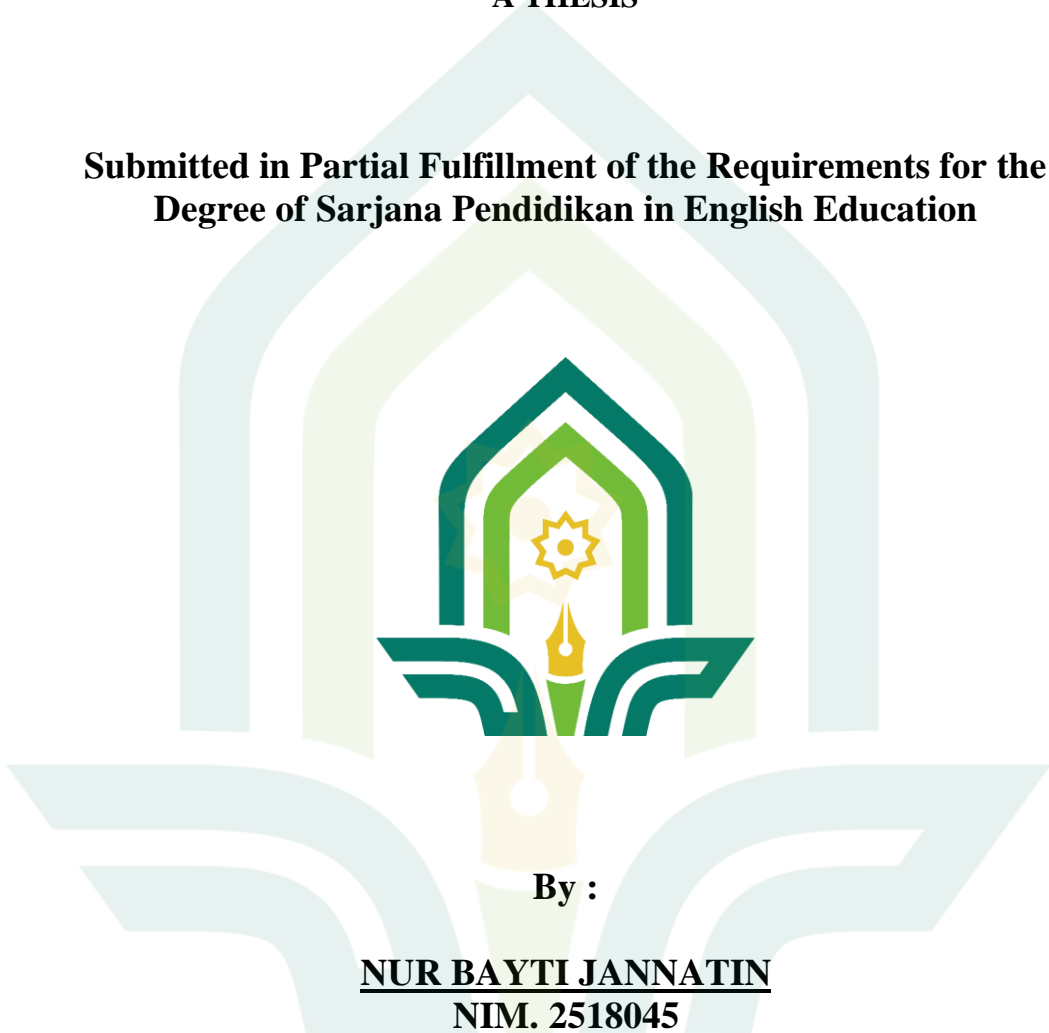


**USING CUE CARD TECHNIQUE TO JUNIOR HIGH
SCHOOL STUDENTS: IMPLEMENTATION
AND CHALLENGES**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the
Degree of Sarjana Pendidikan in English Education**



By :

