

CHAPTER I

INTRODUCTION

This chapter explains the introduction of research, this part consists of background of the research, research problem, objective of the research, scope and limitation of the research, hypothesis, significance of the research, and definition of key terms.

A. Background

In the present global world, communication plays a vital role in achieving success in all fields. According to Rao (2019) Language is used as a tool for communication. Perfect communication is not possible for people without using a language. With language, people can express ideas, give information, or communicate with others. English has become the dominant international language in many fields, from business and technology to culture and education. Mastering the ability to speak English can open wider opportunities, both in careers and social relationships.

The four components of English language proficiency include listening, speaking, reading, and writing. The most important skill for learning a foreign or second language is speaking. Speaking is the most important of the four essential language abilities for learning a foreign or second language. According to Derakhsan et al., (2016) Speaking is the second ability and is important to effective communication. In addition, Cameron (2001) says, Speaking is the constructive use of language to communicate ideas and convey meaning to other

people. because speaking requires the active production of language in order to convey meaning, it is regarded as a productive skill. In the opinion of Nunan (1998), speaking competence is indicated by the ability to hold conversation in the target language. Based on the statements above, it can be concluded speaking is a person's ability to express thoughts, ideas, and feelings orally using a particular language, such as English. The ability to communicate effectively with others through conversation, presentation, or discussion can also be called speaking.

Speaking English is actually harder than writing and reading it. The most common problem when speaking in English is the mispronunciation of words or phrases when written down. Additionally, there are several challenges that students have when speaking English, as demonstrated by the following findings from a study conducted by Afisa (2015) in Putri et al., (2020):

1. The students had trouble understanding the talk because of their poor vocabulary mastery, which was caused by their limited awareness of term meanings.
2. Because English terms differ in pronunciation and spelling, the kids had trouble pronouncing several words.
3. The students' understanding of word arrangement remained unclear. Then, their grammar still contained a few errors.
4. The students frequently avoided communicating.

In the era of globalization, digital-based learning is needed by students and teachers, because with the advancement of existing technology, the

learning process is easier and happier. Technology plays an important role in the learning process, therefore an interesting, creative, and not boring learning process is the right choice for teachers (Sagala, 2012). One way to make lessons interesting for students is to use media. Various objects, pictures, and other materials can be used as teaching tools to present and modify the language and involve students in activities (Nurmala & Suryaman, 2022).

Doris Holzberger et al., (2013) as cited in (Lin et al., 2017) as mentioned in Serliah Nur & Nurhalisa Eka Putri (2023) said digital learning as the delivery of learning materials through the internet with digital media such as text or images to enhance student learning. Buckingham (2003) in Serliah Nur & Nurhalisa Eka Putri (2023) explains that learning media are useful for providing various kinds of skills, not only about the text but also in other symbolic systems such as images and sounds. Learning media is certainly needed by students, not only to make learning interesting but learning media can make students' understanding of the material presented by the teacher easier to understand. One option is to use digital flashcards.

Digital flashcards have been shown to help students improve future memory better than notebook materials and paper flashcards (PFs), therefore the use of digital flashcards has a more positive effect on vocabulary acquisition than paper flashcards (Dizon, 2017). According Colbran et al., (2017), Interactive learning tools called digital flashcards can be used by teachers to teach English students. According to Yuksel (2022) Digital flashcards (DFs) are flashcard programs with interactive features that can be

accessed at any time and from any location via a mobile device or website to learn new vocabulary. It means, that digital flashcard is learning card that is presented in digital format and can be accessed through electronic devices such as computers, tablets, or smartphones. Digital flashcards also provide images or text virtually which can encourage and direct students to remember information about images in visual form. Teachers can create digital flashcards using apps like *Quizlet*, and students can access them too. *Quizlet* is a free app that users can download from the PlayStore to use on their phones or use the *Quizlet.com* link to access it on a web browser. (Lutfi, 2020).

There are several studies conducted by several researchers related to digital flashcard as learning media used to improve students' speaking skills. The first research was conducted by Tifalia Nur Amira (2023), entitled "Using Digital Flashcards as Media in Teaching to Improve Students' Vocabulary Achievement". The purpose of this study is to find out whether the use of digital flashcards can improve students' speaking skills. The design of this study is a quantitative approach with a pre-experiment by applying one group pre-test and one group post-test. The sample of this study was the 7th students from SMP IT Daarul 'Ilmi Bandar Lampung consisted of 24 students. In this study, the researchers conducted with five meetings and three meetings for treatment. According to this study, the researcher shows that the t-value is higher than t-table ($9.922 > 2.069$). From the results, it can be concluded that digital flashcards as media is an effective to improve students' vocabulary achievement.

