
Students' Perception of the Role of Cue Cards to Help Students Improve Their Speaking Abilities in Senior High School 1 Ajibarang

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ARTICLE INFO

Article history:

DOI:

[10.30595/pssh.v12i.774](https://doi.org/10.30595/pssh.v12i.774)

Submitted:

May 31, 2023

Accepted:

August 24, 2023

Published:

October 05, 2023

Keywords:

Perception; Role; Cue Cards;
Speaking; Skills

ABSTRACT

The research entitled "Students' Perception of The Role of Cue Cards for Improving Students' Speaking Skills" is intended to investigate whether the actual role of using cue cards in improving and enhancing students' speaking skills is effective or not for students of SMA N 1 Ajibarang. The subjects of this study were grade 10 students of SMA N 1 Ajibarang. The population of this study is class 10. While the sample of this study is 4 classes of grade 10. The data of this research were obtained through observation and questionnaires as the research instrument. The results of this study indicate that the use of cue cards has a strong influence on students in the learning process, student motivation, and the output of learning activities.

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1. INTRODUCTION

Oxford dictionary defines the word perception as the ability to see, hear, or become aware of anything through the senses. Every student has a different perception of understanding something. This difference in student perceptions is something that must be considered in implementing a learning strategy and the use of learning media so that the goals and meaning of the strategy and media function optimally.

A student is a person who is enrolled in school or college or who is interested in a certain subject. This study was conducted with pupils from SMA N 1 Ajibarang in this circumstance as the object.

Student perception can be defined as a student's process of processing information obtained from seeing, hearing, or becoming aware of an object through sense. Students' perceptions in this study were perceptions about the use of cue cards and their effect on students' speaking skills.

The word role in the Cambridge dictionary is defined as the position or purpose that someone or something has in a situation, organization, society, or relationship. The role is the main force in determining the success of implementing a teaching media.

Speaking is one of the language skills that every language learner must-have. The ability to speak is a productive ability that can support activities to communicate with others smoothly to express ideas, ideas, thoughts, feelings, and transfer information through words. This is in line with the opinion expressed by Brown 2010 which suggests that speaking is a productive skill. Thornbury 2005 also stated the same thing that speaking is an activity to produce speech which is part of daily activities that also involve interaction with other parties.

Nunan (1991) also stated that speaking can be categorized as a productive skills and it became something significant skill for students.

In learning English, students often experience many problems. Based on observations made by researchers during teaching and learning activities, there are many problems faced by students in learning English including, the level of student confidence is still low. The low self-confidence in students causes them to often feel afraid and worried about making mistakes in speaking English. Another problem is that most of the students are passive English learners. This passivity occurs because of the lack of mastery of English vocabulary. This limited number of vocabulary ultimately makes them less able to produce and arrange words well so that they cannot produce language orally. The next problem is the lack of mastery of pronunciation. Many of the students are still unable to pronounce English sentences correctly. Another learning problem is the lack of enthusiasm of students to be involved in speaking learning activities. This is as stated by Harmer 2001 that students will feel reluctant to take part in speaking lessons because they feel ashamed and worry about making mistakes in speaking.

Given the problems mentioned above, it is necessary to use the right program in order to increase student motivation to be more active in speaking. As stated by Harmer 2001 that speaking is a productive ability in language, so students are expected to be able to produce words orally. In improving and improving the quality of speaking skills, a teacher needs to innovate to create creative and interactive learning media. Learning media is everything that is used to facilitate and facilitate the course of teaching and learning activities. Learning media can be in the form of audio, images, video, text, and other teaching aids that suit the needs. Regarding learning media, there are several things that need to be considered when using learning media. These include: the feasibility of media with the material being taught, affordability to be made or financed, availability, ease of use, quality of media and conformity to the level of intelligence of the learner.

Media is often interpreted as a tool of communication. According to Gerlach and Ely 1980, the media is a figure, substances, or occasion that can encourage students to gain experience, skills, and attitudes. Daryanto 2013 suggests that media are all tools that can help teachers transfer skills, attitudes, and knowledge or are additional tools to make teaching and learning activities easier. As stated by Anarudha et al (2014), in teaching speaking there are several teaching principles that must be considered by teachers in teaching speaking. These principles include the teacher must be able to motivate students from the first day, the teacher must tolerate students when students only give short responses, the teacher must let students speak actively regardless of their English condition, do drills, role play, and supervision as often as possible. so that it can provide improvements to those who are already active and activate those who are still passive. In this principle, it is stated the importance of role-playing. Besides, according to Mateer et al (2014), the use of media in the teaching and learning process will give some advantages to involving students, assisting students to maintain their knowledge, motivating students' interest in the subject, and demonstrating the appropriateness of many concepts the To support the smoothness of role-playing in learning to speak, the researchers used cue cards as one of the learning media. In this case, the researcher chose cue cards as the learning media studied in connection with the reasons mentioned above.

