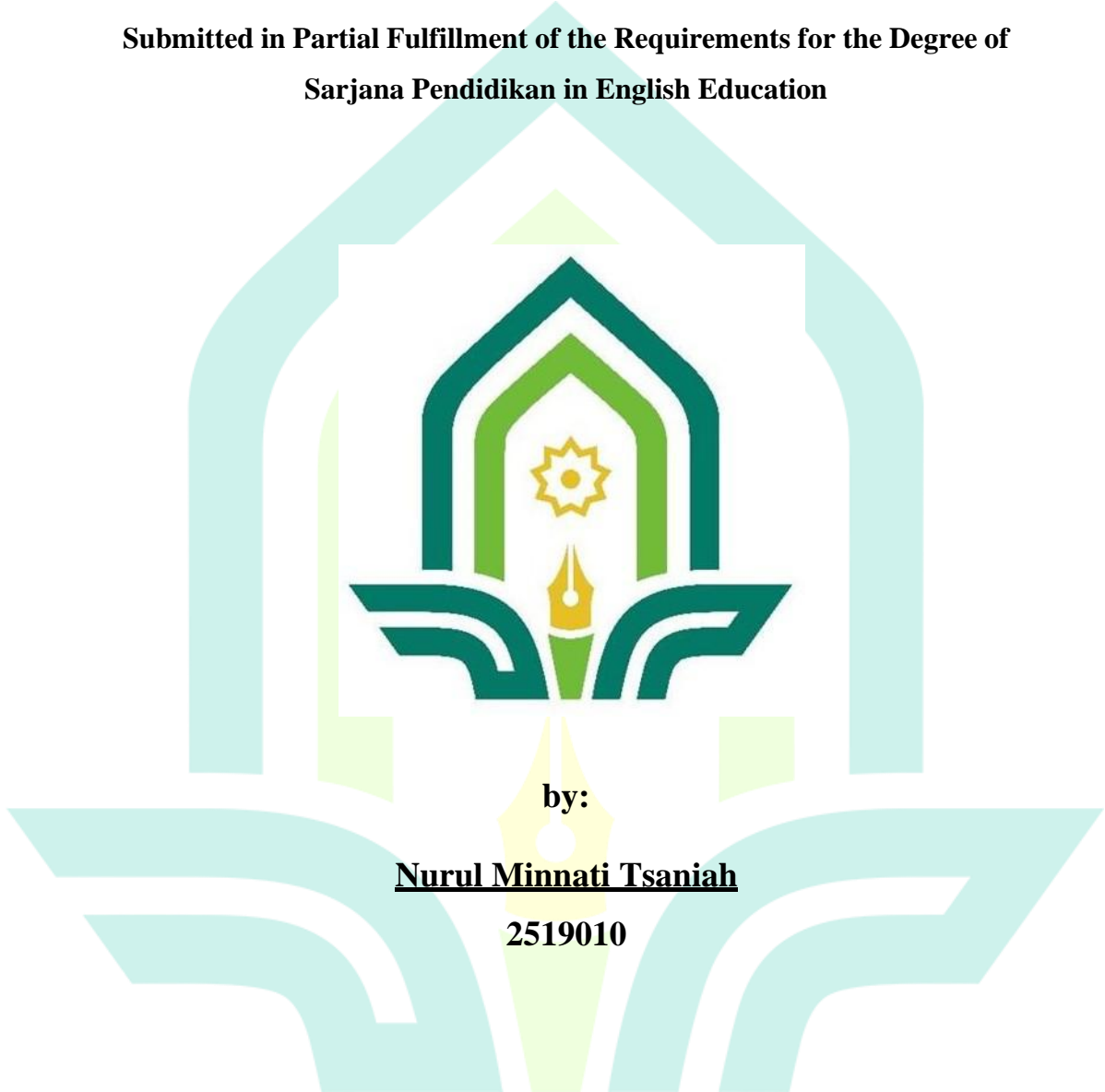


**TEACHING SPEAKING USING VERBAL CARDS FOR
STUDENTS AT VOCATIONAL HIGH SCHOOL**

Undergraduate Thesis

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



by:

Nurul Minnati Tsaniah

2519010

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UIN K.H. ABDURRAHMAN WAHID PEKALONGAN
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2023**

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Dengan ini menyatakan bahwaskripsi yang berjudul " TEACHERS' STRATEGIES IN TEACHING SPEAKING USING VERBAL CARDS FOR STUDENTS AT VOCATIONAL HIGH SCHOOL" adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

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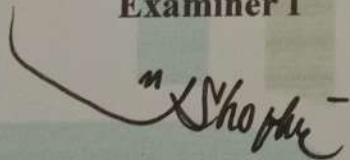
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Has been examined and approved by the panel of examiners on Friday, 27th October 2023 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

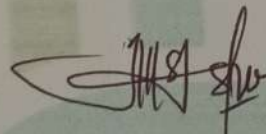
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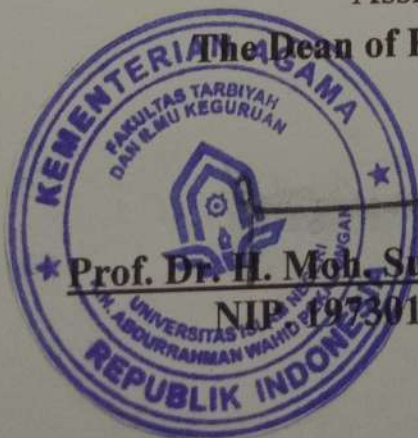


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MOTTO

“Allah does not require of any soul more than what it can afford.”

Al Baqarah : 286



ABSTRACT

Abstract

Learning media is a supporting tool to help a learning system. One of them is verbal cards learning media which is used by vocational high school teachers in teaching English speaking to train students' pronunciation. This research examines how teachers provide English language learning, especially teaching speaking in class through verbal cards. There are steps in implementing verbal cards learning media in teaching quoted by Umroh (2019). This study uses a qualitative method. Instruments for collecting data in this research include: interviews and observation. In analyzing the data, this research uses Braun and Clarke's theory. This research was conducted at a vocational high school in Pekalongan, Central Java, Indonesia. Data was obtained from two participants, namely an English teacher who had used the verbal cards strategy in teaching English speaking. The results of this research show that participants use six steps in the process of teaching speaking using verbal cards, namely the teacher explains the theme of the verbal cards, students imitate, students pay attention, the teacher lowers the verbal cards, the teacher continues with other verbal cards, students form groups to play the verbal cards game. Using verbal cards has several advantages for teachers and students, one of which is that students become more enthusiastic and teachers become more enthusiastic. Apart from that, verbal cards media also has several weaknesses, such as: less effective for large groups, difficult to see from a distance, students' understanding is limited to cards. Researchers hope that this research can be used as a reflection and evaluation of the use of verbal cards media in teaching speaking in vocational high school.

Keywords:

Verbal Cards, Teaching Speaking, Vocational High School

ABSTRAK

Abstrak

Media pembelajaran merupakan sebuah alat penunjang untuk membantu sebuah system pembelajaran. Salah satunya adalah media pembelajaran verbal cards yang digunakan oleh guru sekolah menengah kejuruan dalam mengajar speaking English untuk melatih pelafalan pada siswa. Penelitian ini meneliti bagaimana guru memberikan pembelajaran bahasa Inggris khususnya mengajar berbicara di kelas melalui media verbal cards. Terdapat sebuah langkah-langkah dalam menerapkan media pembelajaran verbal cards dalam mengajar yang dikutip oleh Umroh(2019). Penelitian ini menggunakan metode kualitatif. Instrumen untuk pengumpulan data dalam penelitian ini diantaranya yaitu: wawancara dan observasi. Dalam menganalisis data, penelitian ini menggunakan teori Braun dan Clarke. Penelitian ini dilakukan di salah satu sekolah menengah kejuruan di Pekalongan, Jawa Tengah, Indonesia. Data diperoleh dari dua partisipan yaitu seorang guru bahasa Inggris yang mana telah menggunakan strategi verbal cards dalam mengajar speaking English. Hasil dari penelitian ini menunjukkan bahwa participant menggunakan enam langkah dalam proses mengajar speaking menggunakan verbal cards yaitu guru menerangkan tema verbal cards, siswa menirukan, siswa memperhatikan, guru menurunkan verbalcards, guru melanjutkan dengan verbal cards lain, siswa membentuk kelompok untuk melakukan game verbal cards. Penggunaan media verbal cards mempunyai beberapa keuntungan bagi guru maupun siswa salah satunya yaitu siswa jadi lebih antusias dan guru jadi lebih bersemangat. Selain itu media verbal cards juga mempunyai beberapa kelemahan seperti: kurang efektif untuk kelompok besar, sulit terlihat dari jarak jauh, pemahaman siswa terbatas hanya pada kartu. Peneliti berharap bahwa penelitian ini dapat dijadikan refleksi dan evaluasi terhadap penggunaan media verbal cards dalam mengajar speaking di sekolah menengah kejuruan.

