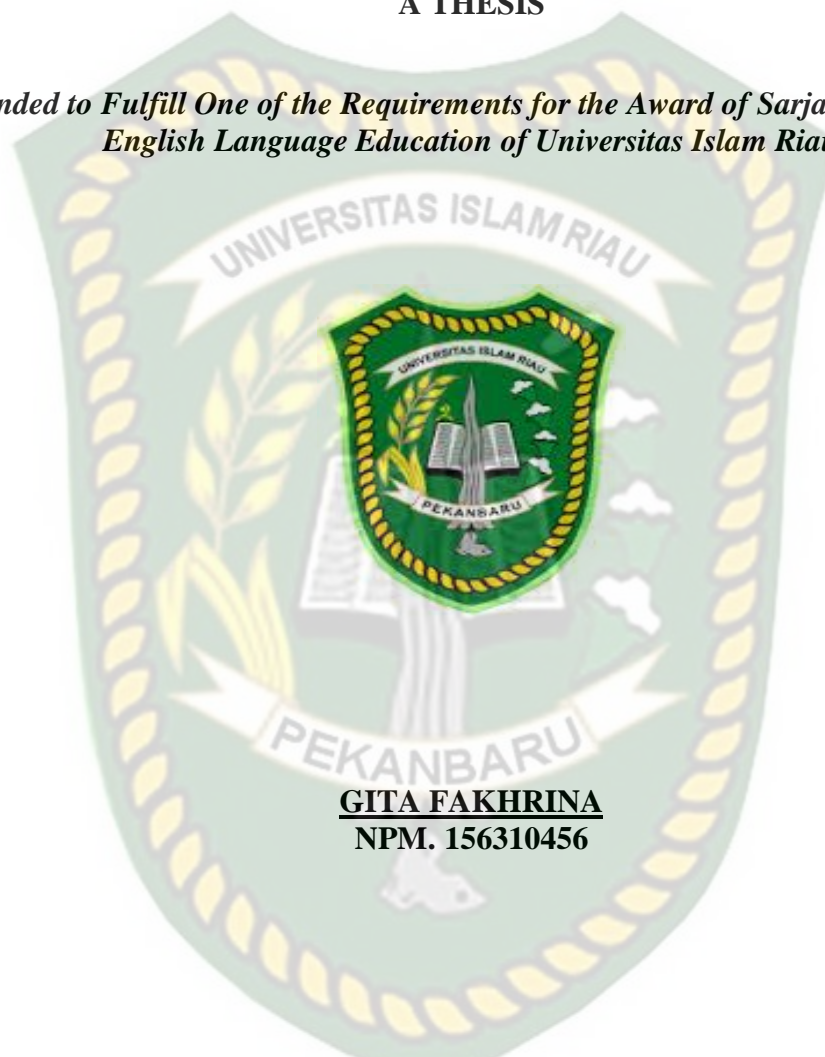


**IMPROVING THE FIRST YEAR STUDENTS' SPEAKING ABILITY OF
NARRATIVE TEXT THROUGH FLASHCARD AT SMA YLPI PEKANBARU**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in
English Language Education of Universitas Islam Riau*



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Writer

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ABSTRACT

GITA FAKHRINA. 2019. *Improving the First Year Students' Speaking Ability of Narrative Text Trough Flashcard at SMA YLPI Pekanbaru.*

Keyword: *Improving, Flashcard, Speaking ability, Classroom Action Research.*

Flashcard is a speaking media to generate and develop students' speaking ability of narrative text. Flashcard is a pictorial media that use in this research to solve students' problem in speaking. The aim of this research was to found out the common students' speaking ability of narrative text through Flashcard by first year students at SMA YLPI Pekanbaru.

The design of this research was classroom action research (CAR). The sample is the students of grade X IPA 1 consisting of twenty four students. This research was carried out in two cycles, which each cycle have four meetings. The researcher and collaborator gathered the data in each cycle from the checklist observation for teacher and students, field note, test and interview.

In this research, the writer found that there was an improving in each indicators of the students' speaking ability, the improving in Fluency in the first cycle the score was 3.3, while in the cycle II the score was 4.3. In Grammar for cycle I the score was 3.2, while in cycle II the score was 3.8. Then, for Comprehension in cycle I the scores was 3.5, it improved to 4.1 in cycle II. And in Vocabulary the score was 3.3 in cycle I, and for cycle II was 3.8. And last Pronunciation, in the cycle I score was 3 and for the cycle II was 3.7. And average of students' score of speaking ability of narrative text. In the cycle I students' score was 69.2 and 81.

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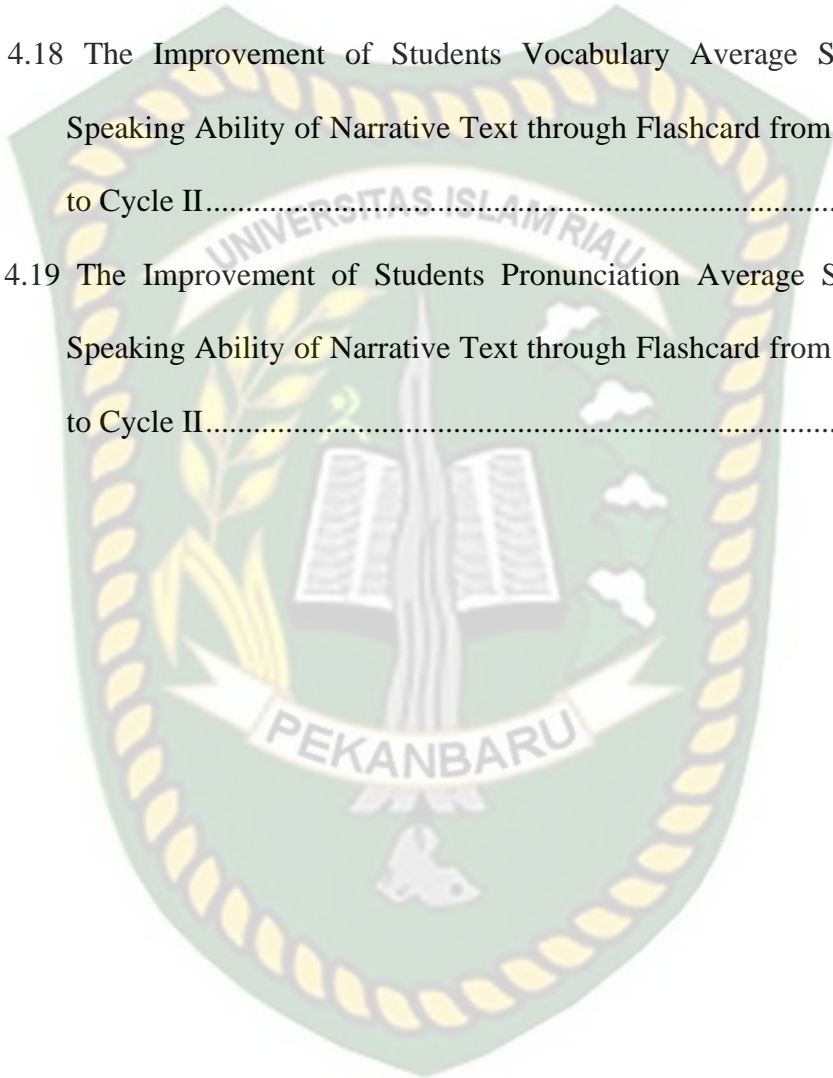


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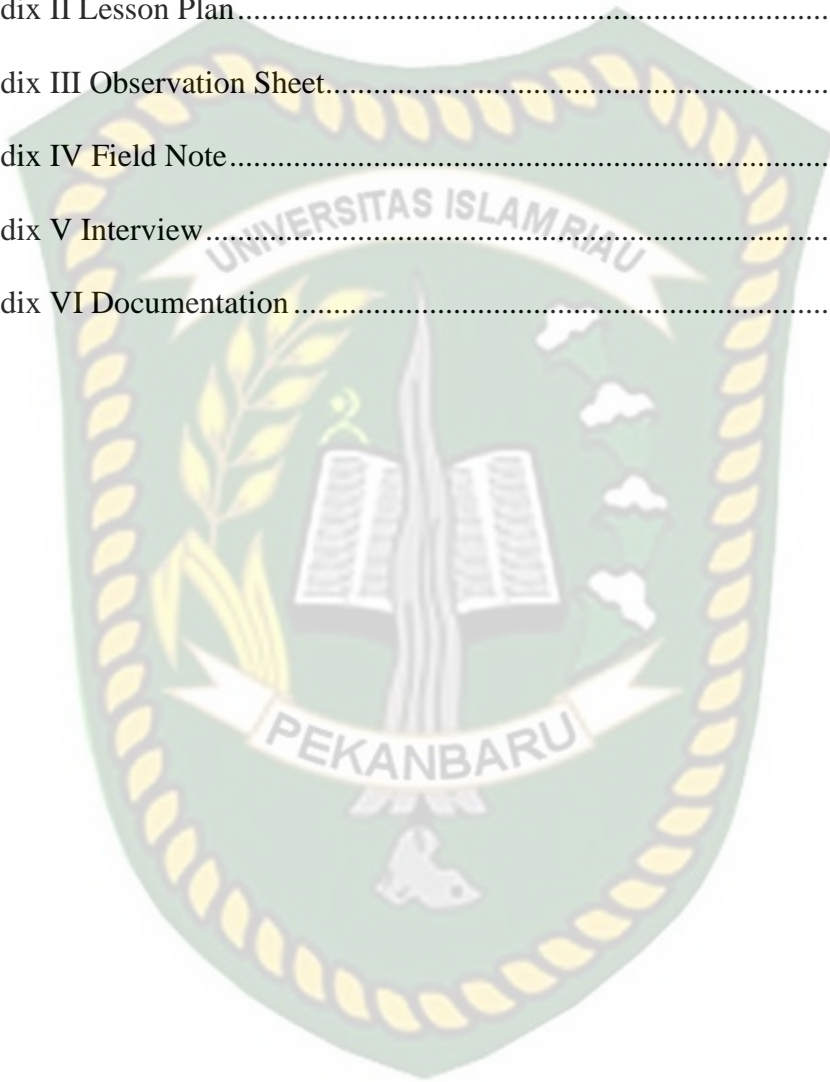
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CHAPTER I

INTRODUCTION

1.1 The Background of the Problem

English is the international language that we use to communicate to the people from other countries. In Indonesia, English is learned as a foreign language and there are four skills in English; Listening, Speaking, Reading and Writing. Speaking is one of the important skills that should be mastered by the students. Speaking is the way how to someone deliver and express their opinion, idea, and feeling. Hence, speaking is the process how the individual communicate with the society. Because of the reasons the students have to know how to speak in English.

The speaking skill become very important because speaking is used as interaction every day in the world. Speaking English becomes a tool for communication for human on the earth especially ESL students. According to Robert Carmen (2010) English is a universal language and it is understood all over the world. In fact, in today's world speaking English has become a necessity. It is not only that but also today's generation looks down upon anyone who is unable to speak English. It has become more like a status symbol. From the theory above we know that English is one of the tools to make interaction to other people from another country. Interactions are used every day in our world and their mastery is an important skill for ESL learners to acquire. An interaction is the basic dialogue form and thus the building block of conversation.

However, mostly students in various places in Indonesia find some difficulties to build their speaking capability even in very basic form of speaking. And as we know English is very important in this era, so the student have to master all the skills in English. Sari Luoma (2004: 1) have stated that speaking are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Brown in Makmun Syaifudin (2017) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing speech of sound as the main instrument.

Anderson in Septa Aryanika (2015) say there are eight basic principles regarding the nature of language, as follow: (1) language is a system; (2) language is vocal (speech sounds); (3) the specific language of the symbol of the arbitrator, (4) each language is unique, (5) language is divided into habits, (6) language is a communication tool, (7) language is closely related to local culture, and (8) language is always changing change it. So language teaching is one of the important things for the students.

Based on the theory above we can conclude the aim of teaching English (language) is for the students are able to mastery all the aspect in language. And they can be able to demonstrate the competence and performance in mastering competencies and linguistic, kinesthetic and cultured language performance.

In Permendikbud number 59 of 2014 it was stated that the purpose of English language subjects in Senior High Schools / Madrasah Aliyah is to develop the potential of students to have communicative competence in interpersonal, transactional, and functional discourse by using various spoken and written

English texts in a coherent manner by using elements of language that are accurate and acceptable, about a variety of factual and procedural knowledge, as well as instilling the noble values of national character, in the context of life in the home, school, and society. For this reason, all aspects of learning (goals, material, teaching and learning processes, media, resources, and assessment) are sought to approach the use of English in the real world outside the classroom.

Speaking is very useful for English acquisition, although they just speak the basic thing or use simple vocabulary. The more they speak in English, so the more they get used speaking English. By speaking English, the students can get positive effect on their pronunciation and their fluency in English. The students have to practice to speak in English as much as possible so they can speak English naturally. To make this thing happen teacher has to be able to understand students' ability about speaking. Teacher should have an appropriate way in teaching speaking.

Although speaking is an important skill, but teaching speaking skill in the school is not easy. Speaking requires students have English vocabulary, confidence, and idea to express their mind. The common problem that we find in teaching speaking is the students do not know the vocabulary to express their mind or idea. This problem appears because the students lack of vocabulary so even the students want to express their idea they cannot speak in English.

One of the example of the problem that face by the students in speaking in English stated by La Ode Muhammad Idrus Hamid B (2014) In reality, many students speak officially in public mostly only in the form of asking questions. In

the application in the classroom there are almost no students who can speak in front of the class or just ask questions. Even there are only one or two of the students who can speak in front of the class. The class seems quiet because there is no interaction as it should in the learning process.

There are some reasons why the students do not able to speaking English. First, the students do not know the vocabulary in English. Second, the students not used to speaking English in the classroom. Third, they lack the motivation to speak, even if they speak, they are not really confident to speak in English. And also, teacher has to make interaction in English with student as much as possible. This problem could be identified from the learning process every week. These phenomenons are in relevant to the previous speaking problem that the present researcher encountered in SMA YLPI Pekanbaru which has been chosen to be the location of this research.

The researcher chooses SMA YLPI Pekanbaru and this school was located in Kaharudin Nasution Street, Pekanbaru-Riau. First year students in this school most students still have low motivation to learned English, especially in speaking ability. Because the students find some difficulties to express their idea in English particularly because of lack of necessary vocabularies and words management performance when they are speaking.

The researcher is interested in a Flashcard as a media for teaching speaking and to improve the speaking ability in narrative text, because this strategy can make the students be more effective in the learning process. Based on Veronica Gelfgren (2012) flashcard is easy to use and handy resources for teacher and they

can be used in any class level. They are excellent for presenting vocabulary, drilling and repetition. For many students, using flashcard is a fun way to learn new vocabulary and grammar. The main characteristics of a flashcard are size, content, picture, topics, and usage. Using flashcard in speaking helps students to memorize the key word of the paragraph. By this strategy the students can express their idea naturally based on the picture and word in the flashcard. It will be used to motivate the students in speaking English more confident.

