

Enhancing Students' Speaking Skill: The Synergy of Flashcards and Communicative Approach at SMK Negeri 5 Bandar Lampung

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ABSTRACT: This research aims to examine the effectiveness of using modified flashcards combined with a communicative approach to improve students' English-speaking performance and increase their interest in learning. The study addresses three main research questions: (1) Do students significantly improve their speaking performance after learning with flashcards and a communicative approach? (2) Which aspects of speaking show the greatest improvement? and (3) Do modified flashcards increase students' interest more than traditional flashcards? Employing a quantitative experimental design, the study involved 60 tenth-grade students at SMK Negeri 5 Bandar Lampung divided into experimental and control groups. The experimental group received treatment using modified flashcards integrated with a communicative approach, while the control group used traditional flashcards. Data collection included pretests, posttests, and motivation questionnaires. The results indicated significant improvements in the experimental group's speaking skills—including grammar, pronunciation, fluency, vocabulary, and comprehension—and a notable increase in their motivation and interest in learning English speaking compared to the control group. The study concludes that modified flashcards combined with a communicative approach effectively enhance both students' speaking performance and their engagement in learning English.

I. INTRODUCTION

Background

Speaking is an interactive process to construct meaning that includes making, acquiring, and analyzing information. Fulcher (2003), speaking is the verbal use of language to communicate with others. This emphasizes the importance of communication skill with language proficiency assessment. This requires back and forth communication where people take turns speaking with one and other (Thornbury, 2005). Speaking is interactive and involves turn-taking, where speakers engage in a back-and-forth communication style.

In the second language class, speaking accuracy is very important for learners to develop. These skills help learners to start and maintain conversation with their peers (Firman, 2012). The ability to start and maintain conversations with peers fosters an interactive learning environment, where students can practice their language skills in real contexts, receive immediate feedback, and build their linguistic competence through peer interactions.

In the second language class, speaking accuracy is very important for learners to develop. These skills help learners to start and maintain conversation with their peers (Firman, 2012). The ability to start and maintain conversations with peers fosters an interactive learning environment, where students can practice their language skills in real contexts, receive immediate feedback, and build their linguistic competence through peer interactions.

The second language learners indicated success in studying the language based on how they performed in speaking (Leong and Ahmadi, 2017). The speaker must have five aspects of speaking; they are vocabulary, grammar, pronunciation, fluency and comprehension. These elements help the speaker to communicate effectively. There are several types of problems students face in learning English as a second language, (Richards and Rogers, 2001). There are several types of problems students face in learning English as a second language. One of the problems is when students speak slowly and take time in their speaking because the students have lack of understanding vocabulary and grammar.

However, Sanjaya et al. (2023) find that students struggle in learning Second language because the instructional focus is primarily on formal language aspects, such as grammar and vocabulary. This lack of emphasis on pragmatic skills can hide learners' ability to use English effectively in real-world communication. Students must have motivation for learning second language (Driscoll, 2005). Motivation significantly influences their willingness to engage with the language and persist through challenges. Moreover, Students are highly influenced by their mother tongue in communication speech acts such as pronunciation, grammar,

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vocabularies, fluency and verbal communication (Noormohamadi, 2008). This all can be struggle by students to face second language (L2).

This situation needs ways to help second language learners in studying. One of the ways is the usage of media. Media is one of the tools that can help second language learning. The teacher can use audio, visual or audio-visual (Kurniawan, 2016). One of the visual media that can be used is flashcards. Flashcards are cards with a words or phrase on one side and its definition or picture on the other (Broughton et al., 2002). The flashcards help teachers to teach tenses and vocabulary (Gelfgren, 2012). They help the students to reinforcing grammar structures, such as verb tenses as well as expending vocabulary.

Flashcards have been used for teaching a number of reasons during the history of language teaching, including teaching vocabulary, propositions, articles, sentence structures, tenses, and phrasal verbs. Some investigations indicate that working with flashcards helps learners acquire vocabulary more successfully than word lists. These media are utilized to help inspire conversation and learning through collaborative activities, which create actual possibilities for communication and promoting cooperative connections among students.

