

**IMPLEMENTING ORAL STORY SHARING WITH DIGITAL
FLASHCARDS TO ENGAGE YOUNG EFL LEARNERS IN SPEAKING
ACTIVITIES**

A Research Paper

Submitted to English Language Education Study Program in partial fulfillment of the
requirements of *Sarjana Pendidikan* Degree



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA**

2023

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FLASHCARDS TO ENGAGE YOUNG EFL LEARNERS IN SPEAKING
ACTIVITIES**

Oleh

Tasya Herdiyanti

Sebuah skripsi yang diajukan sebagai salah satu syarat untuk memperoleh gelar
Sarjana Pendidikan pada Program Studi Pendidikan Bahasa Inggris Fakultas
Pendidikan Bahasa dan Sastra

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PAGE OF APPROVAL

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STATEMENT OF AUTHORIZATION

I hereby use this research paper entitled “Implementing Oral Story Sharing with Digital Flashcards to Engage Young EFL Learners in Speaking Activities” as my own work. I am fully aware of the ideas and statements from multiple sources. Therefore, all references are appropriately cited.

Bandung, 21 Juli 2023



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PREFACE

All praises due to Allah SWT, who gave me the courage and strength to complete this study entitled “Implementing Oral Story Sharing with Digital Flashcards to Engage Young EFL Learners in Speaking Activities”, which is submitted as partial to fulfillment of the requirements for the Sarjana Pendidikan degree.

This study investigated the implementation of oral story sharing with digital flashcards to young EFL learners aged 7-8. The purpose of this study is to find out whether or not the implementation of oral story-sharing with digital flashcards is effective to engage students in speaking activities. Also, it intends to see the students’ participation using oral story-sharing in teaching English-speaking activities.

There may be some mistakes in this study due to human error. Therefore, all constructive feedback and comments regarding this topic are highly appreciated. Additionally, this study is expected to contribute to the field of English Education, especially to the related research.

Bandung, 21 Juli 2023



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ACKNOWLEDGEMENTS

First and foremost, all praises and gratitude to Allah SWT for bestowing me His blessings. So that I can endure the ups and downs in completing my bachelor's degree program, I also would like to express my gratitude to the people who have been supporting and helping me to get through this phase in my life.

1. To my beloved family, Papa, Mama, Indah, Rafi, Mbah, Bibik, Uwak, Paman, and all of my cousins who have supported me in every condition of my life. Thank you for being my most extensive support system for a better life and for your endless prayer. I believe I can pass this phase because of your prayers. I hope Allah always blesses us.
2. To my supervisor, Ibu Ika Lestari Damayanti, M.A., Ph.D., who guided me with patience all along. Thank you for your feedback, suggestions, and encouragement in conducting and writing this research. Thank you for being such a great supervisor. I hope Allah blessed you and your family.
3. To all the lecturers and staff in English Language Education Department who taught me both theoretical and life lessons, Thank you for your knowledge, experiences, and support during my college life. I hope Allah blessed you all.
4. To my dear roommate, Listy, thank you for being my best friend-like sibling. Thanks for always supporting me in my ups and downs in college and real life. Thank you for listening to all of my grumbles and being there. I wish you all the courage, happiness, and all the good things and opportunities the world could give you.
5. To my beloved Community, Back to Muslim Identity Community; Teh Nelvi, Teh Nai, Teh Haru, Teh Fungsi, Hana, Namira, Dinda, Teh Imas, Teh Fath, Teh Ajeng, Teh Muti, and all of the members who constantly remind me a lot about how crucial learning and sharing about Islam for the balancing life to gain the pleasure of Allah and gather in the heaven later Insyaallah. I hope Allah blessed you.

