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English-Speaking Learning for Fifth-Grade Elementary School Students Using a Contextual Learning Model Assisted by Flashcards

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Abstrak. Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa dengan menggunakan alat peraga flashcard (kartu bergambar). Metode yang digunakan adalah kualitatif. Sampel penelitian ini adalah siswa kelas V SDN 205/IV Jambi Tahun Pelajaran 2022/2023. Hasil penelitian menunjukkan adanya peningkatan kemampuan berbicara bahasa Inggris yang mengacu pada hasil tes akhir dan wawancara yang diberikan kepada siswa. Dengan demikian, penggunaan model pembelajaran kontekstual berbantuan flashcards dapat meningkatkan keterampilan berbicara bahasa Inggris siswa kelas V SDN 205/IV Jambi.

Kata Kunci: model pembelajaran kontekstual, keterampilan berbicara, kartu bergambar.

Abstract. *This research aims to increase students' speaking ability by using flashcard props (picture cards). The method used is qualitative. The sample of this research is the students of class V SDN 205/IV Jambi, Academic Year 2022/2023. The results showed an increase in English speaking skills, which refers to the results of the final test and interviews given to students. Thus, the use of contextual learning models assisted by flashcards can improve the English speaking skills of students in class V SDN 205/IV Jambi.*

Keywords: *contextual learning model, speaking skills, picture cards.*

INTRODUCTION

Having proficient english skills has become increasingly common in today's globalized world. The prevalence of english as an international language underscores its significance as a determining factor in various aspects of life (Smith, 2022). One notable area where English proficiency holds considerable weight is in the realm of employment opportunities. Many employers prioritize candidates with strong English language abilities, recognizing the advantages it brings to roles that require international communication or collaboration. Consequently, individuals equipped with proficient English skills often find themselves at an advantage in the competitive job market.

Moreover, the importance of english extends beyond professional endeavors to personal interests such as travel. For enthusiasts of international travel, english proficiency is invaluable, as it serves as a lingua franca facilitating communication in diverse settings. Regardless of the destination, the ability to converse in english enhances travelers' experiences by enabling seamless interactions with locals, navigating unfamiliar surroundings, and accessing essential services with ease (Garcia & Martinez, 2020). Therefore, mastering english can significantly enrich one's travel experiences and broaden horizons.

Furthermore, aspirations for higher education abroad necessitate a strong command of the english language. Many prestigious universities and academic institutions worldwide require proficiency in english as a prerequisite for admission. Whether pursuing undergraduate, graduate, or postgraduate studies, prospective students must demonstrate the ability to comprehend lectures, participate in discussions, and produce written assignments in english. Consequently, individuals aspiring to further their education internationally must prioritize the development of their english language skills to fulfill academic requirements and excel in their chosen fields.

In conclusion, the acquisition of english proficiency yields numerous advantages across various domains, including employment, travel, and education. As the global lingua franca, english opens doors to opportunities, facilitates cross-cultural communication, and enhances personal and professional growth. Therefore, individuals seeking to thrive in an

interconnected world must recognize the importance of mastering the english language and invest in honing their language skills to unlock a myriad of opportunities both at home and abroad.

Even though English is not a mandatory subject at the elementary school level, many elementary schools teach English as an optional local content subject. They are adapted to the needs of each elementary school. Providing English from the elementary school level provides students with higher opportunities to master it. This is because their age level (6-12 years) is the golden age where their brains are able to quickly absorb language mastery so that language target goals are achieved (Loeziana, 2017); (Trenggonowati & Kulsum, 2018). Apart from that, if English is taught at the elementary school level, of course, it will help students a lot in receiving English language material at the next level, namely Junior High School (SMP).

There are four English language skills, namely Listening, Speaking (speaking), Reading (reading), and Writing (writing). Of the four language skills, many students experience difficulties in speaking (Hanafiah, 2019). This is due to a lack of mastery of vocabulary in English which creates low self-confidence, as well as less interactive learning media. Lack of vocabulary also makes it difficult for students to express the ideas in their minds. Meanwhile, Read in Iswari (2017) stated that vocabulary mastery is an important requirement in foreign languages, "The more words you have in your written or spoken vocabulary, the greater are the possibilities of your success in academic, business, and careers". Lindawati, (2019), the vocabulary given grows through incidental learning processes such as through continuous exposure to language that is easy to understand in reading, listening, speaking and writing exercises.