These media are used to present new vocabulary and sentence structures, which aid the students to enhance their speaking skills. They are visually constructed and used to start the conversation and learning in the collaborative activities. Several scholars have studied the use of flashcards for speaking skills in language training. Sitompul (2013) found that the students' vocabularies improved and they can memorize the words easily and be motivated to understand English due to it is easier to understand. Flashcards are utilized to educate young learners' vocabulary and boost creative writing skills, to encourage the recognition of sight words in reading and vocabulary extension, and to improve learners' creative writing skills by providing context for new words taught to learners. Armadi (2020) found that flashcards are a very effective media to increase grammar mastery. Students who were taught using flashcards in learning grammar achieved better mastery of grammar compared to those who were not taught using flashcards. Flashcards media help improve pronunciation by connecting words with correct pronunciation, helping them to learn new vocabulary by associating words with pictures and allowing them to create narratives based on images on the cards (Rahmadani, 2022). By incorporating visual representations of vocabulary words, students can make connections between the written word and its pronunciation, aiding in their understanding and retention of correct pronunciation. Flashcards media help improve pronunciation by connecting words with correct pronunciation, helping them to learn new vocabulary by associating words with pictures and allowing them to create narratives based on images on the cards (Rahmadani, 2022). By incorporating visual representations of vocabulary words, students can make connections between the written word and its pronunciation, aiding in their understanding and retention of correct pronunciation.

However, Gelfgren (2012), Feranty et al., (2024) stated that flashcards have weaknesses because it is lack of context because it is not provide enough context for the students to to use in the real life situation, flashcards focus only specific tenses rules, therefore the students have lack opportunities to practice using them in communicative context, they may not be engaging or motivating for all students, especially those with specific learning difficulties who may struggle with traditional teaching methods because flashcards have limited engagement. Particular learners find the communicative method is an effective strategy to teach language since it stresses the significance of communication and engagement in language learning. Furthermore, Nuryani and Fadloeli (2021) found that without will preparation and appropriate application flashcards cannot be effective for all learners. It can be infective because students find them boring and when the material can not engage them properly.

Communicative approach is an approach to language instruction that stresses interaction as both the method and the aim of language acquisition (Howatt 1984). This approach focusing on the use of the language in the context and relevant, therefore the students not only learn the theory or language structure but also use the language effectively in daily.

Richards and Rodgers (2001) state that communicative approach is a methodology in language instruction that emphasized the importance of interaction as both a means and main goal in language learning. It was established in the 1970s as a reaction to the perceived limits of conventional language education approaches, which concentrated on grammar and vocabulary rather than communication. Communicative approach is concerned in offering students the abilities to be able to communicate under many conditions. Communicative Language approach is an approach that emphasizes interaction and communicative competence as the main goal of language study. It involves learners working in pairs or groups using language resources to solve problems.

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encourages the writer to develop flashcards with an approach that can help address the shortcomings in the utilization of flashcards in speaking abilities.

1. The research problems in this research are: Do the students have significant improvement in speaking performance after learning English by flashcards with communicative approach?
2. Which aspects of speaking increase more for the students in teaching speaking with flashcards and communicative approach?
3. Do modified flashcards increase students' interest in learning English speaking more than traditional flashcards?

II. LITERATURE REVIEW

According to Nunan (1991) speaking as a critical component of language use, essential for communication, and rooted in interactive and contextual aspects of language learning. Speaking is very important to convey the ideas and information and maintain social interaction. Burns and Joyce (1997), Speaking is an interactive process where meaning is built through the creation, reception, and interpretation of information. The surrounding circumstances, which include the individuals themselves, their shared experiences, the actual setting, and the goals of the speech, all influence the shape and meaning of the speech. Most of the time, it is unplanned, flexible, and changing. But words aren't always arbitrary. Burns and Joyce (1997) suggest that language functions or patterns, such as denying an invitation or requesting time off from work, can be recognized and mapped out in specific discourse settings.

According to Harmer (2007) speaking as a complex skill that includes fluency, correct pronunciation, the ability to interact, and emotional preparedness. All these aspects should be taken into account in the context of language instruction. By focusing on these areas, teachers can better prepare students for real-life communication scenarios, ultimately leading to more proficient and confident speakers. This holistic approach promotes not only language acquisition but also helps learners feel more comfortable using the language in everyday situations.