Finally, the researcher is going to conduct a research entitled **“IMPROVING THE FIRST YEAR STUDENTS’ SPEAKING ABILITY OF NARRATIVE TEXT THROUGH FLASHCARD AT SMA YLPI PEKANBARU”**

1.2 Identification of the Problem

Speaking ability is important to the students to expressing their idea in English. It is also be the problem for most students at SMA YLPI Pekanbaru because many of the students cannot speak in in English to express their idea. Especially to storytelling about narrative text. Many students do not have the foundational skill such as word recognition and vocabulary development in speaking English.

As previously stated in the background that, the speaking ability of the second grade students of SMA YLPI Pekanbaru is low, the researcher will apply Flashcard to improve the students’ speaking skill. The problem in this research is as follows: the first is lack of vocabulary, most of first year students at SMA YLPI Pekanbaru do not have a lot of vocabulary to tell about their idea.

The second is the students are not used to speaking English in in the classroom especially in English subject. This problem appears because in learning process almost all of the students use Indonesian language to communicate with their friends and their teacher.

The third most of the students do not have motivation to speaking English. English is still one of the difficult lesson for the students, so the student lazy to try to speak in English. The students will think that English is complicated and hard to understand.

And usually in narrative text the teacher always reads the text and translating the text to get the meaning of the text. And after that doing some task based on the text, so the students do not have a chance to try to do story telling in narrative text.

Therefore, to solve this problem the researcher wants to use flashcard as media to improve students' speaking ability at SMA YLPI Pekanbaru. The indicators that are stated as follows: preparing the students to express their ideas verbally, how to choose the correct vocabulary and arrange it into a sentences.

1.3 Focus of the Problem

Based on the identification of the problem above, it can be known clearly that there are some problems that ought to be investigated, thus, the researcher focus on the using of flashcard to improve students' speaking ability of narrative text at the first grade students of SMA YLPI Pekanbaru. The researcher focus on indicators of speaking ability those are fluency, grammar, comprehension, vocabulary and pronunciation. Then, the researcher use flashcard to enrich the

students' vocabulary and gave them the chances to do storytelling in narrative text in order to interest the students in speaking English.

1.4 Research Question

Based on the limitation of the problem above, the writer will be formulating the problem as follows:

- a. To what extent flashcard as media can improve the first year students' speaking ability of narrative text at SMA YLPI Pekanbaru?
- b. What factors can influence the first year students' speaking ability by using the flashcard as media of narrative text at SMA YLPI Pekanbaru?

1.5 Objective of the Research

The objective of the research is to find out whether or not:

- a. To identify whether the flashcard can improve the first year students' speaking ability of narrative text at SMA YLPI Pekanbaru.
- b. To find out what factors can influence the first year students' speaking ability by using the flashcard of narrative text at SMA YLPI Pekanbaru.

1.6 Significance of the Research

The needs of the research can be classified as follows:

- a. Hopefully, this research is able to benefit the researcher as novice researcher especially in learning how to conduct a research.
- b. This research becomes source information for English teacher, particularly English teacher at SMA YLPI Pekanbaru.

- c. Practically, for the students, the positive result of this research can be a media from which the students can use it not only to master speaking vocabularies but also other kinds of words category even for the other subjects.
- d. It becomes a reference for the next researcher who wants to conduct a research which same with this study.

1.7 Definition of the Key Terms

1. Speaking

Speaking is the verbal use of language to communicate with others (Fulcher: 2003:23). Its function is to convey message which lies in the structure and meaning of all languages, whether this is written or spoken. Therefore, according to Halliday (in Fulcher, 2003:23) speaking differs from written language in a number of respects. We can observe that spoken language has fewer full sentences and also less formal in the use of vocabulary.

2. Flashcard

The use of flascard in this research is as a media in learning process to improve students' speaking skill. Going deeper to each aspect which will be assessed it involves the vocabulary use and how the sentence produced fluently. In relation to the implementation of flash cards itself, this research concern to arrange some steps which are designed to facilitate students to be actively thinking, arranging and keep communicating during the process.

Flashcard itself is a visual media, the teacher use some picture to re-telling about the story. Using picture can make students interest with lesson. And

flashcard can be one of the strategy that use picture. According to Jeremy Harmer (2001) the most important thing for picture in the end is that they should be visible. They have to be big enough so that all of the students- taking into account where they will be sitting- can see the necessary detail.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theory

2.1.1 The Nature of Speaking Ability

Speaking ability is a process of expressing someone idea through oral. Speaking is a part of daily life that everyone should develop in subtle and detailed language. As much you practice speaking especially English as you can use that language in your daily life. Speaking ability allows the students to speak fluently and conceptualized. The basic skill in speaking is how the students can understand what they want to talking about. And how they can choose appropriate vocabulary to construct the sentence that we want to speak.

But speaking in another language is one of the challenging for the students even though they have already learned their mother tongue without any problem they see the target language as something hard to achieve especially when they have to speak in English. Speaking skill is the product of creative construction of linguistic strings in which the speaker makes choices of lexicon, structure, and discourse (Brown, 2004:140).

According to Sari Luoma (2004) speaking is when people hear someone speak; they pay attention to what the speaker sounds like almost automatically. On the basis of what they hear, they make some tentative and possibly subconscious judgments about the speaker's personality, attitudes, home region and native/non-native speaker status. Based on the explanation above we can get

the idea speaking is how people express their idea or opinion and we will know how someone's personality base on their speaking.

Richards and Renandya (2002: 204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Based on the explanation by Richards and Renandya oral communication use in social interaction that is meaning human communicates each other through orally.

According to Martin Bygate speaking was mainly associated with pronunciation, and with getting new language noticed and integrated into the learner's competence. Oral discourse was only possible at the end. This confusion of speaking as a skill in its own right with speaking as a central medium for learning continues in current developments. So, the most important thing in speaking is pronunciation. If we can pronoun English word correct our speaking ability will improve. But if people lack on pronunciation the people who hear that will be misunderstanding.

Based on Fadly Azhar (2015) speaking is a language skill that is produced by a speaker containing language units, chunks of information, and can be expressed either in bottom up or top down process. And speaking skill consists of imitative, intensive, responsive, and interactive. Hence speaking skill is an ability to draw the fact through orally, but in different way in describing a situation.

Brown (2004: 141-142) shows that speaking skills cover speaking in macro and micro skills as in the following:

Macro skills: 1) Imitative, 2) Intensive, 3) Responsive, 4) Interactive, 5) Extensive. Micro skills : 1)Describing something physical, 2)Narrate from presented material, 3)Summarize information of the speakers own choice 4)Give direction based on visual material 5)instruction, 6)Give opinion, 7)Support an opinion, 8)Compare/Contrast, 9)Hypothesize, 10)Function, 11)Define.

So based on Brown's theory we can define there are two skills in speaking first is micro skill and second is macro skill. And defense between micro and macro skill lies in the scope or in with whom we interact.

Jeremy harmer (2001:269) stated that ability to speak English presupposes the elements necessary for spoken production as follows:

a. Language Features

The elements necessary for spoken production, are follows.

1) Connected speech

Connected speech sound are modified (assimilation) omitted (elision), added (linking), and weaken (through contains and stress patterning). It is for this reason that we should involve students in activities designed specially to improve their connected speech.

2) Expressive devices

Native speakers of English change the pitch and stress of particular parts of utterances, rare volume and speed, physical and non-verbal (paralinguistic)

means to show how they are feeling. The use of these devices contributes to the ability to convey meaning.

3) Lexical and Grammar

Teacher should supply a variety of phrases for different functions such as agreeing or disagreeing, expression surprise, shock or approval.

4) Negotiation Language

Effective speaking from the negotiator language used to seek clarification and show the structure of what is said. The components above drive the functions of the speaking, and the purpose of the speaker.

b. Mental / social process

The success of speaker productivity also depends upon the necessary precise processing skills:

- 1) Language Processing
- 2) Interaction Processing
- 3) Information Processing

These three aspects are the reasons of any conversation among human in the world. Human in the world needs these three precise processing skills to communicate each other.

2.1.2 The Purpose of Speaking Ability

Harmer in his book also mentioned that the ability to speak fluently presuppose not only a knowledge of language features, but also the ability to process information and language "on the spot"

Shaw (cited in Nadia Aswinda Saputri : 2017) says that, “As a skill that enables us to produce utterances, when genuinely communicative, speaking is desire and purpose driven. In other words, we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions, expressing a wish or a desire to do something; negotiating and or solving a particular problem or establishing and maintaining social relationship and friendship. To achieve the speaking purpose we need to activate a range of appropriate expressions.”

One of the important purposes of speaking is to communicate to other people. To make conversation to other people is the aim in speaking in our daily life. According to Herbert V. Prochonow (1972) conversation plays a major role in indicating the extent of our mental alertness, our intellectual capacity, and our understanding of problems. Based on the definition above, the major thing in speaking is conversation. Conversation is to make communication to other people and one of the ways to communicate to people as orally.

In order to be able to communicate orally, people need to access speaking, that is why mastering the skill of speaking is important in learning language. If the speaker wants to speak foreign language, he or she should be confident. Confident speaker will have a good speaking.

2.1.3 Teaching Speaking

Teaching speaking is the most important in this study. But, before we explore more about teaching speaking we have to know what is teaching. According to Brown (1994) teaching refers to guiding and facilitating learning,

enabling the learner to learn. Based on the theory above we can know teaching is a process when teacher give a guidance and facilitation to students in learning and teaching. As we know, speaking is communication skill to communicate with other.

Teaching speaking has strategy, according to Douglas in *Rosa Adriana May Melendez, MA, Gandy Griselda Quijano Zavala, MA and Rafael Ferrer Mendez, MA* (2014) proposed these speaking strategies so that students are able to communicate in an oral way:

- a) Asking for clarification (what?)
- b) Asking someone to repeat something (huh? Excuse me?)
- c) Using fillers (uh, I mean, well,) in order to gain time to process
- d) Using conversation maintenance cues (uh-huh, right, yeah, okay, hm)
- e) Getting someone's attention (hey, Say, So)
- f) Using paraphrases for structures one can't produce
- g) Appealing for assistance from the interlocutor (to get a word or phrase, for example)
- h) Using formulaic expressions (at the survival stage) (how much does _____ cost?)

Teaching speaking is the way to express speaker's emotions, communicative needs, interact to other person in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involve in speech. And based on Nunan in Nadia Aswinda Saputri (2017) states that teaching speaking is to teach ESL/EFL learners to :

- a) Produce the English speech sounds and sound patterns,
- b) Use word and sentence stress, intonation patterns and the rhythm of the second language (i.e, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter).
- c) Organize their thoughts in a meaningful and logical sequence,
- d) Use language as a means of expressing values and judgments, and
- e) Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

In a teaching speaking process, the teacher must know characteristic of successful of teaching speaking activities. Description characteristic of them surround :

- a) Learners talk a lot. As much as possible of the period allocated to the activity is fact occupied by learners talk. This may be obvious but often most time is taking up with teacher talk or pauses.
- b) Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
- c) Language is of an acceptable, easy comprehensible to teach other and of acceptable level of language accuracy.

2.1.4 The Nature of Narrative Text

Narrative is a genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. Narrative text is a type of text that telling an imaginary stories, or we know fairy tales. And this text tells a story that has chronologic and the events are connected.

According to Djoehana D. Oka the narrative is familiar to all us, to all ages. We have been telling each other stories long before other types of discourse (exposition, description, and argumentation) became popular. Every one of us like a good story; all of us think that storytelling is an enjoyable activity because in reading or listening to a story our curiosity in invariably aroused and we keep wondering: “what will happen next?” So based on Djoehana narrative text always in human life. And all of us like to read or listen to narrative text.

There are some steps to construct a narrative text or generic structure of narrative text and the language features that use in narrative text is as follow:

A. Generic structure

1. Orientation

The orientation is in first paragraph as an opening of the text. And to introduce the characters, place, and time of the story

2. Complication

This paragraph is the beginning of the problem in the story. And the conflict in the story will happen in this paragraph.

3. Resolution

This part is conflict resolution or the conflict or problems in the story will fix in this paragraph.

4. Re-orientation

In this paragraph we will find closing expressions that show the end of the story. But reorientation is optional or we can put in or not in the text or not always in narrative text.

B. Language feature

1. Noun

In narrative text noun usually noun are used as pronoun for animals, or objects in story, for example stepsister, the deer, the dwarfs, etc.

2. Past tense

Because usually the background of narrative text are in the past so it use past tense (verb 2), for example ate, went, met, etc. And action verb in this text is past tense too like climbed, stayed, etc.

3. Time connective

Is a connecting time to sort events, for example after, before, after that, and others

Formal characteristic stated by Djoehana (2008) a narrative text is more attractive than a plain account because it has form, a pattern, with its particular characteristic, that the writer chooses to impress the readers. The narrative text has other formal characteristics: background information, complication, climax, anticlimax, and conclusion.

2.1.5 The Nature of Flashcard

Jeremy Harmer (2001:136) stated that pictures can be in form of flashcard, large wall pictures cue card, photographs or illustration and projected slide.

1) Flashcard

It is a small card which teacher can hold up for students to see. Flashcard is particularly useful for drilling grammar items, for different sentences or practicing vocabulary.

2) Large wall picture

It is big enough for everyone to see detail. Sometime teacher's one large wall pictures, when pointing to detail of a picture to elicit a response.

3) Cue card

It is a small card which students use in pair or group work. Teachers put students in pair or groups and give them some cue cards so that when the students pick up the top cue card in pile he or she is to say a sentence that the card suggest.

Based on the Harmer's theory above one of the types of the picture is flashcard. Flashcard is cards have big size, usually it uses paper rather thick, stiff, and the size is A4. It contains of picture and words. It is classified based on kind and the class such as the flashcards of food, fruits, vegetable, household, transportation and clothes. There are some definitions about flashcard. Kasihani stated that, flashcards are cards have big size, usually it uses paper rather thick, stiff, and the size is A4. It contains of picture and words. It is classified based on kind and the class such as the flashcards of food, fruits, vegetable, household,

transportation and clothes. To avoid misunderstanding on the pictures of flashcards, the teacher should try or show the flashcards to others before it uses to teach the students. Furthermore it used for all of class. Usually the teacher holds and moves some flashcards is in a pile of flashcards to front side. The movement of cards quickly, may be it is the reason, why does it called by flashcard. Flash is quickly, or a flash, in Indonesia language means “sekilas”. (Kasihani: 2007)

According to Veronica Grifgren what you need to make flashcard: 1) A4 paper with different color, 2) laminating machine, 3) scissors, 4) rubber band, 5) magnetic paper or tape. So, to make flashcard teacher need several equipment's. And the teacher must have creativity to make flashcard to be interesting.

When teacher using media in the classroom there are some advantage and disadvantages in practice;

1) The advantages of flashcards.

Flashcards are one of visual aid which can be used in teaching and learning process. It helps the students to understand the material is given by their teacher. There are some advantages of flashcards as follow:

- a) Flashcards are useful and effective method to help students to study vocabulary.
- b) Flashcards are easy to carry anywhere, so we do not need to carry heavy books so much because it is really convenient.
- c) Flashcards help in summarizing and memorizing, so by using flashcard the students will not need to study from the book with long pages and a lot

of information which it makes the students confused because students will be able to study from the flashcards that contains very simple points.

2) The Disadvantages of flashcards.

