



## Using role play technique and cue cards media to teach speaking for the eighth grade students of SMPN 13 Madiun

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**Abstrak :** This study aims to determine and analyze (1) usingroleplay technique and cue cards media to teach speaking skills for the eighth grade students of SMPN 13 Madiun. (2) problems found in usingrole play technique and cue cards media to teach speaking skills for the eighth grade students of SMPN 13 Madiun. (3) solution given in usingrole play technique and cue cards media to teach speaking skills for the eighth grade students of SMPN 13 Madiun. The subjects of this study were 32 grade VIII students of SMPN 13 Madiun. The method used in data collection is the test method using observations, interview, and documentation. The analysis used in this research is the data condensation, displaying data, drawing and verifying conclusion. The results showed that (1) the implementation of using roleplay technique and cue cards media in teaching speaking consists of three phases: pre-activities, whilst activities, and post-activities. (2) The problems of the using roleplay technique and cue cards to teach speaking as follows: first, students felt that they were lack vocabulary and felt confused when they wanted to speak in English. Second, students still quite do not active in classroom because unprepared the material. Third, students still have low grammar so they have quiet difficult in make media cue cards. (3) The solutions to solve the problems in using cue cards media to teach speaking as follows : First is the teacher often invites students to speak use English to increase their vocabulary. The second is the teacher as a controller for students group and gives feedback.

**Keywords:** Roleplay, Teaching Speaking, Cue Cards

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## INTRODUCTION

English is becoming increasingly important for second language or foreign language learners to be successful academically. It is also necessary for a person to be able to communicate in English. However, it is difficult for second or foreign language learners to develop good speaking skills. English has been used in various circles as described by Richards (2008), the mastery of speaking skill in is a priority for many second language or foreign language learners. English has been taught as a foreign language to junior and senior high school students and college students. Students must learn four language skills to understand English: listening, speaking, reading, and writing. Students must be fluent in English in order to work in it. Students must improve their oral communication or speaking skills.

Based on pre observation, researcher found several problems in learning speaking on the Eighth Grade Students of SMPN 13 Madiun. First problem is grammar, mostly students lack of understanding in grammar occurs because they do not have an interest in English. The second problem is vocabulary, students have a lack of vocabulary, they usually use google translate to help them translate some words. Third, fluency problems, students have difficulty in speaking English because most of them do not have self-confidence so that they are afraid to speak. Fourth is the problem of pronunciation, because they still have difficulty in learning foreign sounds with speech organs and also have difficulty in remember it. The last problem is lack of comprehension of the students occur in teaching speaking the teacher using the method boring in learning. Based on a review of various studies, acquiring this ability may be difficult due to a lack of motivation from teachers, student think that English language is not as communicative language in Indonesia(as foreign language) explained by (Akmal: 2018). Furthermore, some students struggle with developing speaking skills, such as a lack the use of conversation which can be considered as the most important technique and activity for practice grammatical items and also cause in learning methodologies (Krebt, 2017; Tahir & Hanapi, 2017). As a result, teachers must employ learning strategies to overcome this issue so that students are willing to speak English in front of the class during learning speaking.

For a junior high school student, especially learning to speak english is a cueno job. In addition to student difficulties, teachers also experience difficulties in teaching so that learning in class becomes boring. This learning is caused by the lack of methods in teaching and teachers do not apply it well in the teaching process. Besides, the media used is also not interesting and attractive. Therefore, teachers must uses appropriate learning strategies and approaches to develop competence and mastery of speaking skills in terms of pronunciation, grammar, vocabulary, fluency, accuracy, and understanding, according to Rahayu (2015). The use of appropriate approaches and tactics can help students improve their skills and competencies to achieve the desired goals, as stated by Maulidar et al (2019), that it is very important to use the right learning strategies to determine the success of the teaching process. As a result, in the classroom, especially in English, the teacher must bring the material with a certain method or technique so that students can easily understand the material.

To solve this problem, teaching methods can be option to make the study more interesting and extremely creative. Many teaching techniques have been used in Indonesia to teach and learn English. Role playing is a potential activity that provides changes for students to improve their speaking performance in a meaningful context, said by Inawati (2014). The purpose of using role play in teaching speaking English is to inspire students to think and be creative, to enable students to build and practice new language skills and behaviors in relatively non-threatening situations, and to provide the motivation and engagement needed to learn. So that, the researcher offer a method that is combined from the students and teachers problem. The method to resolve the problem is Using Role Play Technique and Cue Cards Media to teach speaking.

