



Journal of English Teaching and Applied Linguistic

<http://jurnal.stkipgribl.ac.id/index.php/jeta>

print ISSN 2722-3388

online ISSN 2722-3396

TALK AND CHILL CARDS for IMPROVING EFL SPEAKING SKILL

DEDE ROSYADI ZA

TRUNOJOYO MADURA UNIVERSITY

dede.rosyadiza@trunojoyo.ac.id

Abstract: In this era. There are many different types of media that are widely used in English language learning. One is the Talk and Chill card. This media can help Students' in improving their speaking skills. The aim of this research paper is to know whether the students' speaking skills have improved significantly. Communication skills using flashcards. Class X, with a total of 24 students, was selected as a sample for this study. This pre-test study uses a pre-test and a post-test. These exams take the form of oral exams. Data from these tests are calculated using statistical models. Studies have shown that students' speaking skills improve significantly after receiving treatment. Therefore, talk and chill cards can be used as a different medium to teach English, especially speaking skills, in EFL classrooms.

Keywords: Talk and chill cards, Speaking skills, Teaching speaking

INTRODUCTION

English is becoming the most essential language in the world. Most people from many different countries around the world use it to communicate. English was the most important language of international

communication. People all over the world speak English when they meet each other at any international meeting, workshop or conference. All countries of the world have established English as one of the compulsory subjects in school. On the other hand,

learning English is also necessary for a student and a career, in this globalization, most departments are looking for a new employee who has good English skills, so speaking English is very important for students of this era.

According Herlisya & Wiratno (2021: 193), "Speaking itself is our way communicate and interact with other people. When a person speaks, he can convey his mind, his purpose, and also the meaning". When a person speaks, the other person receives and absorbs the information. So there is a good communication and interaction process. However, when students speak English in front of a class or in a school setting, they often do not find an audience ready to give feedback or even respond. This is because the image of the famous English language is difficult for most Indonesians. The main purpose of speech is to communicate. Communication is the sending and receiving of messages or news between two or more people in such a way that the message is well understood. Speaking is one of the controllable skills that help to

communicate with others, give ideas and exchange information with others. Speaking is important for students to practice their ability and understanding, send an idea and how to spell words well.

According to Fulcher (2003), that speaking is the verbal use of language to communicate with others. Maxom states that speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students express their ideas, feelings and desires to others. In school, the student learns how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English. So, speaking is ability of people to communicate with other people by using verbal language.

Furthermore, according to Sari Louma (2004), "speaking skills are an important part of the curriculum in language teaching, and as such, they are an important object of assessment as well." It is believed that English teachers should focus on speaking skill. We can gain many benefits from mastering speaking, such as: students

will have a better English learning experience, they will be able to communicate with others, and they will be able to express themselves. Unfortunately, not all students are good speakers. Some students struggle to express themselves, argue, and even question things. Despite having studied English for many years, many students have difficulty speaking it. On the other hands, some students know vocabulary, mastering the grammatical structures and they could write it well in writing. But when it comes to speak they will freeze. They are not confident enough to speak. .

Teaching speaking is a difficult task. Although the teacher has been teaching English for many years, there are many problems and difficulties that they face, such as: students from different social backgrounds have different motivations in learning English, as well as the method employed by the teacher. Author discovers some issues in the research location. The students lack the confidence to speak English. Sometimes students did not memorize the vocabulary taught by the teacher

and did not pay attention to grammatical rules. Every week, students are required to speak two languages, English and Arabic, in their daily activities. However, the author discovered that students rarely use English, even when it is required.

There are many kinds of media that are commonly used in English teaching and learning process. One of them is Talk and Chill Cards. Teachers can use cue cards as the media to help students in improving their speaking skills.

In addition, Talk and Chill cards give teachers a new teaching method to connect with students outside the classroom and enhance learning outside the school schedule. Students can also play it on their devices wherever and whenever they want. As described above, in order to achieve effective speaking skills, students are required to have good language skills and proper pronunciation when speaking. This would be the basis for using cards. Therefore, the question of this study is: " Can Talk and Chill Card improve the students' speaking skills?".

