APPLYING THE STORYTELLING METHOD WITH A FLASHCARD TO TEACH OF ENGLISH LANGUAGE DKV'S STUDENTS

Fenti Mariska Yohana
Universitas Indraprasta PGRI
*Email: fentimariskayohana07@gmail.com

Abstract

Through the use of flashcard materials and a storytelling technique in a group context, this study aims to enhance the speaking abilities of DKV's students. Then one of them spoke and related a story about the picture on the flashcard. By the role-playing storytelling approach helps you develop your creativity and appreciation while teaching you how to tell stories of any kind. The qualitative technique is being utilized in this study to collect data from multiple books and journals, debate the object problem, and acquire information. This strategy has helped DKV's students learn English and use the flashcard as a storytelling tool since the media they use is interesting, lively, and includes figures. Students are able to use their imaginations as a result. Flashcards are cards with information, a word, numbers, or an image on one or both sides that are used for exercises in the classroom or for individual study. A flashcard can cover any subject that can be studied, such as historical dates, formulas, and terminology. In this era of globalization, lecturer must be innovative in their approach to teaching and learning activities. They have to create that their English classes will be interesting for the students if they employ this strategy.

***Keywords:** Flashcard, Storytelling, English Language*

INTRODUCTION

Being able to communicate effectively in English has become crucial in the age of creative education, particularly for students majoring in Visual Communication Design. As future designers and visual storytellers, DKV students must not only express ideas through images and visuals but also articulate concepts clearly in a global language. However, many students still face challenges in mastering English due to traditional, monotonous teaching methods that fail to engage their creative potential.

To address this issue, educators are looking into innovative and captivating methods that fit their students' learning preferences. One such tactic in English language teaching is the combination of flashcards and storytelling. The storytelling strategy is significantly more effective for visually-oriented children, such as DKV students. It looks into how this approach may spark students' interest, improve vocabulary retention, and foster communicative competence while playing to their creative skills.

Speaking is one way that language skills are used, and as speaking abilities help other abilities, it is an essential component that pupils need to acquire. According to Oller (in the article Marlina, 2018: 85), speaking ability tests ought to be given more consideration since they provide the most accurate indication of a person's language proficiency.

Pragmatic speaking ability tests (oral expression) for example in the form of interpreting stacked images (a series of images in the form of a story) orally." The factors that support the effectiveness of speaking include linguistic factors which include accuracy of speech, placement of stress, tone, joints and duration, choice of words (diction), and accuracy of the target of the conversation. While non-linguistic factors include a natural, calm, and relaxed attitude, the gaze must be directed at the interlocutor, willingness to respect the opinions of others, appropriate gestures and facial expressions, loudness of voice, fluency, relevance/reasoning and mastery of the topic (Zulfa & Irawan, 2021).

Assessment of students' speaking ability must be done by noting students' deficiencies and noting the progress that has been achieved by telling stories or storytelling. The assessments carried out include telling stories based on image stimuli on flashcards and based on sound stimuli. The researcher intends to use flashcard media to help students, namely DKV's students in English class.

The temporal/sequential sequence of important events can therefore be captured and represented by storytelling using visual data. The subjective aspect of storytelling with data can also be supported by the fact that a tale can be told on several levels, such as a comprehensive story versus a very abstract story. As far as we are aware, no technology is able to interactively create several narratives from the chronology of activities and events that have taken place since the crime incidence (Lotfi et al., 2023).

Good storyteller is when telling stories clearly and providing the right information to master the listener and for interesting behaviour. Interesting stories can be understood by children and the message in the story is conveyed. Developing thinking skills because by telling stories, students are invited to focus their attention, and can also express themselves, developing students' creative potential through the diversity of story ideas conveyed. Observations made in telling stories include clear expression and intonation (Wulandari, 2017).

Storytelling is a skill. Skills will be obtained if someone always practices or exercises. Likewise, with storytelling skills, students need practice and practice in order to develop properly. Because without practice and practice, storytelling skills will not be mastered properly. Using picture data to tell a story is one analytics technique for converting insights into action. The lack of a formal framework for story modelling and creation from data identifying the notion of story schema, story instance, story element, and narrative leads to many unresolved theoretical and technical challenges, despite the early adoption of storytelling systems. The majority of linked narrative works used interactive visuals to communicate findings based on data (Lotfi et al., 2023).

