

Teacher's Perceptions and Challenges towards the Use of Flashcards as an Ice-breaking Activity to Help Students Learn to Speak

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Abstrak

Kemampuan untuk berbicara Inggris menjadi salah satu aspek hal penting dalam hasil pembelajaran di semua jenjang, namun masih banyak siswa di Indonesia yang membutuhkan bantuan dengan keterampilan berbicara mereka. Salah satu cara yang dapat diterapkan oleh guru untuk membantu siswa belajar berbicara adalah dengan mengkombinasikan kegiatan menyenangkan seperti *ice-breaking* dengan media pembelajaran yang menarik yaitu *flashcard*. Penelitian ini lebih lanjut bertujuan untuk mendeskripsikan (1) persepsi guru terhadap penggunaan *flashcard* sebagai kegiatan *ice-breaking* untuk membantu siswa belajar berbicara dan (2) tantangan yang dihadapi oleh guru selama mengajar menggunakan flashcards sebagai kegiatan *ice-breaking* untuk membantu siswa belajar berbicara. Sesuai dengan dua tujuan penelitian tersebut, penelitian ini dikategorikan sebagai penelitian kualitatif deskriptif. Data dalam penelitian ini merupakan hasil wawancara bersama guru yang menggunakan flashcard sebagai kegiatan *ice-breaking* untuk membantu siswa belajar berbicara dan juga hasil observasi jalannya kelas selama proses pembelajaran berlangsung. Kemudian data yang diperoleh dianalisis oleh peneliti dan dari hasil analisis tersebut menunjukkan bahwa guru beranggapan penggunaan *flashcard* sebagai kegiatan *ice-breaking* untuk membantu siswa belajar berbicara penting untuk dilakukan, *flashcard* juga merupakan media yang tepat untuk digunakan, dan *flashcard* sebagai kegiatan *ice-breaking* dapat menjadi alat bantu untuk membantu siswa belajar berbicara. Kemudian dalam proses implementasinya ditemukan bahwa guru hanya menemui kendala pada waktu yang terbatas. Meskipun demikian guru menambahkan bahwa selama implementasi siswa juga mengalami beberapa kendala seperti mereka takut, malu, serta kurang fokus dalam jalannya proses pembelajaran.

Kata Kunci: persepsi, berbicara, *flashcard*, *ice-breaking*

Abstract

The ability to speak English is an essential aspect of learning outcomes at all levels, but many students in Indonesia still need help with their speaking skills. One way that teachers can apply to help students learn to speak is by combining fun activities such as *ice-breaking* with engaging learning media, namely flashcards. This research further aims to describe (1) teacher's perceptions of the use of flashcards as an *ice-breaking* activity to help students learn to speak and (2) the challenges faced by teachers when teaching using flashcards as an *ice-breaking* activity to help students learn to speak. Based on these two research objectives, this research is categorized as descriptive qualitative research. The data in this research are the results of interviews with teachers who use flashcards as an *ice-breaking* activity to help students learn to speak and the results of class observations during the learning process. Then, the data obtained was analyzed by researchers, and the results of this analysis showed that teachers thought that using flashcards as an *ice-breaking* activity to help students learn to speak was important, flashcards were also the suitable media to use, and flashcards as an *ice-breaking* activity could be tools to help students learn to speak. Then, in the implementation process, it was found that teachers only encountered obstacles for a limited time. However, the teacher added that during implementation, students experienced obstacles such as fear, embarrassment, and lack of focus in the learning process.

Keywords: perception, speaking, flashcard, *ice-breaking*

INTRODUCTION

English is still the number one international language in the world, even in Indonesia. The journey of learning foreign languages in Indonesia has been around since the Dutch colonial era. At that time, foreign languages, Dutch, German, and English, were taught in (Santoso et al., 2014). Until now, foreign language learning, such as

Japanese, Mandarin, and French, has been widely held in schools in Indonesia. However, this foreign language can be said only to be a compliment; the main thing is that English remains one of the foreign languages that dominate learning and teaching in Indonesian education (Santoso et al., 2014)

Education itself is always related to the curriculum. The curriculum is a learning tool and educational

program provided by an education provider institution. It contains lesson plans that will be given to study participants in one educational level period. Currently, the curriculum implemented in Indonesia is independent curriculum (*Kurikulum Merdeka*). Implementing this independent curriculum is hoped to make learning more student-centred, respecting the uniqueness and diversity of students' potential, interests, and talents (Barlian, Yuni, Ramadhanty, & Suhaeni, 2023). From this statement, the learning process is expected to be more effective and meaningful for students.