The researchers hope that this study will help fill a gap in the literature and also for teachers, especially those who teach English in senior high school . It can also help all students improve their speaking skills, especially language skills, vocabulary and pronunciation.

LITERATURE REVIEW

The nature of speaking

Speaking is one of the important skills in English. This language skill needs to be mastered since people use it when they express their idea to others. According to Cameron (2001), speaking is categorized as the productive uses of language since people use it actively in expressing their idea to others so that other people can make sense of them. He also explains the nature of speaking by comparing speaking to listening. Although both of speaking and listening are grouped into the active uses of language, speaking is much more demanding than listening. The most important things that are needed by the speakers are finding the most appropriate words and the correct

grammar to convey meaning accurately and precisely, and organizing the discourse so that their listeners will understand the meaning. Because speaking is considered much more demanding than listening, it requires careful and plentiful support of various types, not just support for comprehension, but also support for production.

According to Brown (2001: 268), teaching language needs the involvement of other language aspects. Both accuracy and fluency become the important goals to be pursued in performing speaking by allowing students to focus on the elements of phonology, grammar, and discourse in that spoken output.

Types of Spoken

According to Brown (200: 251), classified the types of oral language into two main categories that is monologue and dialogue. Monologue that involves only one speaker can be subdivided into planned monologues (can be in the form of speeches and other prewritten material) and unplanned monologues (can be in the

form of impromptu lectures and long “stories” in conversations). Dialogues that involve two or more speakers can be subdivided into interpersonal (maintain social relations) and transactional (exchange of information).

Characteristics of Spoken

Language There are some characteristics that must be achieved to make good performance of oral speaking (Brown, 2001: 270-271).

The first difficulty in speaking is clustering. Here, fluent speech is not in the form of word by word but in the form of phrase. By having such clustering, students can organize their output both cognitively and physically.

The second difficulty in speaking is redundancy. It means through redundancy of language the students have an opportunity to make clearer meaning. From this feature of redundancy, students can gain advantages for themselves.

The third difficulty in speaking is reduced form. Most of problems that appear in teaching spoken English are contractions, elisions, reduced vowels,

etc. In this case, if students do not learn colloquial contractions, their speaking sounds unnatural.

The fourth difficulty in speaking is performance variable. Occasionally when students speak to others, they still have difficulty to speak fluently. They still produce kinds of hesitations, pauses, backtracking, and corrections during their speaking. By identifying their hesitation phenomena, the speakers of native and non-native can be distinguished.

The fifth difficulty in speaking is colloquial language. Students are required to be familiar with colloquial language. They should have capability both in speaking and producing those aspects of colloquial language that is the words, idioms, and phrases.

The sixth difficulty in speaking is rate of delivery. In this characteristic of fluency, teachers are supposed to help their students in achieving an acceptable speed together with other attributes of fluency.

The seventh difficulties in speaking are stress, rhythm, and intonation. They are categorized into

the important characteristics to produce English pronunciation. In English, the pattern of the stress-timed rhythm and its intonation convey important message.

The eighth difficulty in speaking is interaction. Students can learn the way they do conversational negotiation through creative ways of speaking skill.

Types of Classroom Speaking Performance

As stated by Brown (2001: 271-274), there are six types of classroom speaking performance.

The first activity is imitative. This activity focuses on some particular elements of language form. It is not solely for the purpose of meaningful interaction.

The second activity is intensive. This activity is designed to practice some phonological or grammatical aspect of language. Moreover it can be done individually in pairs or in groups.

The third activity is responsive. It involves the students' short response in the form of questions or comments during the activity.

The fourth activity is transactional. Since the name of the activity is transactional, it refers to the purpose of conveying or exchanging information.

The fifth activity is interpersonal. As the speaking activity before, this activity can be defined by the name. Interpersonal that has its purpose to maintain social relationships. Usually it is difficult for students to deal with this type of conversation due to the following complex factors such as a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a coveri "agenda".

The sixth activity is extensive. It deals with the students at intermediate to advanced level when in some occasions they extend their monologues in the form of oral reports, summaries, or speeches. It can be planned or unplanned for the register is more formal and deliberative.

Definition of Cards

There are many kinds of media that are commonly used in English teaching and learning process One of

them is Talk and Chill cards. Teachers can use cue cards as the media to help students in improving their speaking skills abilities.