Kata kunci :

Verbal Cards, Mengajar Berbicara, Sekolah Menengah Kejuruan

PREFACE

All praise and gratitude to Allah SWT who has bestowed His gifts and bestowed guidance, smoothness, health, and patience to the author so that the process of writing the final project research entitled “**TEACHING SPEAKING USING VERBAL CARDS FOR STUDENTS AT VOCATIONAL HIGH SCHOOL**” can be completed on time. This final project has been submitted to the English Education Study Department, UIN K.H Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the final project course. This research can be completed because of the help and support given to the researcher to keep moving her fingers from various parties.

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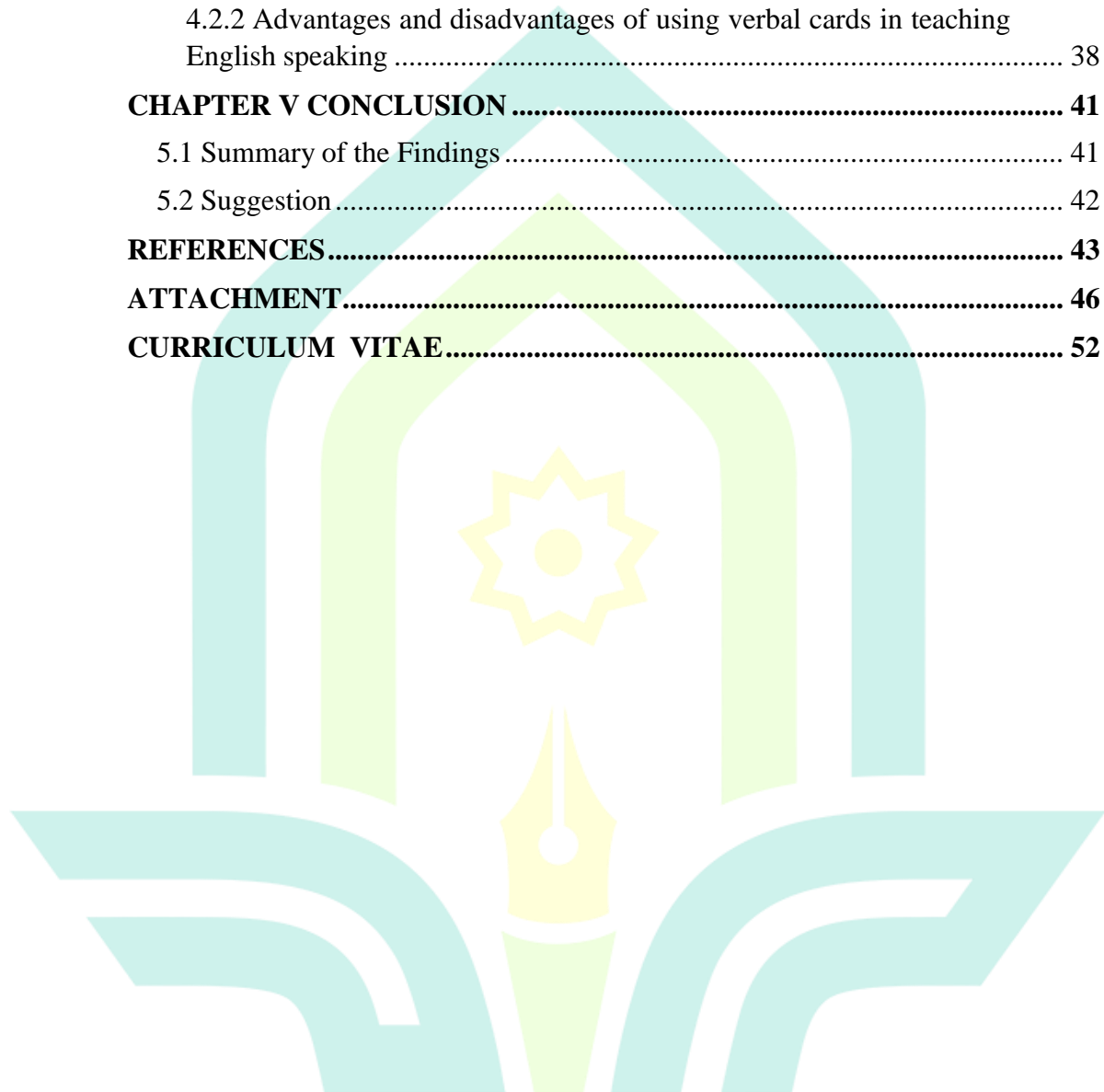


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CHAPTER I

INTRODUCTION

1.1 Background

In the world of education, English is a language that must be learned so that the nation's generation can compete in the international world. According to Zaim (2016), there are four skills in English language learning, namely writing, reading, listening, and speaking skills. Learning the English language at school cannot be separated from four skills. One of them is speaking skills. Speaking, listening, reading, and writing are four basic linguistic elements in English, and these four constituents are the most important aspects of teaching English as a foreign language.

According to David Nunan (1991), The four abilities are discussed in terms of their relevance to language teaching. Productive language is that which is generated by the learner (in speech or writing). Receptive language (reading or listening) is language that is directed at the learner. Another crucial concept is "channel," which relates to the message's medium (aural/oral or written). Many people want to develop their speaking skills and make sure their children have good English skills. Of course, students must produce and interact with language in all aspects of their daily communication. This is because students are not content to just learn words, phrases, and grammar if they want to improve their abilities. This makes a teacher think that speaking skills must be improved and mastered by their students. Thus, teachers use songs in learning English to develop their students' speaking skills.

Moreover, in vocational high schools, English is taught once a week with a duration of two hours of lessons according to the education curriculum in Indonesia. Teaching English in vocational high schools is certainly different from teaching English in high schools because vocational high schools are more focused on career paths in the world of work than high schools and have more specific learning strategies.

This study uses Umroh theory (2019) about six steps to use flashcards in teaching speaking in a second language, including The teacher shows Flash Cards to students which contain material, for example letter material. Second, the teacher says then the students follow. Third, the teacher instructs students to pay attention to the letter symbols. Then, the teacher slowly lowers the Flash Card. After that, the teacher continued the other letters. The last, after the teacher has finished presenting a simple picture and word, the teacher divides several small groups into playing a game. Pekalongan Vocational High School Pekalongan uses interesting strategies such as Umroh's theory that delivered the lesson by using verbal cards to increase speaking skills. One strategy that becomes a mainstay when the teacher first enters a noisy classroom is to use cards that can attract the attention of students in the class. The students seem to focus on the various kinds of cards that are spread out on one of the tables, they crowd around and try to guess what is inside. Then the teacher continues with other strategies such as role-play which makes students more interested in playing the game that is provided by the teacher. This study aims to investigate how process of teaching speaking in one of the vocational high schools in Pekalongan.

Several studies have been investigated regarding the study. First, Nadia Aswinda Saputri (2017), described the implementation of flashcards in improving the speaking skills of the eighth-grade students of MtsN Ngemplak Boyolali and to know how good is the improvement of flashcard of students' speaking skills of the eighth- grade students of MtsN Ngemplak Boyolali. Second, Afrianto Aminuddin (2017) had a research that the objective of this research was to find out whether or not flashcard is effective to teach speaking. His research applied a quasi-experimental method with two group pre-test and post-test design. As the result, the data indicated that there was a significant difference between students' post-test in the experimental class and control class.. Then Yovita Suharta (2018) had a research that aimed at improving students' speaking activeness using flashcard media in the teaching-learning process. The method used in this research is classroom action research. The result of this research showed that flashcards media can improve the students' activeness in speaking by asking and answering the materials.

Available research mostly investigated teachers' strategies at elementary schools and high schools. Therefore, this study intends to fill the gap by investigating teachers' strategies at a vocational high school that requires special attention to the problem of teaching English which is adapted to the objectives of vocational high schools, namely directly leading to the world of work.

1.2

Formulations of the problem

This study intends to reveal:

1. How is the teaching process of speaking by using verbal card at vocational high school?
2. What are the advantages in teaching speaking by using verbal card at vocational high school?

1.3 Operational Definitions

1. Teaching speaking

According to Nunan (1991), there are five principles for teaching speaking: 1) Distinguish between learning a second language and learning a foreign language. 2) Allow students to practice their fluency and precision. 3) Allow students to discuss by assigning group or pair projects and limiting instructor interaction. 4) Construct a speaking challenge that necessitates meaning negotiation. 5) Design classroom exercises that include coaching and practice in both transactional and international speaking.

2. Media in teaching speaking

According to Sudjana and Rivai (2014), there are the three types of educational medium that are appropriate for teaching speaking,

1. Audio media

The term "audio media" refers to any medium that transmits information in an audible format. The messages are provided using noises in this example. Audiotapes, cassettes, CDs, MP3, and other audio media are extensively utilized in English instruction.

