ENHANCING TWELVE GRADER'S PROFICIENCY IN PERFORMING PROCEDURE TEXT USING FLASHCARDS

[1,*]Ana Dwi Sulistyowati, [2]Rohmani Nur Indah, [3]Burhanudin Syaifulloh

[1]Postgraduate Program, Institut Agama Islam Negeri Kediri, Indonesia
[2]Department of Literature, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia
[3]Faculty of Education, University of Canberra, Australia

*Corresponding author: anadwisulisyowati@gmail.com

ABSTRACT

Performing procedure text in English has its own complexities especially for twelve graders since they need to clearly present a series of action in logical order. When students performed their presentations online, they felt it was not as difficult as having an onsite presentation. Yet, the transition of learning mode in the current post-pandemic brings a greater challenge to them. To overcome this issue, this classroom action research offered the use of flashcards containing images and keywords that became the main attraction for students. The participants of this study were 28 students of a senior high school in Kediri. The results indicate that flashcards were significantly helpful in enhancing the twelve graders proficiency in performing procedure text with the increase from pre-test score of 76.79 into the post-test score 83.79 with a significance level of 000. It means that flashcards are able to improve student learning outcomes, especially in performing speaking for procedure text. Therefore, English speaking teachers are recommended to use flashcard to enrich student's vocabulary and support the systematic presentation of procedure text.
Keywords: flashcards**,** procedure text, speaking proficiency

ABSTRAK

Menjelaskan teks prosedur dalam bahasa Inggris memiliki kompleksitas tersendiri terutama bagi siswa kelas dua belas karena mereka harus menyajikan serangkaian tindakan secara jelas dalam urutan yang logis. Ketika siswa melakukan presentasi secara daring, mereka merasa tidak sesulit melakukan presentasi secara luring. Namun, peralihan mode pembelajaran di masa pascapandemi saat ini membawa tantangan yang lebih besar bagi mereka. Untuk mengatasi hal tersebut penelitian tindakan kelas ini menawarkan penggunaan flashcard yang berisi gambar dan kata kunci yang menjadi daya tarik tersendiri bagi siswa. Partisipan penelitian ini adalah 28 siswa SMA di Kediri. Hasil penelitian menunjukkan bahwa flashcards secara signifikan membantu meningkatkan kemampuan siswa kelas dua belas dalam menjelaskan teks prosedur dengan peningkatan dari skor pre-test 76,79 menjadi skor post-test 83,79 dengan tingkat signifikansi 000. Artinya, flashcards mampu meningkatkan hasil belajar siswa, terutama dalam praktik wicara pada teks prosedur. Oleh karena itu, guru berbahasa Inggris disarankan untuk menggunakan flashcard untuk memperkaya kosa kata siswa dan mendukung penyajian teks prosedur secara sistematis.
Kata kunci: flashcards, teks prosedur, kecakapan berbicara

INTRODUCTION

The purpose of language learning is to develop communication skills. Speaking is one of the skills that are expected to be mastered by students in communicating using English. Speaking skills will facilitate the delivery of messages orally or verbally. Based on data from the 2021 English Proficiency Index, shows: Indonesia ranks 80th out of 112 countries in the world or 14th out of 24 countries in Asia with an English proficiency score of 466. This means that Indonesia is included in the low proficiency band" category (Renandya et al., 2018). This reality requires the synergy of the teachers, especially for speaking skills in order to improve the ranking. The ability to speak is considered complicated because speaking is an ability to pronounce articulation sounds or words to express, deliver and convey thoughts, ideas, and feelings (Tarigan, 2008). Speaking is a productive skill that involves the organs of speech to express intentions to others (Spratt, 2005). Besides, if someone has good speaking skills, then he will get social and professional benefits (Rao, 2019). Communicative competence in functional discourse aims to develop social and academic potential. Students use descriptive, recount, narrative, factual text types report, analytical exposition, news item, and procedure for high school level.