Therefore, fluency is important to attain the purpose of the discourse. Richards (2008) suggested that speaking means exploring ideas, obtaining something done, subtraction of many components of the world or basically being together. It indicates that if learners can talk clearly or smoothly it will enable them to communicate freely and explore their thoughts. Speaking English also helps students acquire up-to-date information in the fields of health, technology and science.

Cameron (2001) suggested that it is also mains to order the communication so the listener would grasp what the speaker said. Speaking is essential for language learners because the first appearance of communication is speaking. In their daily existence, students are expected to be able to speak English accurately, acceptably, and fluently. It requires a lot of exercise to be able to communicate comfortably in a foreign language. Pinter (2006) suggested that speaking can be started by repeating models, drilling specified sentences and practicing. It indicates that making discussion with others in some instances where contribution of spontaneity is essential. He emphasizes the significance of pronunciation, contextual vocabulary, and the integration of grammatical structures within speaking activities, along with the importance of interactive practice to enhance fluency (Pinter, 2006). Therefore, the the students has to be learnt not only in the language which we used but also what the suitable things which we said in specific situations. It is a hard and lengthy procedure to be able to master all sub talents.

There are four abilities in the language activities including speaking. It is essential to express in communication. Cameron (2001) said that to express meaning, the use of language is needed in speaking so other people may understand what we say. It shows that speaking consists of making structured verbal utterances to express meaning which will make other people understand what we are saying clearly. Then, it is often impetuous, evolving open, and open-ended, but it is not wholly unanticipated. According to Nunan (1991) speaking is explained as the action as the capability to state oneself in the condition or the action to report performs, or conditions in particular statements or the power to talk or to communicate a succession of ideas confidently. Richards (2008) remarked that the priorities of many foreign language or second language learners are to master speaking skill. So learners have to measure their achievement in language learning as equal as the effectiveness of their English course founded in how much they think and they have updated in their spoken language ability.

Speaking is a cooperative method of making meaning that includes acquiring, interpreting, and evaluating facts. The surrounding circumstances, including the people themselves, their shared experiences, the physical environment, and the purposes of the speech, all impact the structure and meaning of the speech. Speaking is vital for language learners, and it needs a lot of practice to speak fluently in a foreign language.

Nunan (1991) stated that teaching speaking means teaching ESL learners to produce English speech sounds and sound patterns, use word and sentence stress, intonation patterns, and the rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments, and use the language quickly and confidently with few unnatural pauses, which is called fluency. Teaching speaking aims to help learners develop the ability to express themselves confidently and effectively in English across various contexts. Nunan (1991), teaching speaking means teaching ESL learners to produce English speech sounds and sound patterns, use word and sentence stress, intonation patterns, and the rhythm of the

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second language, select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments, and use the language quickly and confidently with few unnatural pauses, which is called fluency. Teaching speaking aims to help learners develop the ability to express themselves confidently and effectively in English across various contexts.

There are several aspects in teaching speaking. The Aspects of speaking are comprehension, grammar, vocabulary, pronunciation, fluency (Harris, 1969).

- a) Comprehension
Comprehension is the ability to use stress, intonation, grammar, and vocabulary in communication to express meaning.
- b) Grammar
Grammar is needed to arrange the correct sentence in conversation.
- c) Vocabulary
Vocabulary is the appropriate diction that is used in communication.
- d) Pronunciation
Pronunciation is how the students produce understanding language when they speak.
- e) Fluency
Fluency is the ability to read, speak or write easily, smoothly and expressively. It means that the speaker can read, understand and respond in a language clearly and concisely to relate meaning and context.

Teaching speaking involves methods and practices designed to help learners develop their oral communication skills in a language (Nunan, 2015). It emphasizes the ability to express thoughts, ideas, and emotions verbally while also focusing on fluency, accuracy, and effective communication strategies. Teaching speaking involves methods and practices designed to help learners develop their oral communication skills in a language (Nunan, 2015). It emphasizes the ability to express thoughts, ideas, and emotions verbally while also focusing on fluency, accuracy, and effective communication strategies.