Almost all schools in Indonesia have implemented an independent curriculum in learning English. According to *Keputusan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi 033/H/KR/2022* (2022) stated that English language learning at the primary and secondary education levels (SD / MI / Package A Program; SMP / MTs / Package B Program; and SMA / MA / Package C Program) in the national curriculum provides opportunities for learners to open up insights related to themselves, social relationships, culture, and employment opportunities available globally. In implementing the independent curriculum, the material presented must be interesting and attract students' interest in learning. Therefore, implementing the curriculum requires English teachers to work, develop themselves, and be creative in education to prepare learning methods (Dirwan, Bani, & Yuniarti, 2023). From the statement before, it can be understood that teachers must be able to develop learning tools to assist student learning in all aspects of English learning.

In Indonesia, the ability to speak English is also one of the essential aspects of learning outcomes at all levels of education. In accordance with the learning outcomes mentioned in the government decree *Keputusan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi 033/H/KR/2022* (2022) English language learning is expected to help learners successfully achieve the ability to communicate in English as part of life skills. However, many students in Indonesia still need help with their speaking skill. In learning to speak English, they still experience many obstacles. Even at the university level, there are still students in Indonesia who need help in speaking English. According to Maryam (2020). The problems that students face when developing their speaking skills are that they are afraid of making mistakes when speaking English, and they often mispronounce words. Thus, it can be understood that building students' confidence to practice speaking English directly in the classroom is necessary.

Considering the challenges above, EFL teachers in Indonesia need to look for numerous solutions, including

the idea of using learning media. Teachers can utilize various media to engage young learners in the English teaching-learning process, including audio, visual, audio-visual, and the teachers as models (Rahmi, 2014). One of the examples of interesting learning media is Flashcards. Flashcards were invented by Glenn Doman, who is also the founder of the Institute for Achieving Human Potential in Philadelphia in 1955. However, nowadays, flashcards have been widely used not only for babies or toddlers but also for children aged ten years and over or even children at the middle to high school level. Furthermore, according to Doman, flashcards are used to improve cognitive development, memory, brain development, language skills, and encyclopedic knowledge.

The use of flashcards in English learning in Indonesia has been widely used until now. In several studies, it was stated that flashcard media was able to help student in learning speaking skills. Research conducted by Ridwan & Nurhaeni (2021) shows significant results that flashcards can improve the speaking skills of grade 7 junior high school students. Other research conducted by Cahyaningrum & Purnamasari (2015) also shows an influence that occurs from the use of flashcard media on the motivation and learning outcomes of 2nd grade elementary school students in one of the Blora areas.

In addition, English learning in Indonesia is sometimes affected by the classroom atmosphere which makes students feel bored with the learning methods applied by the teacher. This is supported by research conducted by Al Ghifarah & Pusparini (2023) which mention that when the teacher is explaining the learning material many students choose to be silent or not even pay attention. Although learning media such as flashcards have been proven to be able to help improve students' abilities, especially in their speaking skills, teachers still need to hold other activities that can attract students' interest in learning, one example is ice-breaking.

Ice-breaking activities are believed to be one of the activities that can increase students' interest in learning. As stated by Farwati et al., (2019) ice-breaking activities are a collection of fun activities that can be applied in the classroom aimed at increasing student interest. There are many kinds of Ice-breaking activities that can adjust to the interests of students' learning styles.

There have been several studies proven the use of flashcards to help students in learning English and also research on the use of ice-breaking activities to increase students' interest in learning English. However, there are only a few studies that aim to look at teachers' perception and challenges on the use of flashcards as a media to learn English as the application of ice-breaking activities in English class. Therefore, based on the findings above,

researchers will focus on teachers' perceptions at junior high school about the use of flashcards as an ice-breaking activity to help students learn English speaking skills and how teacher overcome their challenges when using flashcard to as a learning media to learn speaking.