According to some experts, talk and chill cards can be defined as teaching media that help students when they deal with speaking activities. Mora (1994), defines cue card as a medium with pictures or words that contains clues. It is useful when students do some speaking activities such as describing someone or something from the pictures orally.

The similar definition is also stated by Harmer (2007), assessing that cue cards are cards with words and pictures on them. He adds that students can use this kind of media in a pair or group work. He argues that cue cards will help students to speak up easily in the form of words or phrases even sentences when they are involved in a conversation.

In TKT glossary of ELT (2011), cue card is defined as words or pictures that are used to prompt or encourage learners to produce particular language during a controlled

practice activity or drill. Cue cards as supportive media in teaching and learning process can be used in some different ways; individually, pair work, and group work. Talk and Chill cards can also be functioned as small cards that have questions by words.

Relevant studies

Some researchers have conducted the studies related to the use of cue cards in English teaching and learning process.

Study that was conducted by Budiastuti (2007), which is titled *The Use of Cue Cards in Teaching Spoken Descriptive Text: The Case of Eeighth Year Students of SMP N 13 Semarang Academic Year 2006/2007* finds that using cue cards as teaching media improved the average of the students' speaking grade.

The improvement was 18.4 point, including students fluency (31.3 point), pronunciation (25.3 point), though unfortunately the grammar aspect did not improve (-1.3 point).

In addition, a similar study conducted by Sintiani (2011), which is titled *The Use of Cue Cards in Teaching*

Spoken Descriptive Text: A Classroom Action Research on Seventh Grade Students in SMP N 15 Bandung also finds that there was improvement of the students' production of spoken descriptive text in every cycle after using cue cards. The mean of the students speaking test in cycle I was 27.68.6, with 31 students (70%) getting the scores above KKM. The mean of the students' speaking test in cycle 2 increased to 72.1, with 37 students (84%) getting the scores above KKM. Moreover, the result of interview and observation sheet in this study showed that cue cards can be one of alternative media in teaching spoken descriptive text and it could encourage the students' motivation in learning descriptive text.

METHOD

Research Method

This study uses a pre-test where one group takes a pre-test and is tested afterwards. The aim of this research is to find a meaningful explanation and test the hypothesis if it is possible to use the Talk and Chill Card as a learning media to improve students'

speaking skills. Especially fluency and pronunciation. Therefore, during data collection, two tests were administered to this test group: a pre-test and a post-test. The researchers conducted five sessions to collect sufficient data. These sessions were divided into a pre-test session, three treatment sessions, and a post-test session. In this design, a test was performed before the treatment was applied and after the treatment. Also, the differences in this study are communication skills and podcasting. The independent variable was speaking ability, and the dependent variable was podcasting.

The population of this study is the tenth grade students of Darul Falah Islamic boarding school. To select them, the researchers used a lottery method to select the sample for this study to avoid bias. Therefore, 16 females and 8 males students of tenth grade students were selected as research participants. Research Tool The researchers collected the data using a set of verbal tests for the pre- and post-tests. The experimental group took a test to measure their skills before processing the podcast media.

Instead, a test was given later to measure the students

Research Instrument

The researchers collected data through a picture and cards of oral tests, pre-test and post-test. This test group performed a preliminary test to measure the strength before processing the card holder. However, students must After many treatments, my communication skills improved. Investigators also used their smartphone as a tool to record their conversation. This helps researchers analyze your words. And examples The activities were reviewed.

The researchers also focused on assessing speech patterns, especially fluency and pronunciation. The pre-test and post-test subjects were incorrect in terms of methods and instructions as they corresponded to the curriculum used by the school at tenth grade. Also, there was not enough information or good learning about the process. It takes about 3 to 5 minutes.

RESULT AND DISCUSSION

This study aims to determine whether using Talk and Chill cards as media can improve students' speaking skills and learning activities. Especially fluency and pronunciation. After the researchers examined all the data, they found that the study supports the opposite hypothesis.