2. Visual media

Visual media is the most familiar medium, and it is often used by teachers in learning. Visual-based media (images or parables) play a very important role in the learning process. This type of media is related to the sense of sight. Visual media can facilitate understanding and strengthen memory. Visuals can also foster student

3. The use of audio-visual media

The two types of media are combined in audio-visual media. It is basically not only seen but also heard. Audio-visual media includes films, songs, and video

3. Verbal cards as media in teaching speaking

The benefits of Flash Card learning media according to Sudjana & Rivai in Mulyorini (2014, p. 2) include:

- (a) visualize the concept that will be informed to students,
- (b) teaching methods should be more varied, not just verbal communication through the telling of words by the teacher, so that students do not get bored and teachers do not lose energy,
- (c) students carry out more learning activities, not only listening to teacher explanations, but also other activities such as observing, carrying out demonstrations, etc.
- (d) as a guide and stimulus for students to give the desired response. And according to Saputri (2020, p. 58) that the benefits of flash card media can be learned at any time, students can read flash cards, they can be

taken anywhere, these flash cards are very easy for students to remember because these cards have pictures that attract attention.

1.4 Aim of the study

The purpose of this study is to find out How is the teaching process of speaking by using verbal card at vocational high school in delivering speaking material in class so that it can attract students' attention to study and analyze What are the advantages in teaching speaking by using verbal card at vocational high school. In addition, this study aims to provide educators with an understanding that teaching English speaking at the school has a special strategy that is adapted to the student's circumstances as described in the background.

1.5 Significance of the study

1. Theoretical Significance

This study will contribute to Umroh's theory and support theories related to teaching process of speaking by using verbal card at vocational high school.

2. Empirical Significance

This study will provide empirical insight into the learning process of English teachers by using verbal cards and what the advantages teaching speaking by using verbal cards in the classroom.

3. Practical Significance

This research can be useful for educators about information of the process of Vocational High School English teachers in teaching

speaking English and can be considered for using the same strategy in teaching.



CHAPTER II

THEORETICAL BACKGROUND

2.1 Literature Review

2.2.1 Teaching speaking

a. Definition of teaching speaking

Teaching and learning are two aspects of education. Education's success is determined by the teaching and learning process. Teaching is a dynamic interplay between four elements: the student, the teacher, the curriculum, and the earned repertoire (how and when to use it). According to Brown teaching is "showing or assisting someone in learning how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing them to know or comprehend." This is how teaching is defined.

According to the above definition, teaching is an activity that helps individuals learn and interact with learning resources and the environment, and one of the goals of teaching is to improve human beings. And learning is the result of doing something over and over again. As a result, the teaching and learning process is a collaborative effort between students as learners and teachers as educators. Preparation, implementation, and evaluation are components or steps in the learning process.

Speaking is one of the skills or abilities in English that allow us to express opinions, comment, and refute an opinion if it

is not in accordance with our opinion, as well as the ability to ask and answer these questions. Speaking is an ability to orally express opinions, thoughts, facts and feelings to other people, animals and even to oneself. According to Nunan (1991), speaking is a productive oral skill which consists of constructing systematic verbal utterances to convey meaning.

According to Brown and Yule(1999) speaking is the ability to pronounce language sounds to express or convey thoughts, ideas, or feelings orally. Thus, it can be concluded that the notion of speaking is the delivery of thoughts in the form of ideas, beautiful contents of the heart in the form of speech or spoken language.¹¹From the discussion above, it can be concluded that speaking ability is the ability to express all thoughts, express feelings, and express an opinion. As a result, students will find it easier to communicate and express their ideas to others.

Teaching speaking is sometimes thought to be an easy procedure to teach. People with no training are hired to teach conversation at commercial language schools all over the world. According to Nunan(1991) Speaking in a language different from our own is far from straightforward, despite the fact that it is very natural. Teaching, according to Brown(1999), involves "showing or assisting someone in learning how to do something," "offering directions," "leading in the study of anything," "providing with

knowledge," and "making to know or comprehend." The purpose of speaking skills instruction is to improve conversational efficiency. Learners should be able to make themselves understood by maximizing their current abilities. They should endeavor to avoid any message ambiguity caused by incorrect pronunciation, syntax, or vocabulary, as well as follow the social and cultural conventions that apply in each communication setting.

According to Nunan(1991), there are five principles for teaching speaking: 1) Distinguish between learning a second language and learning a foreign language. 2) Allow students to practice their fluency and precision. 3) Allow students to discuss by assigning group or pair projects and limiting instructor interaction. 4) Construct a speaking challenge that necessitates meaning negotiation. 5) Design classroom exercises that include coaching and practice in both transactional and international speaking.

2.2.2 Media in teaching speaking

a. Definition of media

Teachers are required to be able to use the tools that can be provided by the school, and do not rule out the possibility that these tools are in accordance with the developments and demands of the times. Teachers can at least use cheap and efficient tools, which, although simple and unpretentious, are a must in an effort

to achieve the expected teaching goals. According to Hamalik(2011) besides being able to use the available tools, teachers are also required to develop skills in making learning media that will be used if the media is not yet available. For that, a teacher must have sufficient knowledge and understanding of learning media.

In addition, Gagne and Briggs(1979) implicitly say that learning media includes tools that are physically used to convey the contents of teaching materials, which include books, tape recorders, cassettes, video cameras, video recorders, MP3, DVD, films, slides, photographs, images, etc. In other words, the media is a component of learning resources or physical vehicles that contain instructional materials in the student environment that can stimulate students to learn. In addition, the National Education Association provides a definition of media as forms of communication, both printed and audio-visual, and their equipment. Thus, the media can be manipulated, seen, heard, or read.

b. The benefits of media in teaching

Levie and Lenzl suggest four functions of learning media, especially visual media, namely:

1) The function of visual media attention is the core, namely attracting and directing students' attention to concentrate

on the content of the lesson related to the visual meaning displayed or accompanying the lesson text.

2) The affective function of visual media can be seen in the level of student interest in learning (or reading) illustrated texts. For example, pictures or visuals can arouse students' emotions and attitudes towards information concerning social or racial issues.

3) From research findings which reveal that visual symbols or images facilitate the achievement of goals by understanding and remembering information or messages contained in images.

4) Learning media can be seen from the research results that show visual media that provides context for understanding texts helps students who are weak in reading organize information in the text and recall it. In other words, learning media serves to accommodate students who are weak and slow to accept and understand the content of lessons presented by text or presented verbally.

In a teaching and learning process, two very important elements are teaching methods and learning media.

Sudjana and Rivai(2014), propose the following benefits of learning media in the student learning process:

1) Learning will attract more students' attention so that it can foster learning motivation.

2) Learning materials will have a clearer meaning so that they can be better understood by students and allow them to master and achieve learning objectives.

3) Teaching methods will be more varied, rather than relying solely on verbal communication via the teacher's utterance of words, so that students are not bored and the teacher does not run out of energy, especially if the teacher teaches at every lesson.

4) Students can do more learning activities because they do not only listen to the teacher's description but also other activities such as observing, doing, demonstrating, acting, and others

c. The Kinds of Media in Teaching Speaking

Types of Media Used to Teach Speaking Audio, visual, and audio-visual media are the three types of educational medium that are appropriate for teaching speaking.

1. Audio media

The term "audio media" refers to any medium that transmits information in an audible format. The messages are provided using noises in this example. Audiotapes, cassettes, CDs, MP3, and other audio media are extensively utilized in English instruction.

2. Visual media

Visual media is the most familiar medium, and it is often used by teachers in learning. Visual-based media

(images or parables) play a very important role in the learning process. This type of media is related to the sense of sight. Visual media can facilitate understanding and strengthen memory. Visuals can also foster student interest and can provide a relationship between the content of the subject matter and the real world. To be more effective, visuals should be placed in a meaningful context and students should interact with the visuals to ensure that information processing occurs.

Use of visual media in language instruction, visual media are simply described any material that may be viewed throughout the teaching and learning process. A visual aid, according to (Wright), is anything that may be seen while the language is being spoken. Pictures, flashcards, flannel boards, puppets, and other visual media are widely employed.

3. The use of audio-visual media

The two types of media are combined in audio-visual media. It is basically not only seen but also heard. Audio-visual media includes films, songs, and video recordings. Audio media can be used in all phases of learning, starting from the introduction or opening when introducing discussion topics to evaluating student

learning outcomes. The use of audio media strongly supports the mastery learning system. It is the use of audio media that must be considered in foreign language learning. Students can listen to the voice recordings of native speakers of the foreign language. they are learning to be used as models in pronunciation exercises. Students' own voices and pronunciations are recorded and then compared with existing models (a recording of a native speaker's voice or a recording of a song).

2.2.3 Verbal card as media in teaching speaking

a. Definition of verbal card

Verbal cards are learning cards that contain verbal words used by English teachers at vocational high school. to train students' speaking skills in the classroom. A verbal card is a form of variation from a flash card, only differs in pronunciation. According to Indiana (2011), " Flashcard media is learning media in the form of graphic cards that are approximately 25 30 cm in size. This media's visuals are a series of messages that are accompanied by descriptions. According to Chatib (2011), "flashcard media is a card that contains pictures or writing related to concepts." Windura (2010) adds, "that flashcard media or flashcards are cards that are used to remember and review in the learning process."