Beside of the advantages of flashcards, there are some disadvantages of them as follow:

- a) Flashcards too expensive and if the teachers want to make itself, they need much time.
- b) Flashcards are not big enough, usually the students sits in front can see the flashcard perfectly, but the students sits in behind is more dim of sight.
- c) Some students will misunderstand of the teacher explanation based on their knowledge on the material which is explained by the teacher, so the goal is planned cannot be achieved.

As the advantage and disadvantage of using flashcard above the researcher knows flashcard one of the media that can be used in the classroom. This media can catch students' interest and motivation to learn English especially speaking in English.

2.2 Relevance Studies

The previous studies in line with their research are; first a thesis from Afrianto Aminuddin "The Use of Flashcard to Teach Speaking at the Second Year Students of SMAN 5 Enrengkang" this research discussed about The Use of Flashcard to Teach Speaking. The objective of this research was to find out whether or not Flashcard is effective to teach speaking. In this research, the data indicated that there were significant differences between students post-test in experimental class

and control class. The mean score of post-test (4.1) in experimental class was greater than the mean score of post-test (2.9) in controlled class. From t-test, the researcher found that the value of t-test (2.29) was greater than t-table (2.00). Therefore, the researcher suggested that The Use of Flashcard is effective in teaching speaking.

The second thesis with the title “The Use of Using Flashcard Media to Improve Students’ Speaking Ability” by Sriati, Lubaibatul Humaidah, and Yudy Prsetyo the subject of this research is were in kindergarten school of Dharma Wanita Persatuan Kemiri in Sidoarjo class B. The researcher choose flashcard media because flashcard easy to teaching and learning without bringing real thing in the learning process. Based on the result of this study the researcher find out that the used of flashcard media make learning activities be more interest and the students’ are more active in learning process.

And for the next research by Kristha Widya Astuti “The Use of Flashcard to Improve Young Learners’ Interest in Learning English”. This study dealt with teaching using flashcards to improve young learners’ interest in English learning. The objective of the study is to find in what way the use of flash card can increase young learners’ interest in learning English. This way, hopefully would be useful for teachers and students in language teaching and learning process. The result of the study showed that the post-test scores were better than the pre-test scores and formative scores. It could be seen by comparing their means. The means of the pre-test score was 61, 92. The means of formative test score was 70, 76 while the post-test score was 76, 57. It means that there is a significance difference in

students' scores after they were given treatments using flashcards. The increasing achievements show the increasing interest of the students.

And the last thesis by Iliyasu Hussaini "Improving Nigerian and Malaysian Primary School Students Vocabulary Skills Using Flash Cards" Flashcards are becoming very popular in the globe, the aim of this article is to introduce the importance of using flashcards, how to use them in language teaching. Especially in Nigerian and Malaysian primary levels and to construct an actual purpose for language use and offer a reasonable perspective for language study. This article is will introduce how Flashcards could be utilized in teaching vocabulary in three phases of planning, presentation, and review phases. It is recommended that language teachers should use flashcards when learning English vocabulary in Nigerian and Malaysian primary schools. Based on this, it is recommended that language teachers should design different stages when using flashcards to teach vocabulary. Teachers should incorporate flashcards into activities, divide students into groups; instruct each group to use the new words on the cards to perform different activities (for example: ask them to construct new sentences). Language teachers should always integrate follow-up activities when teaching vocabulary; this will help the teacher to evaluate the lesson and make sure that the learning objectives are met. Teachers should use memorizing games and activities to help the students to recall new words.

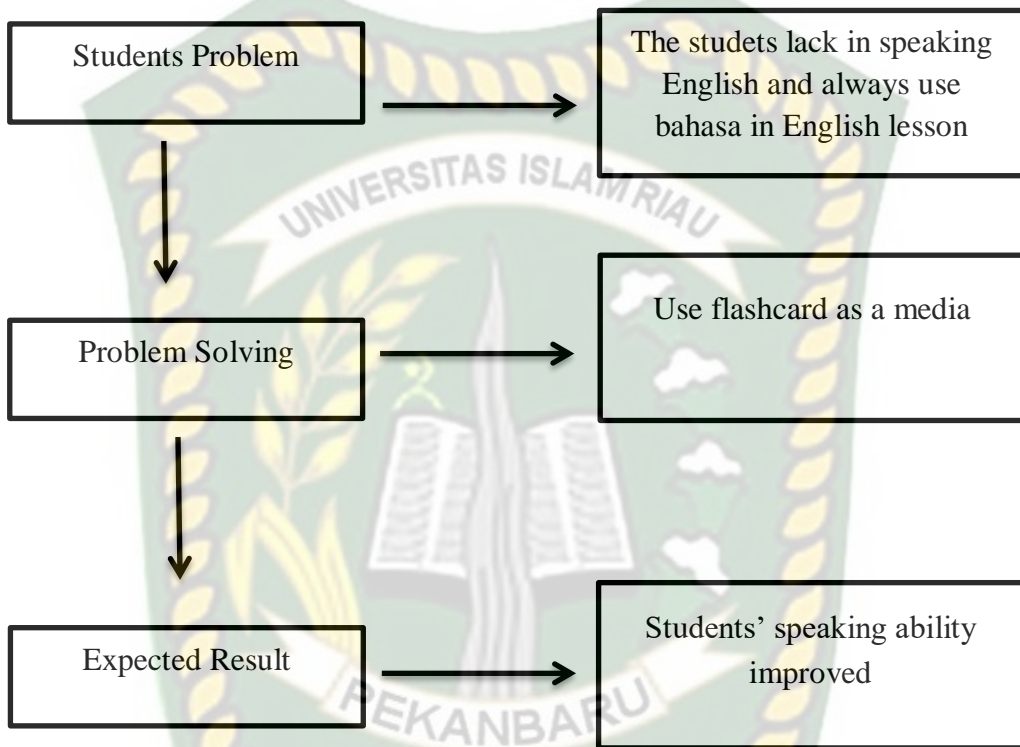
The aims of this research is the researcher wants to find out : whether the Flashcard can improve students' speaking ability on the narrative text. While Kristha Widya Astuti's title is only to find out how to improve young learner

interest in learning English. And the title from Iliyasa Hussaini is only to describe the student's skill in vocabulary through Flashcard.

2.3 Conceptual Framework

This research is belonging to classroom action research. In this research, the writer using Flashcard as a media to improve students' speaking ability on narrative text. Some expert recommends media Flashcard in teaching English because Flashcard is so interesting for the students. And the writer try to describe and apply classroom action research deals to improving students' speaking ability in narrative text by using pictorial flashcard. Pictorial Flashcard can guide the students in speaking of narrative text. And to enhance the students' abilities in thinking process and express their idea through orally. The writter will the the research based on the framework bellow:

Figure 2.1
Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1 Reserch Design

The type of this research is classroom action research (CAR). Action research is one of the type of research that used by teacher to improve students ability in learning process. By this media, the students can find the interesting way to improve their speaking ability. And for the researcher and teacher will get the appropriate media to improve our own teaching and learning activities in the classroom.

Action research is referred to variously as a term, process, enquiry, approach, flexible process, and as cyclic. It has a practical, problem solving emphasis. It is carried out by individuals, professionals, and educators. It involves research, systematic, critical reflection, and action. It aims to improve educational practice (Patrick J. Costello : 2003).

According to David Kember (2005:30) Action research is: (1) Concerned with social practice (2) Aimed towards improvement (3) A cyclical process (4) Pursued by systematic enquiry (5) A reflective process (6) Participative (7) Determined by the practitioners.

Kemmis and Mc Taggart in Nunan (1992 :17) stated that,3 defining characteristics of action research are that it is carries out by practitioners (classroom teachers) rather than outside researchers: secondly that it is collaborative : and thirdly, that it is aimed at changing things.

Action Research is a reflection about teaching process. It is by groups of participants. The goal of this research is to improve the educational practice. Participants were teachers, students and the collaborator. The collaborator can be teacher or another educator.

3.2 Location and Time the Research

This classroom action research had been conducted at SMA YLPI Pekanbaru in X IPA 1 in the first year students of SMA YLPI Pekanbaru in academic year 2018/2019. The location at Kaharudin Nasution street, Pekanbaru, Riau. This school is in the central of the city. Some students living far from this school, they could go to school by their bicycles or motorcycles.

This research was implemented to improve students' speaking skill using Flashcard. The researcher implemented the teaching and learning activity using Flashcard in two cycles to teach speaking focused on narrative text. This research was started from July – August, and the following was the timeline of the research.

Table 3.1
The Schedule and Topic for Cycle 1

Meeting	Topics	Date
1	Malin Kundang	July 15 th 2019
2	Hansel and Gretel, Batu Menangis, and Danau Toba	July 17 th 2019
3	Hansel and Gretel, Batu Menangis, and Danau Toba	July 22 nd 2019
4	Test for Cycle 1	July 25 th 2019

Table 3.2
The Schedule and Topic for Cycle 2

Meeting	Topics	Date
1	Snow White	July 29 th 2019
2	Little Red Riding Hood, Keong Mas, and Timun Mas	July 31 st 2019
3	Little Red Riding Hood, Keong Mas, and Timun Mas	August 5 th 2019
4	Test for Cycle 1	August 7 th 2019

3.3 Participant of the Research

The participants of this research are students at SMA YLPI Pekanbaru.

The number of students is 24 students in class X IPA 1.

3.4 Instruments of the Research

In this research, the researcher uses four kinds of instruments in collecting the data. They are a test, observation, interview, and field note.

3.4.1 Observation Sheet

The observation was done by the researcher and the teacher as collaborator. Observation was way of found out more about the student's responses, student's behavior and student's activities during the learning process dealing with the student's speaking ability.

According to Observation According to David Kember (2005: 50) can be conducted by a variety of techniques and with orientations that can be placed on a number of continua. One issue is the degree to which the aims of the observation are pre-defined. Some observations are conducted with a very particular, and perhaps narrow, goal because the teacher or researcher has a very specific issue or problem to find out about. Other observations may set out with a more open framework. If a completely new teaching and learning method is introduced, for example, it may be best to explore openly as it is unlikely to be clear what is worth detailed study.

Table 3.3
Observation Sheet of Teacher in Teaching Learning Process Activity

No	Teachers' Activities while Teaching Speaking Flashcard	Yes	No
1	Teacher greets students before starting the learning process		
2	Teacher ask the students to focus on picture to get information found in the text.		
3	Teacher as a facilitator ask students to use analogies to link new information to prior knowledge.		
4	Teacher monitor the students ability and what students think about the picture . (students center)		
5	Teacher regulate the students' ability to speak beyond a picture that already prepare by the teacher.		
6	Teacher and students made the conclusion		

(Adapted from Permendikbud RI no 20 Tahun 2016)

Table 3.4
Observation Sheet of Students in Teaching Learning Process Activity

No	Students' Activities while Teaching Speaking Flashcard	Yes	No
1	The students have behaviors that reflect attitudes: faithful and religious, character, responsible, physically and mentally healthy.		
2	The students have factual, conceptual, procedural, and metacognitive knowledge		
3	Factual: The students have to know the knowledge about speaking ability in narrative text through flashcard.		
4	Conceptual; Teacher monitor the students ability and what students think about the picture .		
5	Procedural; Teacher regulate the students' ability to speak beyond a picture that already prepare by the teacher.		
6	Metacognitive; Teacher and students made the conclusion		
7	The students have skills; creative, productive, critical, independent, collaborative and communicative		

(Adapted from Permendikbud RI no 20 Tahun 2016)

3.4.2 Field Note

In qualitative data, to collecting data of research was using field note. Field note is to know all specific things that happened in the classroom during teaching and learning process by using Flashcard of narrative text. The field note can be classified as follows:

Subject Matter :

Cycle :

Meeting :

Date/Day :

Table 3.5
Field Note

Teacher Activities	Students Activities

3.4.3 Test

To obtain quantitative data the researcher uses test. The test is use to assess the student's speaking ability. The component of speaking ability and the indicator of the curriculum are used to make the test for the students. The test is in oral test. There are two test in this research, they are pre-test and post-test. Pre-test will will be carried out to determine the ability of students before teaching speaking through Flashcard and post-test to show the students' speaking ability are increasing or not.

The step of the test is:

1. The students choose their own tole of narrative text.
2. The next step is the students make their own Flashcard as their media while doing storytelling.
3. After that, the students do storytelling one by one in front of the classroom.
4. While students do storytelling the researcher takes students' audio.
5. The audio is to the raters for assessing students speaking ability of using Browns' scoring rubric

Table 3.6
Scoring Rubrics of Speaking Ability

FLUENCY	SCORE
Speech is fluent without hesitation	5
Some hesitation, but generally prompt responses and comfortable speed	4
Some observes searching of words, but causing overlong pauses	3
Slow speed, which a lot of causes Listener has to be patient	2
Very disconnected speech, broken by content pause several time “dried up” completely	1

Grammar	Score
Makes few (if any) noticeable errors of grammar or word order	5
Occasionally makes grammatical and/or word order which do not, however, obscure meaning	4
Makes frequent errors of grammar and word order errors which occasionally obscure meaning	3
Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic pattern	2
Errors in grammar and word order on several occasions so make speech virtually	1

Comprehension	Score
Appears to understand everything without difficulty	5
Understands nearly everything at normal speed, although occasional repetition may be necessary	4
Understands most of what said at slower than normal speed with repetitions	3
Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetition	2
Cannot be said to understand even simple conversational English	1

Vocabulary	Score
Use the vocabulary related to the teacher	5
Sometimes use inappropriate term and or must rephrase ideas or lexical inadequacies	4
Frequently use the wrong words conversation somewhat limited because of inadequate vocabulary	3
Misuse of word and very limited vocabulary make comprehension quite difficult	2
Vocabulary limitations so extreme as to make conversation	1

Pronunciation	Score
Has standard of English accent	5
Always intelligible, though one is conscious of a definite accent	4
Pronunciation problem necessitate listening and occasionally lead to mis understanding	3
Very hard to understand because of pronunciation problem must be frequently asked to repeat	2
Pronunciation problem so severe as to make speech virtually unintelligent	1

To calculate students' speaking ability the formula is:

$$\text{Score} = \frac{\text{SS}}{\text{MS}} \times 100$$

In wich:

SS: Students' Score

MS: Maximal Score

3.4.4 Interview

The last step of collecting the data in this research is interview. This step is important to know the students ability in speaking ability in narrative text. From the interview the researcher get the information why the students ability in speaking was lack, and the researcher know the problem that faced by the students

in speaking English. And also the research was to know about the factors that can influence the students' speaking ability through Flashcard as a media.

Table 3.7
The Students' Interview

No	Question	Answer
1	What do you think about the materials that has been taught?	
2	Is it easy for you to comprehend the material?	
3	What do you think about the media which used by teacher?	
4	Is it interested, varied, in the line with theme, and support the teaching and learning activities?	
5	How do you think about classroom activities? Do you enjoy it? Do the activities of Think-aloud strategy improve your comprehension?	
6	What do you think about the evaluation that used by teacher, does it state clearly and systematically?	