Cue cards are cue cards or short cards. In using cue card media, it is certainly not easy, therefore it must be done in groups as stated by Harmer (2007) that cue cards are small cards on which words and pictures are used by students in pairs or groupwrok. Cue cards also require

students to speak at certain points, words, or phrases in conversations or sentences. Cue cards are visual aids that can be used to help students identify or describe someone or something during the learning process. Cue cards also make it easier to introduce new information because new cards can be prepared and misdirected. As a result, there are many problems and solutions to using card cues in the learning process.

The author can conclude that the problems of students and teachers with different techniques and media. Role playing techniques and the use of cue cards as teaching materials in the classroom are two effective teaching methods for researchers. The use of media cue cards in the classroom can help students improve their speaking skills and increase their motivation in the learning process.

## RESEARCH METHOD

This research uses qualitative research based on the approach of teaching language skills using cue cards as a medium. According to the expert, RL Jackson et al. (2007) found that qualitative research is an investigation and search for facts of various kinds through a list of questions. The main feature of this method is that the researcher has no control over the variables, it can only report what happened. The research methods used in qualitative research are all types of survey methods, including comparative and correlative methods. Therefore, researchers in qualitative research need to describe people's behavior, perspectives, experiences, and feelings clearly or in detail. This qualitative investigation should provide information about the current state of the phenomena and determine the nature of the situation.

The researchers used subjects from students and teachers of SMPN 13 Madiun. Creswell (2012: 17) states that qualitative research is collecting data in research and developing a form of protocol to record data from participants in the learning process. So, participants are more important to support the data in the study. Participants consisted of 8F grade students and English teachers. The samples in this study are 32 students of SMPN 13 Madiun and teachers of SMPN 13 Madiun.

This research contains about the teaching and learning process for the second grade students of SMPN 13 Madiun. So the researchers used several research procedures as follows:

### 1. Preparing

Researchers must prepare research materials before conducting research activities. There are several preparations made by researchers.

- a) Observing the research location or place
- b) Develop a research plan
- c) Obtaining a permit from the institution
- d) Get a permit from the school
- e) Develop research instruments

### 2. Application

The researcher's application activities are as follows:

- a) Data collection is as follows: 1) Conduct interviews before and after interviews with English teachers and students. 2) Observing teachers and students during the learning process. 3) Collecting documentation about the teaching and learning process.
- b) Data analysis  
After the data is collected, the researcher conducts data analysis. The results of data collection are classified based on the formulation of the problem. Then analyzed to get the results of the research data.
- c) Conclusion

After analyzing the data, the researcher made conclusions from the research data.

The researcher used several instruments to collect data. The instruments consists of Interview, Observation, Syllabus, and Lesson Plan (RPP).

The researcher use triangulation for this research. According to Creswell (2012 : 442) verification is an important things of the research. It means that used the triangulation method for to check accury, validity and reliability of data found by researcher from the three sources of data namely observation, interview and documentation related using Cue Cards Media to teach speaking for the eighth students of SMPN 13 Madiun.

## **RESULT**

In this chapter, the researcher presents the description of the research data which has been collected. The data are used to answer the research problems that have been formulated in the chapter 1. The data are taken from observations, interview, and documentation that are done at SMPN 13 Madiun 2021/2022. The data presentation explained details below.

### **A. The Result of Observation**

Through the observations, the researcher has got the data related to the problems of the implementation by using Cue Cards in teaching speaking, the researcher has analyzed to the eighth grade students of SMPN 13 Madiun in the academic year 2021/2022. In the research, researcher found out how the situation in learning process, problems and solutions in the learning process by implementation roleplay technique and cue cards media for the eighth grade students of SMPN 13 Madiun. Based on the observation the researcher finds some data presented as follows :

- a. Preparation
  - 1) Preparing the material
  - 2) Estabilishing instructional purpose
  - 3) Preparing the syllabus and lesson plan
- b. Teaching Learning Cue Cards

The implementation of cue cards in teaching speaking for the eighth grade students of SMPN 13 Madiun is based on the lesson plan. In teaching and learning process, the researcher uses three steps. These steps are Pre-Activities, Whilst-Activities, and Post-Activities. Those are presented as follows :

- 1) Pre-Activities  
Preliminary learning activities provided by teacher to prepare students for lessons is pre-activities. The teacher begins to greet the students. The next activity the teacher asked the students to pray together. After that, the teacher gives several tasks to do and then before discussing the tasks the students are asked a question based on media.
- 2) Whilst-Activities  
This stage is introducing material by cue cards media for the students. This activity is done by teacher during the teaching learning process. The whilst activities the teacher explains the students how the implementation of cue cards, includes the stages and the activities in the classroom. First, the teacher asks the students make into pairs or small groups. Second, the teacher introduces what the topic can discuss and the topics can use pictures. Third, teacher gives an example of an exercise that to make easier for students. Fourth, the teacher asks the students to make their own words. Five step is the teacher asks the students have presents the text by using cue cards with their partners. The last is the teacher reminds that there will be a time limit for this activity.
- 3) Post-Activities  
Post activity is done the teacher after the learning process. The teacher concludes the material that has been given to students. Then the students answered the question from the teacher. Next the teacher conveys the learning topic in next meeting. Then, the teacher closed the learning process with gives the greeting to students.