6. To all of the team in Rumah Bintang Course, who always be my best place to encourage a lot of gold experience, especially in teaching experience.
7. To all my beloved students in Rumah Bintang Course, always being a reason for me to smile and have a great mood.
8. To all my beloved teams and students in DTA Al-Barkah, whose humble and encouraged me a lot also being a memorable place in discovering teaching experience and managing education.
9. To my beloved friends in English Language Education: Fau, Lan, Fathin, Widya, Sifa, Ina, Shania, Karina, and all of my friends in class A 2019. Thank you for making my college wonderful and giving me a lot of unforgettable experiences.
10. To my best friend at home: Mbak Nadia and Dhita. Thank you for all the memories of laughter and fun. Thank you for being great friends and supporting each other since we were kids. I hope we always be friends till Jannah.
11. To my teacher and best friends at MAN Insan Cendekia Siak; Ms Prilli, Jannah, Sulis, Ashid, and all Aldebaran members for always supporting and prayed each other steps.
12. To Rubin.id for giving me memorable experience and knowledge.
13. Lastly, to all the people I meet in this life that I couldn't mention one by one. Thank you for coming and giving colours into my life.

ABSTRACT

The present study aims to discover the implementation of oral story sharing with digital flashcards in engaging young English as a foreign language (EFL) learners in speaking activities. This study employed a qualitative case study research design involving four young EFL learners aged 7-8 in Indonesia. The data were obtained through video-recorded observations and field notes. A thematic analysis was used as a data analysis method to generate evidence for implementing oral story sharing with digital flashcards to engage students in speaking activities. In analyzing the students' linguistic competence during the oral story sharing session, the present study referred to the theory of speaking component by Brown (2001) and Beckley (2014). In examining the students' participation, referred to the theory of Brown (2001). The results found that oral story sharing with digital flashcards was beneficial in supporting the student's speaking engagement. Implementing three stages of oral story sharing with digital flashcards revealed the student's development in speaking linguistic competence, including vocabulary, pronunciation, grammar, and fluency. It was also proven by how the students participated in each oral story-sharing session. Considering the analysis result, the study recommends further research to increase the number of meetings and participants for in-depth evidence thoroughly by applying four stages in oral story sharing and also selecting more guidance and activities that are engaged the participant so that a better result in terms of engaging students in speaking can be obtained.

Keywords: *Oral story sharing, digital flashcards, young EFL learners, students' engagement, teaching speaking*

ABSTRAK

Penelitian ini bertujuan untuk mengamati penerapan berbagi cerita lisan dengan kartu kilas digital pada keterlibatan pelajar bahasa Inggris muda sebagai bahasa asing (EFL) dalam kegiatan berbicara. Penelitian ini menggunakan desain penelitian studi kasus kualitatif yang melibatkan empat pelajar EFL muda berusia 7-8 tahun di Indonesia. Data diperoleh melalui rekaman video observasi dan catatan lapangan. Analisis tematik digunakan sebagai metode analisis data untuk menghasilkan bukti penerapan berbagi cerita lisan dengan kartu digital untuk melibatkan siswa dalam kegiatan berbicara. Dalam menganalisis kompetensi linguistik siswa selama sesi berbagi cerita lisan, penelitian ini mengacu pada teori komponen berbicara oleh Brown (2001) dan Beckley (2014). Dalam mengkaji partisipasi siswa mengacu pada teori Brown (2001). Hasilnya menemukan bahwa berbagi cerita lisan dengan kartu kilas digital mendukung keterlibatan berbicara siswa. Menerapkan tiga tahapan berbagi cerita lisan dengan kartu kilas digital membuktikan perkembangan siswa dalam kompetensi linguistik berbicara, termasuk kosa kata, pengucapan, tata bahasa, dan kelancaran. Hal itu juga dibuktikan dengan bagaimana para siswa berpartisipasi dalam setiap sesi berbagi cerita lisan. Mempertimbangkan hasil analisis, penelitian ini merekomendasikan penelitian selanjutnya untuk meningkatkan jumlah pertemuan dan peserta untuk bukti mendalam secara menyeluruh dengan menerapkan empat tahapan dalam berbagi cerita lisan dan juga menerapkan lebih banyak bimbingan dan aktifitas yang melibatkan peserta sehingga dapat diperoleh hasil yang lebih mendalam dalam hal melibatkan siswa dalam berbicara.

Kata kunci: *Berbagi cerita lisan, kartu flash digital, pelajar Bahasa Inggris sebagai Bahasa asing (EFL) muda, keterlibatan siswa, pengajaran berbicara*

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