According to Satriana(2015), flashcards are visual media in the form of cards that create images related to the subject matter, so that they can channel messages from the message source to the message recipient.

From the opinion above, it can be concluded that Flashcards are cards that contain pictures (objects, animals, etc.) that are made by hand or printed from photographs and contain information about the pictures that are used to assist in student teaching that are adapted to the lesson material. so that it can make it easier for teachers to convey the message they want to convey.

b. The procedure of using verbal card in teaching

The use of Flash Card media can be done in various ways, it can be done by playing or by the teacher holding the Flash Card at chest level and facing the students, then the teacher explains the contents of the Flash Card, such as explaining a picture and how to read it. (Trisnanti, 2018). In using flash card media, there are several things that must be prepared according to Susilana, R., & Riyana, C (2008:93), namely:

1) Prepare yourself. Teachers need to master the learning material well, have the skills to use the media. If you need to make it smoother, do it by practicing repeatedly even if you are not directly facing the students. Also prepare materials and other

tools that may be needed. Also check the order of the images if anything is missed or the arrangement is not correct

2) Prepare flash cards. Before learning begins, make sure that there are enough of them, also check whether the order is correct, and whether or not other media is needed to help.

3) Preparing the place. This is related to the teacher's position as a presenter of learning messages, whether he is right in the middle of the students, whether the room is well arranged, also pay attention to the lighting or whether the light intensity in the room is good, the most important thing is that all students can see the contents of the flash card clearly from all directions.

4) Preparing the students. It is best to arrange the students well, including by sitting in a circle in front of the teacher, paying attention to the students to get an adequate view. The way students sit in a circle ensures that all students can see the food well, this is different from lining up at the back, it is possible that there are students who cannot see the front because they are blocked by other friends, or are too far away so it is not clear.

Then, according to Indriana (2011:138), the steps for using flash card media are as follows:

1. The cards that have been arranged are held at chest level and facing the student
2. Remove the cards one by one after the teacher explains.

3. Give the cards that have been explained to students who are close to the teacher. Ask students to observe the card, then pass it on to other students until all students have observed it

4. If the presentation uses a game method, it is done by (a) placing the cards randomly in a box that is far from the students, (b) preparing the students to compete, (c) the teacher instructs the students to look for cards that contain pictures, text, or symbols according to instructions, (d) after getting the card, the student returns to the place, (e) the student explains the contents of the card.

In using FlashCard Umrah (2019) says that teachers have several steps to use this media, namely as follows:

1. The teacher shows Flash Cards to students which contain material, for example letter material.

2. The teacher says then the students follow

3. The teacher instructs students to pay attention to the letter symbols

4. The teacher slowly lowers the Flash Card.

5. The teacher continued the other letters.

6. After the teacher has finished presenting a simple picture and word, the teacher divides several small groups into playing a game. These games can be played by competing to identify a

word or picture and then inserting the Flash Card into the box or students can also compete to attach the Flash Card to the blackboard in front of the class according to the teacher's instructions.

From the theory above, it can be concluded that how to use flashcard media can use the game method or the teacher explains.

c. The advantage using verbal card in teaching

All media definitely have their advantages and disadvantages, and so does the Flashcard game. As for some of the advantages of flashcards according to Susilana & Riyana, they are as follows:

1. Easy to carry, with a small size, Flashcards can be stored in a bag or even a pocket so they don't require a lot of space, and can be used indoors or outdoors.

2. Practical, judging from the way it is made and used, flashcard games are very practical. In using this media, teachers do not need to have special skills and this media does not need to use electricity.

3. Easy to remember, the characteristic of flashcard games is that they present short messages on each card presented. This short presentation will make it easier for students to remember the messages.

4. Fun, flashcard games can be used through games, for example students competing to find an object or certain names from randomly stored flashcards.

The benefits of Flash Card learning media according to Sudjana & Rivai in Mulyorini (2014, p. 2) include:

- (a) visualize the concept that will be informed to students,
- (b) teaching methods should be more varied, not just verbal communication through the telling of words by the teacher, so that students do not get bored and teachers do not lose energy,
- (c) students carry out more learning activities, not only listening to teacher explanations, but also other activities such as observing, carrying out demonstrations, etc.
- (d) as a guide and stimulus for students to give the desired response.

And according to Saputri (2020, p. 58) that the benefits of flash card media can be learned at any time, students can read flash cards, they can be taken anywhere, these flash cards are very easy for students to remember because these cards have pictures that attract attention.

From the opinions above, it can be concluded that the benefit of Flash Card media is that it can develop students' memory, in learning students are enthusiastic because flash card

media is not only the teacher who explains but various learning methods can be used such as games, or learning using groups.

d. The disadvantages using verbal card in teaching

The weakness of Flash Card media is that students only understand the words and images on Flash Cards (Pande, 2015, p. 4) says that flash card media has a weakness, namely that students can only know and understand the words and images on Flash card media. . Meanwhile, according to Akbar (2020, p. 148), the disadvantages of flash card media are (1) it emphasizes visual perception, (2) it is less effective in large groups, (3) it is less effective when explaining complex images. In agreement with Akbar, according to Pradana (2020, p. 557) said that delivering the material was less than perfect because the visual perception was not strong enough for a class, students had to use a sitting position following the letter U so that the Flash Card media could be seen by other students and When using flash card media without using other learning methods, learning will get bored quickly. The weakness of Flash Card media according to Saputri (2020, p. 58) is that Flash Cards are only suitable for small groups of 25 students, because in large groups the Flash Cards will not be visible, especially for students sitting at the back. Noviana (2020, p. 39) the weaknesses of Flash Card learning media are as follows: 1. Emphasizes that students can see the Flash Card media

in front of the class. 2. It is less effective if you use Flash Card media in classes with more than 30 students, because it will be very ineffective. 3. The size of the Flash Card media is only the size of an HVS, which is very difficult for large groups. It can be concluded that the disadvantage of Flash Card learning media is that it is only suitable for small groups, if in 1 class with 30 students then it is not efficient because if students sit at the back then the Flash Card is not clear or visible. It is less effective when explaining pictures. which is complex and when using Flash Cards using the same method, students will be more bored/saturated.

Some of the disadvantages of flash cards explained by Susilana (Hermawan, 2012) are as follows: a) The image only emphasizes the perception of the senses of the eye. b) The size is very limited for large groups. Although there is a statement that bland media has some weaknesses, image media remains the most commonly used media, which can be understood anywhere.

2.2 Previous study

There are some studies concerning teachers' strategies in teaching speaking. First, Nadia Aswinda Saputri (2017) had research that aimed to describe the implementation of flashcards in improving the speaking skills of the eighth-grade students of MtsN Ngemplak Boyolali and to know how good is the improvement of flashcard of students' speaking skills of the eighth- grade students of MtsN

Ngemplak Boyolali. This research used classroom action research as the research design. The qualitative data were collected using observation and interviews. Besides, the quantitative data were collected by using a test. The result of this research showed that after conducting the actions, the flashcard media could improve students' speaking skills. It can be seen from the mean progress score of the pretest and posttest. The mean score of the pre-test was 49.99, the mean score of posttest 1 was 69.88 and the mean score of posttest 2 was 76.55.

Second, Afrianto Aminuddin (2017) had a research that the objective of this research was to find out whether or not flashcard is effective to teach speaking. This research applied a quasi-experimental method with two group pre-test and post-test design. As the result, the data indicated that there was a significant difference between students' post-test in the experimental class and control class. Therefore, the researcher suggested that the use of flashcards is effective in teaching speaking.

Third, Yovita Suharta (2018) had a research that aimed at improving students' speaking activeness using flashcard media in the teaching-learning process. The method used in this research is classroom action research. The result of this research showed that flashcards media can improve the students' activeness in speaking by asking and answering the materials. The students' scores in activeness also improved in the teaching-learning process. From the result, it can be concluded that students' activeness in speaking by asking and answering the materials taught by flashcards media was improved. Besides, this media can help students to speak actively.

Then, Faisal, et al. (2021) on their research have conducted research entitled “Teacher’s Strategies in Teaching Speaking to Junior High School”. This research took place at SMP Inshafuddin Banda Aceh. They suggested that at the junior high school, two English teachers used special strategies in teaching English speaking in the eighth grade. The strategies used were role-play, drilling, games, picture describing, and storytelling. They believe that using these strategies can improve the speaking skills of eighth graders.

Cecilia (2020) has conducted research entitled “Teachers’ Strategies in Teaching Speaking English at SMAN 15 Padang”. In her research, she uses quantitative methods and the collection uses interviews. He describes three strategies used by English teachers in teaching speaking, namely discussion, simulation, and communication games so that they can make students more active in class and make learning more positive.