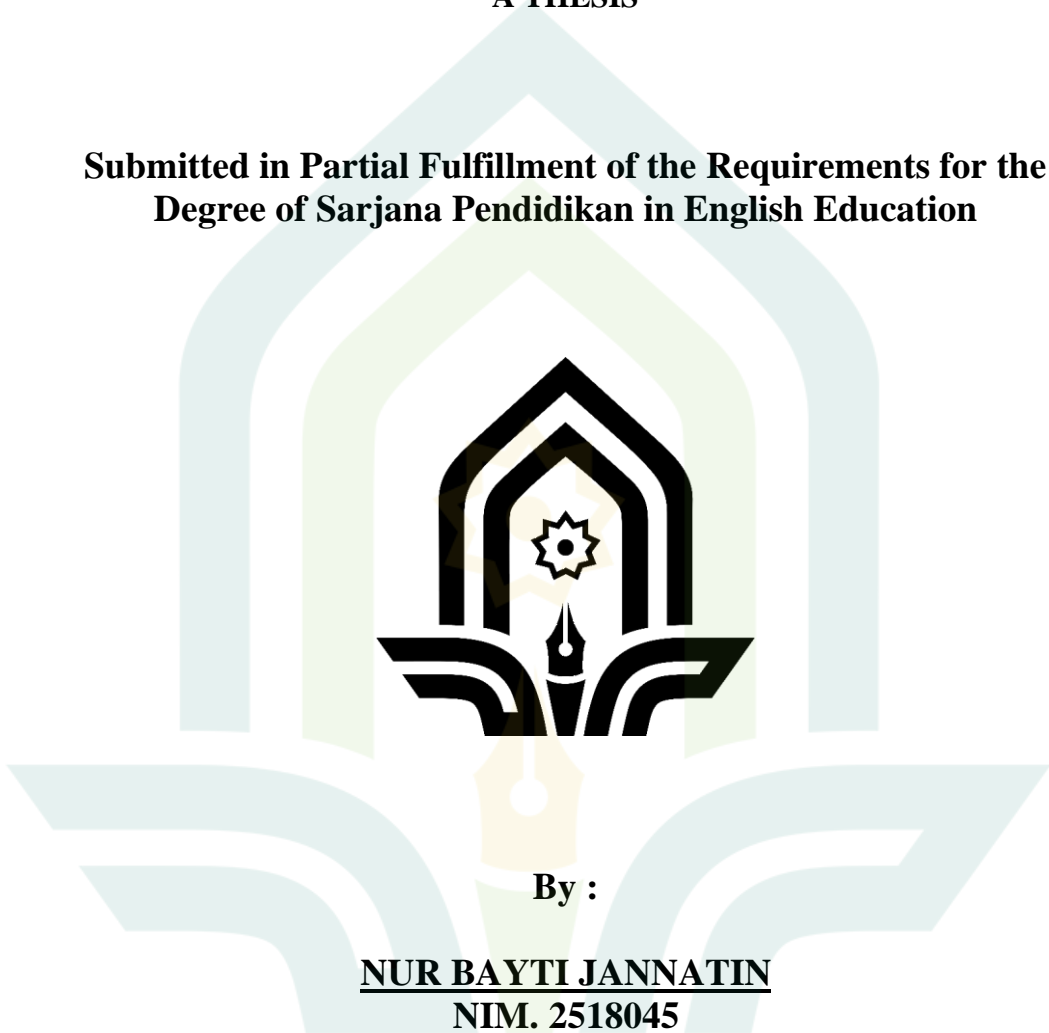
NUR BAYTI JANNATIN
NIM. 2518045

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
INSTITUT AGAMA ISLAM NEGERI PEKALONGAN
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2024**

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Dengan ini menyatakan bahwa skripsi yang berjudul "**USING CUE CARD TECHNIQUE TO JUNIOR HIGH SCHOOL STUDENTS: IMPLEMENTATION AND CHALLENGES** " adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang sudah penulis sebutkan sumbernya.

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Pekalongan, 22 Oktober 2024



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di
PEKALONGAN

Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi

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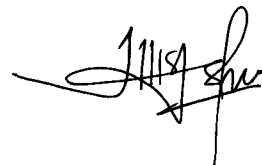
Nama : NUR BAYTI JANNATIN
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Judul : USING CUE CARD TECHNIQUE TO JUNIOR HIGH SCHOOL
STUDENTS: IMPLEMENTATION AND CHALLENGES

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 05 November 2024
Pembimbing,



