



Teaching Speaking with Cue Cards: Addressing Strengths and Weaknesses in High School Contexts

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ABSTRACT

This study aims to describe the implementation, advantages, and disadvantages of the Cue Card in teaching speaking. It uses a descriptive qualitative method involving 36 junior high school students selected purposively. The data collection techniques are observation, semi-structured interviews, and documentation. The researcher uses data display, reduction, conclusion, and verification to analyze the data. The result shows that the implementation of teaching speaking by using cue cards is divided into twenty stages. These advantages are as follows: it allows students to produce sentences and memorize the words more efficiently, the classroom activities are exciting, and it leads students to speak bravely. On the other hand, the disadvantage is that the cue card is still not neat, which might be tricky.

KEYWORDS: Speaking, cue card, teaching procedure, advantages, disadvantages

1.0

INTRODUCTION

Speaking plays a role in learning the English language because the primary purpose of learning a foreign language is the ability to create an interaction among people by using the English language. Learners must be able to interact with others using a wide range of speaking skills (Amin et al., 2023; Arifin et al., 2023; Arifin, Nurkamto, et al., 2024). First, they must think of something to say in the second language and feel confident enough to express it. They have to combine words, phrases, and sentences using grammar and vocabulary to express what they want to say in a way others can understand. They must be able to vocalize this using pronunciation and intonation in a straightforward way to keep up the flow of conversation, and they need to find another way of expressing their meaning. Interaction involves more than just putting a message together; it involves choosing appropriate language for the person you are talking to. It means responding to what they say, taking turns in a conversation, encouraging them to speak, expressing interest, changing the topic, asking them to repeat or explain what they are saying, and so on.

Speaking is the skill of learning a language that produces the language to interact with other people. Speaking brings out the words or sentences and attends to all appropriate aspects with a good language arrangement, including grammar, vocabulary, punctuation, and intonation (Arifin & Rosita Sari, 2019; De Jong et al., 2013). It aims to create accurate communication among people because these aspects influence the meaning of the language delivered and the listener's response to the speaker. Speaking is a productive oral skill. Mastering speaking is the highest priority in learning English because speaking is one way to communicate with others.

Teaching speaking is not easy. The teacher must balance the condition of the classroom and the students, as well as the material and the aspects of teaching speaking, because it will influence the students' speaking ability. Teaching speaking involved providing students with the language

components, hoping they would eventually put them together and speak (Marzec-Stawiarska, 2015; Wahyuningsih & Afandi, 2020). It means that teaching speaking needs many language components, such as studying the grammar rules, reciting, dialogues, and learning vocabulary.

The teacher must know the five principles of teaching speaking to make the teaching meaningful (Bailey, 2003). They must understand the difference between a second and a foreign language, practice fluently and accurately, give students opportunities to talk, plan speaking tasks, and design speaking activities. In designing speaking activities or instructional materials for second-language or foreign-language teaching, it is also necessary to recognize the different functions of speaking in daily communication and the different purposes for which our students need speaking skills. This means that designing speaking activities is based on the learner's daily communication needs. The material for learning to speak differs based on the learner's needs or specific purpose.

There are six types of speaking classroom activities to help teachers design the learning process (Harmer, 1998). Firstly, it is acting from a script. To develop the students' speaking ability, the teacher can invite them to use their language by acting from a script in their coursebooks or demonstrate the dialogue by filming in the classroom. Secondly, communication games help students speak quickly and fluently in classroom activities. The next is a discussion from minor to highly formal groups. The fourth is prepared talks. The students can choose a suitable topic for this speaking classroom activity. The students can prepare the topic that they will explain in front of the class before speaking. They can write what they say on their notes. It makes the students easier to speak. The next idea is to prepare the questioner for a conversation before speaking. The last activities are simulation and role play. This speaking classroom activity often gives significant advantages to develop the students' speaking ability because the students must speak suitable real life.