3.5 Procedure of the Research

Beside the definitions of action research above, there are some models of action research presented by some experts. In this study, the researcher used the action research model developed by Kemmis and McTaggart in Burn (2010:9) stated that action research occurs through a dynamic and complementary process, which consist of four essential „moments“ planning, action, observation and

reflection. The implementation of classroom action research includes four steps as follows:

This model can be visually reflected as follows:

Figure 3.1
Kemmis and Mc Taggart model (1988) Adopted from Brown (2010)

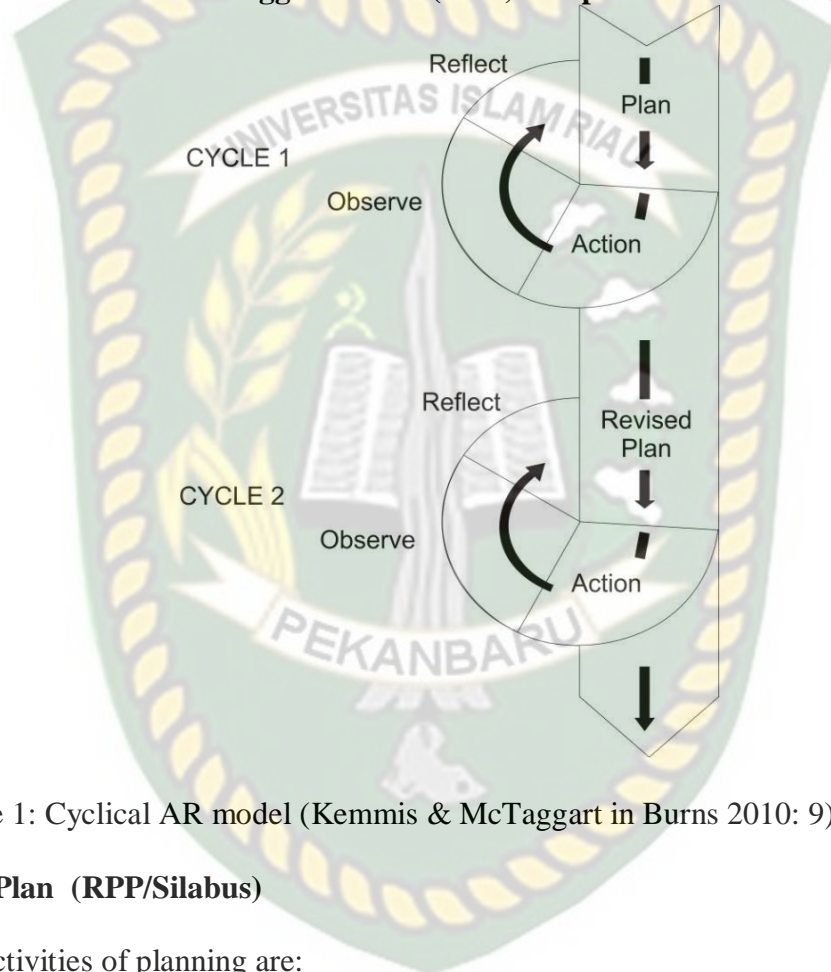


Figure 1: Cyclical AR model (Kemmis & McTaggart in Burns 2010: 9)

3.5.1 Plan (RPP/Silabus)

The activities of planning are:

- a) Teacher preparing lesson plan
- b) Teacher Preparing the teaching material about narrative text
- c) Teacher preparing the instruments of collecting data, they are the test, observation, interview, and field note.
- d) Teacher preparing the topic for speaking the text

3.5.2 Action

The writer was implementing the plan that has been arranged. In this research, the writer is using Flashcard as media to do the teaching and learning activities in the lesson plan.

The implementation action is the realization of researchers planning. The researchers start to act what had been composed in planning. In this phase the research starts to teach the students by using material and technique which is planned before.

After making the plan, the researcher applies the action to the students. The researchers did classroom action and implement the picture card to improving students speaking ability of first year student's especially in Narrative text. The steps are as follows:

1. Explain about narrative text. The researcher explains about narrative text to the students and gives an example of narrative text.
2. Looking at the sample. The researcher introduce Flashcard to the students, the aim is to make students familiar with the media that be used in the classroom.
3. The researcher gave explanation about how to play the picture card.
4. After the students understand about how to play flashcard the researcher will ask students are divides into four groups or individually to describe and explain the picture of the picture card. The aims is to develop the interaction under the topic and sequence in the flashcards.

5. The students try to practice speaking narrative text by using picture card in front the class.
6. The last step is a testing exercise using groups of three or more students, in which one student holds up these flashcards and start to telling the story in turn through oral.

Although in practice students work in groups but still students will get scores based on their ability in speaking.

3.5.3 Observation

Observing has function to document the implication of action which is implemented to the subject. In this phase the researchers has to record all of the events and what are happening in the research class. The writer was observed the process of teaching and learning process in the classroom. In the field note, the writer note lack and superiority the implementation of lesson plan through think-aloud strategy and also notes the result of observation from the first to the last meeting.

3.5.4 Reflection

In the reflection, the writer was evaluating the action that has been done. The writer was evaluate students' reading test scores and the result of the observation which purposed to analyzed the situation in the classroom to find out the strength and weakness of the action during teaching and learning process. The result of this reflection was using to take further action for the second cycle.

3.6 Data Collection Technique

There were two techniques for collecting the data in this research, namely quantitative data and qualitative data as follows:

1. Quantitative Data

To collect the quantitative data, the writer was using the test to measure students' reading comprehension in report text. From this test, the writer will know whether the students' achievement can improve their comprehension or not.

2. Qualitative Data

To collect the qualitative data, the writer was using some techniques namely: observation, interview, and field note. The research was also using the photograph to get the accurate data. In this research, the writer was collecting the information during the research, the process, and the result of action research implementation and also the result of the discussion between the writer and collaborator.

3.7 Data Analysis Technique

The qualitative data were present in word and sentences from to get the conclusion after the data have to analyzed. The researcher analyzed the data of implementation cooperative language in teaching speaking skill through observation, field notes, interview and photograph. These qualitative data would be analyzed by researcher using technique which suggest by McKernan (1996) in Burn (1999: 156-160) states that there are five stages in analyzing data as follow:

- a. Assembling the Data

The first step is to assemble the data that the researcher has collected over the period of the research. The initial question that began the research provided a starting point or reading the data, which could be scanned first of all in the general way.

b. Coding the Data

In this stage, once there has been some overall examination of the data, categories or codes can be developed to identify patterns more specifically. Coding is a process of attempting to reduce to a large amount of the data.

c. Comparing the Data

This stage, comparison can be made to see whether themes or patterns are repeated or developed across different data gathering techniques. It should be noticed that the sequence of data identifies relationships and connections between different sources of data.

d. Building Interpretations

This stage demands a certain amount of creative thinking as it is concerned with articulating underlying concepts and developing theories about why particular patterns of behavior, interactions, or attitudes have emerged.

e. Reporting the Outcomes

The final stage involves presenting an account of the research for others. The data in the action research have been systematically collected and analyzed.

2. Quantitative

To analyze the quantitative data and finding out the level of students' achievement in improving first year students' speaking ability in narrative text through flashcard at SMA YLPI Pekanbaru. To know the score of students in oral test, the writer was using the following formula:

$$\text{Score} = \frac{\text{SS}}{\text{MS}} \times 100$$

In wich:

SS: Students' Score

MS: Maximal Score

Finally, by analyzing the data from the qualitative and quantitative data, the researcher can make a conclusion whether through flash card in narrative text can improve students speaking skill or not. If almost the students give positive response to the teacher learning activities and their post-test is higher than pre-test score, the implementation of flash card in descriptive text is successful, but if the students give negative response during the lesson and they post-test is lower than pre-test, the implementation of through flash card in narrative text is not successful.

CHAPTER IV

RESEARCH FINDING

4.1 Findings

In this chapter, the researchers present finding and discussion of the research which is illustrated through the description of the data analysis. This research had been started on July 2019 until August 2019. There are two question in this research:

- c. To what extend flashcard as media can improve the first year students' speaking ability of narrative text at SMA YLPI Pekanbaru?
- d. What factors can influence the first year students' speaking ability by using the flashcard as media of narrative text at SMA YLPI Pekanbaru?

And the questions above will be answered on the data that has been collected by the researcher during the research process. It is collected by speaking test, field note and observation.

This is the discussion of the research finding based on the specific objective of this research is to improve the first grade students' speaking ability of narrative text through flashcard at SMA YLPI Pekanbaru and to know what factors can influence the the first grade students' speaking ability of narrative text through flashcard at SMA YLPI Pekanbaru.

In this research the researcher have several steps to conduct the data in order to get an factual data about the flashcard as a media to improving narrative text. In first step the researcher made a lesson plan (RPP) as a guidance in

applying the media that used in the teaching and learning process. Then the researcher conducted the test to 24 students in order to find out the validity and reliability of the research instruments.

In this research the writer prepared speaking material (text, exercise, and teaching procedure). The writer made some treatments for one cycle.

4.1.1 The Result of First Cycle.

a) Plan

Plan is the first step before doing the research. The research planed and choose a media to solve student's problem. The researcher use Flashcard as media to improve students speaking ability in narrative text. The writer prepared the research instruments based on the curriculum. And the research also prepared the materials which is could support the action, observation sheet and field note.

The writer and teacher as collaborator also designed some lesson plans that consisted of Cooperative Learning such as pre-teaching, whilst teaching and post teaching. Each step took 90 minutes in one meeting. In the firstcycle, the researcher planned to have four meetings. The schedule of each meeting could be seen as follows:

b) Action

1. The First Meeting (Monday, 15th of July 2019)

At the first meeting of the cycle 1, the Mr. Suryadi as English teacher introduces the researcher in the classroom. After that the teacher taught the student about narrative text and Flashcard as the media that use. And the researcher as the collaborator observes teacher's during teaching and learning process. The teacher opening the class, he checked the attendance list. Then, he explained to the students about the material. The teacher explains about definition, generic structure, purpose, and kinds of narrative text. After that the teacher explained the procedures of using Flashcard as media in narrative text.

After that the teacher gives explanation about narrative text and Flashcard the researcher gives example how to use Flashcard through narrative text. She do storytelling with title Malin Kundang through Flashcard as the media. And then the researcher asks the students about the story. And the students excited when doing question and answer because the teacher give them some point. At the end of the meeting the teacher The teacher makes the conclusion about the learning material and closes the class. This first meeting was the hardest to control the students' participated in the class well. Some of the students did their activity such as interrupt their friends.

2. The Second Meeting (Wednesday 17th of July 2019)

The second meeting the researcher open the class and the teacher observe the learning process. First, the researcher is greeting the students and then she checked attendance list of the students. And she remains the students about the material before trough question and answer. In this meeting the researcher explains about the Flashcard more detail than before. Such as; the definition, the purpose and how to make Flashcard.

After that the researcher asks the students to make a group and the group consist of 4 or 5 students. And then the teacher gives six different narrative text with Flashcard. After that the teacher explains the rule to the student how to do storytelling the narrative text in a group. And the rule is the teacher ask the student to take flashcard and do storytelling based on the flashcard that they get. The teacher gives students 20 minutes to understand and memorize about the text and after that they will present in front of the class. In this meeting it just 3 groups that presents their storytelling because time is up and will continue next meeting. In this meeting, the students have already participated well in the class. But most of them can understand the text.

3. The Third Meeting (Monday, 22nd of July 2019)

The teacher did greeting and checked attendance list and the researcher as collaborator observes in the classroom. In this meeting the teacher asks the students to continue the group storytelling in fronts of the class. In this meeting it's little bit different, because the teacher asks the student to make a moral value of the story that present by other group. After all of the group finish present their storytelling the researcher gives a task to the students.

The researcher asks the student to choose one narrative text and make their own Flashcard. And after that they will do storytelling next meeting individually. At the end of this meeting the researcher makes the conclusion about the learning material. In this meeting, the teacher helped students to choose the text and helped students' confusion to answer the exercise before they did their final test.

4. The Fourth Meeting (Wednesday, 24th of July 2019)

At the fourth cycle the researcher opening the class with greeting. And this meeting, the students did their final test of the cycle I and if the result of the students it's not enough so the researcher will continue to the next cycle. The researcher asks the students to do storytelling their narrative text through Flashcard as

their media. And the students will present one by one in front of the class. And the researcher takes their audio.

c) Observation

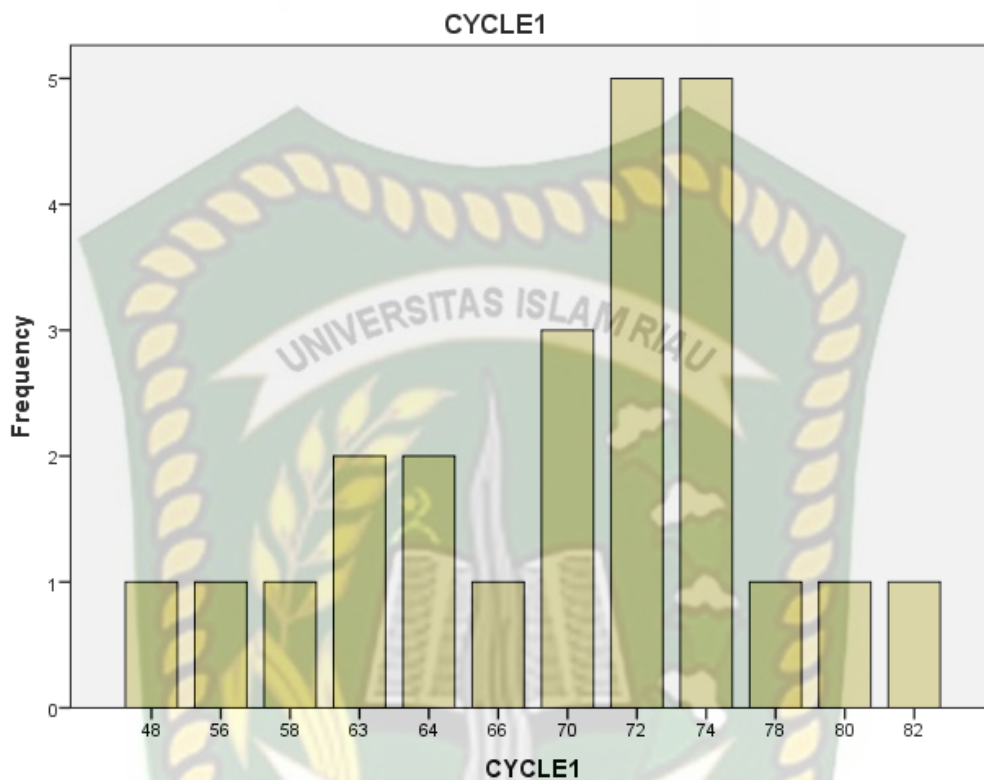
The observation of the implementation process of the cycle I was conducted using observation to evaluate the media that applied by the researcher and the teacher as collaborator, to observe the teacher' activities and students' activities in the instructional process. The observation was conducted at the same time as the meeting I, II, III. The result of observation in cycle I. For the result, the researcher gave the students' audio with the audio's script and scoring rubric sheets to the raters and asked for giving the score of it. The result as follows :

- 1) Students' speaking ability of narrative text through Flashcard at SMA YLPI Pekanbaru.