For various underlying causes, according to Clark 2019, the ideal education media will excite students' desire to obtain knowledge and follow their innate curiosity as children. In addition, depending on the educational material used, teachers' ingenuity and creativity are aided

Cue cards are one of the most important learning media to help the teaching and learning process, especially in order to improve students' speaking skills. As stated by Hermer 2001 that cue cards are cards that are equipped with words and pictures that aim to motivate students to respond to each other in group activities. From this understanding, it can be interpreted that the use of cue card media can really help learners to be more confident in compiling sentences to then be able to express them in speaking activities in a conversation or monologue. In cue cards, there are already available instructions regarding all things that must be disclosed by students according to the context of the discussion. Students only need to follow the instructions. Cue cards are media that are attractive and easy to make and use in learning to speak by both teachers and students. This research was conducted based on several research questions as follows:

1. What are the role of cue cards to help students improve their speaking ability?
2. What are the advantages and disadvantages of using cue cards to help students improve their speaking skills?
3. What are the students' reactions to the use of cue cards in the classroom when it comes to teaching speaking?

2. RESEARCH METHODOLOGY

In this study, the researcher used a quantitative approach. As stated by Craswell 2008, research with a quantitative approach is done by collecting data and analyzing it mathematically. This research was conducted in class 10 of the Mathematics and Natural Sciences program. The population of this research is grade 10 with

36 students in every class in it. The researcher chose 4 classes from all the populations that were sampled in this study. The data in this study used a research instrument, namely questionnaires or observation sheets which were distributed to students in the 4 classes. The instrument in the form of a questionnaire was used by researchers to obtain data and information related to students' perceptions of the use of cue cards and their effect on students' speaking skills. The researcher distributed 20 questions to the research target. Next, the researcher analyzed each answer given. The results of this analysis become a source of information related to the topic of research.

3. DISCUSSION

Celce-Murcia and Dornyeii-Thurell created a model of communicative competence in learning languages. In the model, it is stated that there are 4 basic language competencies that must be mastered by students, namely socio-cultural competence, linguistic competence, actional competence, and strategic competence that enable students to achieve learning objectives, namely being able to communicate effectively and precisely in the target language. The model can be seen in the image below.

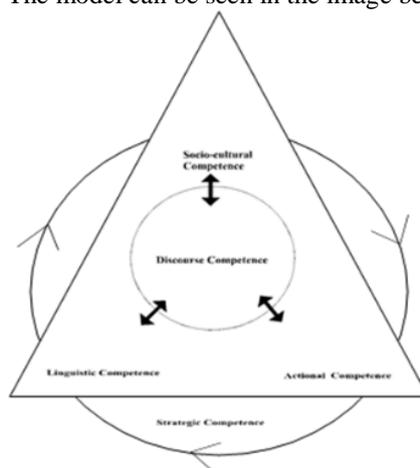


Figure 1

The success of the teaching and learning process is influenced by factors from the teacher, factors from students, and other supporting factors such as the relevant curriculum and adequate facilities. Teachers are expected to be more creative and innovative in carrying out learning activities, creating a conducive, interesting, and encouraging learning atmosphere for students by applying appropriate learning methods and using learning media that are relevant to the learning material. Students or students also have factors that influence the success of teaching and learning activities. These factors include student learning motivation, student interest in the subject, and students' willingness to participate in each learning process, etc. These factors must synergize with each other in order to achieve learning success.

In order to achieve learning success, especially in learning speaking, teachers are expected to be able to apply appropriate speaking learning strategies. This indicates that the teacher plays a very important role in creating interesting and meaningful teaching and learning activities. One strategy that can be done by the teacher is to apply the right speaking learning media. Learning media has an influence on the level of motivation of students in following the learning process. One of the media that can be used in learning speaking is cue card. The use of simple teaching media such as cue cards is expected to support the success of learning.