Flashcards are small cards containing images, text, or symbols that can help students remember and recall concepts associated with the visual stimuli displayed (Luthfillah, & Fauzia, 2023). Flashcards are beneficial for improving pronunciation by allowing students to hear the correct pronunciation from native speakers, which helps improve their own speaking skills. Flashcards assist students in remembering and recognizing the words and descriptive phrases they need for writing. Flashcard is a learning tool in the form of small cards holding pictures, text, or symbolic signs that might recall or guide students to do something connected to the picture. The pictures on a flashcard are a succession of messages that are presented in the form of information on each picture (Harisanty at al., 2020).

Flashcard is a learning tool in the form of small cards holding pictures, text, or symbolic signs that might recall or guide students to do something connected to the picture. The pictures on a flashcard are a succession of messages that are presented in the form of information on each picture (Harisanty at al., 2020). Modified flashcards refer to flashcards that have been changed or adapted to fulfill certain learning goals or objectives. (Seznaki, 2017; Harisanty at al., 2020). The flashcards are designed by the teacher to reach the goals of the learning such as speaking. Modified flashcards can be in graphics forms, movies, or audio to make them more visually appealing and engaging. They can be used to emphasize on certain learning objectives, such as vocabulary, grammar, or communication skills.

According to Ross-Feldman (2003), any action which needs the learner to speak and listen to others includes the use of communication. Activities with communicative purposes are important for breaking down boundaries, finding information, expressing thoughts about oneself and learning about culture. Communicative language approach refers to a communicative method to teaching a second or a foreign language as well. Doubtlessly, it is believed as the most successful approach focuses on the communicative competence of the learners in many countries (Kaisheng, 2007 cited in Gustiani 2012). This approach aims to develop communicative rather than linguistic competency by learner engagement.

Richards (2006) stated that communicative approach is the methodology that focuses on making real communication the central aspect of language learning. It emphasizes providing opportunities for learners to experiment with language, be tolerant of errors as part of the learning process, develop both accuracy and fluency, integrate different language skills (such as speaking, reading, and listening), allow students to induce or discover grammar rules, and engage in activities that promote meaningful interaction and negotiation of meaning.

Flashcards are a great tool for language acquisition, but they also have significant drawbacks. Flashcards are used to understand the meaning of the English phrase and how to pronounce (Milles and Ehri, 2017 as cited in Putu and Agung 2021). One of the key problems is that they might favor memory over active learning, which means that students can merely know material without comprehending its context. Another problem is that flashcards cannot give enough opportunity for students to practice utilizing language in real-life settings. However, these deficiencies can be overcome by the communicative approach, which stresses the significance of communication and functional language use. The communicative method assists to solve the inadequacies of flashcards by offering opportunities for students to practice using language in real-life settings, fostering communicative

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competence, and integrating all language abilities. It also stresses the usage of the target language in the classroom, proper use of words, and the construction of environments that aid to promote communication. By integrating flashcards with the communicative technique, language instructors create a more thorough and successful learning experience for their students.

Rahimi and Sahragard (2008) identify flashcards as more effective than word lists for vocabulary learning. Sitompul (2013) notes their role in improving young learners' vocabulary and creative writing by providing visual prompts and contextual cues, though their usage remains relatively uncommon and warrants further research. Muhyiddin (2020) and Nugroho et al. (2012) emphasize that flashcards foster active engagement and create interactive environments that significantly improve vocabulary mastery. Kusumawardhani (2020) and Murtiningsih and Khasanah (2024) point out that flashcards aid in understanding and organizing language structures, thereby enhancing grammatical skills and speaking confidence. Additionally, Musyaffah (2020) links flashcard use to improvements in descriptive writing and overall language mastery, while Gelfgren (2012) highlights their role in developing grammatical proficiency for speaking. Empirical evidence from interviews, observations, and exams supports the positive impact of flashcards, with studies like Feng (2020) showing that both physical and digital flashcards can accelerate vocabulary learning and produce statistically significant gains over other teaching tools.

Tambunan (2018, as cited by Marina, 2023) defines interest as a strong personal desire and attention that leads to active participation in learning. Spolsky (2000) emphasizes that interest is an intrinsic motivator, essential for language mastery and cultural engagement, and that motivation from teachers and parents is vital for student success. Reinninger et al. (2014) distinguish between enduring and situational interest, both of which enhance attention and motivation, leading to better cognitive and emotional learning outcomes.