Media can be used as a stimulus to deliver a message. Media is a mediator that forms communication. In the teaching-learning process, media is needed because it can be a source of information that can help the student understand the material quickly (Arifin, Nuuriyyah, et al., 2024; Arifin & Riyanti, 2018). Using teaching media, the teacher can make the classroom condition more alive. Many kinds of media are used in the teaching-learning process. One of the media is cue cards. Cue cards are small photos or pictures stuck onto cards that students use in pair or group work (Brown, 2000; Masuram & Sripada, 2020; Richards, 2006; Wang, 2021). Working with a partner will prevent the student from feeling tense during the speaking activity.

Thus, the research focuses on describing the implementation of the Cue card in teaching speaking and identifying its advantages and disadvantages.

1.1

METHODOLOGY

The researcher uses qualitative research to get deep and accurate data from implementing the Cue Card. The population of this research is all the eighth-grade students of one selected junior high school in Madiun East Java, taking class 8-I as the sample, which consists of 36 students. The researcher chooses purposive sampling to collect the information or data because the researcher knows the characteristics of the students. The researcher used observation, interviews, and documentation to collect data. The researcher acts as an active participant in the observed situation. Semi-structured interviews provide the appropriate questions with the goal, and the source to complete answers are used. Through this technique, the researcher interviews the students and the teacher about applying the Cue Card and its advantages and disadvantages. The researcher also uses documentation such as the teacher's lesson plan and syllabus, the students' name list, the teacher's interview, the students' interview, and the pictures of the student's activities to get additional data. The researcher uses three data analysis flows (Miles et al., 2014). The researcher reduces the data from all research activities and starts analyzing them by data reduction. He chose only the critical data, which consists of activities in the classroom, to know the implementation of cue cards in



teaching speaking, and reduced the data from the interviews with English teachers and some students to know the advantages and disadvantages. The second step in analyzing data is data display. The researcher uses data display to compile a list of events. A list of events can be arranged chronologically during the teaching and learning process and make the narration to understand all events in the research. The last step in analyzing data is conclusions and verifications. Researchers use conclusion and verification to determine the advantages and disadvantages of the implementation.

1.2 RESULTS AND DISCUSSION

There are twenty points in observation. They were first learning object explanation. It can be seen that the students can understand the teacher's explanation. The students gave good responses by asking some questions related to the lessons. Second, the selection of teaching material shows that the teacher uses the material that can fulfill the requirement of the characteristics and the student's ability in the teaching-learning process. The material is not too difficult and can be applied well. Third, the arrangement of teaching material can be done precisely. The teacher can finish all aspects of the part of the lesson plans that are appropriate for the time. Fourth, cue cards can be used by the students well. The students do not find it challenging to apply it in descriptive material: Fifth, steps of the teaching and learning process. There are many activities in the teaching-learning process, consisting of pre-, main, and closing. The teacher can filter one another. One by one, the teacher tells the students what is appropriate with the rules of all activities. It can be seen in the classroom condition during the teaching-learning process. The learning scenario is interesting, and the students are actively involved. Sixth, details of the teaching and learning process, where the teacher can do the activity according to the facts appropriate to the rules of the lesson plan.

Seventh, the technique must be compatible with the purpose of learning. The teacher chooses to use the media in group activities. It aims to make the students independent in learning to speak. Although the activities are done in groups, the students can apply the target and togetherness to form the sentences well. Eighth, the teacher has prepared all the instruments used in speaking, consisting of a lesson plan, syllabus, media, model, questions, and scoring. Ninth, control the students' readiness and do apperception. In this part, before starting the lesson, the teacher checks the students' preparation and gives a brainstorming. It aims to make the students think more and relate to the material. Tenth, the teacher tells all the aspects of the material, including the definition, parts of descriptive, tenses, and examples. Eleventh, connect the material with reality and other relevant knowledge. The theme of the material is chosen based on the things around the classroom and the student's daily lives. It helps the students understand the material's meaning because they often encounter those things.