4. FINDINGS

In this study, the researcher distributed 20 questions to students as respondents. From the 20 questions distributed, it can be concluded that the researcher found a strong influence from the cue cards that have been used in the classroom to help students learn to speak. The results of research related to the use of cue cards as a learning tool can be seen in the following table:

No	Questions	Number of respondents	Yes		No		Don't know	
				(%)		(%)		(%)
1	Do you know cue cards?	98	76	77	22	22	0	0
2	Is cue card a learning media?	97	67	69	3	3	27	27,8
3	Can cue cards help you learn English?	98	74	75,5	2	2	22	22,4

4	Can cue cards improve your speaking skills?	98	62	63,2	9	9,1	27	27,5
5	Can cue cards help you remember things easily?	98	73	74,4	5	5,1	20	20,4
6	Can cue cards help you create dialogue/monolog easily?	97	52	53,6	4	4,1	41	42,2
7	Can cue cards help you to construct the dialog/monolog structurally?	97	42	43,2	12	12,3	43	44,3
8	Can the use of cue cards create a fun learning atmosphere?	97	54	55,6	9	9,2	34	35
9	Can the use of cue cards help you to be more interactive in learning speaking?	97	41	42,2	14	14,4	42	43,2
10	Can the use of cue cards help you to be more active in learning to speak?	97	57	58,8	6	6,1	34	35
11	Can the use of cue cards attract your attention and interest in learning to speak?	98	65	66,3	9	9,1	24	24,5
12	Can the use of cue cards increase your confidence in speaking?	98	55	56,1	9	9,1	34	34,7
13	Can the use of cue cards improve your speaking fluency?	97	52	53,6	8	8,2	37	38,1
14	Can the use of cue cards improve your learning mood?	97	45	46,3	12	12,3	40	41,2
15	Is the cue card an easy and practical learning medium for you to use?	98	53	54	10	10,2	35	35,7
16	Is cue card an expensive learning media?	98	18	18,4	38	38,8	42	42,8
17	Is cue card an effective learning media?	98	52	53	4	4	42	42,8
18	Do you like learning to speak by using cue cards?	97	51	52,6	11	11,3	35	36
19	If your teacher uses cue cards in every speaking lesson, will you feel bored?	98	21	21,4	41	41,8	36	36,7
20	If your teacher uses cue cards in every lesson, will you feel bored?	98	26	26,5	41	41,8	31	31,6

Research related to cue cards shows several advantages of cue cards in supporting the process of learning activities for both teachers and students. The first advantage possessed by the cue card is that the cue card is a learning medium that is well known and familiar among students because of its effectiveness in helping the student learning process. Due to their familiarity with students and teachers, cue cards contribute a lot in influencing students' interest in participating in learning English, especially in learning speaking.

Another advantage of cue cards based on research results is that cue cards are very affordable media financially both in the manufacturing process and in their use in the learning process. In its manufacture, cue cards do not really need expensive materials because the basic ingredients needed are cards. This facility is also very helpful for teachers in providing learning media for students. One of the criteria for a good learning media is that it is easy and practical to make and use in learning activities. Cue cards are the right answer for teachers and students.

The next advantage is in terms of the content embedded in the cue cards. The material contained in the cue cards is created and organized based on the topic being taught and the learning objectives to be achieved in the unit. The suitability of the material contained in the cue cards can help students more easily compose dialogues or monologues in order to improve their speaking skills because the important points that they have to convey, arrange, or play in the form of dialogues and monologues are already available in detail even though they are not fully understood. arranged with a perfect grammatical structure.

The convenience offered by cue cards can also help create a pleasant learning atmosphere. A comfortable learning atmosphere is one of the determining factors for success in learning activities. Such an atmosphere in turn will affect the level of attention and interest of students in participating in the learning process. Cue cards help students to feel more comfortable because cue cards help them find important ideas that must be compiled or acted out. This situation is able to improve their learning mood and their confidence in practicing their speaking both in monologue and dialogue form. After the students' mood and confidence are well established, the use of cue cards really helps students in order to help them improve their fluency in speaking.

5. PROBLEM-SOLVING

The advantages possessed by the cue card in improving students' competence and language skills make the cue card a learning medium that is liked and well accepted by both teachers and students. On the other hand, from research on cue cards, it turns out that there are several problems or obstacles in using cue cards as learning media. The first problem found in this research is that cue cards have not been able to fully assist in terms of grammar or grammatical structure in detail. The focus on cue cards is more likely to lead to speaking material or content.

The second problem found in this study is that students will find it easier to become bored if in every speaking lesson or learning other language skills the teacher always uses cue cards as a medium of learning. The frequent use of the same media in a learning process turns out to lead to an increase in student boredom. The feeling of boredom that arises in learning activities will have an impact on decreasing students' motivation and interest in learning.