The procedure text, which is taught in the twelfth grade, has its own complexity. The complexity of this text can be seen from the explanation and steps which have to be presented orderly. The explanation makes the procedure text become 'complex'. A procedure is a series of steps that must be done in the right stages to achieve the goal. In our daily life, we often have to show the steps to make or get something. Submission of procedure text must be clear and logical (Dalvi et al., 2019). In understanding procedure text, students must understand some of the structure of procedure text, namely (1) goals found in the title of the text or in the introductory sentence in the first paragraph, (2) materials that students need to compose various paragraphs, and (3) steps that must be carried out to complete or achieve the purpose of the procedure through a series of actions (Rahmawati & Sulistyaningsih, 2020).

Based on the result of preliminary observations at a senior high school in Kediri and also the results of the pre-test of speaking skill in performing procedure text, students have difficulty in practicing speaking procedure. They are not very good at developing ideas, do not know what they will convey, the lack of vocabulary they master and the lack of the techniques they use. This is also experienced by Lubis & Hasibuan (2020) who concluded that the students' ability in performing procedure text only got a score of 57.5 and in the low category, the difficulty is in the mastery of vocabulary and constructing sentence structure.

The difficulty in speaking practice is also relevant to the issue of learning mode. In presenting a topic during online class, more students felt reluctant to speak (Fajri & Indah, 2022). The online speaking practice during the pandemic of COVID-19 also resulted in decreasing vocabulary, fluency and accuracy in presentation skills (Rahmawati et al., 2021). The difficulty of online speaking practice was due to time limitation of the session (Agarwal & Caushik, 2020). Thus, the challenge increased when students are faced with the transition in this current post-pandemic era where they move to onsite learning mode. Therefore, to motivate students in practicing speaking of procedure text, this study offered the method of using flashcards to make it easier for students to speak in onsite learning setting.

Flashcards have some advantages of being used as a learning medium. Flashcards can contain images which of course become the main attraction for you learners. The advantages of flashcard media are also explained by Indriana (2011) and Riyana and Susilana (2008) that it is easy to carry anywhere and practical in the manufacturing process and its use, so that students can learn well using this medium whenever they want. Flashcards as media for learning speaking are already widely used in various studies and show positive results about the effective use of flashcards to improve skills speaking. Several previous studies are relevant to this research. Aminuddin (2017) and Wardani (2021) showed the significance in improving students' ability in speaking using flashcard media. Fakhrina (2019) in learning speaking using a narrative text completed with flashcard also showed an increase in students' speaking skills. Ulfah & Trisno (2020) concluded that flashcards can improve student's vocabulary. Prameswari & Hermayawati (2019) also reported the benefit of flashcard to improve both the listening and speaking of seventh grader students. However, one of the genres that this current study put into emphasis is procedure text that explains a way to do or make something. It still needs more exploration on the use of flashcard to help performing procedure text.

This study departs from the assumption that flashcards belong to interesting learning media to use in speaking class. Flashcards can help students to explain the stages of how to do something in fluent English particularly when they do onsite speaking practice. Therefore, this study aims to offer the use of flashcard to enhance the speaking skill in presenting procedure text.

METHODOLOGY

The design of this study is classroom action research implemented to the twelve grade students at a senior high school in Kediri in the academic year 2021/2022. The participants were 28 students that showed low proficiency in speaking skills of presenting procedure text based on a preliminary observation.

This research consists of one cycle, with stages (1) planning, (2) implementation, (3) observation, and (4) data analysis. The preliminary study, which is a pre-cycle, is carried out to determine the students' initial ability in speaking to convey text procedures. Data collection is carried out through tests. As initial data, students were asked to show their speaking practice without using the media. The next stage is planning. The researchers plan and prepare a classroom action research implementation plan in the form of a learning implementation plan. in the implementation plan, it includes basic and core competencies, materials, learning steps, and assessments.

The implementation phase consists of two meetings. At the first meeting, students were invited to review the procedure text. In addition, the students were given explanations and guidelines about making flashcards. After that, they were asked to prepare flashcards according to the title of the procedure text to be presented. At the next meeting, students presented their speaking practice for procedure text using flashcards.