METHODS

This research will use a qualitative method because it will focus more on a deeper understanding of the participants' perspectives than numerical data. Later, this research will use a basic interpretative study, which was chosen because basic interpretative studies can describe an individual's view of a phenomenon or activity that is happening. This research will be conducted with one research subject, namely teachers who used flashcard media as an ice-breaking activity to help students learn to speak. Furthermore, this research only focuses on these teachers' perceptions and challenges. This research will use two types of instruments: interview and observation sheet. The data in this research will be in the form of transcripts from interviews by researchers with research subjects. Later, the data obtained through interviews will be used to answer research questions one and two. Therefore, the questions in the interview research instrument will focus on the perceptions and challenges faced by research subjects when carrying out their activities. Furthermore, research data will also be obtained from the results of observations made by the researcher. The researcher's data obtained from field observations was used as supporting data to answer research question number two. After the data is obtained, the researcher will analyze it to Ravindran (2019) instructions. The data will be read and reflected on, then coding, categorizing, and memoing it, and finally, developing a data theme or theory.

RESULTS AND DISCUSSION

This chapter describes the results of the data collected during the research. The data obtained was in the form of interviews and statements the result of observations. Next, the data are presented to answer the research questions namely regarding teachers' perceptions on the use of flashcards as an ice-breaking activity to help students learn to speak and the challenges teachers face when using flashcards as an ice-breaking activity to help students learn to speak.

1. Teacher Perceptions on the Use of Flashcard as an Ice-Breaking Activity to Help Students Learn Speaking

The data were obtained from the results of the interview which showed the teachers' perceptions on the use of flashcard media as an ice-breaking activity to help students learn to speak. The findings were grouped into three categories. First, the teacher stated that ice-breaking activities were important during the

learning process. This is shown by the interview results, in which the teacher stated that ice-breaking activities are important because they can help build students' motivation and enthusiasm.

"Kalau di tengah-tengah proses itu ketika suatu pembelajaran itu sudah terlalu fokus pada satu materi kemudian di tengah perjalanan aaa... ada anak-anak yang kurang bersemangat atau ngomong sendiri aaa... kemudian keliatan capek, mengantuk, itu aaa... butuh ice breaking itu di situ jadi untuk membangun motivasi dan semangat anak-anak ya itu pentingnya ice breaking."

The observation results also showed that when the teacher started holding ice-breaking activities, several students looked happy and enthusiastic about participating. Students were seen actively volunteering to take part in ice-breaking activities carried out by the teacher. Some of them were enthusiastic when they had to answer and explain the answers according to the teacher's orders.

Teachers consider that the use of flashcards is very important. Teachers think that flashcards are important to use because flashcards can make learning activities easier. This is also supported by research conducted by Ridwan & Nurhaeni (2021) which states that the use of flashcard media can assist students in the learning process. Furthermore, the teacher also mentioned that it was important to hold ice-breaking activities in the middle of the learning process. According to teachers, holding ice-breaking activities in the middle of the learning process can help restore students' enthusiasm for learning. This is in line with what was stated by Makhmudovna (2022) that ice-breaking activities can train students' concentration.

Second, flashcards are suitable media to help the learning process. From the interview results, the teacher stated that using flashcards as a medium was appropriate because they were considered to simplify and help students in learning activities.

"...flashcard itu untuk mempermudah ibu kira untuk mempermudah kegiatan pembelajaran ya flashcard itu ya terkait dengan materi apapun itu ya kalau misalnya tentang present tense gitu mungkin kita bisa aaa... apa itu menggunakan flashcard itu aaa... menyebutkan kata kerja itu tadi kan hanya untuk menyebutkan kata benda boleh kita ganti dengan menggunakan kata kerja begitu boleh menggunakan adjektif yang

dimulai dengan huruf jadi tidak harus dengan kata benda gitu jadi itu sangat membantu anak-anak untuk bisa mengelompokkan begitu...”