Mangal (2007, cited by Saswandi, 2014) and Nurhasanah and Sobandi (2016) argue that interest drives the learning process, making it easier for students to understand material and encouraging active involvement. Hidayaty, Qurbaniah, and Setiadi (2022) suggest that stimulating curiosity and connecting new information to prior knowledge are key to fostering initial student interest. Nursyam (2019) and Asiyah et al. (2020) note that positive feelings and interactive, technology-based media can further boost interest and engagement.

Research by Nurlia et al. (2017) and Rusmiati (2017) demonstrates a strong link between high interest and improved academic performance. Wuryanti and Kartowagiran (2016), Nurrita (2018), and Rusdewanti and Gafur (2014) highlight the importance of using appropriate and varied teaching media, such as flashcards, to capture students' attention, make learning enjoyable, and increase motivation and learning outcomes.

According to Silvia (2008), as cited by Triarisanti and Purnawarman (2019), a high level of interest in education can aid students in achieving improved learning outcomes. Silvia highlights several key indicators of student interest, including their enthusiasm for reading, their focus during lessons, active engagement in learning activities, and their accumulation of knowledge.

Safari (2003), cited by Ricardo and Meilani (2017), identifies attention, interest, and involvement as essential signs of student interest. Attention pertains to students' ability to concentrate on the instructional material and the teacher's presentation; interest involves an emotional bond, curiosity, and enthusiasm toward the subject; and involvement indicates active participation in the learning process.

Apriani (2019) stresses that students who exhibit high interest in learning tend to achieve better results in English compared to those with lower interest. Furthermore, the combination of engaging teaching media and student interest can further enhance learning outcomes.

Slamento (2003), cited by Saswandi (2014), outlines six indicators for assessing student interest: attention, willingness, needs, feelings of happiness or joy while learning, the quality of the teaching materials and the teacher's attitude, and participation. Evaluating these factors enables teachers to select effective instructional strategies to motivate and involve students more effectively.

III.METHOD

The reaseracher used the quantitative approach to find out the significant improvement of the students' speaking performance by using flashcards with a communicative approach. The researcher uses control group, pre test, post test design. The research is done at SMK Negeri 5 Bandar Lampung with 60 students in total for both Control and experimental classes in year academic 2024/2025. The instruments are used in this research is speaking test and Questionnaire.

In order to analyze the first research question, the Independent Group T-test is used as an analytical tool. Paired Sample T-test also applied to measure the second research question and for the third research question the researcher used T-test as analytical tool. This study used a static-group comparison research design model as explained by Setiyadi (2018). Pre and post test was done to measure the result of speaking ability of the students before and after the treatment.

IV.RESULT AND DISCUSSION

IV.1 RESULTS

Result Finds by the researcher can be shown as tables below:

Tabel 4.1. Experimental Class Reliability Pre test

Reliability Statistics	
Cronbach's Alpha	N of Items
.678	2

From the table 4.1 the reliability of experimental class 0.678. The data show that the reliability of the test in experimental class.

Tabel 4.2. Post test

Reliability Statistics	
Cronbach's Alpha	N of Items
.786	2

From the table 4.1 the reliability of experimental class 0.786. The data show that the reliability of the test in experimental class.

Tabel 4.3. T-Test Result of Experimental Class

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post_Experimental	76.1333	30	5.40583	.98696
	Pre_Experimental	56.6000	30	4.78936	.87441

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Post_Experimental & Pre_Experimental	30	.940	.000

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post_Experimental - Pre_Experimental	19.53333	1.87052	.34151	18.83487	20.23180	57.197	29	.000

The table above indicated that there is a significant improvement after the students learned procedure text by flashcards with communicative approach. It can be seen from the result get in sig (2-tailed) result as .000. Therefore, we reject the hypothesis H_0 and accept hypothesis H_1 : there is a significant improvement in the students speaking performance after they learned procedure text with flashcards with communicative approach.