At the observation stage, the researchers collected all the data obtained from the implementation stage. These data were observed to find out how much the application of flashcards in the process of learning speaking in a procedure text can improve students' speaking skills. In this stage, the researcher observed the data by using the available scoring rubric. This observation was conducted to determine whether the classroom action research was successful or not. Data collection used the speaking assessment rubric adopted from the rubric or existing criteria. Brookhart (2013) identifies two important components of an effective rubric, namely (1) learning-related criteria (not "tasks") that students are asked to demonstrate, and (2) clear descriptions of performance across the quality set.

In the reflection stage, researchers analyzed data from the learning process using flashcards. The analysis of the data employed the students' post-test scores to determine whether the implementation of flashcards is successful in improving students' writing skills or not. The last stage of the research analysis was drawing conclusion.

RESULT

The pre-test in this study was conducted to determine how many of the students' ability in performing procedure text was followed by 28 students. The results of the pre-test were analyzed to find out how much the students' ability in performing procedure text was. In accordance with the minimum completeness criteria set by the school, students are said to be complete in this pre-test when the student's score falls within the minimum completeness criteria as the competence standard that is 75. Meanwhile, the post-test results are carried out after using the flashcard method.

Table 1. The Result of The Pre-test and Post-test

	Pre-Test	Post-Test
N Valid	28	28
N Missing	0	0
Mean	76.79	83.79
Median	75.00	85.00
Mode	70	80
Std. Deviation	9.547	7.661
Variance	91.138	58.693
Range	30	25
Minimum	65	70
Maximum	95	95
Below Competence Standard	13	3
Above Competence Standard	15	25

Pretest	Frequency	Percent	Valid Percent	Cumulative Percent
65-74	13	46.4	46.4	46.4
75-84	7	25.0	25.0	71.4
85-94	7	25.0	25.0	96.4
95-100	1	3.6	3.6	100.0
Total	28	100.0	100.0	

Posttest	Frequency	Percent	Valid Percent	Cumulative Percent
65-74	3	10.7	10.7	10.7
75-84	10	35.7	35.7	46.4
85-94	9	32.1	32.1	78.6
95-100	6	21.4	21.4	100.0
Total	28	100.0	100.0	

Based on the frequency of the data in Table 1, it can be seen that the average pretest score is 76.79 and the post-test is 83.79, with a total pre-test minimum score of 65 and a maximum of 95, while the post-test score has a minimum value of 70 and a maximum of 95. It is also known that there are differences in student mastery. based on pre-test and post-test scores. The most pretest scores are in the range of 65-74, namely as many as 13 students, this value has not reached the competence standard because it is below 75, while the highest post-test scores are in the range of 75-84 as many as 10 students, but there are also 3 students do not reach the competence standard who get a score below 75. Based on the frequency, it can be seen that the initial picture is that flashcards can influence student learning outcomes in procedure text. However, it is necessary to analyze the magnitude of the effect comprehensively in accordance with statistical rules. The analysis used to determine whether flashcards can improve the ability of twelve grade students in presenting a procedure text is to use a paired sample t-test. The analysis was carried out using the help of SPSS. Before conducting the analysis, the first step was checking the normality of the data with the following results.

Table 2. The Normality Test

PrePost		Kolmogorof Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Pre-test	.226	28	.001	.893	28	.008
	Post-test	.168	28	.042	.898	28	.010

[a] Lilliefors Significance Correction

Based on Table 2, it is known the significance value of the pre-test is 0.008, and the post-test value of 0.010, because both values are greater than 0.05, it can be concluded that the pre-test and post-test value data are normally distributed and meet the requirements for conducting paired t-test analysis. Based on the results of the analysis using SPSS, the results of the paired t-test are obtained as in Table 3.

Table 3. The Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	76.79	28	9.547	1.804
	Post-test	83.79	28	7.661	1.448

Table 3 shows that the pre-test value obtained from the average value of learning outcomes or the mean is 76.79, while the post-test value obtained from the average value of learning outcomes or mean is 83.79 with 28 student respondents. The average learning outcomes on the pre-test is 76.79 < 83.79, so descriptively there is a difference in the average learning outcomes between the pre-test and post-test. Furthermore, to prove whether the difference is significant or not, one must interpret the results of the paired sample t-test presented in Table 4.