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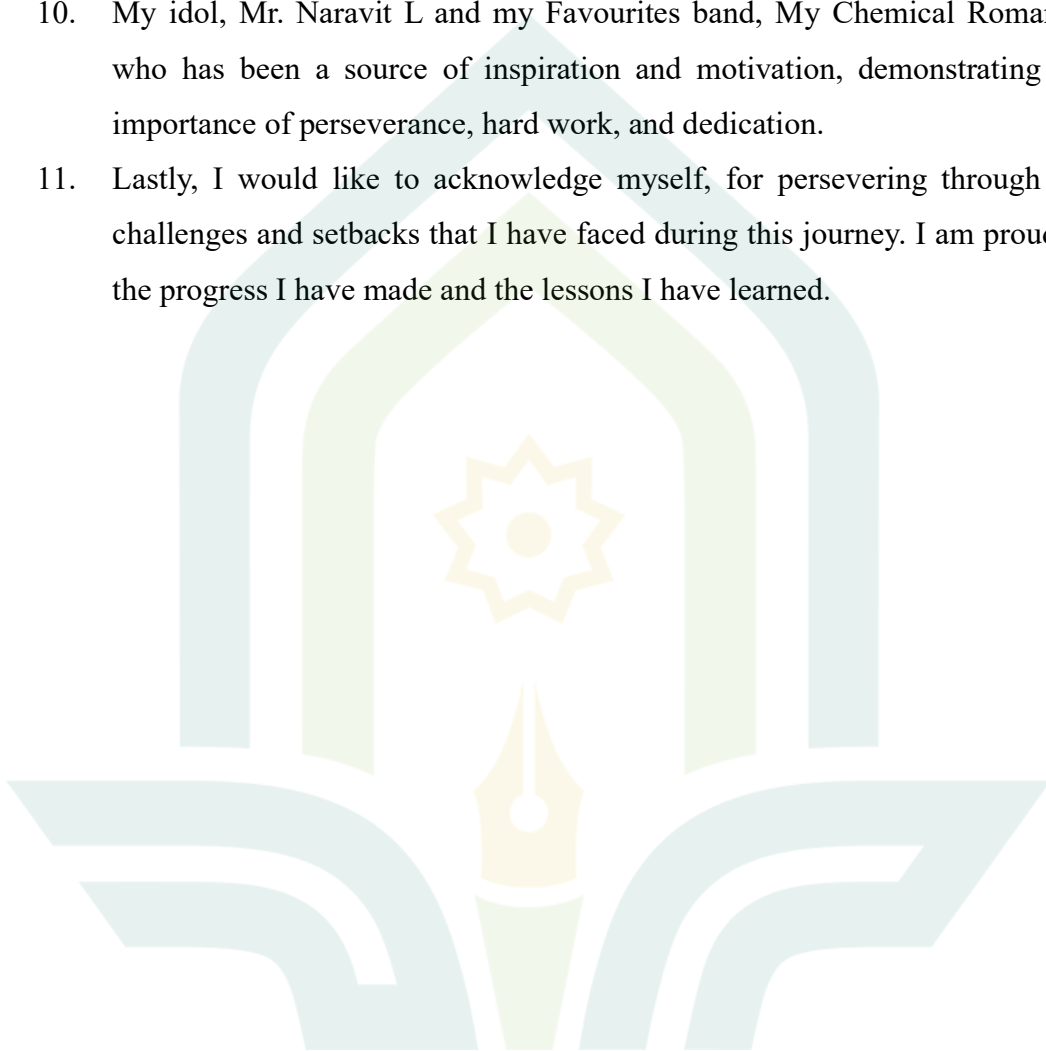
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Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me with guidance, health, and patience so that the writing process of my thesis entitled “Using Cue Card Technique To Junior High School Students: Implementation And Challenges” can be completed. It is submitted to English Education Department, UIN KH. Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the Sarjana Pendidikan Degree at the English Education Department of the Faculty of Education and Teacher Training UIN KH. Abdurrahman Wahid Pekalongan. The research can be accomplished because of many supports of several people. Therefore, on this occasion, I would like to express my sincere gratitude to the:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag., the rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Dr. H. M. Sugeng Sholehuddin, M.Ag., the Dean of Tarbiyah and Teachers Training of UIN K.H. Abdurrahman Wahid Pekalongan
3. Mr. Ahmad Burhannuddin, M. A., the head of English Education Department and teachers training faculty of UIN KH. Abdurrahman Wahid Pekalongan
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5. The lecturers and staff at UIN Abdurrahman Wahid, who have created a conducive learning environment and provided me with the necessary knowledge and skills to pursue my academic goals.
6. My family, especially my parents and brother, who have been a constant source of love, encouragement, and motivation. Their unwavering support and trust in me have been invaluable.
7. My dearest big Brother, Rahmat dwi putra, who always support me in everything , as his sister in completing this thesis.

8. My dearest friends, especially Rozy Khanafiyah, himmatun naila , and Dewi Masyithoh who have been a source of comfort, encouragement, and camaraderie throughout my academic journey.
9. My participants, who have contributed to the success of this research by sharing their time, experiences, and perspectives.
10. My idol, Mr. Naravit L and my Favourites band, My Chemical Romance, who has been a source of inspiration and motivation, demonstrating the importance of perseverance, hard work, and dedication.
11. Lastly, I would like to acknowledge myself, for persevering through the challenges and setbacks that I have faced during this journey. I am proud of the progress I have made and the lessons I have learned.



MOTTO

*“ Maka Sesungguhnya Bersama Kesulitan Itu Ada Kemudahan. Maka
Sesungguhnya Bersama Kesulitan Itu Ada Kemudahan ”*

(Q.S Al- Insyiroh, 94: 5-6)

“ If the road is only straight and smooth, then what are the challenges?

So? just enjoy every process. enjoy the ups and downs phase.

About the results? Yes, maybe not today, but someday. And I did it, today.