Lastly, Sapna., et al. (2021) have conducted research entitled “Teacher’s Strategies in Teaching Speaking at Senior High School”. They stated that English teachers at 5 Palu Senior High School used special strategies in teaching speaking, namely role-playing, interviewing, describing pictures, and storytelling. They also revealed that by using these strategies students could be more active in learning.

Research on English-speaking teaching strategies in vocational high schools is still rarely carried out, especially in Indonesia. Most research only focuses on elementary schools and is mostly done in junior high schools and high schools.

2.3 Conceptual framework

This research presented the teachers' strategies in teaching speaking using verbal cards at vocational high school. The researcher used participants' stories about their strategies while teaching speaking using verbal cards at vocational high school. In data analysis, the researcher used thematic analysis by Braun and Clarke (2008).



CHAPTER III

RESEARCH PROCEDURE

3.1 Research Methodology

This research used a descriptive qualitative research method with a narrative inquiry approach. According to Moleong (2005:4), a descriptive qualitative approach is a research approach where the data collected is not in the form of numbers, but words, and pictures. Then the data is obtained through field notes, interviews, videotapes, photos, personal documentation, notes, or other documentation. Qualitative research is flexible and can change according to the reality in the field because this type of research relies on natural processes. This research will focus on natural data collection and will be reported in the form of descriptive words.

3.2 Research context

This research focused on the teaching speaking using verbal cards at vocational high school. In the previous studies, much discussed about the effectiveness of verbal cards as a medium in teaching speaking. Therefore, the researcher is interested in investigating the process in teaching speaking using verbal cards at vocational high school.

3.3 Setting and Participant

This research took place at Pekalongan Vocational High School. The participants consisted of two English teachers from the Pekalongan Vocational High School. The teachers are non-native speakers of English. The teachers have

Indonesian as their L1 and Javanese as L2. The researcher chose them because, in the eleventh grade, the students focus on exploring the material that would be tested in the XI grade.

No	Name	Gender	Age	Language spoken
1	Participant 1	Female	41	L1: Javanese L2: Indonesian
2	Participant 2	Female	29	L1: Javanese L2: Indonesian

Table 3.3 List of Participant

3.4 Data Collection

Data will be collected through interviews using semi-structured interviews. This method is most often used to gather meaningful results from a two-way focused dialogue or conversation with respondents (Pathak & Intratat, 2012). This method is used to identify strategies used by English teachers in improving speaking skills in English learning.

Interviews will be conducted in Indonesian to create in-depth conversations and avoid misunderstandings. The interview took place at Vocational High School Pekalongan after-school hours. The main themes of the interview include the strategies used by the Vocational High School English teachers in teaching speaking in the XI grade and the difficulties experienced by the teachers while

teaching speaking English in the classroom (see Appendix 1 Semi-structured interview questions in more detail).

3.5 Data Analysis

This study analyzed the data descriptively. After each interview, the researcher copied and coded the initials and then analyzed them using thematic analysis. According to Braun & Clarke (2006), Thematic analysis is a type of data analysis that seeks to uncover patterns in data collected by academics. There are six phases in the thematic analysis as follows (Braun & Clarke, 2006).

1. Familiarizing;
2. Coding of the data;
3. Searching for themes;
4. Reviewing in the themes;
5. Defining the themes; and
6. Producing the report

This strategy is beneficial if a study wants to explore qualitative data in depth in order to uncover patterns in a phenomenon that occurs through the eyes of researchers. (Fereday & Muir-Cochrane, 2006). After that, the teachers's strategies were analyzed using Kayi's theory of promote speaking.

3.6 Research Steps

Overall, this study is conducted by seizing upon six steps of research as follows.

1. Exploring problems and developing a detailed of phenomena.

2. Conducting literature review as much as possible through books, journals, theses, and article to investigate theory and methods to be used to analyze the data
3. Conceiving the focus, aim, and research questions.
4. Collecting the data from the participant through semi-structured interviews.
5. Analyzing and interpreting the data using thematic analysis theory.
6. Writing the research.

3.7 Research Schedule

In this research schedule, the researcher explains the proposal completion process as shown in the following table.

Not	Activity	March 2022	April 2022	May 2022	June 2022	July 2022
1	Submission of research topics					
2	Research topic approval					
3	Writing a research proposal					
4	Proposal approved					
5	Seminar proposal exam					
6	Conduct and write research					
7	Estimation of thesis exam					

Table 3.7 Research Schedule

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the results and discussion of this study. The results section is based on the data gathered from the interview and its discussion section aims to answer the research questions from this research.

4.1 Results

After conducting the interview, the researcher found some results. In early November, the participants were invited for an offline interview in BK room at Vocational High school Pekalongan. It was done for around twenty minutes for each interview in Bahasa Indonesia, and it mainly focused on teaching english of the use of verbal card in teaching English speaking.

All of the data were then classified into two themes. The first theme is the teaching speaking at vocational high school. The second theme is the using verbal cards in teaching speaking at vocational high school.

4.1.1 Steps of using verbal cards as media in teaching English Speaking

Based on interview data, the researcher indicated that all participants had a variety of views when ditanya tentang steps of using verbal cards.pertama, mereka melakukan persiapan terlebih dahulu yang meliputi persiapan materi dan media in teaching speaking at vocational high school.

a. Preparation

There are participants answered that they first studied the material that would be presented before entering class.

“Of course, studying the material before teaching is part of teacher preparation. When the teacher is able to prepare the material in advance, it will be easier for the teacher to deliver the material.” (interview with the participant 1, November 1st, 2023)

“Yes, because by studying the material first, the teacher will be better prepared when he gets questions from students” (interview with the participant 2, November 1st, 2023)

After preparing the material, participants prepare the verbal cards media and ensure that the verbal cards media are ready to be used in class.

“As a teacher, preparing learning media is part of the preparation before teaching. Why? When everything is well organized, the teaching process becomes more well prepared.” (interview with the participant 1, November 1st, 2023)

“Yes, preparing learning media or verbal cards is very necessary because when learning is taking place you will be more prepared and calm in the learning process” (interview with the participant 2, November 1st, 2023)

In addition, participants ensure that they are at a point visible to their students, as stated below

“The teacher must really make sure where he has to position himself so that he can be seen by his students. If not, then students will have difficulties” (interview with the participant 1, November 1st, 2023)

“When teaching when entering the classroom, a teacher does not immediately sit down, but stands in front of the blackboard and says hello while looking at every corner so that students are better prepared to receive the lesson.” (interview with the participant 2, November 1st, 2023)

b. Steps for using verbal cards in teaching English speaking

Apart from making sure he is in a place where students can see him, participants also ensure students' seats before starting learning using verbal cards

"Teachers must arrange students' seats so that they can move around easily so they can see students' learning progress, check students' understanding, and students' relationships with their friends." (interview with the participant 1, November 1st, 2023)

"The teacher definitely pays attention to the condition of the students, including their seats, and occasionally the teacher goes around the class while checking the students' work" (interview with the participant 2, November 1st, 2023)

After all preparations had been completed, participants continued by delivering English speaking material using verbal cards. There are several steps used by participants in teaching English speaking using verbal cards. As stated below

"Of course there is. Almost the same as what you mentioned first, I explain the material first, then I ask the students to imitate me, then I form groups of students and I give verbal cards to each group." (interview with the participant 1, November 1st, 2023)

"The steps taken by a teacher must be there because during the learning process children can practice on their own and the teacher only supervises, because it has been explained from the start. Then the steps are first I explain the material, then I ask my students to pay attention and imitate what I pronounce from the verbal cards, then I form a student discussion group in class." (interview with participant 2, November 1st, 2023)

In learning English speaking using verbal cards, participants also included group games using verbal cards with the aim of making students more relaxed in learning. As stated by the first participant

"If it is possible to do this, it will be useful for relaxing students' minds and increasing students' enthusiasm for learning." (interview with the participant 1, November 1st, 2023)

Then, the second participant also revealed that he also uses games in learning to use verbal cards, such as shuffling verbal cards so that students can understand all the verbal cards given.

"If the game uses verbal cards, at most it just shuffles the cards so that students don't just memorize one type of card" (interview with the participant 2, November 1st, 2023)

Based on the interview data obtained above. It can be explained that the first steps teachers use in teaching English speaking using verbal cards are preparation which includes material preparation, self-preparation, and preparing students. Next, after all the preparations are complete, the teacher carries out learning using verbal cards by first explaining the material on the verbal cards, then asking students to imitate what the teacher pronounces from the verbal cards. Then forming a study group of students in the class and making a game. by using verbal cards.

4.1.2 Advantages and disadvantages of using verbal cards in teaching English speaking

a. Advantages of using verbal cards

From the interview results, both participants expressed the advantages of using verbal cards, the first is bisa di sesuaikan dengan konsep.