Based on some explanation above, the author can be concluded that the implementation by using roleplay technique and cue cards media in teaching speaking consist of three steps, the first is pre-activity which is begin the meeting where the teacher give greeting to the students. Second, is whilst-activity is where the teacher explains in details to the students about the material includes the state of roleplay and cue cards media. Then the last is post-activity which the teacher give conclusion to the students, then closed the meeting.

## B. The Result of Interview

In this part, the researcher presents the interview result related to research that has done. The data of the interview are gotten through nonverbal communication relies on paper. The interview has goal to get more information about the implementation by using cue cards in teaching speaking.

### a. The Result of Interview with the Eighth Grade Students in class 8F

No	The questions	The answers
1.	<i>"How is your ability in English lesson especially in speaking skill?"</i>	There some students that answer "substandard" and some students answered <i>"There is still a constraint and confused"</i> .
2.	<i>"What is used cue cards media can help them to speaking in report text?"</i>	Almost all of them answer the question from the researcher <i>"Yes it can help to speaking in english"</i> .
3.	<i>"Are you happy if you use media in learning English?"</i> .	<i>"Yes, because using the media is easier"</i>
4.	<i>"Are you actively involved in using media in learning English?"</i> .	Almost of students answer <i>"Yes, because still not very active because of problems in speaking"</i> .
5.	<i>"Does your teacher evaluate after learning using media?"</i> .	All of students answer that <i>"Yes, the teacher always evaluate after learning"</i> .
6.	<i>"Do teacher always uses media in learning English?"</i> .	Half of students answered the question from researcher <i>"Yes using media in English lesson"</i> .
7.	<i>"After using Cue Cards media, do you find it easier to understand something, especially in learning report text?"</i> .	All of students answer <i>"Yes, after using the media, it was easier to understand the report text learning"</i> .
8.	<i>"Are there any problems in using Cue Cards media and what are the solutions?"</i> .	All of students answered the question of the researcher by said <i>"Nothing problems in using cue cards"</i> . Other students answered <i>"The manufacturing process is still a bit complicated and unclear"</i> .
9.	<i>"What is the differences you feel in learning using media or without using media?"</i> .	Almost the students answer the question of the researcher that <i>"It can easier to understand the material than not using the media at all"</i> .

### b. The Result of Teacher's Interview

No	The questions	The answers
1.	<i>“How is the ability of students in English lessons, especially in speaking skills?”.</i>	<i>“The ability of children in speaking is still lacking because they experience problems such as self-confidence, lack of practice in their daily lives, especially in speaking skills. In this case, the teacher also plays an important role in students' understanding, for example, often invites students to speak in class using English”.</i>
2.	<i>“In your opinion, can this learning strategy through media improve students' ability to speak English?”.</i>	<i>“Yes, the students are gradually improving in speaking, I think they are more confident than before”.</i>
3.	<i>“What are the types of media that teachers always use in learning English?”.</i>	<i>“Usually they do a presentation and then use the media hidden envelope, family tree, 4D animal card”.</i>
4.	<i>“How is the student's ability to understand grammar?”</i>	<i>“It's pretty good to be able to understand especially grammar, but the children are not confident in realizing it in the form of speaking in front of the class”.</i>
5.	<i>“What this method been used in learning English before?”</i>	<i>“Never used this and new once”</i>
6.	<i>“What are the obstacles in using this Cue Card and what are the solutions?”</i>	<i>“The problem with using cue cards is that students may not be optimal in applying the media because some students do not know the correct sentence patterns in English, so it is still a little difficult for them to make their own media. The solution to this is that we help them more often in the learning process, so not only by explained but also getting involved in the process of making and applying the media”.</i>
7.	<i>“Based on your opinion, are there any differences felt by students in the learning process between using the media or not using the media?”.</i>	<i>“Yes, children are increasingly confident, especially in speaking”.</i>

The author gets information through student's capability in speaking skill. The English teacher knows well about her students. Several students still have experience problems such as self-confidence, lack of practice in their daily lives. Further, the teacher gives task to the students to speak the students arrange structure of speaking. Further, almost of 8F class students have constrains in grammar, pronunciation, vocabulary and lack of self-confidence. In this case, the students 8F capability in grammar, pronunciation, vocabulary and lack of self-confidence must be increased use the media to lesson plan in classroom. It is media is using cue cards because cue cards the students can follow teaching learning speaking with the enjoyable and also can improved self-confidence at students.