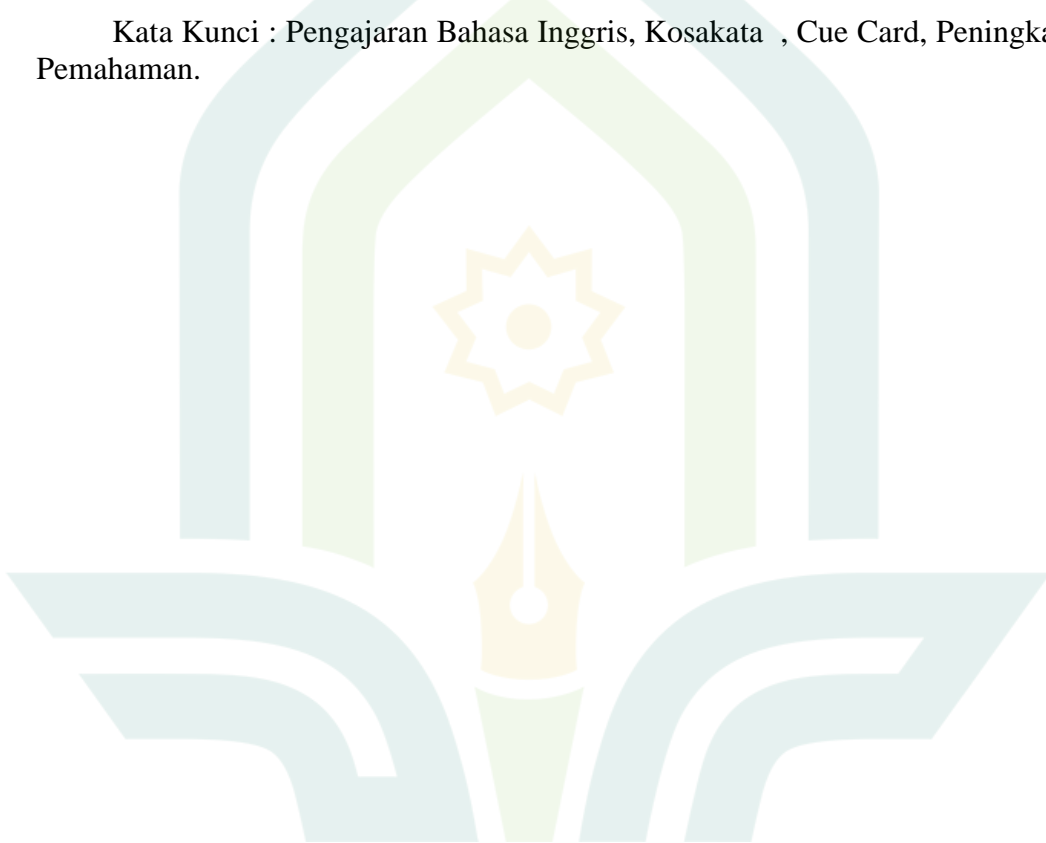
Cause you are you, you are a winner “

My Self, Nur Bayti Jannatin

ABSTRAK

Penelitian ini bertujuan untuk mengevaluasi efektivitas penggunaan kartu petunjuk (cue cards) dalam meningkatkan penguasaan kosakata Bahasa Inggris siswa kelas 8. Penelitian ini menggunakan pendekatan deskriptif kualitatif, melibatkan observasi kelas dan wawancara semi-terstruktur dengan guru. Hasil penelitian menunjukkan bahwa penggunaan kartu petunjuk meningkatkan partisipasi siswa dan pemahaman kosakata, terutama melalui kegiatan kelompok dan permainan interaktif. Kartu petunjuk membantu siswa mengasosiasikan kata dengan visual, meningkatkan retensi dan pemahaman. Tantangan yang dihadapi guru meliputi manajemen kelas yang dinamis, keterbatasan waktu, dan persiapan materi yang memadai. Secara keseluruhan, metode ini terbukti efektif, meski memerlukan penyesuaian dalam manajemen waktu dan strategi pengajaran.