Table 4.1
The Recapitulation of Students Score in Speaking Ability of Narrative Text through Flashcard in Cycle I

NO	NAME	Rater I	Rater II	Total Score	PASSING GRADE	PASS/FAIL
1	STUDENT 1	68	76	72	75	FAIL
2	STUDENT 2	40	56	48	75	FAIL
3	STUDENT 3	44	76	58	75	FAIL
4	STUDENT 4	56	56	56	75	FAIL
5	STUDENT 5	68	76	72	75	FAIL
6	STUDENT 6	64	76	70	75	FAIL
7	STUDENT 7	68	60	64	75	FAIL
8	STUDENT 8	72	72	72	75	FAIL
9	STUDENT 9	68	64	66	75	FAIL
10	STUDENT 10	68	72	70	75	FAIL
11	STUDENT 11	62	64	63	75	FAIL
12	STUDENT 12	64	64	64	75	FAIL
13	STUDENT 13	68	72	70	75	FAIL
14	STUDENT 14	76	72	74	75	FAIL
15	STUDENT 15	80	80	80	75	PASS
16	STUDENT 16	76	72	74	75	FAIL
17	STUDENT 17	72	76	74	75	FAIL
18	STUDENT 18	72	72	72	75	FAIL
19	STUDENT 19	76	72	74	75	FAIL
20	STUDENT 20	80	76	78	75	PASS
21	STUDENT 21	72	76	74	75	FAIL
22	STUDENT 22	72	76	74	75	FAIL
23	STUDENT 23	84	80	82	75	PASS
24	STUDENT 24	72	72	72	75	FAIL
	SUM			1662		
	Mean			69.2		

Figure 4.1
Students' Score in Cycle I.



In the table 4.2 and Diagram 1, we can see the students score and students' average score of speaking ability of narrative text through Flashcard in cycle I. Students' maximal score is 82, minimal score is 48, and many of the student get score 72 and 74. From the table 4.2 and Diagram 1, most all of the students fail to pass the minimum score, the minimum score was 75, but only three students that pass the passing grade. And we can see 21 students from all 24 students cannot passing the grade. So from the data above we can conclude most of the students fail to pass the grade.

Based on the other research from Afrianto Aminuddin "The Use of Flashcard to Teach Speaking at the Second Year Students of SMAN 5 Enrengkang". The result of first test he state that "Most of student in experimental

class got Very Poor, and there were seven students classified into Poor and sixteen students classified into Poor for controlled. The students classified into Very Poor because they do not have ability in speaking well. It was shown by the result of their enhancement in speaking through pretest. They almost cannot speak all of the items of words.” From the result above we can conclude that the first test of speaking ability through Flashcard was failed. In sort research and another research have the same result for first test.

- 2) The Students’ Score Based on Indicators of Speaking Ability of Narrative Text in Cycle I
 - a. Fluency

Table 4.2
The Students’ Fluency Score in Speaking Ability of Narrative Text through Flashcard in Cycle I

Score	Alternative	Frequency	Percentage
1	Very Not Fluency	-	0%
2	Not Fluency	3	12.5%
3	Fluency Enough	7	29%
4	Fluency	12	50%
5	Very Fluency	2	8.5%
	SUM	24	100%

Based on the table 4.3 above, it indicates there were 12 students got score 4 “Fluency” as the highest percentage (50%), then 7 students got score 3 “Fluency Enough” (29%), and 3 students got score 2 “Not Fluency” (12.5%), then 2

students get score 5 “Very Fluency” (8.5%), and the last (0%) who got score 1 “Very not Fluency”.

Based on Brown’s scoring rubric of speaking ability there were 1 until five score. Based on the data above there were not students who got score 1 “Very not Fluency” (0%), the meaning of “Very Not Fluency” is students’ speaking were very disconnected speech, broken by content pause several time. And there were 3 students who got score 2 (12.5%)“Not Fluency” the meaning was slow speed, which a lot of causes listener has to be patient.

And 7 students who got score 3 “Fluency Enough” (29%), Fluency Enough is some observes searching of words, but causing overlong causes. Then most of the students (12 students) got score 4 “Fluency” (50%) the meaning is some hesitation, but generally prompt responses an comfortable speed. And there were 2 students got score 5 “Very Fluency” the meaning is speech is fluent without hesitation.

b. Grammar

Table 4.3
The Students' Grammar Score in Speaking Ability of Narrative Text through Flashcard in Cycle I

Score	Alternative	Frequency	Percentage
1	Errors	-	0%
2	Fair	3	12.5%
3	Enough	13	54.5%
4	Good	8	33%
5	Excellent	-	0%
	SUM	24	100%

Based on the table 4.4 above, we can analyze there were 13 students got score 3 “Enough” (54.5%) as the highest score, then there were 8 students got score 4 “Good” (33%), and 3 students who got 2 score “Fair” (12.5%), then there were not students who got score 1 “Errors” (0%), and the last (0%) who got score 5 “Excellent”.

Based on the table above this the meaning of the score that got by students. From the data there were not the students who got score 1 “Errors” (0%), Errors was errors in grammar and word order in servers as make speech virtually. Then there were 3 students who got score 2 “Fair” (12.5%) the meaning is grammar and word order errors make comprehension difficult.13 students that got score 3 “Enough” (54.5%), enough was make frequents errors of grammar and word order errors which occasionally obscure meaning.

And then there were 8 students who got score 4 “Good” (33%), the meaning was occasionally makes grammatical and/or word order which do not, however, obscure meaning. And the last is there is no students who got highest score (score 5) “Excellent”, excellent was makes few (if any) noticeable arrors of grammar or word order. Based on the data above we know that there were not students who got the perfect score in grammar in cycle I.

c. Comprehension

Table 4.4
The Students’ Comprehension Score in Speaking Ability of Narrative Text through Flashcard in Cycle I

Score	Alternative	Frequency	Percentage
1	Very Not Clear	1	4%
2	Not Clear	2	8.5%
3	Clear Enough	7	29%
4	Clear	13	54,5%
5	Very Clear	1	4%
	SUM	24	100%

Table 4.5 points out that, there were 13 students got score 4 “Clear” (54.5%) as the highest score, then there were 7 students got score 3 “Clear Enough” (29%), and 2 students who got 2 score “Not Clear” (8.5%), then there were 1 students who got score 1 “Very Not Clear” (4%), and the last 1 students got who got score 5 “Very Clear” (4%).

Based on the table above this the meaning of the score that got by students. From the data there was 1 student got score 1 “Very not Clear” (4%),

Very not Clear in comprehension was cannot be said to understand even simple conversational English. And there were 2 students who got score 2 “Not Clear” (8.5%), and the meaning was has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetition.

There were 7 students who got score 3 “Clear Enough” (29%), clear enough was understands most of what said at slower that normal speed with repetitions. And for the highest percentage (54.5%) 13 students got score 4 “Clear”, it means was understand nearly everything at normal speed, although occasional repetition may be necessary. Then 1 student who got score 5 “Very Clear” (4%), was appears to understand everything without difficulty. And based on the data above we can conclude the most students got middle score of comprehension indicator in cycle I.

d. Vocabulary

Table 4.5
The Students’ Vocabulary Score in Speaking Ability of Narrative Text through Flashcard in Cycle I

Score	Alternative	Frequency	Percentage
1	Very Not Related	-	0%
2	Not Related	2	8.5%
3	Related Enough	13	54.5%
4	Related	9	37%
5	Very Related	-	0%
	SUM	24	100%

Based on the table 4.4 above, we can analyze there were 13 students got score 3 “Related Enough” (54.5%) as the highest score, then there were 9 students

got score 4 “Related” (37%), and 2 students who got 2 score “Not Related” (8.5%), then there were not students who got score 1 “Very Not Related” (0%), and the last (0%) who got score 5 “Very Related”.

From table above there were not students who got score 1 “Very not Related” (0%), very not related in vocabulary indicator was vocabulary limitation so extremes to make conversation. Then 2 students got score 2 “Not Related” (8.5%), the meaning is misuse of word and very limited vocabulary make comprehension quite difficult. And the highest percentage was (54.5%) there were 13 students who got score 3 “Related Enough”, as the meaning was frequently use the wrong words conversation somewhat limited because of inadequate vocabulary.

And then there were 9 students who got score 4 “Related”. Relate was sometimes use inappropriate terms and or must rephrase ideas or lexical in adequacies. And last no students got score 5 “Very Related”, the meaning is use the vocabulary related to the teacher.

e. Pronunciation

Table 4.6
The Students’ Pronunciation Score in Speaking Ability of Narrative Text through Flashcard in Cycle I

Score	Alternative	Frequency	Percentage
1	Errors Accent	1	4%
2	Fair Accent	3	12.5%
3	Enough Accent	13	54.5%
4	Good Accent	7	29%
5	Excellent Accent	-	0%
	SUM	24	100%

Table 4.7 indicates that, there were 13 students who got score 3 “Enough Accent” as the highest percentage (54.5%), then followed 7 students who got score 4 “Good Accent” (29%), 3 students who got score 2 “Fair Accent” (12.5%), 1 respondent who got 1 “Errors Accent” (4 %), and the last 0 student who got score 5 “Excellent Accent” (0%).

Based on Brown’s scoring rubric of speaking ability there were 1 until five score. Based on the data above there were 1 students who got score 1 “Errors Accent” (4%), the meaning was pronunciation problem so severe as to make speech virtually unintelligent. Then 3 students got score 2 “Fair Accent” (12.5%), fair accent was very hard to understand because of pronunciation problem must be frequently asked to repeat.

There were 13 students who got score 3 “Enough Accent” (54.5%), the meaning is pronunciation problem necessitate listening and occasionally lead to misunderstanding. And there were 7 students who got score 4 “Good Accent” (29%), the meaning is always intelligible, though one is conscious of a definite accent. And the last there were no the student who got score 5 “Excellent Accent” (0%), it mean was has standard of English accent. From the data we know that there were not students who could has standard of English accent in pronunciation in cycle I.

d) Reflection

From the process of teaching and learning in cycle I, there were some problem that occurred that obstructed that ran well. First the students did not serious when they storytelling in English. Second, the students did not sure to speaking in English, so they combine their storytelling with Bahasa. Third, most of the student get minimum sore.

Therefore, the researcher planed to continue the cycle II. In addition the researcher and collaborator determined to add some plans to be implemented in thr next cycle for better teaching improvement. In short, the researcher ask the students for understanding the story and to use vocabulary that they know to improve students' speaking ability.

4.1.2 The Result of Second Cycle

a) Plan

Based on the result of the cycle I the researcher revised the implemented of Flashcard as media in teaching speaking of narrative text. The researcher and the teacher as collaborator also design some lesson plan that consisted of Cooperative Learning such as pre-teaching, whilst teaching and post teaching. Each step took 90 minutes in one meeting. In the second cycle, the writer planned to have four meetings. The schedule of each meeting could be seen as follows:

b) Action

1. The First Meeting (Monday, 29th of July 2019)

At the first meeting of cycle II, the researcher opens the class and the teacher as collaborator not coming at this time. The researcher taught about Snow White. Firstly, the researcher opening the class with greeting the students. And then, she checked the attendance list of the students. And she show the flashcard and ask the students about the title of the story. Then after show the flashcard the researcher asked the student to sort the flashcard based on the story. And the researcher give them 5 minute to do that. Because, mostly the students know the story, so they can sort the flashcard.

Based on the cycle I the students don't really know the meaning of the story that they storytelling, so the researcher try to do storytelling with flashcard slowly than before. She try to use easy vocabulary so the students can understand the plot of the story. And the researcher was repeating continue to explain about narrative text that is about the definition and the purpose, generic structure, and language feature.

The researcher makes the conclusion about the learning material and gives the students some exercise. The exercise is about the story that give by the researcher.

2. The Second Meeting of Cycle II (Wednesday, 31st of July 2019)

The teacher and the researcher come to the class and the teacher opening the class with greeting. And he checked the attendance list of the students. In this second meeting the researcher ask the students to study in their group that already made before. And then she give one title with media Flashcard each groups. And she said the rule of their project in their groups. The rule is; first, the students have to search or finding the story based on the title and the media give by them. Second, they have to present storytelling one by one based on the flashcard that they have. Third, she asked other group to get some generic structure of the story that present in front of the class.

Teacher gives them 30 minutes for them to do that before each groups present their project in front of the class. In this meeting it just three groups that can present their story because time is up. And for another group will be present next meeting.

3. The Third Meeting of Cycle II (Monday 5th of August 2019)

The researcher opens the class with greeting. And then she checked students' attendance list. And at this third the agenda is to continue students' group project. After all of the group present their project teacher ask the student to understanding about their narrative text. In this meeting, the teacher helped students to analyze the text and students' confusion to do storytelling or speaking ability with media flashcard.

She helped the students if their don't know about the vocabulary or finding another vocabulary that similar than before. She monitor the student to understand their own narrative text for their final score. The researcher makes the conclusion about the learning material

4. The Fourth Meeting of Cycle II (Wednesday 7th of August 2019)

At the fourth meeting, the students did their final test of the cycle II before continue to the next cycle to get more improvement. In the cycle II, the writer still used the same activities as the cycle I, but there were some different emphasis due to the revised plan. For this meeting the researcher asks the students to do storytelling with media Flashcard one by one. To get the clear audio of the students speaking ability the researcher test the student face to face in the classroom and the other students wait their turn in outside the classroom.

e. Observation

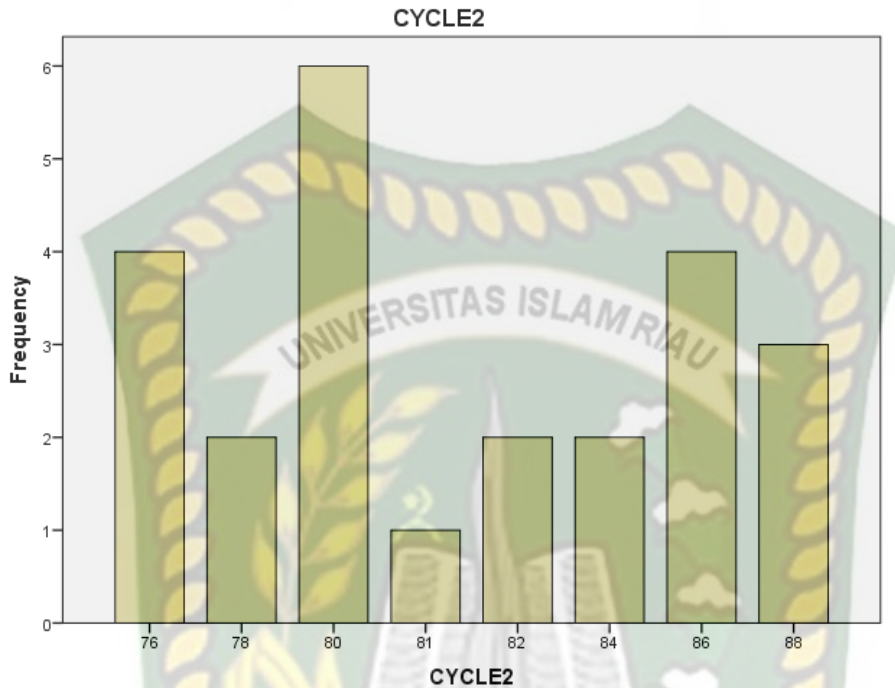
The observation of the implementation process of the cycle I was conducted using observation to evaluate the strategy applied by the writer as a teacher, to observe the teacher' activities and students' activities in the instructional process. The observation was conducted at the same time as the meeting I, II, III. The result of observation in cycle I showed that the

teacher followed the step completely, and the students learned enthusiasm in the class.