Twelfth, the teaching and learning process can be appropriated with competencies. Preparing the lesson plan and syllabus is a must for the teacher to determine the last result in the teaching and learning process. The teacher has done it well. Thirteenth, the teaching and learning processes can be applied contextually to grow positive habits. The teacher uses CTL in this lesson plan. The teacher wants the students to interact with all the familiar things with daily activities. It can be applied well because the students like and enjoy learning to speak more using cue card media. Fourteenth, the teacher went around each group to ask about the problems in the students' tasks. The teacher and the students can give feedback on every question. Fifteenth, use the effectiveness and efficiency of learning media. The media is simple, small, and attractive, so students can easily use it. The teacher can develop the student's abilities by using the media. This can be seen in the students forming sentences from the media and working with their group.

Sixteenth, create the students' cheerful, enthusiastic, and active participation in teaching-learning. The students' laziness cannot be seen during the teaching-learning process. The students can do the task in an orderly. Besides that, the students do not feel afraid to ask the teacher.

Although the class conditions are crowded, it is caused by the students' discussion. The students concentrate on their group and try to finish the task well, then perform in the classroom. It is so interesting because the students can battle with other groups, which makes them become a spirit to be winners. Seventeenth, show an extrovert attitude in students' reactions. The teacher's response is well enough. The students can understand the teacher's answers related to the student's questions. The teacher is not angry if the students make mistakes when asking for the task. The teacher tries to give a correct answer.

Eighteenth, observe the students' learning progress during the teaching and learning process. The teacher lets the students do the task according to the group decision, but the teacher always observes and helps the students' learning process. Nineteenth uses excellent language, both spoken and written clearly. The teacher is good enough to explain the lesson in the classroom, and the task language is good, but the teacher's voice is low. Overall, the teacher can do it well. Twentieth, do reflection and conclude by inviting the students. In the last part, the teacher can close the lesson well. The teacher invites all the students to conclude the material they have learned and give the students some suggestions.

Based on interviews with the students, the researcher concluded that implementing the Cue Card in teaching speaking to eighth-grade students has many benefits. The cue card made the students feel easy when making a sentence based on the cues on the cue card; the students also are brave enough to speak in front of the classroom (Arifin et al., 2015). The students were motivated to guess the other students' descriptions. The speaking lesson is delightful.

Based on the interview with the teacher, the researcher concluded that implementing the Cue Card in teaching speaking to eighth-grade students has many benefits. It helps students build sentences by using words on cue cards based on their speaking ability. Align with Maulidha & Tiatri (2023), cue cards work well if the teacher wants students to speak on the spot or use particular words or phrases in a conversation or sentence. The teacher can write words on separate cards and then, after shuffling them, place them in a pile face down. When a student picks up the next card in the pack, he or she has to use the word in a sentence. Alternatively, students can choose three or four cards and then have to incorporate what is on the cards into a story. Students can also pick up a card and try to describe what the word on it feels, tastes, or smells like so the other students can guess it. The students can take the cue card and then try to tell based on the cue card in good order. After that, the other students can guess it.

Another advantage is that it can lead students' creativity to language use. The teacher can ask the students to write a picture description, invent a conversation between two people in a picture or one particular role-play activity, and answer questions about the characters. The result supports the finding mentioned that the teaching media can be used to explain language meaning and construction, engage the students in the topic, or as the basis of a whole activity (Arifin, Setiyadi, et al., 2024; Namaziandost & Nasri, 2019). It has a significant influence because they can develop their speaking ability with fun learning without fear of bringing out their sentences.

On the other hand, cue cards also have drawbacks. The shape of the cue card pieces is less neat. The data shows that some cue cards still contain words a few students do not understand. This cue card can be implemented well and is interesting, although the pieces are still less neat.

1.3 CONCLUSION

Overall, this research can be appropriately implemented using a cue card to teach speaking. The teacher can apply it well, and the students can use the Cue Card in spoken descriptive. The students can be enjoyed with Cue Card. The students can speak by using their own words. Besides that, the students can develop the word on cue cards to be a sentence. On the other hand, the teacher should give more attention to the piece of cue cards on the card. It aims to make the form of the Cue Card neater.



1.4

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