students could explore their speaking ability by presenting in front of the class individually. The tasks were given in second and third meeting. The students’ evaluation was attached in appendix 3i and appendix 3j. After the assessment, the teacher evaluated the students based on the criterion were content, fluency, and pronunciation. The minimal passing grade (KKM) in SMPN 8 Pasuruan was 75. The mean of the students’ score in second meeting was 71.1 which was under of minimal passing grade. In third meeting, the mean of the students’ score was higher than the minimal passing grade which was 82.2. The scoring result of speaking descriptive text was attached in appendix 3j.

Fourth, in teaching and learning speaking, the researcher found the problem of the teacher. The first problem faced by the teacher when teaching and learning speaking in descriptive text was building students’ confidences to go forward in front of the class. The second problem faced by the teacher in teaching and learning speaking in descriptive text was teaching the students how to speak with the good pronunciation. Because almost all of the students had many mistakes in pronunciation while they were speaking.

Fifth, in learning speaking of descriptive text, the researcher got the students’ problem from the questionnaire. In this research, the researcher had five questions which were given to the students. In the first question, all of the students agreed, if flash card made them easy to learn speaking. In the second question, there are only two students who disagreed with if flash card made them enjoy to learn speaking. The third and fourth question, asking about the use of flash card in learning descriptive text and it helped them to get good score. The answer is 27 students who agreed. The last question, only one student who disagreed with flash card that give them positive impact in learning speaking especially in descriptive text.

DISCUSSIONS

In discussions, the researcher discussed about the preparations of the teacher, the ways or strategies of teaching speaking, the teacher assessment to the students, the teacher’s problem, and the students’ opinion in teaching speaking of descriptive text. First, the teacher prepared some preparations as the planning for teaching in learning speaking activities in the class. The first preparation was lesson plan. Based on Essberger (2014), lesson plan helps the teacher in both planning and executing the lesson. The second preparation was material. The teacher explained the material with using the media of flash cards. The teacher chose the material which was known by the
students which was descriptive text of describing animal. The third preparation was media. According to Fatmawati (2012), the media had many roles in English teaching and learning process that could help the teachers to transfer knowledge and information easily to the students. The last preparation was evaluation form of the students. The teacher had to prepare some task or evaluation form for the students in order the teacher knew how far they understood the material. The teacher focused on teaching how to speak or express idea in oral presentation. Cahyono (2001) explained that the purpose of giving the evaluation form to the students is for checking the understanding of the students in order that the students could know how far they understand about the materials.

Second, in teaching and learning speaking, the teacher used the media as the strategy in learning speaking which the media was flash cards of animal. Devia (2009) said that flash cards are useful for stimulating discussion in small groups, as well as for sharing information and reminding people of a recommended process with posters, research the local situation and pre-test them.

Third, to know the understanding the students, the score of the students, the teacher had to assess the students by giving the task or evaluation form that was purposed to check their speaking ability about describing animal. Astutik (2009) said that the assessment and evaluation are purposed to know how efficient of the students’ teaching learning process, how efficient of using media in learning, and the success of improving the students’ ability in learning. In order to score the task of the students, the teacher had some rubric scoring for the students’ performances which were the content, fluently and pronunciation. The teacher only tale three rubric from the four criteria bellow because the teacher only focused on the content of the descriptive text (content, grammatical form, and vocabulary use), the students’ fluency, and the student’s pronouns the text. The mean of the students’ score was 82.2. So the media of flash cards could make the good progress in students’ speaking ability in descriptive text for the seventh grade students of SMPN 8 Pasuruan.

Fourth, based on the interview and the findings, the researcher found the problems faced by the teacher when teaching speaking of descriptive text of SMPN 8 Pasuruan were difficult to build the students’ confidences to go forward in front of the class to speak, and was difficult to teach the students how to speak with the good pronunciation.

Fifth, beside the problem faced by the teacher, the students had problem too that could be seen in questionnaire, the students had problem in difficult to understand the material so they could not get the good score in learning speaking of descriptive text. The problem faced by students here are they were too much worry to make mistake or simply shy. They have no motive to express themselves so they have nothing to say. And the last the problem is the students used their mother tongue in their class. So they had bad pronunciation.

CONCLUSION AND SUGGESTION

Based on the research result of the finding and discussion in chapter IV, it could be concluded that the teaching speaking by using flash cards to the seventh grade students of SMPN 8 Pasuruan in academic year of 2014 – 2015 was good. The teacher focused on the descriptive text in teaching speaking.

First, the teacher had some preparations of teaching speaking in descriptive text. The preparations were the lesson plan, material, media and evaluate form of the students. Second, the teacher applied the media of flash cards as the ways or strategies in teaching and learning speaking of descriptive text. The flash card could motivate and interest the students to learn speaking especially in descriptive text. Third, the teacher evaluated the students’ speaking by asking them to present their work in descriptive text so the teacher could give score based on the content, fluency, and pronunciation of their speaking. The result of the students’ speaking was also good. In sum, flashcard can be used to teaching speaking for descriptive text.

REFERENCES