Table 4.7
The Recapitulation of Students Score in Speaking Ability of Narrative Text through Flashcard in Cycle II

NO	NAME	Rater 1	Rater 2	TEST CYCLE 2	PASSING GRADE	PASS/FAIL
1	STUDENT 1	88	84	86	75	PASS
2	STUDENT 2	76	76	76	75	PASS
3	STUDENT 3	76	76	76	75	PASS
4	STUDENT 4	80	76	78	75	PASS
5	STUDENT 5	76	84	80	75	PASS
6	STUDENT 6	80	80	80	75	PASS
7	STUDENT 7	84	76	80	75	PASS
8	STUDENT 8	84	84	84	75	PASS
9	STUDENT 9	84	88	86	75	PASS
10	STUDENT 10	80	84	82	75	PASS
11	STUDENT 11	76	76	76	75	PASS
12	STUDENT 12	76	76	78	75	PASS
13	STUDENT 13	80	80	80	75	PASS
14	STUDENT 14	88	84	86	75	PASS
15	STUDENT 15	92	84	88	75	PASS
16	STUDENT 16	88	88	88	75	PASS
17	STUDENT 17	80	80	80	75	PASS
18	STUDENT 18	82	80	81	75	PASS
19	STUDENT 19	80	80	80	75	PASS
20	STUDENT 20	88	84	86	75	PASS
21	STUDENT 21	84	80	82	75	PASS
22	STUDENT 22	84	84	84	75	PASS
23	STUDENT 23	88	88	88	75	PASS
24	STUDENT 24	80	76	78	75	PASS
	SUM			1961		
	MEAN			81.7		

Figure 4.2
Students' Score in Cycle II



In Table 4.9 and diagram 2, we can see that there was improvement students' score of students' speaking ability of narrative text through flashcard in cycle II. Students' maximal score is 88, minimal score is 76, and many of the student get score 80. From the table 4.9 and Diagram 2, all of the students passing the grade, the passing grade was 75, and the minimum score that students got was 76. And most of the students get score 80 in cycle II. While the highest score in cycle II was 88.

Based on the other research from Afrianto Aminuddin "The Use of Flashcard to Teach Speaking at the Second Year Students of SMAN 5 Enrengkang". The result of second test, "In conclusion, the data shown in the table that indicated the students. in this experimental class have better enhancement than the controlled class. Furthermore some of students in experimental class was classified into Good

and Average because they showed their ability in speaking through post-test and no body in control class”. And other research by Kristha Widya Astuti “The Use of Flashcard to Improve Young Learners’ Interest in Learning English”. From the research we found that “The result of the study showed that the post-test scores were better than the pre-test scores and formative scores. It could be seen by comparing their means. The means of the pre-test score was 61, 92. The means of formative test score was 70, 76 while the post-test score was 76, 57. It means that there is a significance difference in students’ scores after they were given treatments using flashcards. The increasing achievements show the increasing interest of the students.”

From the pas research we can conclude, almost all of the research have same result in second test. The above we can conclude the entire student have improvement in speaking ability through Flashcard as media.

a. Fluency

Table 4.8

The Students’ Fluency Score in Speaking Ability of Narrative Text through Flashcard in Cycle II

Score	Alternative	Frequency	Percentage
1	Very Not Fluency	-	0%
2	Not Fluency	-	0%
3	Fluency Enough	3	12.5%
4	Fluency	10	41.5%
5	Very Fluency	11	46%
	SUM	24	100%

Based on the table 4.10 above, it indicates there were 11 students got score 5 “Very Fluency” as the highest percentage (46%), then 10 students got score 4 “Fluency” (41.5%), and 3 students got score 3 “Fluency Enough” (12.5%), then

there were not students who got score 1 “Very Not Fluency” (0%), and the last (0%) who got score 2 “Not Fluency”.

Based on Brown’s scoring rubric of speaking ability there were 1 until five score. Based on the data above there were not students who got score 1 “Very not Fluency” (0%), the meaning of “Very Not Fluency” is students’ speaking were very disconnected speech, broken by content pause several time. And there were not students who got score 2 (0%)“Not Fluency” the meaning was slow speed, which a lot of causes listener has to be patient.

There are 3 students who got score 3 “Fluency Enough” (12.5%), Fluency Enough is some observes searching of words, but causing overlong causes. And there were 10 students got score 4 “Fluency” (41.5%) the meaning is some hesitation, but generally prompt responses an comfortable speed. Then most of the students (11students) got score 5 “Very Fluency” (46%) the meaning is speech is fluent without hesitation.

From the data above, we can see the improvement of students’ fluency in speaking ability, there were not students who got score 1 “Very not Fluency” and score 2 “Not Fluency”, and the other hand the most of the students got the perfect score in cycle II.

b. Grammar

Table 4.9
The Students' Grammar Score in Speaking Ability of Narrative Text through Flashcard in Cycle II

Score	Alternative	Frequency	Percentage
1	Errors	-	0%
2	Fair	-	0%
3	Enough	3	12.5%
4	Good	20	83.5%
5	Excellent	1	4%
	SUM	24	100%

Based on the table 4.11 above, we can analyze there were 20 students got score 4 “Good” (83.5%) as the highest score, then there were 3 students got score 3 “Enough” (12.5%), and 1 students who got 5 score “Excellent” (4%), then there were not students who got score 2 “Fair” (0%), and the last (0%) who got score 1 “Errors”.

Based on the table above this the meaning of the score that got by students. From the data there were not the students who got score 1 “Errors” (0%), Errors was errors in grammar and word order in servers as make speech virtually. Then there were not students who got score 2 “Fair” (0%) the meaning is grammar and word order errors make comprehension difficult. And 3 students that got score 3 “Enough” (12.5%), enough was make frequents errors of grammar and word order errors which occasionally obscure meaning.

And then there were 20 students who got score 4 “Good” (83.5%), the meaning was occasionally makes grammatical and/or word order which do not, however, obscure meaning. And the last were 1 student who got highest score

(score 5) “Excellent” (4%), excellent was makes few (if any) noticeable errors of grammar or word order.

Based on the data, we can conclude that there was the significant improvement in students’ grammar of speaking ability. In cycle II there were not students who got score 1 “Errors” and score 2 “Fair”. And the most of students got score 4 “Good”.

c. Comprehension

Table 4.10
The Students’ Comprehension Score in Speaking Ability of Narrative Text through Flashcard in Cycle II

Score	Alternative	Frequency	Percentage
1	Very Not Clear	-	0%
2	Not Clear	-	0%
3	Clear Enough	2	8%
4	Clear	16	67%
5	Very Clear	6	25%
	SUM	24	100%

Table 4.11 points out that, there were 16 students got score 4 “Clear” (67%) as the highest score, then there were 6 students got score 3 “Very Clear” (25%), and 2 students who got 5 score “Clear Enough” (8%), then there were not students who got score 1 “Very Not Clear” (4%), and the last were not students who got score 2 “Not Clear” (0%).

Based on the table above this the meaning of the score that got by students. From the data there were not student who got score 1 “Very not Clear” (0%), Very not Clear in comprehension was cannot be said to understand even simple conversational English. And there were not students who got score 2 “Not Clear” (0%), and the meaning was has great difficulty following what is said. Can

comprehend only “social conversation” spoken slowly and with frequent repetition.

There were 2 students who got score 3 “Clear Enough” (8%), clear enough was understands most of what said at slower that normal speed with repetitions. And for the highest percentage (67%) 16 students got score 4 “Clear”, it means was understand nearly everything at normal speed, although occasional repetition may be necessary. Then 6 student who got score 5 “Very Clear” (25%), was appears to understand everything without difficulty. And based on the data above we can conclude the most students got middle score of comprehension indicator in cycle I.

In cycle II, there were some improvement in students’ comprehension score in speaking ability. In cycle II there were not students who got score 1 “Very not Clear” and score 2 “Not Score”. And the most of the students got score 4 in comprehension in cycle II.

d. Vocabulary

Table 4.11
The Students’ Vocabulary Score in Speaking Ability of Narrative Text through Flashcard in Cycle II

Score	Alternative	Frequency	Percentage
1	Very Not Related	-	0%
2	Not Related	-	0%
3	Related Enough	3	12.5%
4	Related	18	75%
5	Very Related	3	12.5%
	SUM	24	100%

Based on the table 4.4 above, we can analyze there were 18 students got score 4 “Related” (75%) as the highest score, then there were 3 students got score 3 “Related Enough” (12.5%), and 3 students who got 5 score “Very Related” (12.5%), then there were not students who got score 1 “Very Not Related” (0%), and the last (0%) who got score 2 “Not Related”.

From table above there were not students who got score 1 “Very not Related” (0%), very not related in vocabulary indicator was vocabulary limitation so extremes to make conversation. Then there were not students got score 2 “Not Related” (0%), the meaning is misuse of word and very limited vocabulary make comprehension quite difficult. And there were 3 students who got score 3 “Related Enough” (12.5%), as the meaning was frequently use the wrong words conversation somewhat limited because of inadequate vocabulary.

And the highest percentage was (75%) there were 18 students who got score 4 “Related”. Relate was sometimes use inappropriate terms and or must rephrase ideas or lexical in adequacies. And last 3 students who got score 5 “Very Related” (12.5%), the meaning is use the vocabulary related to the teacher.

We can see in the data above, the most of the students got score 4 “Related” in vocabulary score of speaking ability in cycle II. While in the cycle I most of the students got score 3 in vocabulary score in speaking ability. So there was some improvement of students’ speaking ability based on the vocabulary scoring.

e. Pronunciation

Table 4.12
The Students' Pronunciation Score in Speaking Ability of Narrative Text through Flashcard in Cycle I

Score	Alternative	Frequency	Percentage
1	Errors Accent	-	0%
2	Fair Accent	-	0%
3	Enough Accent	7	29%
4	Good Accent	15	63%
5	Excellent Accent	2	8%
	SUM	24	100%

Table 4.14 indicates that, there were 15 students who got score 4 “Good Accent” as the highest percentage (63%), then followed 7 students who got score 3 “Enough Accent” (29%), 2 students who got score 5 “Excellent Accent” (29%), there were not student who got 1 “Errors Accent” (0 %), and the last 0 student who got score 2 “Fair Accent” (0%).

Based on Brown’s scoring rubric of speaking ability there were 1 until five score. Based on the data above there were not students who got score 1 “Errors Accent” (0%), the meaning was pronunciation problem so severe as to make speech virtually unintelligent. Then 0 students got score 2 “Fair Accent” (0%), fair accent was very hard to understand because of pronunciation problem must be frequently asked to repeat.

There were 7 students who got score 3 “Enough Accent” (29%), the meaning is pronunciation problem necessitate listening and occasionally lead to misunderstanding. And there were 15 students who got score 4 “Good Accent” (63%), the meaning is always intelligible, though one is conscious of a definite accent. And the last there were 2 students who got score 5 “Excellent Accent”

(8%), it mean was has standard of English accent. From the data we know that there were students who could has standard of English accent in pronunciation in cycle II.

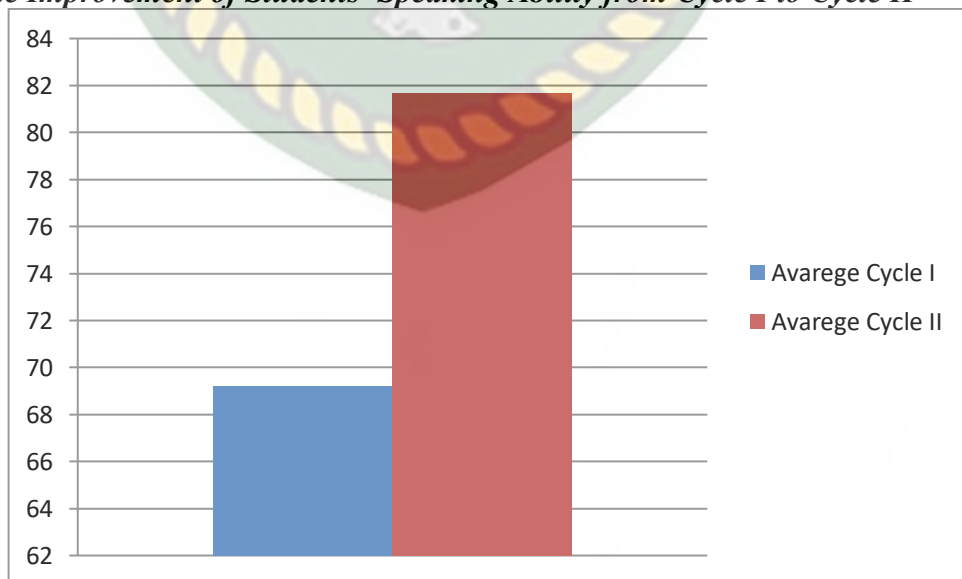
d. Reflection

Referring to the above cycle II data, the writer and collaborator concluded the students' comprehending score cycle I to cycle II was improved. The students were able to speaking in English of the test cycle II was better. In addition, the writer presents the improvement of students' speaking ability from cycle I to cycle II.

Table 4.13
The Improvement of Students' Speaking Ability from Cycle I to Cycle II

NO	Item	Cycle I	Cycle II
1	Speaking	69.2	81.7

Figure 4.3
The Improvement of Students' Speaking Ability from Cycle I to Cycle II



In table 4.5 and diagram 3, we can see that there was the improvement of students' speaking ability from cycle I to cycle II. From the data we can see the improvement, in cycle I average students speaking ability score was 69.2 while in cycle II students' speaking ability score was 81.7. The conclusion is the students' speaking ability had improved in cycle II.

In the other research, a thesis from Afrianto Aminuddin "The Use of Flashcard to Teach Speaking at the Second Year Students of SMAN 5 Enrengkang". He found the result that the mean score of post-test (4.1) in experimental class was greater than the mean score of post-test (2.9) in controlled class. From t-test, the researcher found that the value of t-test (2.29) was greater than t-table (2.00). Therefore, the researcher suggested that The Use of Flashcard is effective in teaching speaking.

From the data from that thesis, the result was same with this research. There was the improvement in second test. A thesis from Afrianto Aminudin there were improvement in post test, after he used Flashcard in learning process. While in this research there was a significant improvement in the result of the test in cycle II.

So, based on the tables and diagram above, the writer gets the conclusion that there is an improvement of the students' speaking ability. It clarifies that Flashcard as the media gives the significant improvement to students' achievement in speaking. At least, the researcher had taken two cycles in conducting the research and students' reading comprehension has improved in cycle II.

4.2 Discussion

The last step of action research was discussing the result of the research. The researcher decided to stop the cycle since the result of the second cycle had shown a good improvement of the students' score. The researcher concluded that Flash Card in teaching speaking could improve the students' speaking skill. This part presented the discussion of the research implementation.