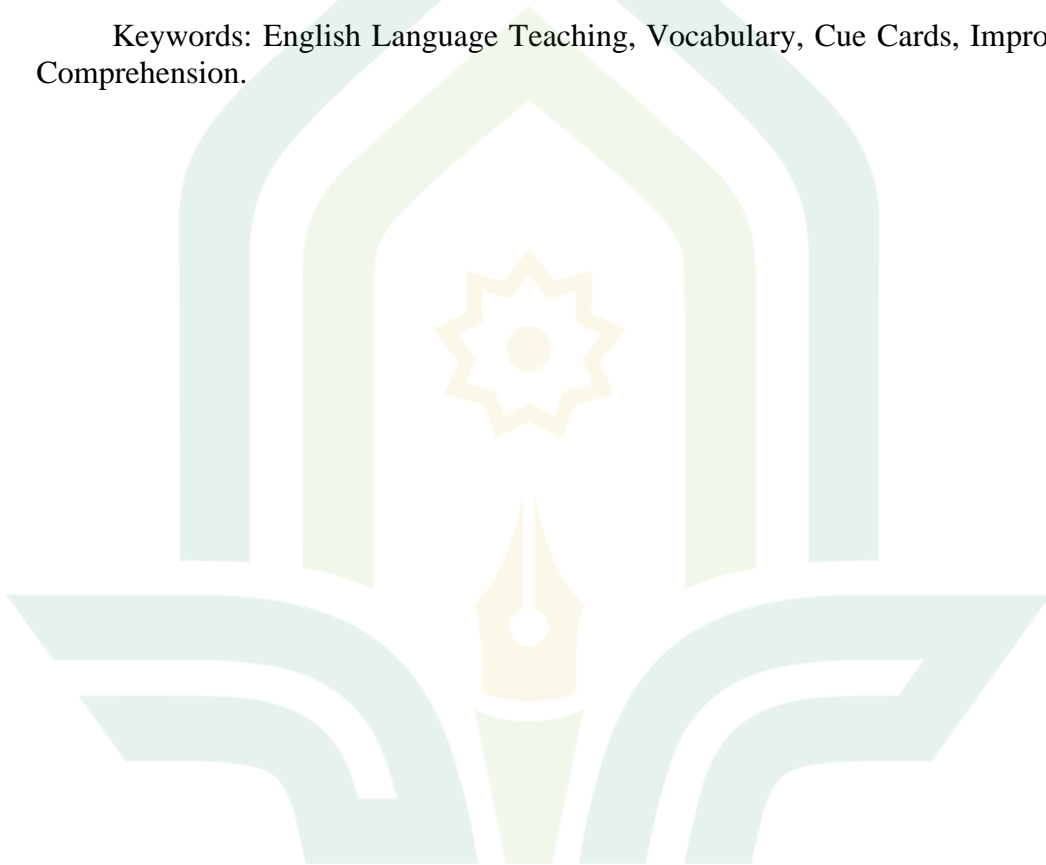
Kata Kunci : Pengajaran Bahasa Inggris, Kosakata , Cue Card, Peningkatan Pemahaman.



ABSTRACT

This study aims to evaluate the effectiveness of using cue cards in improving grade 8 students' English vocabulary acquisition. The study used a qualitative descriptive approach, involving classroom observations and semi-structured interviews with teachers. The results showed that the use of cue cards increased student participation and vocabulary comprehension, especially through group activities and interactive games. Cue cards help students associate words with visuals, improving retention and comprehension. Challenges faced by teachers include dynamic classroom management, time constraints, and adequate preparation of materials. Overall, the method proved effective, although it required adjustments in time management and teaching strategies.

Keywords: English Language Teaching, Vocabulary, Cue Cards, Improved Comprehension.



PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me with guidance, health, and patience so that the writing process of my thesis entitled “ USING CUE CARD TECHNIQUE TO JUNIOR HIGH SCHOOL STUDENTS: IMPLEMENTATION AND CHALLENGES ” can be completed. It is submitted to English Education Department, UIN KH.Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the Sarjana Pendidikan Degree at the English Education Department of the Faculty of Education and Teacher Training UIN KH. Abdurrahmad Wahid Pekalongan. The research can be accomplished because of many supports of several people. Therefore, on this occasion, I would like to express my sincere gratitude to the:

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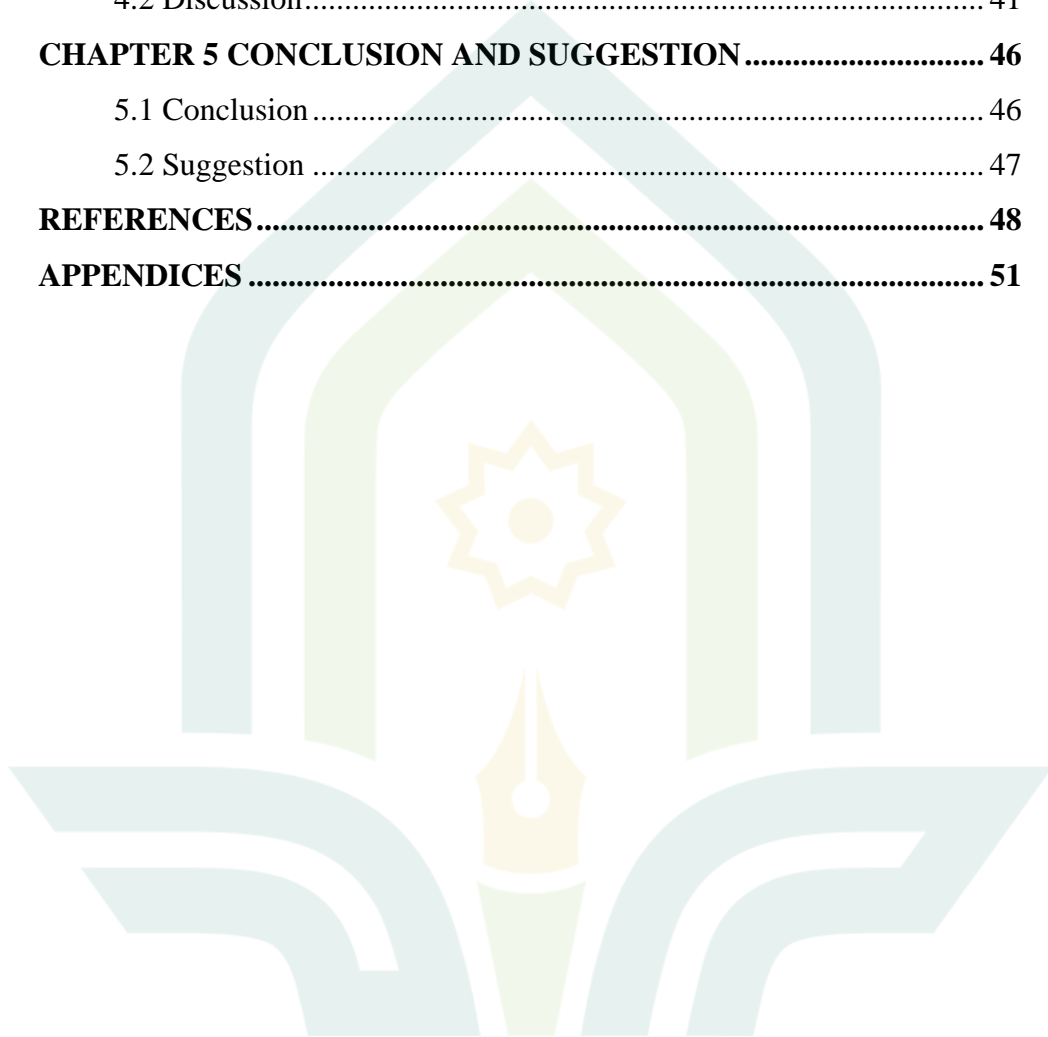
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CHAPTER 1