According to research, students have a lot of difficulty in speaking. They could not express their thoughts, speak fluently, use correct structures, produce appropriate words and produce correct pronunciation. However, after several treatments, the students' previous problems, especially their fluency and pronunciation, were resolved. Although we make mistakes before and after practicing to recreate our podcasts during weekly clinical hours, many advanced students are very good at this in some way. For example, in the previous test, some students mispronounced words and did not speak fluently.

If you have worked hard enough on your medical setup, you can easily resolve these issues at your next exam. Meanwhile, other students also showed significant improvement in

one or more areas of their studies, including vocabulary, grammar and expression. Based on the above explanation, its implementation is very good. Chill cards and media can improve students' communication skills, and the results have been shown statistically. consider it important. According to Mora (1994), defines that cue cards can be called posters that contain images or words that contain symbols. This is useful when students are doing communication tasks, such as answering questions or explaining something. Talk and Chill cards have many good results that complete the purpose of this study.

Additionally, students can improve their speaking skills by practicing recreating podcasts they have listened to. In addition, the researchers found that students were more likely to engage in conversation after using the talk cards and calm cards in the classroom. For example, students may be a little nervous and lack confidence when speaking in front of the class, but after lots of practice in debriefings, they will calm down and improve before the test. It promotes

student growth and It motivates them and helps them become more responsible, independent and confident. So cards is one of the best resources, questions and answers in English, in the real language, so that students can imitate how to answer like a real speaker. It is believed that Talk and Chill cards can improve the formation of critical thinking in students. It increases comprehension and vocabulary, and students are better able to answer and explain things.

CONCLUSION

The researchers concluded that the results of Talk and Chill cards are good for students' speaking performance. In addition, this program is used by students who Communication problems, such as poor pronunciation. And I'm not advanced. Clearly, students' scores increased after the posttest was administered. It means your Speaking skills have improved. With this in mind, using Talk and Chill cards to teach speaking has shown positive results in helping students improve their speaking skills, especially

pronunciation and fluency. Based on the results of this study, the researchers want to make suggestions to teachers about the effectiveness of this information for classroom implementation. This helps teachers to improve students' communication skills and provide appropriate teaching materials. Today's teachers don't have to worry about how to provide the right materials for learning.

There are many resources available at this time. Therefore, the cards are recommended for teachers to solve problems, for example, to find suitable resources for their students. The teachers job is to buy or make cards. There are many types of cards available in online stores. in short These ideas are not aimed directly at tenth grade of English teachers at Darul Falah Islamic Boarding School, but are applicable to other English teachers who teach the language. To improve your skills, such as speaking, you should immerse yourself in learning English. Of course you need to know English. As learning English at school is not enough, students should be able to increase their English

training time. So the Talk and Chill cards are one of the many ways you can practice your English.

In addition, the cards show the elements of the story, i.e. the background of the conversation and the body. Obviously, with some interesting questions and answers that use flashcards to teach movement, cultural values and communication skills, students will be more motivated to learn the language and enjoy it, more results in terms of knowledge, fluency and pronunciation.

REFERENCES

- Brown, H.D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Edition). New York: Longman.
- Budiastuti, R.E. (2007). *The Use of Cue Cards in Teaching Spoken Descriptive Text*. (Online). Available: digilib.unnes.ac.id/.../library?
- Cameron, Lynne. (2001). *Teaching Language to Young Learners*. Cambridge: Cambridge University Press.

Fulcher, G. (2003) *Testing Second Language Speaking*. Harlow: Pearson Education Limited.

Harmer, Jeremy. (2007). *The Practice of English Language Teaching* (4th Edition). Essex: Pearson Ed. Ltd.

Herlisya and Wiratno (2021)*Good Speaking English through Tik Tok Application*.
<http://journal.jcopublishing.com/index.php/jcell/article/view/35>.

Luoma, Sari. (2004). *Assessing Speaking*. Cambridge: Cambridge University Press.

Mora, Edmundo. (1994). *Using Cue Cards to foster Speaking and Reading*. EnglishForum.
eca.state.gov/forum/vols/vol32/no4/p36.pdf

University of Cambridge ESOL Examinations. (2011). *Teaching Knowledge Test: Glossary*. Available:
\\filestorageESOL/AOG Assessment\Exams\TKT\Glossary Glossary v2.doc (March 2011)

