

The Use of Talking Cards to Promote Students' Motivation in Speaking Skill Performance

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Abstract

Due to low motivation of Management students in sharing their ideas orally, a study on using a talking card to promote students' motivation in speaking skill performance was conducted. A classroom observation method was used in this study. The sample was 40 students of Management Students in the sixth Semester of STIE MuliaDarmaPratama Palembang. The data were obtained by means of observation and questionnaire. Based on the result of the data analysis, it found out that there was a significant difference of students' willingness in speaking up their opinion after implementing the talking cards. It was also found out that the samples had positive attitude toward the use of talking cards. Most of them were glad to have the cards during the lesson. The students became more enthusiastic as they competed each other to spend the cards soon. They also, subconsciously, developed their 4Cs (Critical thinking and Problem solving, Communication, Collaboration, Creativity and Innovation) as they should find any strategy in order to produce words to argue for their friend's opinion or simply just to give comment to their friend's story. Finally, the writer recommends the use of this card in order to promote students' motivation in speaking as well as develop their 4Cs.

Keywords : speaking skill performance, students' motivation, talking cards

Abstrak

Karena motivasi rendah siswa Manajemen dalam berbagi ide mereka secara lisan, sebuah penelitian tentang penggunaan talking cards untuk mempromosikan motivasi siswa dalam keterampilan berbicara dilakukan. Metode observasi kelas digunakan dalam penelitian ini. Sampel penelitian adalah 40 mahasiswa Manajemen Mahasiswa semester enam STIE Mulia Darma Pratama Palembang. Data diperoleh dengan cara observasi dan kuesioner. Berdasarkan hasil analisis data, ditemukan bahwa ada perbedaan yang signifikan dari kemauan siswa dalam mengungkapkan pendapat mereka setelah menerapkan kartu berbicara. Itu juga menemukan bahwa sampel memiliki sikap positif terhadap penggunaan talking cards. Sebagian besar dari mereka senang memiliki kartu selama pelajaran. Para siswa menjadi lebih antusias karena mereka saling berkompetisi untuk segera menghabiskan kartu. Mereka juga, tanpa sadar, mengembangkan 4C mereka (Pemikiran Kritis dan Pemecahan masalah, Komunikasi, Kolaborasi, Kreativitas, dan Inovasi) karena mereka harus menemukan strategi apa pun untuk menghasilkan kata-kata untuk memperdebatkan pendapat teman mereka atau hanya sekadar memberi komentar pada kisah teman mereka. Akhirnya, penulis merekomendasikan penggunaan kartu ini untuk mempromosikan motivasi siswa dalam berbicara serta mengembangkan 4C mereka.

Kata kunci : keterampilan berbicara, motivasi siswa, talking cards

1. Introduction

English is an international language. It is the language of international communication, the media and the internet, so learning English is important for socializing and entertainment as well as work. Since English is a foreign language in our country, most of institutions made English as one of the compulsory subject. One of the conditions that the students must require is having ability to speak English fluently. This skill will be their plus point in facing the working world. According to Ladouse (in Nunan, 1991, p. 23) speaking described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Then, Brown (2001, p. 267) cited that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he stated that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers. It shows that there is an important role for students to actively get involved with their classmates in order to gain the ability of speaking. In short, speaking skill is always related to communication. Speaking skill itself can be defined as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

Learning new language is challenging, it takes a long time. When the writer asked some questions to relate the lesson with the students' prior knowledge, almost all of Management students kept silent. They seemed just let their other friends answer those questions. The writer noticed only four the same students that answered the questions over and over. The big questions are why the students did not want to share their ideas, why they just neglected the questions and wished other friends to answer. The writer wondered why most of them didn't have any motivation to speak up their opinion. The first cause that makes the students difficult in speaking English is that the environment does not support the students to speak English frequently. Hence, the writer comes up that a talking card could help to boost the students' motivation in the speaking skill.