INTRODUCTION

1.1 Background of Study

Learning English has become increasingly important in today's globalized world, primarily because English serves as an international language. Many people in various countries, including Indonesia, use English to communicate with foreigners, facilitating cross-cultural interactions and global business (Crystal, 2003). Recognizing its significance, Indonesia has made English a compulsory subject from kindergarten to university (Indonesian Ministry of Education and Culture, 2013). However, learning English as a second language presents different challenges depending on the learner's background (Nosirova, 2023).

Despite being taught as one of the core subjects in schools, students often struggle to master English, particularly due to the complexity of its vocabulary and grammar (Gonzalez, 2018). Factors such as limited exposure to the language outside the classroom, varying levels of teacher proficiency, and differences in learning styles can further complicate the acquisition process (Graddol, 2006). Additionally, the influence of the native language can lead to interference, making it difficult for learners to grasp the nuances of English (Kachru, 1992).

To address these challenges, it is essential to implement more engaging and practical teaching methods, provide additional resources for students, and encourage immersive language experiences. By doing so, Indonesia can enhance English language proficiency among its students, ultimately preparing them for a more competitive position in the global arena.

Hornby (2002) defines vocabulary as the total number of words that comprise a language. This definition highlights the crucial role of vocabulary in language learning. A robust vocabulary foundation is essential because it supports the four primary language skills: listening, speaking, reading, and writing. Without sufficient vocabulary, students face significant challenges in communicating effectively. This is particularly evident in junior high school, where mastering vocabulary is vital for students to develop their language skills (Indrayani & Syamsinar, 2021). During these formative years, students need to acquire vocabulary to engage with English both orally and in written form.

However, despite its importance, many students continue to face challenges in mastering English vocabulary (Anggraini, 2022). Fluency in English requires students not only to know vocabulary but also to use it with correct pronunciation and spelling. Unfortunately, students often struggle with vocabulary because of the gap between the spoken and written forms of English. For example, words such as 'muscle', 'honour', and 'honest' contain silent letters, which can be particularly difficult for Indonesian learners (Simpuruh, 2021).

The Difficulty In Mastering Vocabulary Can Be Attributed To Several Factors, Including Monotonous Teaching Methods, Unengaging Learning Media, And An Unsupportive Classroom Atmosphere. Allen (1983) And Bowen (1985) Pointed Out That A Lack Of Appropriate Vocabulary Is A Significant Barrier To Effective Communication. To Address This Problem, Gairns And Redman (1996) Suggest That Vocabulary Teaching Should Include Pronunciation, Spelling, Grammar, Collocation, And Different Aspects Of Meaning, Including Denotation, Connotation, And Semantic Relationships. By Focusing On These Aspects,

Teachers Can Help Students Overcome Their Difficulties And Build Stronger Vocabulary Skills.

Recent studies have shown that innovative methods, such as the use of cue cards, can significantly improve vocabulary learning. Cue cards actively engage students and make vocabulary easier to understand and remember. For example, a study by Sudirman and Novari (2024) demonstrated that students who learned vocabulary through cue cards experienced significant improvement compared to those who used traditional methods like flashcards. The study indicated that the use of cue cards led to higher post-test scores and better vocabulary retention.