Good storyteller is by having good preparation in its delivery, either directly or using media. One of the good media for storytelling is flashcards. Flashcards are illustrated learning media used in the form of cards measuring 25 x 30 or around. The images used are in any form and are accompanied by writing or several questions made by hand or photos, or utilizing existing images and then attached to sheets on cardboard boards (Maulidya et al., 2021).

Flashcards are picture cards equipped with words introduced by Glenn Doman, a brain surgeon from Philadelphia, Pennsylvania. The purpose of the flashcard method is to train the right brain's ability to remember images and words so that children's vocabulary and reading skills can be trained and improved from an early age. Child education experts, namely Dr. Maria Montessori and Dr. Makoto Shichida and others have found interesting

facts that the human right brain experiences the most rapid development when aged 0-6 years. After the age of 3.5 years, the role of the left brain will gradually become more dominant. The storytelling method and flashcard media that are carried out, the researcher will describe and reveal the problem regarding the speaking ability of DKV students in English. The selection of flashcard media represents an effective form of classroom teaching, because by using flashcard media with pictures and colors, students pay more attention to the media used for them to make good English speaking learning materials.

So that makes the researcher want to describe and reveal the problem, whether the storytelling method using flashcard media on English speaking ability can be applied to DKV students.

"Teaching methods are organized techniques that teachers employ to promote learning, according to experts. According to Brown, a teaching method is a methodical strategy for delivering language content to students using a specific methodology. "A method comprises the specification of content, roles of teachers and learners, and teaching techniques," Richards and Rodgers stress. Slavin, meantime, emphasizes that good teaching strategies are those that encourage participation from students and foster meaningful understanding through dialogue and active engagement (Rahman et al., 2022).

METHOD

This study uses a qualitative approach, where the data collected is in the form of literature, information, responses, concepts, or descriptions that reveal the problem. Qualitative research is conducted in natural conditions. In qualitative research, one must have a theoretical background so that in analyzing and constructing objects it becomes clearer. Sample selection uses flashcard media as a form of effective teaching where using media helps researchers in describing and expressing existing problems, namely whether students can speak English well using the storytelling method (Maulidya et al., 2021).

The teaching method is a method applied to students so that teaching and learning activities are more active. Therefore, educators must be more active in activities in the classroom and cannot be separated from the learning objectives, namely that the material given can be well received by all students. The choice of method greatly influences the results to be obtained. In addition, choosing the right teaching method will create educational, conducive, and challenging learning (Yohana et al., 2019).

DKV's students where they get English class for two semesters, in the first semester and also in the second semester. Students are taught to be able to speak English and understand what the educators convey in lectures. The material given for two semesters always includes four aspects of good English, namely Reading, Writing, Speaking, and Listening.

The issue of English language proficiency cannot be separated from the planning of the nation's education program. English itself, in practice, remains a language that must be taught to students and studied by students both in schools and universities. This is because English is a global language in the era of globalization in this very sophisticated world.

Learning a foreign language, including English, requires a lot of motivation from within. Motivation helps you stay on the right track to achieve your goals. The following things can help you stay motivated in learning English.

RESULTS AND DISCUSSION

Using a qualitative methodology, this study gathers data in the form of books, information, answers, concepts, or descriptions that highlight the issue. Natural settings are used for qualitative research. A theoretical framework is necessary for qualitative research in order to make the analysis and construction of objects more understandable. Flashcard media is used in sample selection as an effective teaching tool. Researchers can describe and explain current issues, such as whether DKV's students can use the narrative approach to speak English fluently, by employing media.

The teaching method is a strategy used with students to make learning and teaching more dynamic. As a result, teachers need to be more involved in classroom activities and can't separate them from the learning goals. The method selected has a significant impact on the final results. Furthermore, selecting the appropriate teaching strategy will result in challenging, educational, and great learning (Colquitt, Jason, LePine, 2018).

In the first and second semesters, DKV's students who are enrolled in the department take English class. The ability to communicate in English and comprehend what lecturers are saying are taught to the students. The four components of competent English—reading, writing, speaking, and listening—are always covered in the two semesters of coursework.