Table 4. The Paired Sample t-test

	Paired Differences					t	df	Sig. (2 tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test Post-test	-7.000	5.142	.972	-8.994	-5.006	-7.203	27	.000

As shown in Table 4, the value of significance of 0.000. based on the decision-making guidelines in the paired t-test based on the significant value if the value of Sig. (2-tailed) < 0.05 then H0 is rejected and Ha is accepted, otherwise if the value of Sig. (2-tailed) > 0.05, then H0 is accepted and Ha is rejected. Accordingly, it can be concluded that the value of Sig. (2-tailed) of 0.000 < 0.05, then H0 is rejected and Ha is accepted, i.e. there is a significant difference between the results of the pre-test and post-test, which means that there is an effect of using flashcards in improving the ability of class XII students in displaying a procedure text. The table also contains information about the "Mean Paired Difference" value of -7,000. This value indicates the difference between the average pre-test and post-test learning outcomes is -7,000 (76.79 – 83.79) and the difference is between -8.994 to -5.006 (95% confidence interval of the difference).

DISCUSSION

The research conducted a preliminary study by directly observing students, the results of these observations showed that students had difficulty in practicing speaking procedures. They are not very good at developing ideas, do not know what they are going to convey, lack of vocabulary they master and lack of techniques they use. Researchers collected initial data by asking students to show their speaking practice without using media, based on the results of the pre-test, the average student score was only 76.79 with the competence standard 75, meaning that student learning outcomes were only very small from the completeness criteria. In this study, the use of flashcard media is offered to overcome these difficulties and to motivate students in the practice of speaking procedure text so that it is easier for students to speak. Sulistiyowati's research (2018) also concludes that the exposure of practicing the presentation of procedure text using learning media resulted in improvement of speaking skill.

The use of flashcard to present procedure text as shown in the finding resulted in several benefits, one of which is the easiness to present well as the flashcard helped the students to elaborate more ideas through a greater vocabulary. It is in line with Tarigan (2008) that the quality of a person's language skills depends on the quantity and quality of the vocabulary he has. In other words, the richer the vocabulary the students have, the more likely they are to be skilled in presenting the procedure text.

The finding of this study showed the effective use of flashcard media. It helped the twelve grade students to present procedure text that contains goals, materials, and steps. It is because flashcards are small cards that contain pictures, text, or symbols that remind and guide students to something related to the picture. Flashcards containing images are the main attraction for students because they are easy to remember. After all, they present cards with short messages so that they are easy to remember and fun. The advantage of flashcard media is that it is easy to carry everywhere because of its small size and lightweight (Indriana, 2011). In addition, flashcards are very practical in the process of making and using them, so that whenever students can learn well using flashcard media (Riyana & Susilana, 2008).

Flashcards as speaking learning media have been widely used in various studies and accordingly this study also shown positive results regarding the effectiveness of using flashcards to improve speaking skills. Aminuddin (2017) and Wardani (2021) showed the significance in improving students' ability in speaking using flashcard media for eleventh grade students. Meanwhile, Fakhrina (2019) in learning speaking using a narrative text completed with flashcard also showed an increase in tenth grader students' speaking skills. Therefore, it can be concluded that the use of flashcard was proven effective to be used to improve the speaking skill for senior high school students.

The finding of this study also supports Kusuma (2021) that English learning assisted by flashcard as learning media will help building greater vocabulary that in turn will give benefit for further development of language skills such as speaking. Based on the results of reflection, by using flashcards students became active in the learning process. The students were actively participated in the class activities such as the drills to repeat the vocabulary displayed, and to connect the vocabulary according to the images in the flashcard. This finding also supported the results of Yulsardi & Ratmanida (2021) that flashcards can increase students' vocabulary which can be used for listening, speaking, writing, and reading. This is also in accordance with Hotimah (2010) that flashcards can improve students' listening and speaking skills, flashcards can provide a stimulus to repeat the vocabulary spoken by the teacher, understand the words used and relate them to the objects they represent and the ability to pronounce vocabulary correctly.