Unfortunately, there is no single magical formula for motivating students to learn English as well as speak English. Many factors affect a given student's motivation to work and to learn; interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and persistence (Bligh, 1971; Sass, 1989). And, of course, not all students are motivated by the same values, needs, desires, or wants. Some of the students will be motivated by the approval of others, some by overcoming challenges. According to Brophy (1987), motivation to learn is a competence acquired "through general experience but stimulated most directly through modeling, communication of expectations, and direct

instruction or socialization by significant others (especially parents and teachers)."

As one of the factors that influences in language learning, motivation takes crucial part especially in learning English. Hill (2000, p.8) defines motivation as moving in a direction of our choosing. It is also described as forces acting on within us that initiate and give it direction. Similarly motivation is also defined as something behind the actions; it acts as something that energizes behavior (Woolfolk and Nicolich, 1980, p. 139). It means that motivation is something behind the actions; it acts as the energy which pushes somebody to do something. Then the motivation is defined as the push of mental forces to accomplish an action (Sthulman, 2006, p. 30). Generally, motivation is conceptualized as either *intrinsic* or *extrinsic*. Intrinsic motivation occurs when people are internally motivated to do something because it either brings them pleasure, they think it is important, or they feel that what they are learning is significant. While extrinsic motivation comes into play when a student is compelled to do something or act a certain way because of factors external to him or her (like money or good grades). Because students are not always internally motivated, they sometimes need *situated motivation*, which is found in environmental conditions that the teacher creates. Studies show that if the person receives any reward immediately, the effect is greater, and decreases as delay lengthens. Repetitive action-reward combination can cause the action to become habit. Finally, since motivation has crucial role in study yet sometimes not all students are internally motivated to study, teachers can manipulate the teaching and learning process to create situated motivation.

According to Kamaludin (2009) media are facilities, resources or tools to utter expressions of art, the line form that is used by people to produce message or information and any components around the students that can convey messages that motivated the students to learn. The function of using media is meaningful and clear for the students. It can create an interesting learning atmosphere and solving limited space which increase students' motivation. Therefore, the talking card is a medium to help students extrinsically motivated to raise their hands and speak up their thought. The talking card is a set of cards made of colorful paper and pictures to be distributed to students during the teaching and learning process. The visual impact of images has been proved to be superior to the one of texts (Clark and Lyons, 2004). The visual materials support them in that matter, as they serve as metal scaffolds for the students (Carney and Levin, 2002) and help teachers to correlate and coordinate accurate concepts making the learning more concrete (Mannan 2005, p.108). Hopefully by using talking cards can promote the students' intention to speak English in the class.

A. Methodology

To conduct this study, classroom observation method and questionnaire were used to collect the data. Classroom observation is certainly the most common

form of collecting data for teacher appraisal. Bennet, (1992, cited in Howard, A 2011) stated that classroom observation for some instructors will certainly be a substantial threat. Over the past several years, diverse research indicated that the way teachers behave in the classroom and the instructional approaches they use influence the degree students learn. Using classroom observations, educators and researchers are able to provide feedback that may lead to changes in teaching practices. Hopkins (2002) believes that the motivation behind any school observation does not stop at classroom research but it also extends to the professional development of teachers. It is because of the many years of observations that modern educationalists decided to abandon through time the conventional 'recitation lesson', that is the formal presentation of information by the teacher standing at the front of the class, was standard (Wragg, 1999). Clearly, different forms of observations encompass various criteria. These criteria may be comprehensive or specific. Some observation forms may focus on the students' behavior while others may seek out the response of teachers to such behaviors. According to Hopkins (2002), there are four methods of observation: open, focused, structured, and systematic. Each method needs special instrument. Observation tools are forms that are to be filled out by the observer. Depending on the observation technique, some forms or instruments may simply be a blank sheet, a worksheet, a scale, checklists, computer software, or a tally sheet. Some observers may be affected by the setting in which the lesson takes place and may focus on some particular feature of the teaching of one specific subject, like science or English. This in turn may influence whether they adopt a quantitative style, which is a type of systematic approach; counting and recording of individual events, or a qualitative method, which is a type of the open observation approach, trying to look behind and beneath the mere frequencies (wragg 1999). In addition, the classroom observation is seen as a crucial element of each educational system, researchers have found that teachers were not satisfied with the observation process. The main reasons researchers found were judgmental, evaluative nature of observation, authoritative role of observers and prescriptive nature of feedback (Akbari and Tajik 2007).