Based on the result of interview from the teacher of SMPN 13 Madiun, the researcher can get the data as follows : the implementation using roleplay technique and cue cards media in teaching speaking can make the students feel enjoyable and also can improve the students self-confidence.

### **C. The Result of Documentation**

To support this research, the researcher also used documentation for collecting data from documentary resourcers and written the material. The result of documentation includes RPP, Students score and photograph during the process of teaching and learning in cue cards in teaching speaking. The data that are found from documentation are RPP, students score, and Photograph.

## **DISCUSSION**

In this chapter, the researcher discusses the result of the research which is done to eighth grade students of SMPN 13 Madiun in academic year 2021/2022. The discussion gives answer and explanation for the research problems which have been stated in chapter one. The discussion are presented as follows :

### **A. Using Roleplay Technique and Cue Cards in Teaching Speaking for the Eighth Grade Students of SMPN 13 Madiun in Academic year 2021/2022.**

In the preparation, the teacher prepares the syllabus and lesson plan. Syllabus and lesson plan help the teacher to have good planning during activities in the class. The teacher also prepares the LCD Proyektor, Power Point the material and also the things which used to do the method.

The main activities are teaching and learning process. These activities consist of pre-activities, whilst-activities, and post activities.

In whilst-activity the teacher introduces material (Report Text) by cue cards media for the students. This activities is done by teacher during the teaching learning process. The whilst activities the teacher explains the students how the implementation of cue cards, including the stages and the activities in the classroom. The teacher asks the students make into pairs or small groups. After finished choose the groups, the teacher introduces topics that can be discussed and topics that can use pictures. One from each group comes to the front of the class to choose a topic card. The teacher brings a box and several topics to asks students to choose and make paragraphs that will be presented in class, this is same token by Bazo (2007) that the teacher prepares 10 cards. In this step the teacher prepares several topics in the form of cards then one of the students chooses the topic.

After students choose a topic, the teacher asks students to make up their own words. Students can make their own words based on the topics chosen in the previous activity, this is also done by Harmer (2007: 178) that they can improve their speaking achievement. Students in front of the class speak only using cue cards. They must be able to express their own sentences based on to the keywords in the cue cards media. Next activity is the teacher asks students to present the text using cue cards with their partner. Students compile cue cards then presents in front of the class using keywords or cue cards based on the topic that they have made with their partners, this is the same as Harmer (2007: 178) stated that students must discuss instructions with their friends in the team. In this step, students must work together and help each other when speaking in front of the class.

The last activity is post activity. The teacher asks students to make conclusions about the learning process by using cue cards. Then the teacher closed the meeting. After that the teacher left the class.

Based on some explanation above, it can be concluded that the implementation by using roleplay technique and cue cards media in teaching speaking consist of three steps, the first is pre-activity which is begin the meeting where the teacher give greeting to the students. Second, is whilst-activity is where the teacher explains in details to the students

about the material includes the state of roleplay and cue cards media. Then the last is post-activity which the teacher gives conclusion to the students, then closed the meeting.

B. The Problems of The Using Roleplay Technique and Cue Cards to Teach Speaking For the Eighth Grade Students of SMPN 13 Madiun Students Class 8F in Academic Year 2021/2022.

- 1) Students felt that they were lack vocabulary and felt confused when they wanted to speak in English.

The difficulty of students in speaking English is because they are still lack of vocabulary, this is same with the results of teacher interviews which explain that their speaking skills are still lacking because they experience obstacles such as self-confidence, lack of vocabulary and lack of practice in everyday life. Furthermore, it is same explains by Ratnasari (2020: 30-37) stated that students do not understand vocabulary in English and they also feel confused when the teacher asks them to speak. Most of the students have difficulty in speaking English is the lack of understanding of vocabulary because they rarely practice in their daily lives so that it makes them confused in speaking English.

- 2) Students still quite do not active in classroom because unprepared the material.

