

THE ROLE OF EMOJI FLASH CARDS IN IMPROVING THE SPEAKING SKILLS OF PARTICIPANTS IN A PUBLIC SPEAKING COURSE FOR CHILDREN AGED 7–11 AT THE JANNAH INSTITUTE, JEMBER

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Abstract

This study aims to describe the role of emoji flashcards in enhancing the speaking skills of participants in the 'Public Speaking for Kids' programme (ages 7–11) at The Jannah Institute, Jember. The study was motivated by concerns regarding children's speaking abilities—specifically, low self-confidence stemming from experiences of bullying. A qualitative descriptive approach was employed, utilising purposive area and purposive sampling techniques to select two key informants and two supporting informants. Data were collected through interviews, observation and documentation, and subsequently analysed through the stages of data collection, reduction, presentation and drawing conclusions. Data validity was verified through prolonged engagement, persistent observation and triangulation of sources and techniques. The results indicate that emoji flashcards serve as a positive stimulus for improving speaking skills. Simple and relevant emoji images help children understand the material, construct coherent storylines, and link visual information to their own experiences. Improvements in speaking skills were observed in areas such as pronunciation, intonation, fluency, expression, and accuracy of content. Therefore, emoji flashcards can serve as an effective alternative learning tool to support the development of children's verbal and non-verbal communication skills within non-formal education settings.

Keywords: *Emoji flashcards, speaking skills, public speaking for children, non-formal education.*

1. INTRODUCTION

Speaking ability is one of the key language skills for developing children's communication skills, self-confidence and social interaction. However, there are still children who struggle to convey ideas, express opinions or speak in public due to a lack of self-confidence and negative experiences such as *bullying*. This situation calls for learning materials capable of providing both *visual* and verbal *stimuli*, enabling children to understand the material more easily whilst encouraging them to speak up. *Emoji flashcards* are one such alternative, as they combine images and words to help children comprehend information, develop ideas and express their thoughts in a more focused manner. *The Cognitive Theory of Multimedia Learning* explains that learning which integrates visual and verbal information can enhance learners' comprehension and knowledge formation (Mayer, 2024), whilst *the Dual Coding Theory* emphasises that presenting information through these two channels facilitates the processes of understanding and remembering information (Paivio, 2021).

The Jannah Institute Jember is one of the institutions that utilises *emoji flash cards* in its *Public Speaking for Kids* training programme for children aged 7–11. However, the results of a preliminary study indicate that some participants still face difficulties in terms of pronunciation, intonation, fluency, expression and the accuracy of their speech content. Furthermore, research into the role of *emoji flash cards* in *public speaking* training within

non-formal education remains limited. Given these circumstances, the research question for this study is: “What is the role of *emoji flashcards* in improving the speaking skills of participants in the ‘*Public Speaking for Kids*’ training programme for children aged 7–11 at The Jannah Institute, Jember?”. Consequently, this study aims to describe the role of *emoji flashcards* in improving the speaking skills of participants in the ‘*Public Speaking for Kids*’ training programme for children aged 7–11 at The Jannah Institute, Jember. It is hoped that the findings of this study will contribute to the development of non-formal education, serve as a basis for evaluation by institutions in developing learning materials, and provide a reference for future research.

2. METHOD

This study employs a qualitative descriptive approach. Qualitative descriptive research aims to systematically describe a phenomenon based on data collected in the field without the use of statistical analysis (Moleong, 2022). The research location was determined using the *purposive area* technique, namely at The Jannah Institute in Jember. Research subjects were selected using *purposive sampling*, involving two *trainers* from the ‘*Public Speaking for Kids*’ programme as key informants and two parents or guardians of participants as supporting informants. The research procedure began with a pre-field stage involving a preliminary study to gather initial information and define the research focus. Subsequently, during the fieldwork stage, data were collected through interviews, observation and documentation. Data analysis utilised the Miles and Huberman interactive model, which encompasses data collection, data reduction, data presentation, and the drawing of conclusions and verification, so that the data could be interpreted systematically in accordance with the research focus (Sugiyono, 2022). The final stage involves checking the validity of the data to ensure the credibility of the research findings, so that the results obtained are reliable and accountable (Moleong, 2022). Data validity is ensured through extended participation, persistent observation, as well as source triangulation and methodological triangulation.

3. RESULTS AND DISCUSSION

Results

The research findings indicate that the use of *emoji flashcards* plays a role in improving the speaking skills of participants aged 7–11 years on the ‘*Public Speaking for Kids*’ course at The Jannah Institute in Jember, through three stages: *selecting images*, *organising images*, and *integrating images*. During the ‘*selecting images*’ stage, participants were able to choose *emoji* images that matched the learning theme, making it easier for them to understand vocabulary, recognise emotional expressions and identify the main ideas of a discussion. The ‘*organising images*’ stage showed that participants were able to arrange the images in a logical sequence, helping them to develop a narrative flow and convey information in a coherent manner. Furthermore, during the ‘*integrating images*’ stage, participants were able to link the images to their own experiences and knowledge, thereby gaining greater confidence in presenting their ideas in public. The role of the *emoji flashcard medium* was also evident in the improvement of participants’ speaking skills, as assessed across five aspects: pronunciation, intonation, fluency,

expression, and accuracy of content. Participants demonstrated clearer pronunciation, more appropriate use of intonation, smoother delivery of information, more appropriate verbal and non-verbal expressions, and a greater ability to convey content relevant to the topic. Nevertheless, the extent of improvement in each participant's speaking skills varied, influenced by their level of self-confidence, speaking experience, and individual ability to absorb and process the material during the training.