The teacher thinks using flashcards can simplify learning and help students understand the material better. This teacher's statement shows that flashcards are flexible because they can adapt to existing learning material. This statement is also supported by several studies that have been conducted previously. Research by Ramdhani (2022) states that flashcards are effective in helping students improve their speaking skills. Another research conducted by Arsana and Maharani (2021) stated that flashcards can be used to increase students' vocabulary. From these findings, it can be concluded that the use of flashcards can vary and not just focus on one material.

Third, flashcards can be used as ice-breaking activities to help students learn to speak. The interview results show that the teacher perceived the use of flashcards as an ice-breaking activity as a tool that can be applied to help students learn to speak.

“... kita membuat flashcard itu menjadikan flashcard itu sebagai alat bantu untuk menyebutkan benda karena kita berbicara tentang deskriptif...”

The observation results show that flashcards can be a tool to help students name and explain objects because flashcards have informative images. Then, students can explain their answers to the teacher and write the words they get on the board. Furthermore, the teacher also mentioned that using flashcards as an ice-breaking activity to help students learn to speak can encourage students to have the courage to speak; for example, when students are asked to describe an object according to the flashcard that the student is holding at that time.

“...menyemangati aa... si siswa A ini untuk berbicara untuk mendeskripsikan tentang duck seperti misalnya the fur misalnya bulunya biasanya warnanya apa kemudian harganya berapa kemudian dimana kita bisa menemukan seperti itu, itu flashcard juga membantu ya terkait dengan topik yang akan kita berikan.”

Teachers consider flashcards as a tool that can help students during the learning process. This is also in line with research conducted by Hardiyanti and Arini (2023) which found that the use of flashcard

media improved students' speaking abilities. Other research by Susanti et al., (2022) which shows that there is a significant difference in the speaking skills of students who learn using flashcards and those who do not also supports this teacher's statement.

2. The Challenges Teachers Face when Using Flashcards as an Ice-breaking Activity to Help Students Learn to Speak.

The results of interviews and observations found that the teacher did not encounter any major challenges when using flashcards as an ice-breaking activity to help students learn to speak. The teacher stated that the difficulties experienced when teaching speaking skills were due to limited time available during the learning process.

“...ya itu karena tersedianya waktu di kegiatan pembelajaran yang formal itu cukup singkat ya hanya twice in a week dua kali dalam seminggu, dan itu hanya berapa jam satu jam lebih sedikit aa... ibu kira itu tidak efektif aa... efektif untuk kita kalau berbicara pingin apa itu anak-anak menguasai apa itu skill communicationnya ya harus ada waktu tersendiri...”

The results of this interview are also supported by observation results, which show that while teachers manage the learning process, teacher appear to have difficulty dividing the time because of the limited time during main learning hours. The teacher seemed to have some difficulty regulating the pace of learning, so when ice-breaking was carried out, the learning time was slightly cut, which resulted in the learning time being stretched out longer than it should have been.

The teacher stated that she did not experience significant difficulties except for limited time during teaching. Teacher stated the challenges regarding time only affected the hours of learning speaking skills. Teacher feels that due to a lack of time in learning English, teacher cannot be optimal in teaching speaking skills to students. In accordance with the conditions, the use of flashcards to help students learn speaking skills is held in the form of an ice-breaking activity, which is not included in the learning module. These findings are also in line with the statement by Akbari (2015) which states that one of the challenges faced by teachers in the teaching process is limited time. Furthermore, data obtained from observations also shows that during the learning process, the teacher seems to have difficulty adjusting the pace of learning because of limited time. Apart from having

to deliver material, teachers also have to divide their time with ice-breaking activities to help students learn to speak in class. Because it can be seen that students have little interaction, the learning process becomes teacher-centered

Even though teachers do not face significant challenges, teachers state that it is the students themselves who actually face challenges. In its implementation, some students felt afraid and embarrassed when they had to learn to speak using flashcards in ice-breaking activities.

“..... iya jadi dari siswa sendiri kalau dari gurunya sendiri ibu kira aa... nggak ada ya karena flashcard itu kita gunakan juga situasional ya”

The teacher stated that students felt afraid and embarrassed because they thought that English was not a second language but a foreign language. Furthermore, the teacher stated that this was also influenced by previous culture that if you use English then grammar must also be correct.