“Can be. Because I have previously adjusted the verbal cards that I made to suit the material that I will convey.” (interview with the participant 1, November 1st, 2023)

“Yes, can. Verbal cards are cards that we can change and add to. So, we can adjust it to what concept we want based on the material that will be presented in class” (interview with the participant 2, November 1st, 2023)

Second, based on the interview information obtained, the use of verbal cards can make learning in the classroom more varied

“yes. “In delivering material using verbal cards, you can mix it with games like I usually do, so the method is not just lectures alone” (interview with the participant 1, November 1st, 2023)

“Yes, that's right, usually the method I use with verbal cards is a game method between groups, so the learning is not monotonous.” (interview with participant 2, November 1st, 2023)

Furthermore, by using verbal cards students become more active

“So far it can. “By forming study groups using verbal cards in class, students become more enthusiastic and active in discussing with their group friends regarding the material in the verbal cards.” (interview with the participant 1, November 1st, 2023)

“Yes, it is clear that students are more active in learning when using verbal cards because they learn with their own theme, and the teacher only supervises.”(interview with the participant 2, November 1st, 2023)

By using verbal cards, students' responses become more stimulated.

“Yes, it is true that by using verbal cards students are more responsive to learning” (interview with the participant 1, November 1st, 2023)

"So far, yes, because if you only listen to the teacher's explanation, students will be more bored and less stimulated by students' responses" (interview with the participant 2, November 1st, 2023)

Lastly, based on interview data. The benefit of using verbal cards as media in teaching English speaking is that it can save teacher energy because students learn independently through group discussions

"I think so, because by using verbal cards students are more inclined to study independently with their group so that my energy is not used too much like the hour-long lecture method." (interview with the participant 1, November 1st, 2023)

"Yes, teachers are more relaxed and just supervise their students so that learning runs conductively" (interview with the participant 2, November 1st, 2023)

b. Disadvantages of using verbal cards

From the interview results, both participants expressed the disadvantages of using verbal cards, namely that they cannot be seen from a distance, are less effective for use in classes with more than 30 students.

"In my opinion, verbal cards cannot be seen by students who sit far from where I stand and explain. So sometimes I arrange the students' seats so that everyone can see the verbal cards when I explain." (interview with the participant 1, November 1st, 2023)

"Yes, that's right. Verbal cards cannot be reached by students who sit far away or let's say students who sit in the corner of the classroom" (interview with the participant 2, November 1st, 2023)

"In my class, which is majoring in automotive body engineering, there are 30 students who can still be effective and controlled. However, in other classes that I teach, such as the mechanical

engineering class, where the number of groups is approximately forty, I find it less effective and I have a bit of difficulty managing them with their large number." (interview with the participant 1, November 1st, 2023)

"In my opinion, verbal cards are not effective if used beyond the class study group limit, because communication between students and others will also be disrupted" (interview with the participant 2, November 1st, 2023)

4.2 Discussion

This chapter presents a discussion of the findings from the participants' interviews that related to teaching English speaking using verbal cards. The data refers the steps of using verbal cards in teaching speaking as follows.

4.2.1 Steps of using verbal cards as media in teaching English Speaking

From the result of interview, all participant use verbal cards as media in teaching speaking. Verbal cards are learning cards that contain verbal words used by English teachers at vocational high school. to train students' speaking skills in the classroom. A verbal card is a form of variation from a flash card, only differs in pronunciation. Verbal cards contain pictures and words made according to the material to be presented so that students can understand the material through verbal cards. This is related to Satriana(2015) that Flashcards are visual media in the form of cards that create images and writing related to the subject matter, so that they can channel messages from the source of the message to the recipient of the message. According to Chatib (2011), "flashcard media is a card that contains pictures or writing related to concepts."

Based on the results of the interview, all participants have similarities in implementing verbal cards in the classroom. They use the same procedure, the first is that the teacher makes preparations. Preparation is important in starting a lesson so that the learning can run well. The preparations carried out include material preparation, preparation of learning media such as verbal cards, then self-preparation in the classroom ensuring that a teacher is at the right point so that all students can see it, then preparing the students by checking the students' seating arrangements. According to Susilana, R., & Riyana, C (2008:93) When using flash card media, there are several things that must be prepared, namely: 1) Prepare yourself. 2) Preparing flash cards 3) Preparing the place 4) Preparing the students. It is best if the students are arranged well, including by sitting in a circle in front of the teacher, paying attention to the students to get an adequate view. After all the preparations have been completed, the teacher will start learning English speaking using verbal cards with several steps namely the teacher first explains what is in the verbal cards, then the teacher asks all students to imitate what the teacher says according to the contents of the verbal cards, after the teacher has finished explaining and describing all the cards, the teacher asks students to form a groups in class, each group will get several verbal cards to discuss, then the teacher will hold a game between groups using verbal cards. This is related to Umroh (2019) theory stated that teachers have several steps to use this media, namely as follows:

1. The teacher shows Flash Cards to students which contain material, for example letter material.
2. The teacher says then the students follow
3. The teacher orders the students to pay attention to the letter symbols
4. The teacher slowly lowers the Flash Card.
5. The teacher continues the other letters.
6. After the teacher has finished presenting a simple picture and word, the teacher divides several small groups into playing a game.

From the data above we can conclude that there are several preparations and steps that participants take before starting learning. The preparations carried out include personal preparation, flash card preparation, place preparation, and preparing students. Then the steps in teaching using verbal cards media in learning English speaking are the teacher first explains what is in the verbal cards, then the teacher asks all students to imitate what the teacher says according to the contents of the verbal cards, after the teacher has finished explaining and describing all the cards, the teacher asks students to form a groups in class, each group will get several verbal cards to discuss, then the teacher will hold a game between groups using verbal cards.

4.2.2 Advantages and disadvantages of using verbal cards in teaching

English speaking

- a. Advantages of using verbal cards

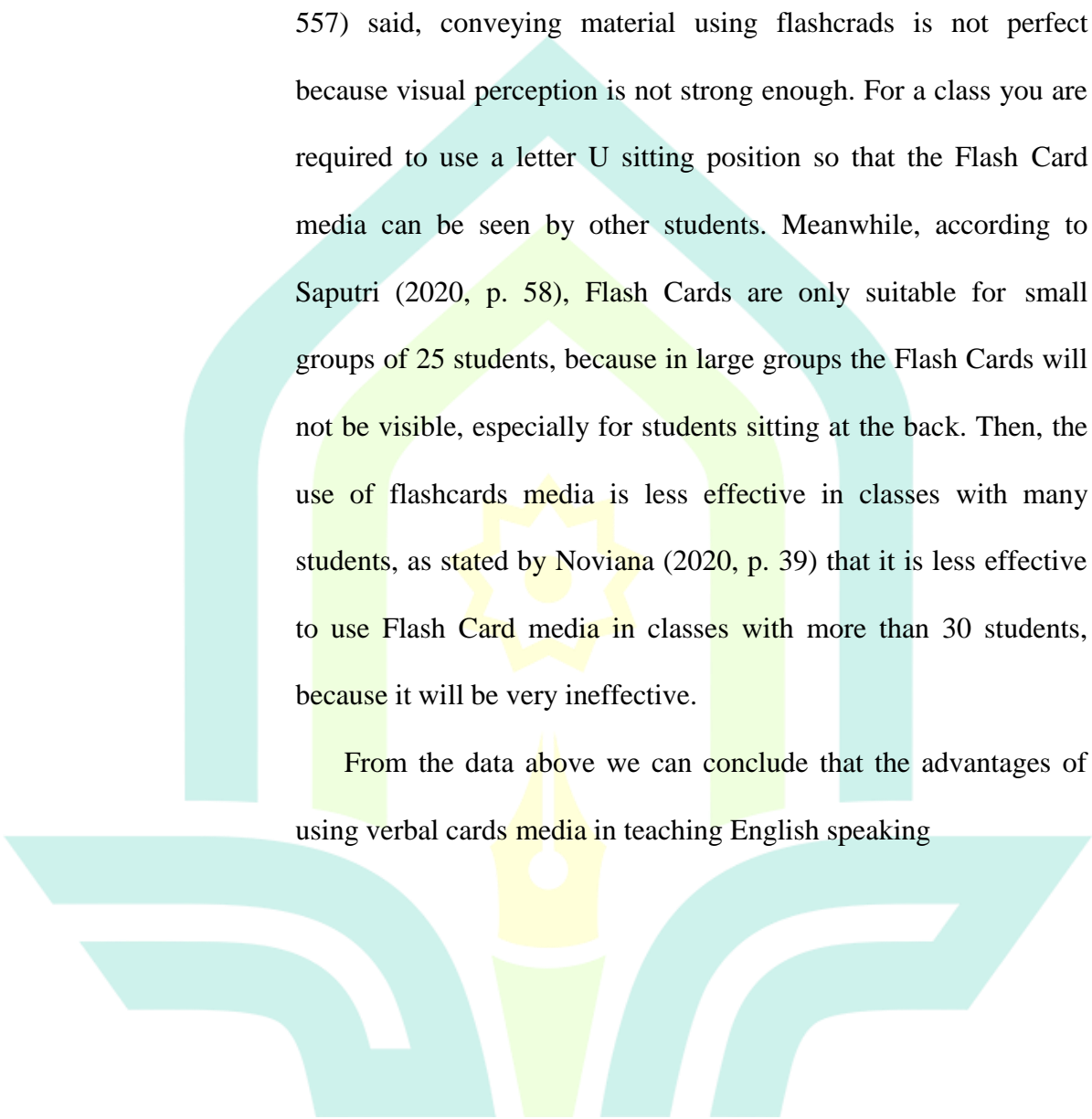
From the interview results, the participants said that the use of verbal cards can make it easier for students to understand material,

verbal cards can stimulate students' curiosity about material, besides that students gain new experiences with verbal cards. Not only do students benefit from verbal cards, but there are also benefits felt by teachers, such as teachers becoming more enthusiastic, using verbal cards does not drain too much of the teacher's energy in the classroom because students are more inclined towards group discussion activities, which are also group activities. will make students more independent. This is the same as what was conveyed by Sudjana and Rivai. According to Sudjana & Rivai in Mulyorini (2014, p. 2) the advantages of using flashcards in teaching include:

1. visualize the concept that will be informed to students,
2. teaching methods should be more varied, not just verbal communication through the telling of words by the teacher, so that students do not get bored and teachers do not lose energy,
3. students carry out more learning activities, not only listening to teacher explanations, but also other activities such as observing, carrying out demonstrations, etc.
4. as a guide and stimulus for students to give the desired response.

b. Disadvantages of using verbal card

From the interview results, the participants said that the disadvantages of using verbal cards is that they cannot be seen



from a distance. Some students who sit at the back or in the corner of the classroom often complain that they cannot see the verbal cards clearly. This is in accordance with what Pradana (2020, p. 557) said, conveying material using flashcards is not perfect because visual perception is not strong enough. For a class you are required to use a letter U sitting position so that the Flash Card media can be seen by other students. Meanwhile, according to Saputri (2020, p. 58), Flash Cards are only suitable for small groups of 25 students, because in large groups the Flash Cards will not be visible, especially for students sitting at the back. Then, the use of flashcards media is less effective in classes with many students, as stated by Noviana (2020, p. 39) that it is less effective to use Flash Card media in classes with more than 30 students, because it will be very ineffective.

From the data above we can conclude that the advantages of using verbal cards media in teaching English speaking

CHAPTER V

CONCLUSION

This chapter presents two main sections. The first section is the conclusion of the research findings that have been discussed before. The second section contains suggestions for English teachers, and future researchers.

5.1 Summary of the Findings

There are two questions in this study. The first question asked about the teaching speaking process by using verbal cards . The second question asked about the advantages and disadvantages of the use of verbal cards in teaching English speaking.

Teaching process with the use of verbal cards in teaching English speaking consists of the teacher preparing first. The preparations carried out include personal preparation, flash card preparation, place preparation, and preparing students. Then continue with the steps for teaching English speaking using verbal cards the first is explaining what is in the verbal cards, then the teacher asks all students to imitate what the teacher says according to the contents of the verbal cards, after the teacher has finished explaining and describing everything cards, the teacher asks students to form a group in the class, each group will get several verbal cards to discuss, then the teacher will hold a game between groups using verbal cards.

The advantages of the use of verbal cards in teaching English speaking consist of the verbal cards can make it easier for students to understand the

material, verbal cards can stimulate students' curiosity about the material, besides that students get new experiences with verbal cards. Not only do students benefit from verbal cards, but there are also benefits felt by teachers, such as teachers becoming more enthusiastic, using verbal cards does not drain too much of the teacher's energy in the classroom because students are more inclined towards group discussion activities, which are also group activities. will make students more independent.

In additions, the disadvantages of the use of verbal cards in teaching English speaking consist of the verbal cards less effective for large groups, difficult to see from a distance.

5.2 Suggestion

In this section, the researcher would like to make some recommendations for English teachers, and future researchers. First, the results of this study expectedly would be useful for vocational high school teachers in the use of verbal cards for improving students speaking. Second, this research expectedly English teachers to make the learning process easier and more effective by teaching English speaking to their students through verbal cards. Third, future researchers should expand the research by conducting a deep investigation and adding more references related to the teacher's experiences of the use of verbal cards in teaching English speaking to assist the learning process effectively. It is also possible to increase the number of participants to obtain more detailed relevant information.

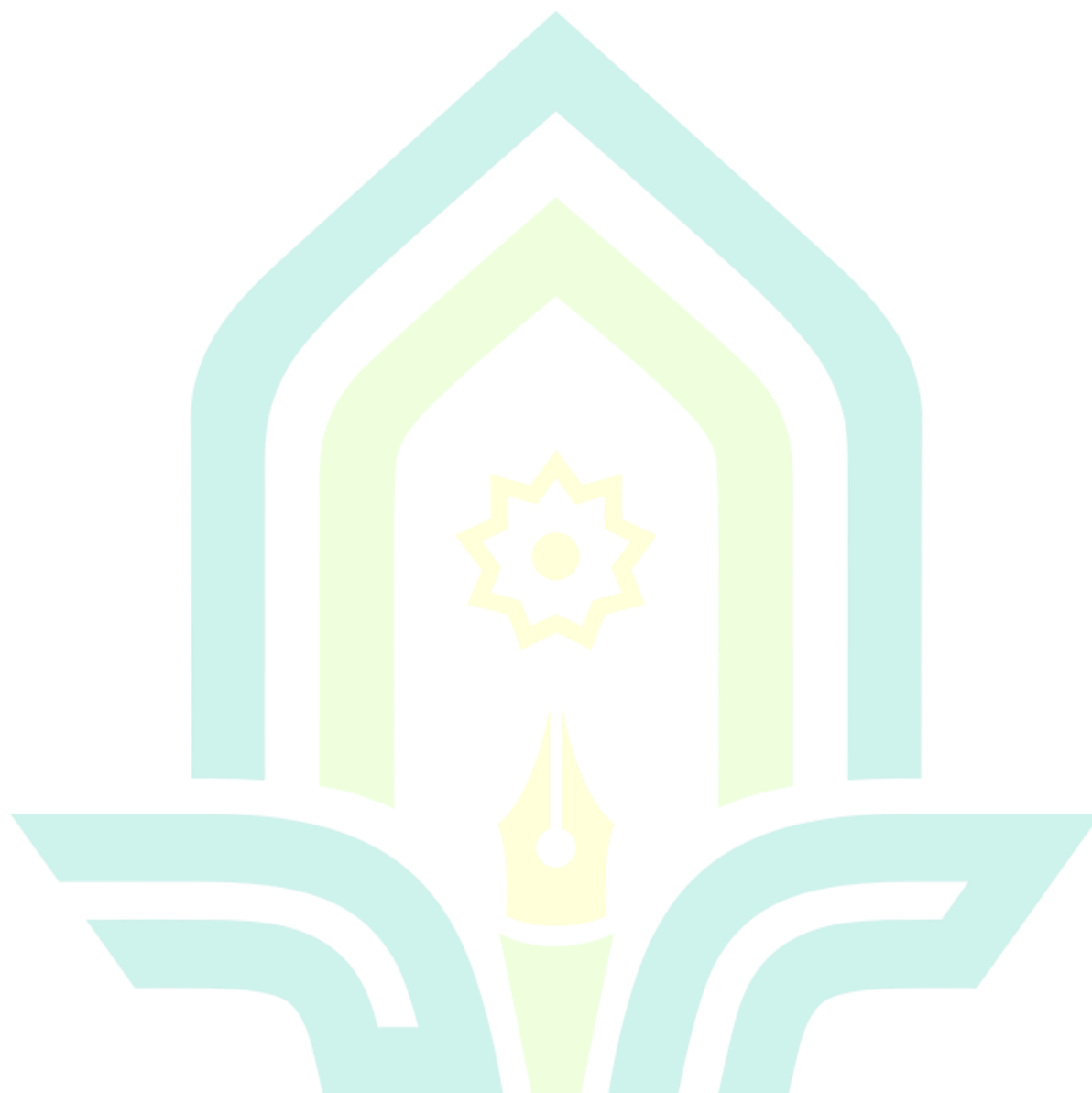
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ATTACHMENT

Interview Checklist

A. Steps of using verbal cards as media in teaching English speaking

1. Dalam persiapan mengajar, apakah guru mempelajari materi yang akan diajarkan terlebih dahulu sebelum masuk kedalam kelas?
2. Apakah guru mempersiapkan media verbal cards dengan baik, seperti mengecek kembali jumlah verbal cards?
3. Sebelum mulai pembelajaran, apakah guru memastikan jika dirinya sudah berada di titik yang terlihat oleh siswanya di dalam kelas?
4. Apakah guru memperhatikan tempat duduk siswa sebelum pembelajaran dimulai?
5. Dalam mengajar English speaking menggunakan verbal cards, apakah guru mempunyai langkah – langkah seperti menerangkan dahulu materi pada verbal cards, kemudian menyuruh siswa untuk memperhatikan, dan menyuruh siswa untuk praktik mengeja kata?
6. Apakah guru menyisipkan game pada pembelajaran English speaking menggunakan verbal cards?