Another study conducted by Parmi (2019), entitled "The Use of Cue Card in Cooperative Learning for Teaching Vocabulary," investigated the effectiveness of cue cards as a learning medium combined with cooperative learning as a teaching method. The findings revealed that cue cards proved to be a positive tool for vocabulary acquisition, and cooperative learning effectively increased students' confidence.

Vocabulary acquisition is essential not only for language learning but also for academic success. Tozcu and Coady (2004) emphasize that vocabulary acquisition has a direct impact on reading comprehension and overall literacy. Therefore, it is crucial for teachers and students to collaborate in developing effective vocabulary-building strategies. A positive teacher-student relationship, along with innovative teaching strategies, can help alleviate the boredom and low comprehension often associated with vocabulary learning (Lianty Putri, 2022).

This study aims to evaluate the effectiveness of using cue cards in improving English vocabulary acquisition among Grade 8 students. Specifically, it

seeks to determine the extent to which cue cards can help students understand and remember new vocabulary, as well as how this medium contributes to the improvement of students' speaking and writing skills. Additionally, the study aims to compare the learning outcomes between students taught using cue cards and those taught using traditional learning media such as flashcards. Through this research, it is hoped that a more effective and engaging learning strategy can be identified for teaching English vocabulary at the junior high school level.

1.2 Identification of Problem

Based on the background of the study stated earlier, the problem are identified as follows:

1. Monotonous vocabulary teaching techniques often make students less interested in learning. this makes students feel bored and uninterested in the ongoing learning topic. therefore, as a teacher is able to have an exciting and effective learning strategy.
2. Presence of Inactive Students. Many students show a lack of activity in participating in learning. This can be caused by various factors, such as lack of motivation, disinterest in the material, or uninteresting teaching methods. This inactivity can hinder the learning process and reduce the effectiveness of vocabulary acquisition.
3. The less interactive classroom atmosphere makes it difficult for students to master new vocabulary. related to learning strategies, with monotonous and boring learning makes students not enjoy learning and results in an ineffective learning atmosphere.

1.3 Limitation of Problem

This research is focused on how Using Cue Cards as the teacher strategies in vocabulary learning and the challenges during using the strategies in teaching vocabulary.

1.4 Research Question

According to the background of study mentioned above, this research has a formulation of problems namely:

1. How is The Implementation Of Using *Cue Cards* As The Strategies In Teaching Vocabulary For Junior High School Students?
2. What challenges do teachers face when implementing cue cards in vocabulary instruction for junior high school students?

1.5 Aim of The Research

The following are the objectives of this study

1. To describe the implementation of using cue card technique
2. To explain the teacher's challenges during using the cue card technique

1.6 Significance of The Research

1. Theoretical Use

This research will follow of Multimedia learning theory by Richard Mayer (2001) developed of Theory of Multimedia Learning which states that learning is more effective when information is presented in multiple forms, such as text and images, which utilise both visual and verbal channels.

2. Empirical Use

The data found is hoped to help the development of interesting and effective English vocabulary learning methods.

3. Practical Use

a. For the students.