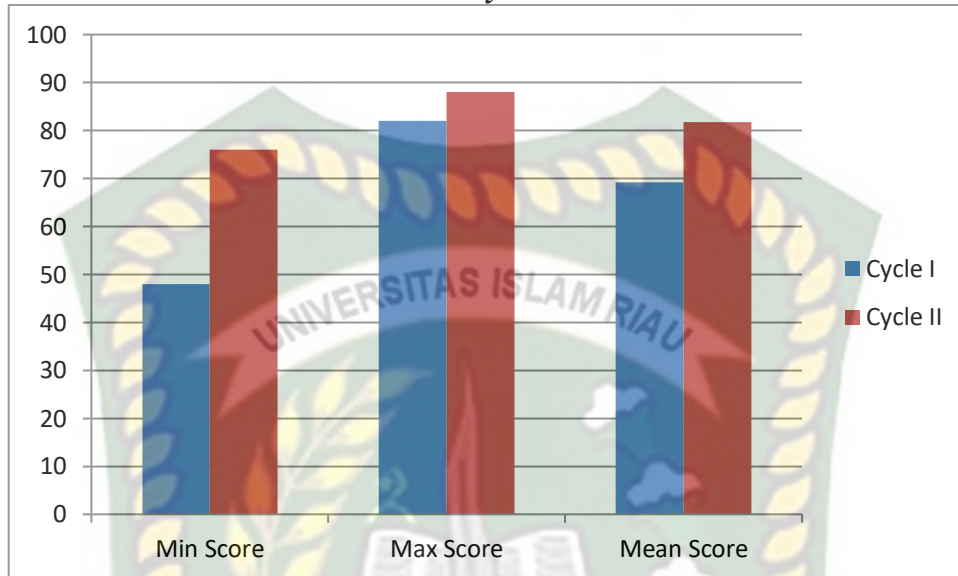
1. The Extent of Flashcard to improve students speaking ability of narrative text

The extent to which Flashcard as media could be better to improve the students' speaking ability of narrative text from the test that given in cycle I and cycle II. The using of the Flashcard as media was able to improve the students' speaking ability of narrative text. It was found that the result of the students' speaking ability of narrative text was increased in cycle II. The improvement of the result of minimum, maximum and mean or average score of the students' test could be presented in the following table:

Table 4.14
The Comparison of Students' Minimal, Maximal and Average Score in Cycle I and Cycle II

	N	Minimum	Maximum	Mean
	Statistic	Statistic	Statistic	Statistic
CYCLE1	24	48	82	69.25
CYCLE2	24	76	88	81.71
Valid N (list wise)	24			

Figure 4.4
The Comparison of Students' Minimal, Maximal and Average Score in Cycle I and Cycle II



In table 4.6 and diagram 4, we can see the improvement of students' minimal, maximal and mean score in cycle I and cycle II. Minimal score in cycle I was 48 while in cycle II minimal score was 76. And maximal score in cycle I was 82 become 88 in cycle II. And for mean or average score was 69 in cycle 1 improve to 81 in cycle II.

From the data above the researcher found the same result in another research, there was some improvement in students speaking ability of narrative text through Flashcard as media. The other research who has some result was the research from Sriati, Lubaibatul Humaidah, and Yudy Prsetyo with title "The Use of Using Flashcard Media to Improve Students' Speaking Ability" for the result the researchers found that "in this study can summarized that learning with Flashcard as media can more quickly improve the quality of speaking ability. The use of Flashcard as media can make learning activities more interesting and the

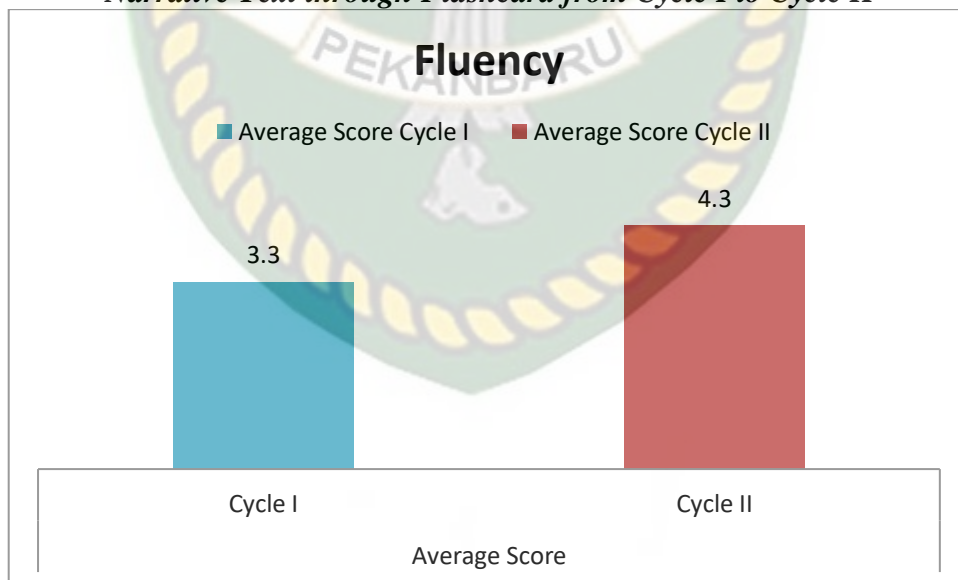
students' are more active in learning process. Before using Flashcard students' mastery was only 70%. After using Flashcard media, their ability improved 92%”.

In short, we can conclude that Flashcard as media can improve students' speaking ability. It can be seen in this and on the other research that the result of using flashcard as media in speaking improved students ability.

Table 4.15
The Improvement of Students Fluency Average Score in Speaking Ability of Narrative Text through Flashcard from Cycle I to Cycle II

Indicator of Speaking Scoring Rubric	Average Score	
	Cycle I	Cycle II
Fluency	3.3	4.3

Figure 4.5
The Improvement of Students Fluency Average Score in Speaking Ability of Narrative Text through Flashcard from Cycle I to Cycle II



Based on the table 4.16 and diagram 5, we can see that there was improvement of student speaking fluency of narrative text through Flashcard as

media from cycle I to cycle II. The average of students' fluency in speaking ability in cycle I was 3.3, while in cycle II was 4.3.

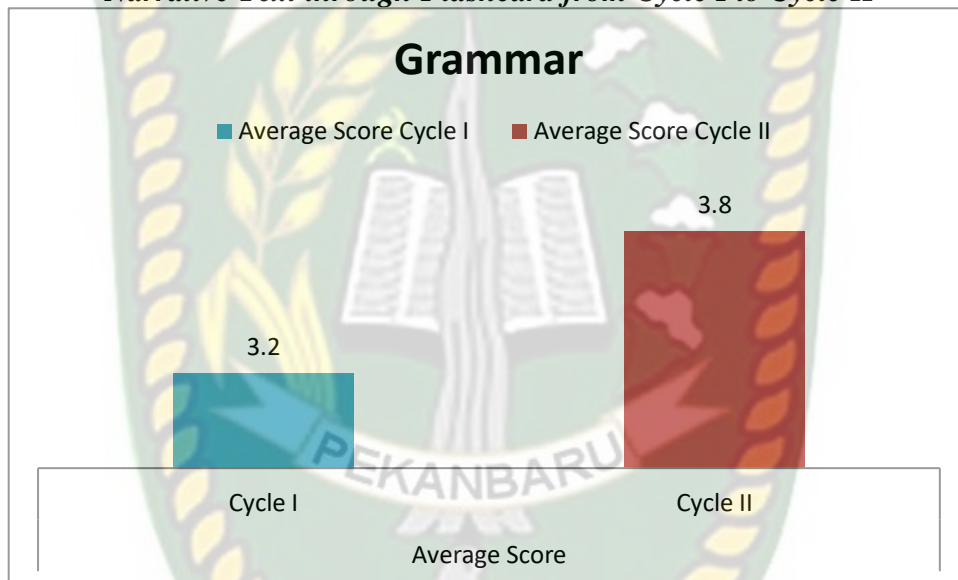
Based on Brown's scoring rubric of speaking ability there were 1 until 5 score, Score 1 "Very not Fluency", score 2 "Not Fluency", score 3 "Fluency Enough", score 4 "Fluency", and the last score 5 "Very fluency". Based on the data above in the cycle I students get average score was 3.3, it's mean that average of students were "Fluency Enough" in speaking ability of narrative text. While in cycle II students got the average score was 4.3, the meaning is students already "Fluency" in speaking ability. So there was some improvement in students' fluency in speaking ability of narrative text through Flashcard.

This result is same with the result of the thesis by Sriati, Lubaibatul Humaidah, and Yudy Prsetyo "The Use of Using Flashcard Media to Improve Students' Speaking Ability". This thesis get result that they were stated like "In fluency, the mark of the students were 3 because of the students were in score 60 at the first cycle. It means that the students' speech is frequently hesitant and jerky; sentence may be left uncompleted. At the last cycle the students could achieve the at score 100 which means their speech is effortless and smooth."

Table 4.16
The Improvement of Students Grammar Average Score in Speaking Ability of Narrative Text through Flashcard from Cycle I to Cycle II

Indicator of Speaking Scoring Rubric	Average Score	
	Cycle I	Cycle II
Grammar	3.2	3.8

Figure 4.6
The Improvement of Students Grammar Average Score in Speaking Ability of Narrative Text through Flashcard from Cycle I to Cycle II



In table 4.17 and diagram 6, we can see the improvement average score of students grammar in speaking ability of narrative text through Flashcard. The data show there was improvement from cycle I to cycle II. In cycle I student average score was 3.2, while in cycle II was 3.8.

Based on Brown's scoring rubric of speaking ability there were 1 until 5 score in Grammar indicators, Score 1 "Errors", score 2 "Fair", score 3 "Enough", score 4 "Good", and the last score 5 "Excellent". Based on the data above in the cycle I students get average score was 3.2, it's mean that average of students

grammar were “Enough” in speaking ability of narrative text. While in cycle II students got the average score was 3.8, the meaning is students grammar already “Good” in speaking ability. So there was some improvement in students’ grammar in speaking ability of narrative text through Flashcard.

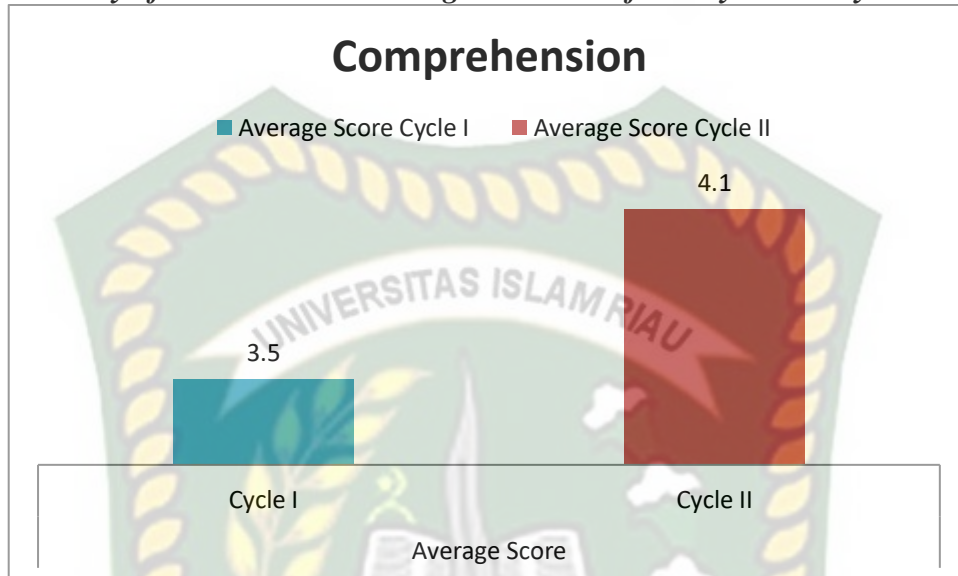
Thesis by Sriati, Lubaibatul Humaidah, and Yudy Prsetyo “The Use of Using Flashcard Media to Improve Students’ Speaking Ability”. This thesis get result that they were stated like “In grammar, in the first cycle students’ got scores 60,70, 80. It different with the last cycle, the students’ were able at score 100and means their grammar has view errors with no pattern of failure.” We can conclude from these researches that students grammar in speaking ability was improved by using Flashcard as media.

Table 4.17
The Improvement of Students Comprehension Average Score in Speaking Ability of Narrative Text through Flashcard from Cycle I to Cycle II

Indicator of Speaking Scoring Rubric	Average Score	
	Cycle I	Cycle II
Comprehension	3.5	4.1

Figure 4.7

The Improvement of Students Comprehension Average Score in Speaking Ability of Narrative Text through Flashcard from Cycle I to Cycle II



From the table 4.18 and diagram 7, we can see the improvement of students average score in comprehension of speaking ability. The students' score was improve from cycle I to cycle II. In cycle I the average score was 3.5, while in cycle II was 4.1. So, we can conclude that the score had improved in cycle II.

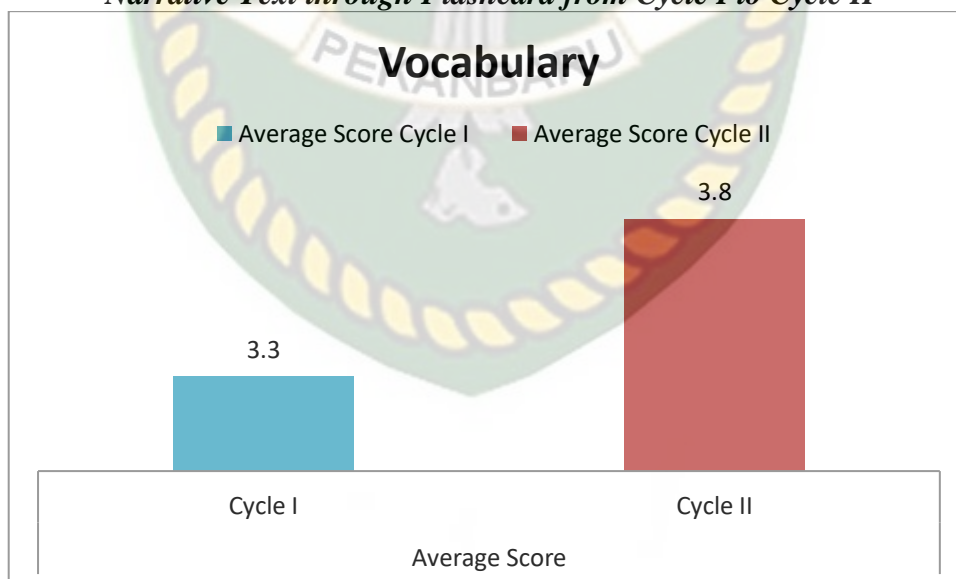
Based on Brown's scoring rubric of speaking ability there were 1 until 5 score in Comprehension indicators, Score 1 "Very not Clear", score 2 "Not Clear", score 3 "Clear Enough", score 4 "Clear", and the last score 5 "Very Clear". Based on the data above in the cycle I students get average score was 3.5, it's mean that average of students comprehension were "Clear Enough" in speaking ability of narrative text. While in cycle II students got the average score was 4.1, the meaning is students comprehension already "Clear" in speaking ability. So there was some improvement in students' grammar in speaking ability of narrative text through Flashcard.

Thesis by Sriati, Lubaibatul Humaidah, and Yudy Prsetyo “The Use of Using Flashcard Media to Improve Students’ Speaking Ability”. This thesis get result that they were stated like “In comprehension at the first cycle, the score were varied. The scores 70 dominated them, which mean they understand careful, somewhat simplified speech directed to the teacher with considerable repetition and rephrasing. And for the last cycle students’ score was 90.”