The second research was conducted by Muhammad Fajar Awalludin (2022), entitled “The Effectiveness of Using Flashcard to Improve Students Speaking Skill of 6th Grade of SD Unggulan 20 Sumururum”. The objective of this study is to find out whether there is a significant improvement on students’ speaking skill using flashcards and this study focuses on dealing students’ speaking problems such as students’ difficulty in pronouncing English words and students’ difficulty in understanding a word. The design of this study is a quasi-experiment with pre-test and post-test was implemented. The researcher shows in this study, that Sig. (2-tailed) the score was 0.000 based on the criteria, indicating that the significance score of the t-test was less than 5% ($0.000 < 0.05$). The findings of this study indicated that the use of flashcards can improve students’ speaking skill.

The third research was conducted by Hasrah (2021), entitled “Improving Student’s Speaking Skills Through Flashcard Games for Beginner Learners at Desa Libukang Kec. Kamanre Kab. Luwu”. The purpose of this study was to find out whether the use flashcard can improve students’ speaking skills for beginner learners. This study is applied a pre-experimental design with one group pre-test and post-test. The sample of this study consisted of twelve tenth-grade students from various high schools in Desa Libukang Kec. Kamanre Kab. Luwu was classified as a beginner learner, with an age range of 15–16 years. Then, SPSS 20 was used to compute and analyze the test. This study showed that using flashcard games to help beginning learners enhance their speaking abilities.

The fourth study, "The Effectiveness of Using Quizlet Application as Digital Flashcard on the Eleventh Grade Students' Motivation in Learning Vocabulary," was carried out by Alvi Masruriyatun Ni'mah (2023). This study aimed to determine how the Quizlet application, a digital flashcard, affected the eleventh grade students' motivation to acquire language. Using a quasi-experimental methodology, the study involved two courses and one researcher. For instruction, the experimental class used the *Quizlet* program, whereas the control group followed the traditional textbook and reading methods. Participants in this study were the eleventh-grade students at MAN 2 Banyuwangi in the academic year 2022–2023, who were chosen based on recommendations from their teachers. Based on the research findings, the Independent Sample t-test calculation indicates that the significance level (2-tailed) was $0.001 < 0.05$. This indicates that (H_a) is approved while (H_0) is refused. It can be concluded that students' motivation to study vocabulary was impacted by the Quizlet application.

Based on several studies explained above, there is a need to analyze whether Digital Flashcards (DFs) can improve students' speaking skills. Therefore, the writer would like to conduct research on this issue in a thesis entitled "THE EFFECT OF DIGITAL FLASHCARDS AS LEARNING MEDIA TO IMPROVE THE STUDENTS' SPEAKING SKILLS"

B. Problem of the Study

Based on the background mentioned above, the following question be the focus of this research: Is the use of digital flashcards effective to improve students' speaking skills?

C. Objectives of the Study

About the problem statements above, the objective in this study is to know whether there is any significant effect of digital flashcards to improve students' speaking skills at 10th grade in senior high school.

D. Hypothesis

This research hypothesis exists as an uncertain answer that can still be changed to the previously stated research problem. In this study the null hypothesis (Ho) and alternative hypothesis (Ha) are as follows :

Ho: There is no significant difference between the students who are taught by using digital flashcards and the students who are taught by using picture.

Ha: There is significant difference between the students who are taught by using digital flashcards and the students who are taught by using picture.

E. Significances of the Study

1. Theoretically

The researcher will provide information about the effect of digital flashcard as learning media to improve students' speaking skill and this research is expected to be useful for other researchers as well as for readers.

2. Practically

a. For the teachers

This study can be used as a resource by teachers when teaching English, especially in teaching speaking. This study showed how using digital flashcards as learning media to improve students' speaking skill more easily and fun.

b. For the students

The result of this research should make it easier for students to improve their speaking skill by using digital flashcard. The use of digital flashcard is one way effective to improve speaking skill in English

c. For the readers

And the last, for other researchers who are interested in doing a similar topic, this study can give information in conducting the research.

F. Scope and Limitation

Based on the background of the study and the identification problem of the research, the scope and limitation of this research is focused on the research that investigates the effect of digital flashcards as learning media to improve students' speaking skill of 10th grade in senior high school. The learning media used in this research is a digital flashcard application called *Quizlet*.

G. Definition of Key Terms

1. Digital Flashcards is cards are available in digital form, usually in an application or online platform
2. *Quizlet* is an application or website that has a flashcard system or digital flashcard that can be used online or offline on electronic devices like smartphones, computers, or tablets to assist students in learning.

3. Learning Media is a tool, technology, method, or strategy used in the learning process to help students understand the material presented by the teacher
4. Speaking is one of the language skills used to communicate or to convey ideas, information or feelings to others
5. Students' speaking skill is students' ability to communicate ideas, thoughts and information effectively through spoken language.