“...Aaa... kesulitan kalau anak-anak belajar Bahasa Inggris kemampuan berbicara terkait dengan skill speaking ya aaa... anak-anak itu merasa malu dan takut sebetulnya mereka bisa kalau dalam bahasa tulis itu mereka mampu cuma kadang-kadang itu aaa... mereka malu, mereka shy kemudian apa itu... karena mungkin mereka masih menganggap bahwa Bahasa Inggris itu bukan apa itu second language tapi foreign language jadi bahasa asing itu dan mereka masih takut salah itu mungkin itu sudah terbangun dari budaya-budaya dulu itu bahwa aaa... kalau ngomong itu... aaa... kalau misalnya kita menjelaskan kegiatan sehari-hari itu harus pakai present tense kemudian kalau subjeknya itu orang ketiga tunggal harus kata kerjanya ditambahi dengan akhiran s,es padahal kalau communication language kan nggak harus begitu yang penting itu aa... lawan yang kita ajak bicara itu memahami dan mengerti itu ibu kira sudah apa itu sudah termasuk aa... dalam kategori komunikasi yang efektif...”

Moreover, the teacher also mentioned that another challenge faced by students was their lack of focus because they did not pay enough attention to the teacher's instructions.

“...seperti siswa A itu menurut ibu aa... anaknya bukan tidak bisa hanya dia kurang fokus saja aa... kurang fokus jadi kita harus aa... mungkin harus berulang-ulang tadi kan hanya ibu minta itu instructionnya hanya sekali mungkin dia tidak mendengarkan jadi dia tidak menyebutkan benda yang dimulai dengan Q begitu tapi menyebutkan kata sifat sehingga dia menjawab quiet...”

The results of this interview are also supported by observation results, which show that when the teacher explained how to play ice-breaking using flashcards, the implementation was less than optimal because some students were not focused. This happens when students are appointed to come forward. They don't know what they have to do and end up making mistakes by not answering according to the instructions given by the teacher.

Teachers said that students still often feel afraid, embarrassed, and even unfocused when the learning process occurs. This indirectly causes the teacher's learning process and ice-breaking activities to be less effective. This is in line with research conducted by Mahmud et al., (2023) which stated that several students still felt bored when the ice-breaking activity was implemented, resulting in less effective implementation. This is because students think that this activity is monotonous. This was similar to what was experienced in this research because the teacher only used one medium for ice-breaking activities, namely flashcards, so some students felt there needed to be more variety.

CONCLUSION

According to the findings found by researchers in the previous chapter, teachers consider using flashcards as an ice-breaking activity to help students learn to speak as an important thing to do. Teachers think this can help and make it easier for students to learn to speak. However, teachers think that the use of flashcards in helping students learn to speak is still not enough because of the challenges faced, namely limited time. The teacher gave an idea where there should be additional time outside the main learning hours such as an English club or one day English activities to help students practice their speaking skills. Therefore, using flashcards as an ice-breaking activity to help students learn to speak is situational; in other words, it is spontaneous and not included in the learning module. Moreover, the teacher also mentioned that the students faced more challenges. Many students feel embarrassed and afraid when this activity takes place and fail to focus on implementing the learning process.

Furthermore, by using flashcard media as an ice-breaking activity, students can be more motivated in learning to speak. Finally, the use of flashcards as an ice-breaking activity to help students learn to speak is still suitable for use, and can still be developed so that the activities are more varied and innovative.

The researcher suggests that future researchers who will research the same thing try to focus on students' perceptions regarding this activity. This can provide another view, not only the teacher's perception but also the students' perception as subjects who receive this activity treatment. Future researchers can also examine more deeply what challenges students face when using flashcards as an ice-breaking activity to help them learn to speak by looking at it from the students' direct perspective. Apart from that, in the future can also focus on using flashcards not only to help students learn to speak but also to focus on other aspects, such as reading and writing. Researchers also suggested that teachers can add more variety to ice-breaking activities by not only using flashcards because the research shows that some students still feel afraid and lack focus when holding ice-breaking activities using flashcards.

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