Problems that arise during the use of media cue cards are solved with the following solutions. This solution is very important so that the objectives of the learning activities can be achieved optimally. The solution given to problems related to the lack of use of grammar in the cue card is done by adjusting the content that will be included in the cue card media not only focusing on the material or points that must be conveyed to students but also equipped with grammatical content that relevance to the subject matter of the unit. With the inclusion of grammatical elements in the cue card, it is hoped that students will not only be able to present the requested ideas but also be able to convey these ideas in a structured manner and according to the appropriate grammatical context.

The problem of student boredom in participating in cue card-based learning can be overcome by seeking teacher creativity. There are three types of creativity that are needed to be mastered by teachers to overcome problems that occur in the application of cue cards in the learning process. The first is the creativity of the teacher, in this case, is in terms of processing the material that will be included in the cue card, creativity in bringing cue cards as a learning medium in the classroom, and creativity in making variations of cue cards. The second is creativity in making instructions, and the third is creativity in managing the time when you should use cue cards. and when it's best not to use cue cards. Teachers' creativity in processing and preparing the media means that teachers should be able to design interesting and relevant media which can attract students' interest to follow the learning process. Teachers as planners and creators of media are unquestionably influential in determining the media and its contents. Gage (1979) defined the modern teacher's professional qualification as the ability to develop and apply the science of the art of teaching, which means, the teachers must have a significant repertoire of information and abilities, experience and insights, and artistic creativity from which to draw hunches in order to develop and create a unique learning environment and experience for each session and group of students. It indicates that teachers should plan and develop their own media rather than relying on what is already available.

The second is teachers' creativity in making instruction can be defined that the instruction for every activity should be constructed and delivered in a clear, effective, and attractive way. Applying those principles, it will help students to practice all the activities given by the teacher.

The third is managing time. It is also a kind of teacher's creativity that should be mastered. It is important for the teachers to have the ability in managing the time appropriately when they are implementing the cue card in their process of teaching and learning. It is necessary to be implemented by all the teachers in order to create fun, comfortable, conducive, and clear situations when they are using cue cards during the process of their teaching and learning, especially for teaching speaking.

Teacher creativity is a very important thing to do both in the learning preparation process which is related to the provision of materials, teaching materials, and learning media as well as during teaching activities. A creative teacher will be able to provide a soul in the media he uses to teach and be able to motivate students to take part in learning activities to completion and be able to achieve learning objectives well.

Cue card as one of the learning media aims to minimize problems that occur in the process of teaching and learning activities. This is in accordance with the theory put forward by Brown 2001 which recommends that there are 6 categories of oral products that are expected to be carried out by students in the classroom, namely: imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue) and extensive (monologue). The use of cue cards appropriately according to the learning context is expected to help students achieve the 6 categories of oral production.

The use of cue cards will help students imitate all the things listed on the cards intensively and more focused. After students are able to imitate the next stage is that cue cards will stimulate students to be more responsive to topics or issues provided or requested in dialogue or monologue. The next stage of the benefits of using cue cards is as a guided text for students in compiling a dialogue or monologue.

6. CONCLUSION

Based on the objectives stated in the research question related to the role of cue cards, the strong and weak sides of cue cards, and student responses to the use of cue cards in teaching and learning activities, the results of this study indicate that the existence of cue cards has a very strong influence on the learning process, student motivation, and achievement of learning objectives. This can be proven from the results of obtaining questionnaire data which shows that as many as 76% of respondents have known cue cards well. The existence of cue cards that are so close to student learning activities provides benefits in increasing students' motivation, attention, and ability to speak. Questionnaire data showed that as many as 65% of respondents stated that cue cards were able to attract attention and ask them to learn to speak. The high percentage of student interest also further affects the percentage of students' speaking ability which reaches 52% for the level of fluency and fluency. The data also shows that 73% of respondents confirmed that the use of cue cards can help them remember important things that will be conveyed or practiced in dialogue or monologue. The high percentage of memory has an impact on the high percentage of self-confidence in students, which is as much as 55%.

Apart from the advantages of cue card implementation in the process of learning, on the one hand, cue cards also have some weaknesses as shown in the questionnaire data. The use of cue cards that are too frequent in every learning activity will have an impact on increasing student saturation, both for the subject matter and the teacher. These problems can be overcome by applying variations of learning media that are adapted to the existing material and learning objectives. In addition, the use of media is also balanced with the presentation by the teacher with various kinds of creative delivery to make it more interesting. This is because good learning media is a learning media that is able to provide benefits to increasing students' abilities.

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