Table 4.18
The Improvement of Students Vocabulary Average Score in Speaking Ability of Narrative Text through Flashcard from Cycle I to Cycle II

Indicator of Speaking Scoring Rubric	Average Score	
	Cycle I	Cycle II
Vocabulary	3.3	3.8

Figure 4.8
The Improvement of Students Vocabulary Average Score in Speaking Ability of Narrative Text through Flashcard from Cycle I to Cycle II



Based on the table 4.19 and diagram 8, we can see that there was improvement of student speaking vocabulary of narrative text through Flashcard as media from cycle I to cycle II. The average of students' vocabulary in speaking ability in cycle I was 3.3, while in cycle II was 3.8.

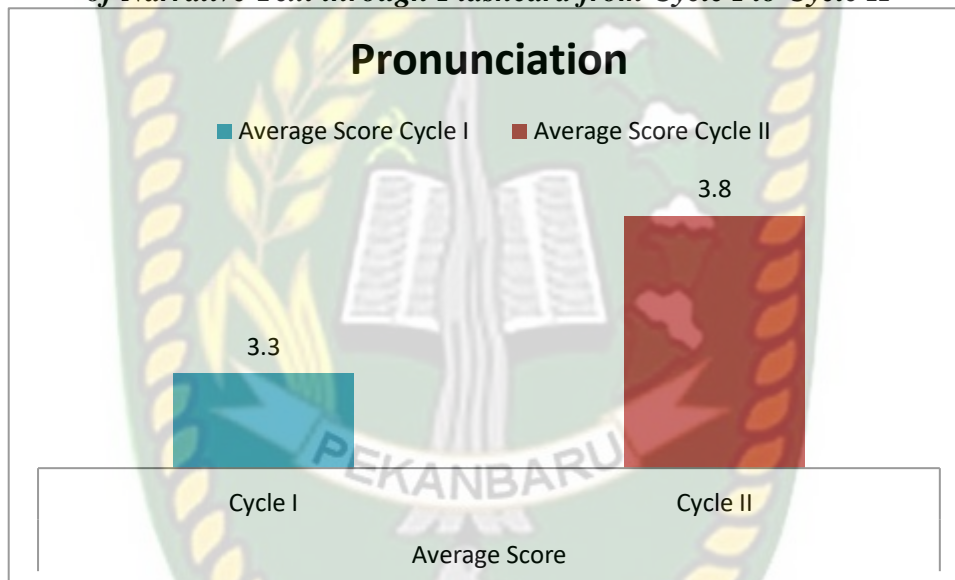
Based on Brown's scoring rubric of speaking ability there were 1 until 5 score in Vocabulary indicators, Score 1 "Very not Related", score 2 "Not Related", score 3 "Related Enough", score 4 "Related", and the last score 5 "Very Related". Based on the data above in the cycle I students get average score was 3.3, it's mean that average of students vocabulary were "Related Enough" in speaking ability of narrative text. While in cycle II students got the average score was 3.8, the meaning is students vocabulary already "Related" in speaking ability. In short, there was some improvement in students' grammar in speaking ability of narrative text through Flashcard.

Thesis by Sriati, Lubaibatul Humaidah, and Yudy Prsetyo "The Use of Using Flashcard Media to Improve Students' Speaking Ability". This thesis get result that they were stated like "At the first cycle, the vocabulary of the students' was sometimes in accurate, limitation of vocabulary prevent discussion of some common professional a social topic of the students' vocabulary reach 70. While the students' vocabulary reached 90 in last cycle". We can conclude from these researches that students' vocabulary in speaking ability was improved by using Flashcard as media.

Table 4.19
The Improvement of Students Pronunciation Average Score in Speaking Ability of Narrative Text through Flashcard from Cycle I to Cycle II

Indicator of Speaking Scoring Rubric	Average Score	
	Cycle I	Cycle II
Pronunciation	3.3	3.8

Figure 4.9
The Improvement of Students Pronunciation Average Score in Speaking Ability of Narrative Text through Flashcard from Cycle I to Cycle II



From the table 4.20 and diagram 9, we can see the improvement of students average score in pronunciation of speaking ability. The students' score was improve from cycle I to cycle II. In cycle I the average score was 3.3, while in cycle II was 3.8.

Based on Brown's scoring rubric of speaking ability there were 1 until 5 score in Pronunciation indicators, Score 1 "Errors Accent", score 2 "Fair Accent", score 3 "Accent Enough", score 4 "Good Accent", and the last score 5 "Excellent Accent". Based on the data above in the cycle I students get average score was

3.3, it's mean that average of students pronunciation were "Accent Enough" in speaking ability of narrative text. While in cycle II students got the average score was 3.8, the meaning is students' grammar already "Good Accent" in speaking ability. In short, there was some improvement in students' pronunciation in speaking ability of narrative text through Flashcard.

2. The Factors Influenced the improvement of students' speaking ability of narrative text through flashcard as media.

The factors that influenced students' speaking ability of narrative text through Flashcard can be seen from the instruments such as observation sheet, field note, and interview result. The result of the identifying the instruments can be in appendixes. There some factors influenced the improvement of the students' reading comprehension on report text could be identified as follows:

1. The media used

There are some factors that influence the students' speaking ability interesting during conducting teaching and learning process by applying flashcard as media. Flashcard as media helped the students' speaking ability of narrative text. Flashcard helped them when they do their storytelling in front of the class. And they said it helped them to understand the text when use flashcard as media.

Most of the students felt that flashcard was interesting for them. The reason the student interest when use flashcard is when they do storytelling they were easy to know the plot of the story. If the student don't understand about the text the teacher explain the text with using

flashcard as media patiently. The classroom' situation created as well as fun. It was done to make students interest and they did not feel bored in learning English.

Most of the students were to be more active in the class during conducting the research. They were active in involving the class, responding teacher's questions, and describe the topics. Therefore, they were very interested in the Flashcard as media in learning speaking ability of narrative text . It was supported by the students' opinion from the result of students as follow:

Answer: *“Pelajaran mudah dimengerti dan lebih mudah berbicara bahasa inggris dengan Flashcard, dan meningkatkan kemampuan speaking.*

"It is easy to understand and easy speak in English because Flashcard as media can improve my speaking ability”.

Based on the students' comment of using Flashcard as media in the classroom, the could be easy to do storytelling of narrative text. It means that Flashcard as media is interesting to improve students' speaking ability.

2. The Student have Good Motivation in Speaking English

When the writer has conducted the research, the students were motivated toward the use of Flashcard as media in speaking ability of narrative text. The students were happy and enjoyable toward

Flashcard as media. By applying Flashcard as media make the students more active and it also makes them motivated in learning speaking. Moreover, the teacher presented to them that learning English was not bored and it is easy to understand. It was supported by the students' opinion from the result of students as follow:

Answer: *“Pelajarannya menarik dan menyenangkan”*

"The material is very interesting and it is very fun".

3. Interpretation Data

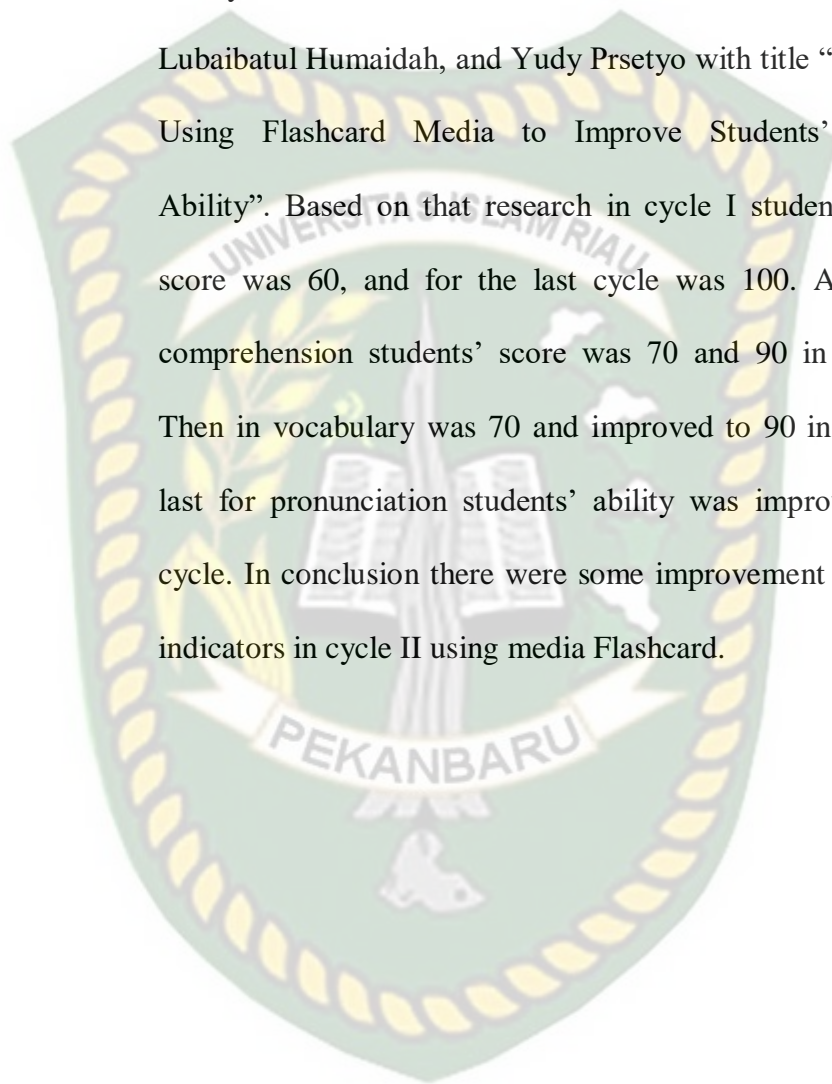
And after collecting the data the researcher got the significant improvement when using Flashcard as media to improve students speaking ability of narrative text. It could be seen in:

- a. Flashcard as media can improve students' speaking ability of narrative text. The improvement can be seen in average of students' score of speaking ability of narrative text. In the cycle I students' score was 69.2 and 81.7 in cycle II. So, students' score was increased 12.5. Based on the other thesis from Afrianto Aminuddin "The Use of Flashcard to Teach Speaking at the Second Year Students of SMAN 5 Enrengkang" this research discussed about The Use of Flashcard to Teach Speaking. The objective of this research was to find out whether or not Flashcard is effective to teach speaking. In this research, the data indicated that there were significant

differences between students post-test in experimental class and control class. The mean score of post-test (4.1) in experimental class was greater than the mean score of post-test (2.9) in controlled class. From t-test, the researcher found that the value of t-test (2.29) was greater than t-table (2.00). Therefore, the researcher suggested that The Use of Flashcard is effective in teaching speaking. From the data we can conclude students' speaking ability of narrative text through Flashcard was improve.

- b. Minimum, maximum, and average score of students speaking ability of narrative text through Flashcard was improved. In cycle I students' minimum score was 48 while in cycle II minimal score was 76. And maximal score in cycle I was 82 become 88 in cycle II. And for mean or average score was 69 in cycle 1 improve to 81 in cycle II.
- c. And for 5 indicators of scoring rubric of speaking ability such as; Fluency, Grammar, Comprehension, Vocabulary, and Pronunciation was improve from cycle I to cycle II. In Fluency in the first cycle the score was 3.3, while in the cycle II the score was 4.3. In Grammar for cycle I the score was 3.2, while in cycle II the score was 3.8. Then, for Comprehension in cycle I the scores was 3.5, it improved to 4.1 in cycle II. And in

Vocabulary the score was 3.3 in cycle I, and for cycle II was 3.8. And last Pronunciation, in the cycle I score was 3 and for the cycle II was 3.7. While in the other research by Sriati, Lubaibatul Humaidah, and Yudy Prsetyo with title “The Use of Using Flashcard Media to Improve Students’ Speaking Ability”. Based on that research in cycle I students’ fluency score was 60, and for the last cycle was 100. And for the comprehension students’ score was 70 and 90 in last cycle. Then in vocabulary was 70 and improved to 90 in last cycle, last for pronunciation students’ ability was improved in last cycle. In conclusion there were some improvement in students indicators in cycle II using media Flashcard.



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

CHAPTER V

FINDINGS, IMPLICATION, AND SUGGESTION

5.1 Findings

Based on the result of the research, the writer presents the finding of research:

1. Flashcard as media can improve students' speaking ability of narrative text. The improvement can be seen in average of students' score of speaking ability of narrative text. In the cycle I students' score was 69.2 and 81.7 in cycle II. So, students' score was increased 12.5. From the data we can conclude students' speaking ability of narrative text through Flashcard was improve
2. The factors that influence can change the students' speaking ability of narrative text, such as:

- a. The media used

There are some factors that influence the students' speaking ability interesting during conducting teaching and learning process by applying flashcard as media. Flashcard as media helped the students' speaking ability of narrative text. Flashcard helped them when they do their storytelling in front of the class. And they said it helped them to understand the text when use flashcard as media.

Most of the students felt that flashcard was interesting for them. The reason the student interest when use flashcard is when they do storytelling they were easy to know the plot of the story. If the student

don't understand about the text the teacher explain the text with using flashcard as media patiently. The classroom' situation created as well as fun. It was done to make students interest and they did not feel bored in learning English.

b. The Student have Good Motivation in Speaking English

When the writer has conducted the research, the students were motivated toward the use of Flashcard as media in speaking ability of narrative text. The students were happy and enjoyable toward Flashcard as media. By applying Flashcard as media make the students more active and it also makes them motivated in learning speakingg. Moreover, the teacher presented to them that learning English was not bored and it is easy to understand.

5.2 Implication

Findings of classroom action research, the Flashcard as media can be used by the teacher to help students to improve their speaking ability of narrative text in teaching and learning process.

1. Flashcard as media is a media to improve the speaking ability of narrative text because this media can make the students to be more effective in the learning process. This media can help to enhance students' abilities of the thinking process and understand what they talking about, and it allows for to connect understanding with and enriches vocabulary. From the research finding could prove that the use of Flashcard as media can improve the students' speaking ability of

narrative text, the teacher needs to use this media to solve the students' problem in teaching speaking especially in narrative text.

2. When applying Flashcard as media, the teacher should consider some factors that can influence the changes in students' speaking ability in narrative text. They should be considered when implementing the Flashcard as media.

5.3 Suggestion

The last step of action research was discussing the result of the research. The researcher decided to stop the cycle since the result of the second cycle had shown a good improvement of the students' score. The researcher concluded that Flash Card in teaching speaking could improve the students' speaking skill. This part presented the discussion of the research implementation. The writer presented the following suggestions:

1. For the teachers

The teachers should use Flash Card as alternative media in teaching speaking that it should be creative to use it in order to make the students more active and interested in teaching learning process. Facilitate students to get better achievement by giving them necessary assistance whenever they get difficulties.

2. For the students

Students should realize that speaking is not as difficult as they think. Students should not feel shame in speaking activity. They should not be afraid of making mistakes. The students also are expected to have more practice in speaking activity.

3. For the other researcher

The other researcher can use as an additional reference for further researches. Moreover, it is expected to conduct further researches in different areas and topics.



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