In this study, the writer gave some treatments using talking cards. The first meeting, Students worked individually to answer questions orally. Each student was given two talking cards. Anytime the student answered one question or shared any idea or gave comment to his friend's opinion, he could return one card to the teacher. The treatment given for the second time was the same as the first treatment, but at this time each student was given three talking cards. Again the treatment given for the third time was the same as the first and second treatment, but at the third meeting each student was given four talking cards. Then the fourth meeting, Students worked in group of three to answer questions orally or share their opinion. Each group was given ten talking cards. Anytime the group answered one

question or shared any idea or gave comment to other group's opinion, they could return one card to the teacher. This last treatment aimed to check whether the students were still reluctant to speak and just let one representative member become the speaker.

2. Findings and Interpretations

A. The findings of the study

In pretest, it showed that only ten students initiatively answered any questions given by teacher. In the first treatment, it found out that nineteen students were capable to speak up and spent the two given talking cards while ten other students just spent one talking card. In the second treatment, it found out that thirty seven students were capable to speak up and spent the three given talking cards while three other students just spent one to two talking cards. In the third treatment, it found that forty students were capable to speak up and spent the four given talking cards. In posttest, it showed that all the students initiatively answered the questions, shared their opinion, and comment to other group's ideas. They no longer just let one representative member become the speaker.

Table 1. The Result of Treatment Given to the Students

Treatment	Number of talking cards given	Number of students	Number of students spoke up/ spent all the cards
Pretest	-	40	10
First	2	40	19
Second	3	40	37
Third	4	40	40
Posttest	10	40	40

Then the questionnaire was given to know the students' views toward the using of talking cards in promoting their speaking skill performance. There were four closed questions asked to the students.

Table 2. The Result of Questionnaire

Question	Number of students answering "yes"	Number of students answering "no"
Do you like using talking cards?	40	0
Do the cards help you not to be shy to share your thought?	40	0
Do you speak just because you want to spend your cards?	10	30
Which do you prefer in studying to use talking cards or not?	40	0

From the questionnaire, it was found out that ten students willingly spoke up because of the help of talking cards; they spoke just because to spend the talking cards. Meanwhile the other thirty students finally had their own motivation to speak up not only just because to spend the talking cards. In addition, all the forty students had positive responses in using the talking cards to help them motivated in speaking performance. The students' participation and engagement during the first part of the lesson can be rated as medium. Those of the students who understood the structures were highly participative, meanwhile others, not very secure about the use of modal verbs, preferred to keep silence. The level of noise was very low, as students respected the turns in the correction. Then Most of the students shared their experiences and ideas, making short sentences, such as "my favorite things of the circus are the clowns" or "I went when I was a child". Students felt confident to express their own ideas, so it can be said that participation and engagement were high. One fact that should be emphasized is that some of the students who were passive during the first task clearly changed their attitude towards more active participation.

Talking cards helped the students to engage the lesson as well as speak English. It developed students' 4Cs (Critical thinking and Problem solving, Communication, Collaboration, Creativity and Innovation) during the classroom. The students' could analyze and evaluate major alternative points of view, Synthesize and make connections between information and arguments given then interpret information and draw conclusions based on the best analysis of the materials given by using talking cards. They also had the ability to work effectively with others and reflect critically on learning experiences and processes..

3. Conclusions

The talking cards did help students to increase their motivation in speaking. Though in the first hand they spoke just in order to spend the card; eventually they initiatively raised their hands and shared their opinion orally.

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