From the problems above, it was formulated that an interesting way of teaching English was needed for children. Hasanah, et al, (2019), stated that interesting ways of teaching English to children, apart from playing, are songs, stories and skills that involve physical motor skills and use flash card media. Flash card media is learning media in the form of picture cards. These images are made by hand or photos or using existing photos or drawings and then attached to the flash cards. Flash card media is a simple but useful medium because it contains images and descriptions which of course make it easier for students to understand the meaning of the images. Apart from that, the attractive colors will make students more interested in using it. Of course, this increases students' motivation in learning because they not only listen but are invited to be involved in learning activities by observing, doing, and asking questions. From the problems described above, researchers are interested in conducting research with the title learning to speak English for fifth grade elementary school students using a contextual learning model assisted by image media (flash cards).

METHODS

This study uses a qualitative method. This research aims to describe the efforts made by teachers to improve the English speaking skills of fifth grade elementary school students using a contextual learning model assisted by image media (flash cards). The research procedures carried out were as follows: 1) Preparation stage where in this stage the researcher carried out a preliminary study to determine the research sample, literature study, research instruments in the form of questionnaires, student observation sheets, and posttests that would be tested. Apart from that, they also create a Learning Implementation Plan (RPP) and the learning media that will be used. 2) Implementation stage where activities are carried out based on learning scenarios that have been planned and specifically designed so that the learning carried out is able to develop and improve students' abilities in English speaking skills. 3) The Evaluation Stage is to collect data, process and analyze the data that has been collected. After that, a descriptive analysis was carried out to determine the increase in English speaking skills using flash cards (picture cards). The data obtained will be analyzed qualitatively and described in descriptive form. The instruments used were performance test sheets and interviews. The indicators of speaking ability used in this research include repeating several vocabulary items and expressing simple sentences.

RESULTS

The results of learning English speaking skills using a contextual learning model assisted by image media, namely flash cards with several research stages. Among them is the provision of contextual learning models assisted by image media and final tests or post-tests. Scenarios and

implementation of speaking skills using contextual learning models assisted by image media were measured using student observation sheet research instruments. The observation sheet is used during the application of the contextual learning model assisted by image media, namely 3 meetings. By implementing learning using contextual model steps as follows: 1) Constructivism/constructivism, in this step the teacher conveys to students the topic that will be studied, namely regarding wildlife parks. 2) Inquiry/discovery, in this step, the teacher provides an overview of the wildlife park by playing a recording short conversation about it. 3) Questioning, in this step, the teacher asks students what is meant by a wildlife park and what is in it. 4) Learning Community/learning, in this step, students discuss with their friends what is meant by a wildlife park and what is in a wildlife park. 5) Modeling, in this step, the teacher provides picture cards/flash cards about what is in the wildlife park and how to pronounce it. 6) Authentic Assessment/actual assessment, in this step the teacher assesses student competence in real terms using test techniques, namely oral tests, questionnaires and interviews.

Tabel 1
Results of studemts' interviews

Questions	Students' Answers
What do you think about learning to speak English?	Most students answered that they like learning to speak English because it is exciting and fun.
What do you think when teachers do this online learning?	Most of the students answered the teacher It is quite clear in conveying this online learning.
What things do you like least about online learning?	Of the 24 students, almost half were lacking like online learning related to the technical obstacles they experience, for example a signal that is not smooth.
What do you think about the flash card media (picture cards) given by the teacher?	All students answered that using flash cards (picture cards) made it easier for them to understand the material presented.
Are you able to understand the lesson material better with the help of the flash cards (picture cards) provided?	From the 24 students, 4 students answered that maybe they could understand the learning material better, the rest answered yes, the use of flash cards helped them understand the learning material.
What supports you in following the English speaking lessons that you have done?	There are three groups to this question. The first group answered supporting family factors (parents, older siblings or relatives who taught them how to learn), media factors around them (films, YouTube, story books and music), as well as teacher factors (clarity in the teacher's delivery materials and media used).
What are the obstacles when you learn to speak English?	These questions are also divided into three large groups. The first group answered that they had no obstacles when learning to speak English, the second group answered that the internet connection was unstable, and the third group answered that their own factors were an obstacle, for example feeling lazy and bored.