After do the treatment in teaching Procedure with media flashcards with Communicative approach the researcher measured the aspect of speaking that improves. The researcher found that the improvement in speaking aspect performance is grammar with the gain result 30 (control class) and 32.5 (experimental class). It means that the students got grammar improvement among other aspects in speaking. The aspects of speaking performance that improve more after grammar are can be shown as the table below:

Tabel 4.4. The Gain of each Aspect in Experimental Class

Aspect	Pre-Test (Total)	Post Test (Total)	Gain
Pronunciation	87.5	115.5	28
Grammar	74.5	107	32.5
Fluently	90	118.5	28.5
Vocabulary	86.5	115	28.5
Comprehension	86	115	29

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The data in table 4.4 showed that the grammar in students' speaking in experimental class after learning with flashcards and communicative approach increase than other speaking aspect with gain is 32.5.

Table 4.4 show that grammar experienced the highest improvement among all aspects of speaking in Experimental class. This indicates that grammar was improved skill, with the intervention having a stronger impact on enhancing grammatical proficiency in the Experimental class. Therefore, we reject the hypothesis H_0 and accept hypothesis H_1 : there is a improvement in grammar after they were taught procedure text with flashcards and communicative approach.

Further, the questionnaire was validated by using a table checklist and the reliability was analyzed by using Cronbach alpha. The questionnaire is 100% valid as it was checked by the experts.

To analyze the questionnaire results, a statistical test was conducted, and the findings are presented in the table below:

Tabel 4.5. Questionnaire Reliability

Case Processing Summary			
		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
.689	10

Case Processing Summary			
		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
.701	10

The tables above shown the reliability of the questionnaires before treatment and after treatment. The reliability of the questionnaires from 10 questions got before treatment is .689 and the result got after treatment the reliability increased become .701. These show that the reliability of the questionnaires is consistence to measure the level of interest that modified flashcards can increase students' interest more in learning English than traditional flashcards in speaking.

Tabel 4.6. Pre-Post Experiment

Level of Interest	Pre test		Post Test	
	N	%	N	%
Interested	10	33.3	20	66.7
Not interested	20	66.7	10	33.3
Total	30	100.0	30	100.0

The table 4.10 shows that the interest in Experimental Group experimental class that learn speaking without flashcard modified and communicative approach in pretest is 33.3% of students were interested, while 66.7% were not interested. After they got treatment the percentage of interested students increased to 66.7%, while those not interested decreased to 33.3%.

The result show that modified flashcards effectively increased students' interest in learning English.

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Tabel 4.7. Pre-Post Experiment

Level of interest	Pre test		Post Test	
	N	%	N	%
Interested	21	70.0	14	46.7
Not interested	9	30.0	16	53.3
Total	30	100.0	30	100.0

The tables 4.11 provided for the pre-test and post-test results in control groups offer insights into the effectiveness of modified flashcards in increasing students' interest in learning English, particularly in speaking. In the Pre-Test 70.0% of students were interested in learning speaking without traditional flashcards and communicative approach and 30.0% were not interested, but after the students using traditional flashcards in procedure speaking class, the percentage of interested students decreased to 46.7%, with those not interested increasing to 53.3%.

The decrease in interest (from 70.0% to 46.7%) indicates that traditional flashcards were less effective in maintaining or increasing student interest.

From the result above we reject the hypothesis H_0 and accept hypothesis H_1 : there is an interest for the students in learning English by modified flashcards than traditional flashcards with a communicative approach.

The results above have answered the three research questions. First, there is an improvement in students' speaking performance after learning with flashcards using a communicative approach. Second, among all aspects of speaking, grammar showed the highest improvement, indicating that this method was particularly effective in enhancing students' grammatical accuracy. Lastly, the questionnaire results suggest that modified flashcards successfully increased students' interest in learning English speaking more than traditional flashcards. These findings highlight the effectiveness of using interactive learning tools to enhance both language proficiency and student engagement. Further analysis and discussion of these results will be presented in the next subsection or the discussion section.

IV.2 DISCUSSIONS

The discussion of the first research question highlights that the use of specific teaching media, such as flashcards, has a significant positive impact on students' speaking skills. The findings suggest that engaging and interactive media can enhance students' motivation and interest in learning English, which in turn improves their speaking performance. Several studies emphasize that interest in learning, driven by effective instructional tools, increases students' attention, participation, and emotional engagement, leading to better language acquisition outcomes. Therefore, implementing appropriate media like flashcards can effectively support the development of students' speaking abilities by fostering their interest and active involvement in learning activities.