It is impossible to separate the planning of the country's educational program from the problem of English language proficiency. In reality, English is still a language that kids need to learn and be taught in both schools and colleges. our is due to the fact that English is a universal language in our highly developed world of globalization (Yustiyawan, 2019).

It takes a lot of internal desire to learn a foreign language, including English. Staying motivated enables you to accomplish your objectives. You may maintain your motivation to learn English by doing the following.

Completely Committed to Acing English

Commitment is basic in any accomplishment exertion. Fortify you want to take after the different stages of learning. Take uncommon time and think almost the openings and chances which will be accomplished on the off chance that you succeed and are able to ace English well (Djindan, 2018).

Do not Be Anxious of Language structure

Numerous individuals are fixated with linguistic use when learning English. In reality, linguistic structure is as it were one of the small scale disobedient of different existing dialect abilities, such as tuning in-, talking-, perusing-, and composing aptitudes. Without idealize dominance of linguistic use, an individual can still communicate and get it a discussion relevantly. Subsequently, do not be inflexible and caught in that condition (Dwi Fadhila et al., 2022).

Think in English

Each dialect has its claim uniqueness and structure. Do not constrain yourself to continuously interpret your mother tongue into English, since it'll as it were squander vitality.

Prepare your brain to think in English. It takes a long time to alter the brain's settings so that dialect skills—which are within the engine domain—can work naturally

without considering as well long. All you've got to do is practice over and over once more, rather like learning to swim, sort, or indeed move (Dwi Fadhila et al., 2022).

Creating considering aptitudes is by telling stories since this strategy is sufficient to create the storyteller and audience focus on the media utilized to communicate the story. In expansion, by telling stories, you'll moreover express and create lexicon dominance so that the story can be caught on and acknowledged. The Narrating strategy implies passing on stories by talking. What recognizes narrating from other story-telling strategies is that other specialized viewpoints of narrating are more noticeable (Lotfi et al., 2023).

Narrating could be all inclusive communication strategy that enormously impacts the human soul. Since this strategy is exceptionally compelling in affecting the souls of children. Why is this story strategy successful? The reply isn't troublesome. To begin with, stories are for the most part more noteworthy than immaculate counsel, so that in common stories are recorded much more grounded in human memory. The stories we listen in childhood can still be recalled in their aggregate for decades afterward. Moment, through stories people are instructed to require intelligence without feeling patronized. It must be conceded, our hearts regularly don't feel comfortable when we ought to be addressed with a cart of delayed counsel (Khairunnisa & Ariefa, 2023).

One of the media that can be utilized to form successful addresses is the narrating strategy with flashcards.

The purpose of the Flashcard method is to practice the abilities of the right brain and remind you of photos and words. It also plays an important role in his daily life in his integrity as a support for learning, and in his teaching and learning activities (Maulidya et al., 2021).

The main thing you need to be obsessed with is interest and creativity to be able to produce good work. If creativity arises from hobby, it brings comfort to the work, and love of the work allows for more ideas and innovations to be developed and create timeless work. The first activity grew a little with activities to create a large circle for 35 students. The teacher asked the students a few questions that matched the flashcards, and some of them were asked to let them know about the flashcards they were given.

The next activity was to form a small group consisting of five people and seven people. Each was asked to discuss a photo of the flight card and later say based on the flash card. I was given it.

Below, we list the results of storytelling activities for DKV students who use image flashcards when speaking English.

Figure 1. Whale (2017) By Riana Hoseani

Picture 1
A Whale 2017 (a good traveller has no fixed plans, and is not intent on arriving..)

A blue whale calf separated from its mother was on an adventure through the deep and vast ocean. The blue whale met many sea friends along the way. The whale continued to swim far through the ocean, hoping to one day meet its mother again. And one sunny day, suddenly a pod of whales passed by, and it turned out that the mother whale was in one of the pods. The whale calf was very happy, finally meeting its mother and friends again.

Figure 2. (2017) By Riana Hoseani

Picture 2 - 2017
A little hedgehog

A little hedgehog was playing, suddenly the little hedgehog met a group of squirrels. The little hedgehog was curious and wanted to play with them. The hedgehog thought about how to greet them. Then the little hedgehog took a flower and brought it to the group of squirrels. It turned out that squirrels didn't like flowers, the hedgehog was sad. The squirrel said, don't be sad..we don't like flowers, but we like canaries. If you want, let's look for canaries together. The hedgehog finally played with them while looking for canaries.