B. Advantages and disadvantages of using verbal cards in teaching English speaking

1. Advantages using verbal cards
 - a) Menurut anda, apakah verbal cards bisa divisualisasikan sesuai konsep yang akan diinformasikan kepada siswa?

- b) Apakah dengan menggunakan media verbal cards metode pembelajaran dalam kelas menjadi lebih bermacam macam?
- c) Apakah verbal cards dapat membuat peserta didik lebih aktif dalam belajar dan tidak hanya mendengarkan uraian dari guru?
- d) Apakah verbal cards mampu merangsang respon peserta didik?
- e) Menurut anda, dengan menggunakan verbal cards akan lebih meringankan guru? Seperti guru jadi lebih santai karena tidak terlalu menggunakan tenaga yang besar ?

2. Disadvantages using verbal cards

- a) Menurut anda, apakah verbal cards bisa dilihat oleh semua siswa di dalam kelas?
- b) Apakah verbal cards efektif apabila digunakan di dalam kelas yang jumlah siswanya melebihi tiga puluh siswa?

Pertanyaan	Participant	Participant
Dalam persiapan mengajar, apakah guru mempelajari materi yang akan diajarkan terlebih dahulu sebelum masuk ke dalam kelas?	Tentu, mempelajari materi sebelum mengajar adalah bagian dari persiapan guru, ketika guru mampu mempersiapkan materi terlebih dahulu, nantinya guru akan lebih mudah dalam menyampaikan materi	Iya, karena dengan mempelajari materi terlebih dahulu maka guru akan lebih siap ketika mendapatkan pertanyaan dari peserta didik
Apakah guru mempersiapkan media verbal cards dengan baik, seperti mengecek kembali jumlah verbal cards?	Sebagai guru, mempersiapkan media pembelajaran adalah bagian dari persiapan sebelum mengajar. Kenapa? Ketika segala sesuatunya sudah tertata dengan baik, maka proses mengajar menjadi lebih well prepared.	Iya, mempersiapkan media pembelajaran atau verbal card sangat perlu karena ketika pembelajaran sedang berlangsung akan lebih siap dan tenang dalam proses belajar
Sebelum mulai pembelajaran, apakah guru memastikan jika dirinya sudah berada di titik yang terlihat oleh siswanya di dalam kelas?	Guru harus benar benar memastikan dimana dia harus memposisikan dirinya agar terlihat oleh siswanya. Jika tidak, maka siswanya akan kesulitan	Ketika mengajar awal masuk ke dalam kelas seorang guru tidak langsung duduk, akan tetapi berdiri di depan papan tulis dan mengucapkan salam sembari melihat setiap sudut agar peserta didik lebih siap dalam menerima pelajaran
Apakah guru memperhatikan tempat duduk siswa sebelum pembelajaran dimulai?	Harus, guru harus menata tempat duduk siswa agar dia juga dapat melakukan mobilitas dengan mudah agar dapat melihat perkembangan belajar siswa, mengecek pemahaman	Pastinya guru memperhatikan keadaan siswa termasuk tempat duduknya, dan sesekali guru melakukan keliling dalam kelas sembari mengecek pekerjaan peserta didik

	siswa, dan hubungan siswa dengan temannya.	
Dalam mengajar English speaking menggunakan verbal cards, apakah guru mempunyai langkah – langkah seperti menerangkan dahulu materi pada verbal cards, kemudian menyuruh siswa untuk memperhatikan, dan menyuruh siswa untuk praktik mengeja kata?	Tentu ada. Hampir sama dengan yang anda sebutkan yang pertama, saya terangkan terlebih dahulu materinya, kemudian saya menyuruh siswa untuk menirukan saya, kemudian saya membentuk kelompok siswa dan saya beri verbal cards di masing masing kelompok.	Untuk langkah-langkah yang dilakukan seorang guru pasti ada karena ketika proses pembelajaran anak anak sudah bisa praktik sendiri dan guru hanya mengawasi, karena sudah dijelaskan dari awal. Kemudian langkah langkahnya adalah pertama saya jelaskan terlebih dahulu materinya kemudian saya meminta siswa saya untuk memperhatikan dan menirukan apa yang saya lafalkan dari verbal cards, lalu saya membentuk sebuah kelompok diskusi siswa di kelas.
Apakah guru menyisipkan game pada pembelajaran English speaking menggunakan verbal cards?	Jika memungkinkan untuk dilakukan, hal itu akan berguna untuk meilekskan pikiran siswa dan membuat semangat belajar siswa menjadi naik.	Kalau game dalam menggunakan verbal cards paling hanya mengacak kartu agar peserta didik tidak hanya hafal satu jenis kartu saja
Menurut anda, apakah verbal cards bisa divisualisasikan sesuai konsep yang akan diinformasikan kepada siswa?	Bisa saja. Karena verbal cards yang saya buat sebelumnya sudah saya sesuaikan dengan materi yang akan saya sampaikan	Iya bisa. Verbal cards ini kan sebuah kartu yang dimana kita dapat merubah dan menambah ya. Jadi, bisa kita sesuaikan dengan konsep apa yang kita mau berdasarkan materi yang akan disampaikan

		di dalam kelas
Apakah dengan menggunakan media verbal cards metode pembelajaran dalam kelas menjadi lebih bermacam macam dan tidak monoton ?	Iya. Dalam menyampaikan materi menggunakan verbal cards bisa di mix dengan games seperti yang biasa saya lakukan, jadi metodenya tidak hanya ceramah saja	Iya betul, biasanya metode yang saya gunakan dengan media verbal cards itu metode games antar kelompok, jadi pembelajarannya tidak monoton.
Apakah verbal cards dapat membuat peserta didik lebih aktif dalam belajar dan tidak hanya mendengarkan uraian dari guru?	Sejauh ini bisa. Dengan membentuk kelompok belajar menggunakan verbal cards di dalam kelas siswa jadi lebih antusias dan aktif diskusi dengan teman kelompoknya terkait materi yang ada dalam verbal cards.	Iya jelas peserta didik lebih aktif dalam belajar ketika menggunakan verbal cards karena mereka belajar dengan temanya sendiri, dan guru hanya mengawasi
Apakah verbal cards mampu merangsang respon peserta didik?	Iya betul dengan menggunakan verbal cards siswa lebih respon terhadap pembelajaran	Sejauh ini iya, karena jika hanya mendengarkan uraian guru siswa akan lebih bosan dan kurang merangsang respon peserta didik
Menurut anda, dengan menggunakan verbal cards akan lebih meringankan guru? Seperti guru jadi lebih santai karena tidak terlalu menggunakan tenaga yang besar ?	Saya rasa begitu, karena dengan menggunakan verbal cards siswa lebih cenderung kepada belajar mandiri dengan kelompoknya sehingga tenaga saya tidak terlalu banyak digunakan seperti metode ceramah berjam jam.	Iya guru lebih santai dan hanya mengawasi peserta didiknya agar pembelajaran berjalan kondusif
Menurut anda, apakah verbal cards bisa dilihat oleh semua	Menurut saya verbal cards tidak bisa dilihat oleh siswa yang duduk	Iya betul.verbal cards tidak bisa dijangkau oleh peserta didik yang

<p>siswa di dalam kelas ketika anda sedang menjelaskan materi menggunakan verbal cards?</p>	<p>jauh dari tempat saya berdiri dan menjelaskan. Sehingga terkadang saya mengatur tempat duduk siswa agar semuanya bisa melihat verbal cards ketika saya menjelaskan.</p>	<p>duduknya jauh atau sebut saja siswa yang duduk di pojok kelas.</p>
<p>Apakah verbal cards efektif apabila digunakan di dalam kelas yang jumlah siswanya melebihi tiga puluh siswa?</p>	<p>Kalau dikelas saya, yaitu jurusan teknik bodi otomotif itu siswanya dengan jumlah tigapuluh orang masih bisa efektif dan dikendalikan. Namun pada kelas lain yang saya ajar seperti kelas jurusan teknik mesin yang jumlah rombelya kurang lebih empat puluh, saya rasa kurang efektif dan saya agak kesulitan mengatur mereka dengan jumlah mereka yang banyak.</p>	<p>Verbal cards menurut saya tidak efektif jika digunakan melebihi batas rombongan belajar kelas, karena komunikasi antar siswa dengan yang lain juga akan terganggu</p>



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Sehubungan dengan hal itu, dimohon kesediaan Bapak/Ibu untuk memberikan ijin penelitian kepada mahasiswa tersebut.

Demikian, atas kebijaksanaan dan bantuan Bapak/Ibu disampaikan terima kasih

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