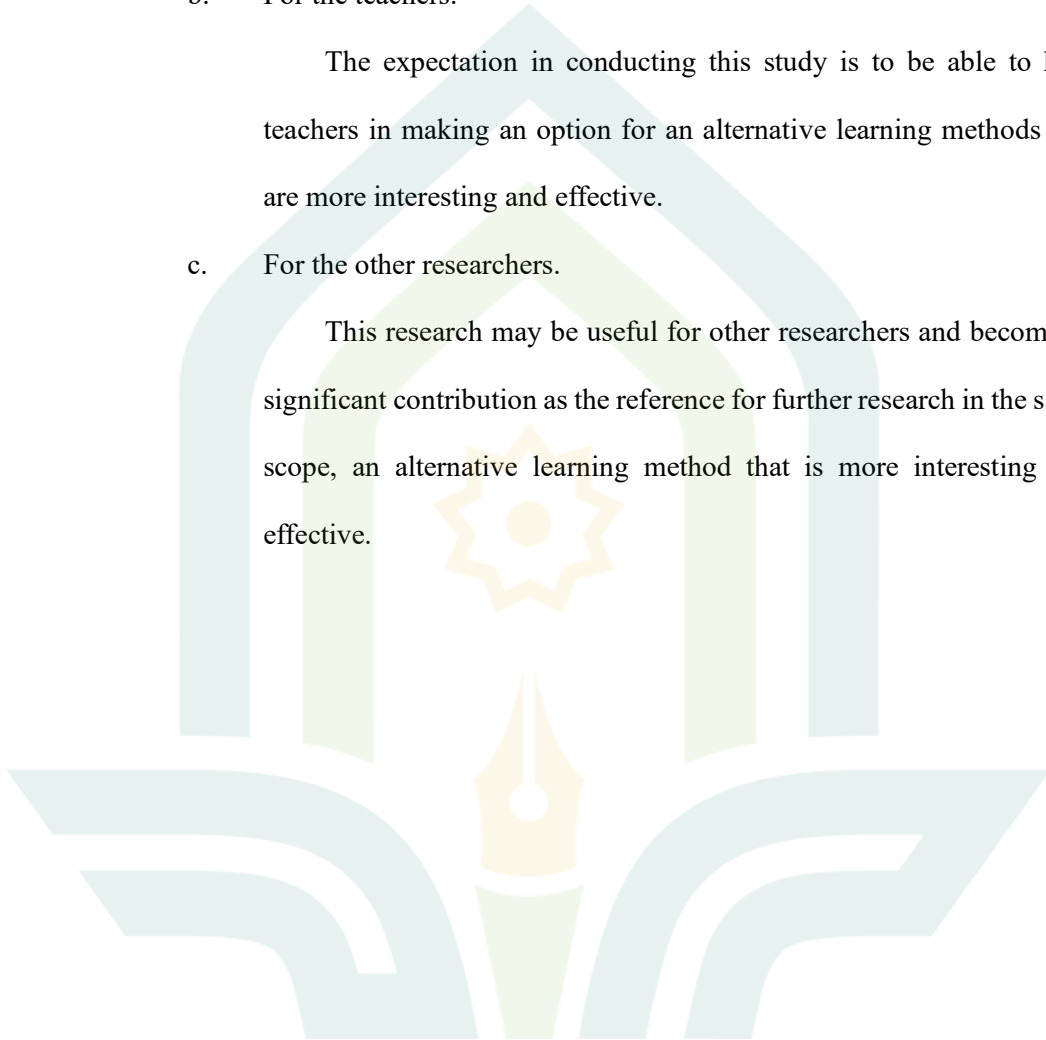
This research is hoped to help students in improving vocabulary mastery through interactive methods.

b. For the teachers.

The expectation in conducting this study is to be able to help teachers in making an option for an alternative learning methods that are more interesting and effective.

c. For the other researchers.

This research may be useful for other researchers and becomes a significant contribution as the reference for further research in the same scope, an alternative learning method that is more interesting and effective.



CHAPTER 5

CONCLUSION AND SUGGESTION

5.1 Conclusion

The research highlights that the use of cue cards as a teaching strategy has a significant positive impact on the vocabulary acquisition of junior high school students. The integration of visual and textual elements on cue cards helps students to make meaningful associations between words and their definitions, supporting both comprehension and retention. This approach fits well with Mayer's cognitive theory of multimedia learning, which emphasises the benefits of dual-channel learning for improved retention and comprehension.

Findings from interviews and observations suggest that the use of cue cards promotes a more interactive and engaging learning environment. Students showed high levels of enthusiasm, active participation and improved recall during vocabulary lessons that included cue card activities. The structured group activities and games helped maintain student interest and encouraged cooperative learning.

However, the study also identified challenges. Teachers noted difficulties in managing classroom behaviour due to the increased excitement during group activities and games. Preparing appropriate cue cards and managing the diverse needs of students required considerable time and effort. Time constraints within the curriculum posed additional challenges to fully implementing the cue card strategy within each lesson.

Despite these challenges, the overall benefits of using cue cards - such as enhanced student engagement, improved vocabulary mastery and a more dynamic classroom environment - far outweighed the drawbacks. The study suggests that with careful planning and management, cue cards can be a powerful tool for

vocabulary instruction, improving both learning outcomes and student participation in junior high school English classes.

5.2 Suggestion

Based on research conducted by researcher, several suggestions are expected to provide benefits to others.

1. For Teachers: Teachers should consider integrating cue cards regularly into vocabulary instruction to leverage their benefits for student engagement and retention. It is recommended that teachers incorporate diverse applications of cue cards, such as matching activities, group discussions, and interactive games, to make lessons more dynamic and inclusive. Effective time management is essential; therefore, teachers should prepare cue cards and plan activities in advance to fit within the allocated class time. Additionally, teachers should be mindful of classroom management strategies to maintain a conducive learning environment during high-energy activities.
2. For Schools: Schools should support teachers by providing the necessary resources to create and implement cue card activities. This could include running collaborative workshops where teachers can share ideas and develop cue card materials together, making the preparation process more efficient and reducing the burden on individual teachers. Schools may also consider providing training in effective classroom management techniques to help teachers maintain control during interactive sessions.
3. For Future Research: Further research is recommended to evaluate the long-term effectiveness of cue cards in vocabulary acquisition, especially in comparison with modern digital tools and multimedia applications. Studies could also investigate how cue cards work in larger classrooms. Research into these aspects would provide a more comprehensive understanding of how cue cards contribute to sustained vocabulary learning in different educational contexts.

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*Appendices 5: Curriculum Vitae***CURRICULUM VITAE**

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