This Research showed that the use of modified flashcards in the context of a communicative approach improve students' speaking skills. They could understand the short instructions given by the researcher. The researcher found that flashcards used by the students to practice speaking facilitate active engagement in the learning process by allowing students to practice vocabulary and phrases within an interactive context in speaking. This in line with Golding, Wasarhaley, and Fletcher (2012) which stated that flashcards can actively recall and repetition the vocabularies in their confidence in speaking. The instructions were given by the researcher during the class showed that flashcards encourage discussions and responses encourage students to speak more fluently and with greater self-assurance.

The researcher found that Flashcard with communicative approach help the students in demonstrating the ideas to explain the instructions of to go to certain place to others effectively in their real situation. This is in line with Richards and Rogers (2001) which stated that teaching language should be focus to the creation of situation where they are involved in the use of the language with the real situation. The learning of the language become relevant and contextual for the students. The success of learning second language (L2) is depend on the students' listening ability and context (Richards, 2006). Speaking ability with the continuous speaking activities should be accompanied by relevant listening activities. This is important to ensure that students are not only able to produce speech but also understand the context and meaning behind that speech.

The results of this research that the researcher found support the hypothesis H_1 that the use of flashcards with a communicative approach can significantly improve students' speaking skills, and provide insights for teachers in selecting more effective teaching methods to enhance students' learning outcomes.

The second research results indicate that the grammar aspect of the SMK Negeri 5 students showed the most significant improvement among students, with an average increase of 32.5 points in the experimental class using modified flashcards.

This showed that the use of modified flashcards and communicative approach helps the students to arrange the sentence with better grammar. This is in line with Richards and Rogers (2001) which emphasis the importance of interaction and context in the language teaching class. Flashcards and communicative approach in procedure text material allow the students to active participate in the speaking activities, therefore the students are able to practice the grammatical structure by giving the right

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instructions that use in procedure text in the real context such as how to create things, how to use the equipment and how to give the direction to a place.

The use of modified flashcards focuses on delivering information in a more interactive and enjoyable way. Students are encouraged to pair up and engage in discussions, utilizing sentence structures previously taught in procedure texts. This contributes to enhancing students' ability to speak more confidently and accurately.

This aligns with the theory of Richards and Rodgers (2001), which states that learning that incorporates social interaction facilitates language skill improvement. When students interact, they not only learn from direct instruction but also from practice and feedback received during the speaking process.

Although the grammar aspect showed an improvement, other aspects such as pronunciation and fluency also progressed. The implementation of flashcards and communication activities encouraged students to practice continuously, which in turn helped them become more fluent and confident in speaking.

This aligns with Richards' theory (2006), which argues that speaking skills are closely related to other skills, meaning that improvement in one aspect can influence others. Interaction facilitated through flashcards ensures that students not only practice speaking but also listen and understand the context of speech, which is essential for fluency and pronunciation.

Based on the research findings at SMK Negeri 5 Bandar Lampung it is clear that the grammar aspect is improved when students learn to speak using flashcards and the communicative approach. The use of flashcards and a communicative approach in teaching procedure text in speaking creates a dynamic learning environment that promotes active engagement, contextual understanding, and immediate feedback particularly in grammar. The result found by the researcher shown that the H₁ there is an improvement aspect of speaking performance in grammar that increased than other aspects of speaking after the students learning procedure text with flashcards with communicative approach.

The findings from SMK Negeri 5 Bandar Lampung suggest that the use of modified flashcards, which incorporate more engaging and interactive elements, positively influences students' interest in learning English speaking. This supports the idea that innovative teaching methods where the researcher used modified flashcards with communicative approach can enhance student engagement and motivation.

This aligns with Spolsky's theory, which suggests that the use of engaging teaching materials can enhance student interest (2020). Motivational factors, such as teaching material, really influence the students' success in language learning. The use of interesting modified flashcards can increase their interest in learning procedure text in speaking class and their involvement in the teaching learning process.

The data found in experimental group demonstrated a significant increase in student interest after using modified flashcards (from 33.3% to 66.7%), while the control group showed a decline in interest after using traditional flashcards (from 70.0% to 46.7%). This supports the hypothesis that modified flashcards are more effective in increasing students' interest in learning English than traditional flashcards.