Another significant benefit of using flashcard in speaking practice for twelve grader students is to avoid student's anxiety in speaking due to lack of vocabulary. According to Handini (2021), some of the obstacles making students speechless is due to difficulty to select dictions and produce words correctly.

These obstacles worsened the student's fluency as the become more anxious and lack of self confidence to express themselves (Abin & Meisi, 2022).

This research is inseparable from several limitations. The design chosen that was classroom action research did not proceed in some cycles. It was due to limitations so that it only took one cycle because the students already get the expected value, which is above the competence standard. In addition, the respondents of this study are only one class with a pre-formulation format. test and post-test. However, it is necessary to conduct more comprehensive research such as experimental research by involving two groups of students. As another limitation is on the focus of procedure text to train students' speaking skills. It would be beneficial to conduct more extensive research related to English speaking proficiency using various types of genre.

CONCLUSION

Based on the results of the analysis, the conclusion of this study is that the use of flashcards can improve the ability of twelve grade students in presenting a procedure text. The results of the paired t-test showed that the average pre-test score before using the flashcard was 76.79 and increased to 83.79 after using the flashcard with a significance of 0.000. The results of this study are expected to be a reference material to improve students' speaking skills, especially in procedure text. This is due to the fact that presenting procedure text requires the ability to explain the goal, material and steps. This structure of procedure needs the visualization in the form of flashcards that make the presentation more interesting. As another benefit of implementing flashcard as learning media for presenting procedure text is helping students to improve their vocabulary and avoid anxiety to speak. However, the finding of this study needs more confirmation from several other researchers to use flashcard not only to enhance the speaking proficiency to perform procedure text but also to various type of genre. In addition, as the finding is applied to twelve grade students of a senior high school in Kediri, it is expected that flashcard is used in larger level of proficiency ranging from the basic to the advanced English level to see whether there would be similar result.

REFERENCES

Abin, R., & Meisi, M. (2022). An Analysis of Students' Problem in English Speaking at The Second Grade of SMAN 1 Pomalaa. *Anglo-Saxon: Journal of the English Language Education Study Program, 13*(1), 1-13. https://doi.org/10.33373/as.v13i1.4338

Agarwal, S., & Kaushik, J. S. (2020). Student's perception of online learning during COVID pandemic. *The Indian Journal of Pediatrics, 87*(7), 554-554. https://doi.org/10.1007/s12098-020-03327-7

Aminuddin, A. (2017*).* The Use of Flashcards to Teach Speaking at the Second Year Students of SMAN 5 Enrekang. Unpublished thesis. Universitas Islam Negeri Makassar.

Brookhart, S. N., (2013). *How to Create and Use Rubrics for Formative Assessment and Grading.* The Association for Supervision and Curriculum Development (ASCD)*.*

Dalvi, B., Tandon, N., Bosselut, A., Yih, W. T., & Clark, P. (2019, November). Everything happens for a reason: Discovering the purpose of actions in procedural text. In *Proceedings of the 2019 Conference on Empirical Methods in Natural Language Processing and the 9th International Joint Conference on Natural Language Processing (EMNLP-IJCNLP)* (pp. 4496-4505). http://dx.doi.org/10.18653/v1/D19-1457

Fajri, M. & Indah, R.N. (2022). Student's speaking problem in online learning. *TELL: Teaching of English Language and Literature Journal, 10*(2), 99-111. http://dx.doi.org/10.30651/tell.v10i2.13559

Fakhrina, G. (2019) Improving the First Year Students' Speaking Ability of Narrative Text Throgh Flashcard at SMA YLPI Pekanbaru. Unipublished thesis. Universitas Islam Riau*.*