Figure 3. (2017) By Riana Hoseani

Picture 3 – 2017
A Blue Bird

After school, Elfreda saw a bird trader at a market. There was a small blue bird that caught her attention. The bird was beautiful, looking friendly at visitors, but the bird was so small and looked weak compared to its friends. Elfreda bought the bird, took it home. Every day they ate and played together. The bird gradually grew big and beautiful, every day welcoming the morning with beautiful chirping

CONCLUSION

Using the storytelling technique with flashcards has been shown to improve Visual Communication Design (DKV) students' English language proficiency. Through a creative and communicative approach, this method not only improves vocabulary and comprehension of sentence structures, but it also increases students' confidence when speaking. Flashcards are useful visual aids that complement DKV students' visual learning preferences, making the learning process more interesting and understandable. Students become more engaged in their education and are able to relate English content to creative

and visual contexts that are pertinent to their field of study when narratives and images are combined.

REFRENCES

Colquitt, Jason, LePine, W. (2018). Organization Behavior: Improving Performance and Commitment in The Workplace. In *McGraw-Hill Education* (Vol. 4, Issue 4).

Djindan, N. (2018). Toponimi Gunung Semeru Nabillah. *Kajian Linguistik*, *6*(2), 1–17.

Dwi Fadhila, P., Almira, C., & Priatmana, A. (2022). Metode Penelitian Analisis Semiotik Media Sosial. *Dakwatussifa: Journal of Da'wah and Communication*, *1*(2), 131–140. https://doi.org/10.56146/dakwatussifa.v1i2.56

Khairunnisa, W. F., & Ariefa, N. A. (2023). *Improving students' literacy skills through storytelling activities*. 555–563.

Lotfi, F., Beheshti, A., Farhood, H., Pooshideh, M., Jamzad, M., & Beigy, H. (2023). Storytelling with Image Data: A Systematic Review and Comparative Analysis of Methods and Tools. *Algorithms*, *16*(3), 1–40. https://doi.org/10.3390/a16030135

Maulidya, R., Atasyah, N., Husna, N., Hidayat, D., & Hamid, F. (2021). The Implementation of Communicative Media for Teaching English as a Foreign Language (EFL) during Pandemic of Covid-19 in Indonesian Senior High Schools. *Jurnal Ilmiah Kependidikan*, *8*(1), 73–92. https://doi.org/10.30998/fjik.v8i1.8595

Rahman, A., Mawar, M., Nurul Bariyah, O., & Setyaningrum, I. (2022). Sosialisasi Kebijakan Kampus Merdeka Program Praktisi Mengajar pada Perguruan Tinggi Penyelenggara Pendidikan Vokasi. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, *4*(4), 1248. https://doi.org/10.20527/btjpm.v4i4.6262

Wulandari, R. R. (2017). Penerapan Metode Enam Topi Berpikir De Bono Dalam Pembelajaran Berdiskusi. *Jurnal Ilmiah Pendidikan Bahasa Sastra Indonesia Dan Daerah*, *7*(1), 61–70.

Yohana, F. M., Pratiwi, H. A., & Susanti, K. (2019). Penerapan Metode Role Play Storytelling dengan Menggunakan Media Poster Pada Kemampuan Berbahasa Inggris Mahasiswa Desain Komunikasi Visual. *Magenta | Official Journal STMK Trisakti*, *3*(01), 397–408. https://doi.org/10.61344/magenta.v3i01.43

Yustiyawan, R. H. (2019). Penguatan Manajemen Pendidikan Dalam Mutu Pendidikan Tinggi Studi Kasus di STIE IBMT Surabaya. *Jurnal Dinamika Manajemen Pendidikan*, *4*(1), 1. https://doi.org/10.26740/jdmp.v4n1.p1-10

Zulfa, F., & Irawan. (2021). Pengembangan Kurikulum Akademik Sdit Miftahul Ulum Subang Berdasarkan Teori Pragmatisme Dewey. *Metodik Didaktik: Jurnal Pendidikan Ke-SD-An*, *17*(1), 58–69.