Modified flashcards with communicative approach that have multimedia content make learning more engaging and enjoyable. When students are highly interested with media used their tendency to achieve better result increase. Modified flashcards are more effective than traditional ones in increasing student interest in learning English, particularly speaking skills. These findings are consistent with Renninger (2014) which states that the use of more interactive and appealing media has the potential to increase student engagement and transform their interest in speaking learning. The use of modified flashcards increases students' interest in learning English speaking.

This research aligns with hypothesis H₁ There is significant interest for the students in learning English by modified flashcards than traditional flashcards with a communicative approach. The use of engaging methods and appropriate media transform students' initial interest into more focused and sustained interest. Flashcards modified with communicative principles, can improve various aspects of speaking, particularly grammar, while also increasing students' motivation to learn. This combination of flashcards and communicative approach in teaching speaking showed the effectiveness of flashcards as a teaching tool within a communicative framework, ultimately leading to improved speaking performance and greater student engagement in language learning.

V. CONCLUSION AND SUGGESTIONS

V.1 CONCLUSION

The research showed that the use of flashcards, particularly when modified to align with a communicative approach, significantly improved students' speaking performance in English. These were supported the idea that visual media and methods like flashcards and communicative approach can enhance language learning by making it more interactive and engaging. The results got from students at SMK Negeri 5 Bandar Lampung indicated an improvement in various aspects of speaking, such as grammar, pronunciation, fluency, vocabulary usage, and comprehension. This shows that the combination of flashcards and a communicative approach effectively addresses the challenges students face in speaking English.

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The research found that modified flashcards increased students' interest in learning English speaking more than traditional flashcards. This emphasizes the importance of using engaging and relevant teaching materials to motivate students and enhance their learning experience.

Flashcards serve as visual aids that capture students' attention and stimulate interest. The use of images, colors, and text on flashcards makes learning more appealing and less intimidating, particularly for language learners who may struggle with traditional methods. By incorporating flashcards into communicative activities, students are encouraged to actively participate in discussions. This active involvement fosters a more engaging learning environment where students feel comfortable practicing their speaking skills.

Modified flashcards designed to reflect real-life scenarios and relevant vocabulary that students are likely to encounter. This contextualization helps students understand the practical application of language skills, making their learning experience meaningful. The communicative approach emphasizes the importance of interaction as a means of language learning. Using flashcards in this context encourages students to communicate their thoughts and ideas rather than simply memorizing vocabulary or grammar rules.

The research indicates that modified flashcards increase student interest more than traditional flashcards. Engaging materials stimulate curiosity and enthusiasm for learning, which is essential for sustained engagement in language acquisition. Previous studies primarily concentrated on the impact of flashcards on vocabulary acquisition or reading comprehension, this research specifically targeted speaking skills. By emphasizing the enhancement of speaking performance through the use of flashcards in a communicative approach, the study fills a gap in the literature regarding the application of flashcards in developing speaking proficiency.

V.2 SUGGESTIONS

Based on the findings and limitations of the research conducted at SMK Negeri 5 Bandar Lampung, several suggestions can be made for future studies and practical applications:

1. To make the flashcards and communicative approach effective more in the learning teaching class the teacher must introduce what flashcards are and the purpose in learning. Teacher must demonstrate how to use them clearly. The use of the Flashcards and communicative approach must be used routine not only in certain material like procedure text but also for other materials.
2. The teacher must explain the material clearly and related the material to the real-life situation the students can find in their daily life.
3. Teacher should expand sample size and Diversity that involve a larger and more diverse sample of students from different schools, grade levels, and backgrounds. This would enhance the generalizability of the findings and provide a more comprehensive understanding of the effectiveness of flashcards in various educational contexts.
4. Teacher should do longitudinal Studies to help assess the long-term effects of using flashcards on students' speaking skills. This could provide insights into how sustained use of flashcards influences language acquisition over time.
5. Teacher should explore other language skills to investigate the impact of flashcards on other language skills, such as listening, reading, and writing.
6. Teacher should do objective assessment methods to enhance the reliability of the findings for evaluating speaking performance, such as standardized speaking tests or peer assessments. This would help reduce subjectivity in evaluations.

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