Handini, B. S., Prasetyaningrum, A., Jaelani, S. R., & Azima, M. F. F. (2021). An analysis on students' difficulties in speaking. *Humanitatis: Journal of Language and Literature, 7*(2), 187-192. https://doi.org/10.30812/humanitatis.v7i2.1248

Hotimah, E. (2010). Penggunaan Media Flashcard dalam Meningkatkan Kemampuan Siswa pada Pembelajaran Kosakata Bahasa Inggris Kelas II MI Ar-Rochman Samarang Garut*. Jurnal Pendidikan Universitas Garut, 4(1), 10-18.*

Indriana, D. (2011). *Ragam Alat Bantu Media Pengajaran.* Yogyakarta : DivaPress

Kusuma, N. M. P., & Awan. (2021). Aplikasi Multimedia Flashcard sebagai Upaya Meningkatkan Kosa Kata Bahasa Inggris. *Jurnal Manajemen Dirgantara, 14*(2), 164-171. https://dx.doi.org/10.52434/jp.v4i1.30

Lubis R. F., & Hasibuan, N. K. (2020). Students' Writing Procedure Text Mastery. *English Education: English Journal for Teaching and Learning, 8*(2), 166-176. https://doi.org/10.24952/ee.v8i2.3238

Prameswari, D. A. T., & Hermayawati. (2019). Developing Flashcard to Teach Students' Integrated Listening and Speaking Skills for Seventh Grader. *JELE (Journal of English Language and Education), 5*(2), 107-112. https://doi.org/10.26486/jele.v5i2.1191

Rahmawati, R., Sihombing, C., Ginting, E. K. B., & Arimonnaria, E. (2021). The effect of e-learning on students speaking skill progress: a case of the seventh grade at SMP Pencawan Medan. *Indonesian EFL Journal, 7*(1), 69-78. https://doi.org/10.25134/ieflj.v7i1.3995

Rahmawati, V. E., & Sulistyaningsih. (2020). The Use of Instagram Picture Series as Media to Improve Students' Ability in Writing Procedure Text. *JournEEL, 2(1), 20–33.* https://doi.org/10.51836/journeel.v2i1.77

Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ), 2*(2), 6-18.

Renandya, W. A., Hamied, F. A., & Nurkamto, J. (2018). English language proficiency in Indonesia: Issues and prospects. *Journal of Asia TEFL, 15*(3), 618-629. http://dx.doi.org/10.18823/asiatefl.2018.15.3.4.618

Riyana. C, R., & Susilana (2008). *Media Pembelajaran, Hakikat, Pengembangan, Pemanfaatan dan Penilaian.* Jakarta: Wacana Prima

Sulistiyowati, W. (2018). Peningkatan Hasil Belajar Berbicara Teks Prosedur melalui Metode Presentasi Power Point Mata Pelajaran Bahasa Inggris pada Peserta Didik Kelas I G Semester 1tahun Pelajaran 2017/2018 SMP Negeri 1 Tugu. *Bright: A Journal of English Language Teaching, Linguistics and Literature, 2*(1), 79-100. https://doi.org/10.29100/bright.v2i1.741

Spratt, M., Pulverness, A. & Williams, M. (2005). *The TKT (Teaching Knowledge Test) Course.* London: Cambridge University Press

Tarigan, H. G. (2008). *Berbicara Sebagai Suatu Keterampilan Berbicara.* Bandung: Angkasa.

Ulfah, F, M & Trisno, E. (2020). The Analysis of Listening Anxiety of Advanced Listening Class. *Journal of English Language Teaching, 9*(3), 480-487. https://doi.org/10.24036/jelt.v9i3.43863

Wardani, B. N. R. (2021). Teaching Speaking Using Flashcards: A Quasi Experimental Study at Eigth Graders in SMP Negeri 5 Kopang. Unpublished thesis. Universitas Mataram.

Yulsardi, R. P., & Ratmanida. (2021). The Effect of Digital Flashcard on Students' Vocabulary Mastery: An Experimental Research at SMPN 12 Padang. *Journal of English Language Teaching, 10*(3), 305-314. https://doi.org/10.24036/jelt.v10i3.113806