A half of the students unprepared the material during process learning so make them do not active in classroom, this is same the result of students interview which explain that they do not active because still confused and unprepared the material and media. Furthermore, it is same explains by Reda (2010) also has a whole vocabulary for explaining students silence: they are unprepared, resistant, hostile, less intelligent. Most of students are silent and cannot be active in the classroom because they are not ready with material and media that have been given from the teacher in classroom.

- 3) Students still have low grammar so they have quiet difficult in make media cue cards.

Most of the students find it difficult to express their ideas because of the lack of understanding of grammar, this is same of the result of interview teacher which explained that the students do not know the correct sentence patterns in English so it is still a little difficult for them to make their own media. Besides student difficulties which supported by student interview it is same explains by Patterson (2001) explained that through low understanding of grammar, students will have no insight knowledge of what they should do when they write also fail in expressing their ideas in written production. It is important in understanding grammar because by using grammar, students can express their feelings freely in speaking based on media cue cards.

Moreover, there are differences with Ambarini's research (2014) entitled *"Using Cue Cards to Improve the Writing Ability of the Eight Grade Students at SMPN 1 Rembang in academic year of 2013/2014"*. She mentioned that there are four problems of the students in the writing aspects namely content, vocabulary, grammar, and spelling. In reference to the interview with the collaborator and the students, the major problems that the students have were the content, the use of appropriate tense, spelling, their lacking in vocabulary mastery, and the lack of motivation in learning English. Then, the result of the study shows the improvement on the students writing ability through cue card. The improvements include generating ideas, vocabulary, text organization, and motivation.

Based on the explanation above, it can be concluded that the problems of the using roleplay technique and cue cards media are : 1) students have not mastered in speaking because feel confused and lack of vocabulary. 2) students still have low grammar so they have quiet difficult in make media cue cards. 3) students still have low grammar so they have quiet difficult in make media cue cards.



C. The Solutions to Solve The Problems in Using Roleplay Technique and Cue Cards to Teach Speaking For the Eighth Grade Students of SMPN 13 Madiun Students Class 8F in Academic Year 2021/2022.

- 1) The teacher often invites students to speak use English to increase their vocabulary.

The first solution is that the teacher often invites students to speak English in class, this is supported by the results of teacher interviews which explain that in terms of speaking English the teacher plays an important role in students understanding with often invites students to speak in class. students are asked to understand the context of the language and increase vocabulary to build their confidence in speaking orally, this is also in line with Nunan (2003: 48) stated that speaking is the productive aural/oral skill that consist of producing systematic verbal utterance to convey meaning. In this solution the teacher should be able to invite students to speak in English to increase their confidence and increase their vocabulary.

- 2) The teacher as a controller for students group and gives feedback.

The teacher provides as controller the students to support them during the learning process, this is same explained by Cameron (2001:212) stated that it is better for teacher to deliver feedback in foreign language. It helps young learners learn the phrases that they can use with their friends. In short, the teachers need to give young learners constant and supportive feedback on their learning. The feedback helps young learners to understand how to control their own learning and progress.

Moreover, there are differences with Farah's research (2012) entitled "*Improving the Students English Speaking Skills through Cue Cards Media*". Farah mentioned that solve the problems explained about giving the students chances to practice speaking in groups before performing it in front of the class. Then, the result of the researcher show that the implementation of cue cards as the teaching and learning media in the speaking class was successful to improve the students speaking ability.

Based on the explanation above, the researcher found several solutions that could solve the problems of using roleplay technique and cue cards to teach speaking for the eighth grade students of SMPN 13 Madiun. There are two solutions related to to using roleplay technique and cue cards. First solution is teacher often invites students to speak use English to increase their vocabulary. Second solution is the teacher as a controller for students group and gives feedback.

## CONCLUSION

Based on the result and discussion above, the researcher concludes that the use of cue cards media in teaching speaking from the several studies above has almost the same results. The learning process is more interesting, meaningful and students can think creatively. The difference between this study and previous findings is that researcher using roleplay technique and cue cards media to improve students speaking skills which focus on student collaboration, meaning that each student can share knowledge, experiences, tasks and responsibilities during the learning process. In breafly, this research can make the students to improve the students' speaking which focuses on fluency and accuracy.

In this part, the author also gives suggestion based on the result of the research about. The suggestion belongs to the teacher, students, and the future researchers. First, for the teacher. The teacher should be able to motivate the students in order to make students more active in class by applying another technique of teaching that is appropriate with the students and the material in teaching learning process. Second, For the students. The students are expected to pay attention in teaching speaking especially on the use of the grammar, pronunciation, fluency,

and vocabulary. Third, For other researchers. This research can be useful as a starting point to investigate the topic more completely especially speaking skill use in cards.

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