Discussion

The use of *emoji flashcards* played a positive role in enhancing the speaking skills of participants aged 7–11 years on the 'Public Speaking for Kids' course at The Jannah Institute in Jember. These findings indicate that the use of *visual media* can help children understand the material whilst boosting their confidence in expressing their ideas. The results of this study are consistent with *the Cognitive Theory of Multimedia Learning*, which explains that learning becomes more effective when information is presented through a combination of visual and verbal channels, thereby making it easier for learners to build understanding (Mayer, 2024). These findings are also supported by *the Dual Coding Theory*, which explains that information processed through both visual and verbal channels is easier to understand and remember than when only one channel is used (Paivio, 2021).



Figure 1. Photograph of the Learning Process

During *the image-selection stage*, participants were able to choose *emoji* images that matched the learning theme, making it easier for them to recognise vocabulary, understand emotional expressions and identify the main ideas of a conversation. This process helped participants to focus their attention on relevant information, thereby facilitating the communication of messages. This finding is in line with Arsyad's (2014) view that the selection of appropriate *visual media* can capture learners' attention and enhance their understanding of the material being studied.

The '*organising images*' stage indicates that participants are able to arrange images in a logical sequence, thereby enabling them to develop ideas, construct sentences and convey a story systematically. This ability contributes to improved fluency in speaking, as participants have a more structured narrative flow. The results of this study are consistent with Mayer (2024), who explains that the process of organising visual

information in working memory helps learners construct meaningful representations, making it easier for them to organise information when communicating.

Furthermore, during the '*integrating images*' stage, participants were able to link images to their own experiences and knowledge, thereby gaining greater confidence in expressing their opinions in public. The integration of visual and verbal information with real-life experiences helped participants to understand the material more deeply and improved their ability to convey information clearly. These findings also reinforce Moreno's (2021) view that multimedia learning can help learners construct more comprehensive mental representations through the processing of information from various sensory channels.



Figure 2. Photograph of the Learning Process

The role of the *emoji flashcard medium* was also evident in the improvement in participants' speaking skills, covering aspects such as pronunciation, intonation, fluency, expression and the accuracy of the content of their speech. Participants demonstrated clearer pronunciation, more appropriate use of intonation, smoother delivery, more appropriate verbal and non-verbal expressions, and the ability to convey content relevant to the topic. The results of this study support the research by Daulay et al. (2025), which showed that *flash cards* can improve children's speaking skills through an increase in vocabulary, confidence in speaking, and storytelling ability. Similar findings were also reported by Trias et al. (2025), who noted that *flashcards* help learners construct sentences with greater confidence, and by Yuningsih et al. (2022), who stated that *flashcards* are effective in improving children's speaking skills as they provide *visual* stimuli that facilitate the communication process.

4. CONCLUSION

Emoji flash cards play a positive role in enhancing the speaking skills of participants in the '*Public Speaking for Kids*' course for 7–11-year-olds at The Jannah Institute in Jember. During the '*selecting images*' stage, participants were able to choose images relevant to the theme, making it easier for them to understand vocabulary, recognise expressions and identify the main ideas of a discussion. During the '*organising images*' stage, participants were able to arrange the images in a logical sequence, helping them to develop a narrative flow and convey information more systematically. Meanwhile, during the '*integrating images*' stage, participants were able to link *visual*

information to their own experiences and knowledge, thereby gaining greater confidence in presenting their ideas in public. The role of the *emoji flashcard medium* was also evident in the improvement of the participants' speaking skills, covering aspects such as pronunciation, intonation, fluency, expression and the accuracy of the content of their speech. Participants demonstrated clearer pronunciation, smoother delivery, more appropriate use of intonation and expression, and a greater ability to convey content that was more relevant to the topic. Nevertheless, the improvement in each participant's speaking skills varied, as it was influenced by other factors, such as their level of self-confidence, speaking experience, ability to absorb the material, and the intensity of their practice during the training.

Overall, the results of this study confirm that *emoji flashcards* not only serve as a *visual* aid to help participants understand the learning material, but also act as an effective tool for developing children's communication skills in the '*Public Speaking for Kids*' training programme. This medium supports participants in understanding information, organising ideas, and linking their experiences to the material being studied, thereby making the speaking process more focused and meaningful. Consequently, the role of *emoji flashcards* in this study is evident through improvements in participants' speaking skills in terms of pronunciation, intonation, fluency, expression, and the accuracy of their content. However, this improvement in skills is not solely influenced by the use of the learning medium but is also affected by other factors, such as individual characteristics, motivation to learn, self-confidence, parental support, and the opportunities for practice provided during the learning process. Nevertheless, *emoji flash cards* continue to make a positive contribution as an innovative learning medium that can be used to support the development of children's speaking skills in non-formal educational institutions.

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