

THE EFFECT OF USING FLASHCARDS AS A GUIDELINE ON STUDENTS' SPEAKING ABILITY IN RECOUNT TEXTS

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Introduction Background Of This Study:

Ideal Condition

1. Students are expected to communicate ideas confidently in English.
2. Students should be able to organize recount texts based on orientation, events, and reorientation.
3. Students are expected to use appropriate vocabulary, grammar, and pronunciation.
4. Speaking activities should encourage active participation and meaningful communication.
5. Learning media should support students in expressing ideas more systematically.

Actual Condition

1. Many students still have difficulty organizing ideas when speaking.
2. Students have limited vocabulary and frequently make grammatical mistakes.
3. Most students lack confidence and are afraid of making mistakes while speaking English.
4. The school has limited technological facilities, making digital media difficult to implement.
5. Teachers mainly use videos and pictures, which are not sufficient to support students' speaking performance.

Research Background

Research Gap

Previous Research

This Research

Theoretical Gap

- Previous studies mainly reported that flashcards improve vocabulary mastery, learning motivation, and students' participation in English learning (Gabby Maureen Pricilia, 2024; Syamsiyah, 2023; Saputri & Prasetyarini, 2024).
- This study applies Mayer's Cognitive Theory of Multimedia Learning (Mayer, 2001) by using flashcards as visual and verbal guidance to support students in organizing ideas before speaking.

Contextual Gap

- Most previous studies were conducted at the elementary or junior high school level, while studies involving vocational high school students remain limited (Melani et al., 2023).
- This study focuses on tenth-grade vocational high school students at SMK Muhammadiyah 1 Taman, where speaking ability in recount texts is still challenging.

Empirical Gap / Evaluation Gap

- Previous studies generally used flashcards as vocabulary memorization tools, while research investigating flashcards as speaking guidelines for recount texts is still limited (Wahyuni & Vourezky, 2021; Zarrati et al., 2024).
- This study investigates the effectiveness of flashcards as speaking guidelines based on the orientation–events–reorientation structure using a One-Group Pretest–Posttest Design.

Research Objective & Research Question

RESEARCH OBJECTIVE:

This study aims to investigate the effectiveness of using flashcards as a speaking guideline in improving students' speaking ability in recount texts.

Specifically, this study aims to:

1. Measure students' speaking ability before the treatment.
2. Measure students' speaking ability after the treatment.
3. Compare students' pre-test and post-test speaking scores.
4. Determine whether flashcards significantly improve students' speaking ability.

Variables:

Independent Variable → Flashcards as Speaking Guideline

Dependent Variable → Students' Speaking Ability

RESEARCH QUESTION:

Does the use of flashcards as a speaking guideline significantly affect students' speaking ability in recount texts?

NOVELTY OF THIS STUDY:

1. Flashcards function as a speaking guideline instead of only vocabulary media.
2. Flashcards are designed according to the generic structure of recount texts.
3. The study focuses on vocational high school students using a One-Group Pretest–Posttest design.

Methodology

Research Design

Quantitative Pre-Experimental
One-Group Pretest–Posttest

Population

Tenth-grade students at SMK
Muhammadiyah 1 Taman

Sample

21 students of Class X MP2

Instrument

1. Speaking Performance Test (Pre & Post-Test)
2. Oral Speaking Task (recount text)
3. Max Score = 100
4. Speaking Assessment Aspects: Fluency, Pronunciation, Vocabulary, Grammar, Comprehensibility

Data Analysis

1. Descriptive Statistics
2. Shapiro-Wilk Normality Test
3. Paired Samples T-Test

Research Procedure

Step 1

PRE-TEST

1. Students performed an oral recount text entitled **"Independence Day Experience."**
2. Students were given 2–3 minutes to tell their experiences.
3. Students' speaking ability was assessed before treatment.

Step 2

TREATMENT 1

1. The researcher explained recount text and its generic structure.
2. Flashcards were introduced as speaking guidelines.
3. Students arranged ideas using flashcards.
4. Students developed their ideas into complete oral recount texts.
5. The researcher provided feedback on students' speaking performance.

Step 3

POST-TEST

1. Students delivered an oral recount entitled **"My Activities at School Yesterday."**
2. Students' speaking ability was assessed after the treatment.
3. The results were compared with the pre-test scores.

Design: O₁ (Pre-Test) → X (Flashcards as a Speaking Guideline in Recount Texts) → O₂ (Post-Test)

Results: Normality Test & Hypothesis Testing

Table 1. Tests of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,178	21	,079	,928	21	,128
Posttest	,197	21	,033	,953	21	,381

The significance values of the pre-test (0.128) and post-test (0.381) were greater than 0.05, indicating that both datasets were normally distributed. Therefore, the hypothesis testing was continued using the Paired Samples T-Test.

Table 2. Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	69,4286	21	6,35273	1,38628
	Posttest	82,2857	21	5,26444	1,14879

The mean score increased from **69.43** in the pre-test to **82.29** in the post-test, indicating an improvement in students' speaking ability after the implementation of flashcards as speaking guidelines.

Results: Normality Test & Hypothesis Testing

Table 3. Paired Samples Test

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest - Posttest	-12,85714	6,01070	1,31164	-15,59318	-10,12110	-9,802	20	,000

The significance value was **0.000** (< 0.05), indicating a significant difference between the pre-test and post-test scores. Therefore, **H₀ was rejected and H₁ was accepted**, which means that the use of flashcards as a speaking guideline significantly improved students' speaking ability.

Discussion

Findings	Previous Studies	Interpretation
Mean score increased from 69.43 to 82.29 .	Wahyuni & Vourezky (2021); Syamsiyah (2023).	Flashcards effectively improved students' speaking performance
Students became more confident during speaking activities.	Melani et al. (2023).	Flashcards reduced speaking anxiety and encouraged active participation.
Students organized ideas more systematically using flashcards.	Mayer (2001).	Visual guidance helped students arrange information before speaking.
Students showed improvement in fluency, vocabulary, grammar, pronunciation, and comprehensibility.	Gabby Maureen Pricilia (2024).	Flashcards supported students in delivering recount texts more effectively.

The findings indicate that flashcards significantly improved students' speaking ability and helped them organize ideas more effectively in recount texts.

Conclusion & Recommendation

CONCLUSION

1. The use of flashcards as speaking guidelines significantly improved students' speaking ability.
2. Students' mean scores increased from **69.43** in the pre-test to **82.29** in the post-test.
3. Flashcards helped students organize ideas based on the recount text structure.
4. Students became more confident, fluent, and systematic when speaking.
5. Therefore, flashcards can be considered an effective and practical teaching medium for speaking instruction.

RECOMMENDATION

1. Teachers are encouraged to use flashcards as an alternative speaking medium.
2. Students should practice speaking regularly using flashcards.
3. Future researchers should involve larger samples and use a control group.

Thank You