Source: processed data

Table 2
Students' performance test results

Speaking ability indicator average value
Mention some English vocabulary again. 83% Expresses simple English sentences. 77%.

Source: processed data

Based on the data above, the average student score is in the good category, this can be seen from the indicator of speaking ability, repeating several English vocabulary words, which is 83 and the indicator of expressing simple English sentences is 77%. In this discussion, researchers will discuss the research results more clearly. The research results relate to the scenario and implementation of speaking skills using the contextual learning model

assisted by image media, student responses to speaking skills using the contextual learning model assisted by image media and the difficulties experienced by students in speaking skills during online learning.

Implementation of contextual learning is going well. This is because the process of preparing the learning tools was carried out carefully. Apart from that, contextual learning provides an opportunity for teachers to connect the content of the material taught with students' daily lives. In line with what Kelana & Wardani (2021) explained; Sanjaya (2010) states that contextual learning is a learning concept that helps teachers link the material taught with students' real-world situations and encourages students to make connections between the knowledge they have and its application in their lives as members of society. The contextual learning model constructs knowledge in their minds, because basically knowledge cannot be separated into separate facts or proportions, but reflects applicable skills.

Based on interviews conducted with students, the average student response to learning English speaking skills using picture card media was very good. During the learning process, students looked happy because they could guess the names of objects on picture cards that were related to their daily lives. The use of contextual learning models encourages students to realize and use their understanding to develop themselves and solve various problems they face in everyday life. This is related to the real situations they experience so it is hoped that this learning model will encourage students to be able to apply it in their lives (Febriana & Sakti, 2021); (Wampika, 2020). In accordance with the contextual learning theory explained by Johnson, contextual learning is an educational process that aims to help students see the meaning in the lesson material they study by connecting it to the context of their daily lives, namely the context of their personal, social and cultural environment.

The challenges encountered by students in the learning process predominantly stem from technical issues. In today's educational landscape, learning is predominantly conducted through distance or online modalities, heavily reliant on the stability of internet connections and the quality of devices utilized by both students and educators (Smith, 2022). However, numerous students grapple with technical impediments that impede their learning experience. For instance, some students encounter difficulties wherein the images displayed on their screens appear blurry or pixelated, hindering their comprehension of visual content. Additionally, audio disruptions are prevalent, with students frequently struggling to hear the instructor clearly due to poor sound transmission or glitches in the online platform. Moreover, issues such as being unable to unmute microphones at crucial moments for active participation exacerbate students' frustrations and hinder their ability to engage effectively with the learning material (Garcia & Martinez, 2020).

These technical challenges not only disrupt the flow of learning but also have a profound impact on students' academic performance and overall learning outcomes. As students struggle to navigate through these technical obstacles, their focus and concentration are significantly compromised, leading to diminished comprehension and retention of course content. Consequently, these technical difficulties contribute to increased levels of stress and anxiety among students, further impeding their ability to effectively engage with the learning process. Moreover, the unequal access to technology and internet connectivity exacerbates disparities in educational opportunities, widening the gap between students who have access to reliable technology and those who do not.

In light of these challenges, it is imperative for educational institutions and policymakers to address the technical barriers to online learning to ensure equitable access and quality education for all students. Providing adequate technical support and resources to students, such as troubleshooting guides and access to reliable internet connectivity, can help mitigate these challenges and enhance the overall online learning experience. Additionally, investing in the development of user-friendly online learning platforms with robust features for audio and visual communication can facilitate seamless interaction between students and instructors. By prioritizing the resolution of technical issues in online learning environments, educators can create a more inclusive and conducive learning environment that empowers students to thrive academically.

CONCLUSSION

From the overall research results on learning to speak English for fifth grade

elementary school students using a contextual learning model assisted by picture media (flash cards), it can be concluded that: 1. The use of picture card media (flash cards) is able to improve students' speaking skills. 2. The use of contextual learning models helps students understand new vocabulary in English. It is hoped that in the future this research can be further developed despite all its shortcomings.

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