

**THE IMPLEMENTATION OF CONVERSATION CARDS TO IMPROVE
EFL STUDENTS' SPEAKING SKILLS**

THESIS



*Submitted in fulfilment of requirements for the Bachelor degree of English
Language Education Department
Faculty of Teacher Training and Education
University of Widya Gama Mahakam Samarinda*

By:

JALALUDDIN RAHMAD
NPM 2088203012

**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF WIDYA GAMA MAHAKAM SAMARINDA
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PAGE OF APPROVAL

THESIS

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JALALUDDIN RAHMAD

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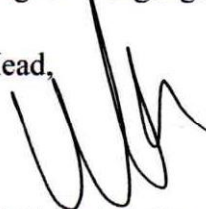
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CURRICULUM VITAE



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Declare that:

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ABSTRACT

Rahmad, Jalaluddin, 2025. *The Implementation of Conversation Cards to Improve EFL Students' Speaking Skills.* Bachelor Thesis of English Language Education Department, Faculty of Teacher Training and Education, University of Widya Gama Mahakam Samarinda. Advisors: (I) Dr. Abdul Rohman, M.Pd. (II) Godefridus Bali Geroda, M.Pd.

The aim of this study was to describe how the implementation of conversation cards could improve the speaking skills of EFL students, specifically in the areas of accuracy, fluency, pronunciation and intonation, and vocabulary. The subjects of this study were the students of X-7 in SMA Negeri 5 Samarinda in the 2023/2024 academic year. The total number of students was 34, consisting of 13 males and 21 females.

The research design used classroom action research (CAR), consisting of two cycles. The study utilized a pretest, posttest, and documentation as its instruments. The researcher collected quantitative data from the pretest and the posttest. The study analyzed the test scores to measure speaking skills and compared improvements using mean scores and percentages.

The success criteria adhered to KKTP (*Kriteria Ketercapaian Tujuan Pembelajaran*). In the precycle, the average pretest score was 56.62, with 8 students passing the KKTP and 26 failing. After cycle one, the average score increased to 76.1; 23 passed, and 11 failed. In the cycle two, it increased to 82.9, with 30 passing and 4 failing. This proved that the results met the success criteria. Therefore, the implementation of conversation cards could improve the speaking skills of EFL students.

Keywords: *Conversation Cards, EFL Students, Speaking Skills, KKTP*

PREFACE

All praises to Allah SWT, the almighty god who has blessed the author and guided him on the right path so he can complete this thesis. This researcher would also like to thank:

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This thesis is far from perfect, but the researcher hopes this thesis will also be beneficial to others, especially for the readers. Further suggestions and criticism are expected to improve this thesis.

Samarinda, 7 May 2024

The Researcher,

A handwritten signature in black ink, appearing to be 'Jalaluddin Rahmad', written over a horizontal line.

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CHAPTER I

INTRODUCTION

This chapter covers several discussions of the study's background, research question, objective, theoretical and practical significance, scope and limitations, and definition of key terms.

1.1 Background of Study

Speaking is one of the basic skills of language that should be regarded as one of the most important skills. Nazara (2011) stated that speaking has always been the most crucial skills to master. Speaking has been a significant focus for research and conferences for many years; numerous books, videos, and audio have speaking and conversation content. The majority consider speaking the benchmark for mastering the language. Therefore, speaking is a mark of the acquisition of fluency in the language.

The term “EFL student” refers to a student who learns and practices English as a foreign language in non-English-speaking countries (e.g., Indonesia, China, Saudi Arabia). EFL students are diverse and may come from varying backgrounds in linguistics, culture, nationality, proficiency, etc. For instance, in Indonesia, students begin to learn English from elementary school until high school. Also, English is the primary foreign language taught in this country.

Acquiring speaking skills in English is very important for EFL students. However, some indications showed EFL learners' challenges and obstacles in speaking. Abrar et al. (2018) stated that internal and external factors can prompt EFL learners to struggle with speaking. Low motivation, anxiety, and unfavorable attitudes toward the language indicate internal factors. The external factors include classroom conditions and negative feedback from teachers and students, which affects the student's behavior from actively participating in a class to being more passive.

As a consequence, students neglect their speaking skills. Furthermore, Rao (2019) argued that in most cases, teaching speaking skills has always been undervalued in the EFL class setting, as speaking is considered primarily memorization and repetition drills. In addition, the prioritization of writing and reading skills in most EFL classroom situations has often neglected teaching speaking as a communication skill that is very necessary in the modern world. This issue caused the distribution of teaching speaking to be rare, which affected the students' tendency to be untrained in speaking skills.

The researcher came to SMA Negeri 5 Samarinda and proposed to become a substitute teacher in the school. The researcher found difficulties in the students' speaking. The researcher observed the students' speaking skills using peer interviews between students. It displays common fluency problems, such as pauses and hesitance in students' speaking. Their responses are short, with limitations in vocabulary and expressions. In addition, the researcher found that students need to work on their accuracy, as grammar errors mainly happen. The researcher can

conclude that the students still need guidance to describe their conversation more, as they still don't understand how to do the conversation well by making statements, responding, and asking questions in basic conversation. The researcher indicated that 80% of students are still below the expectation of good speaking proficiency.

Furthermore, sentence formation skills are considerably low, and the students are nervous about making mistakes when the students are in the classroom (Hosni, 2014). The researcher's experience supports this statement. In the classroom, usually, the teacher is the one who speaks, and the students are the listeners. When the students begin to talk in English, they are confused about what to say, how to ask a question, and how to respond to it in English. It is commonly rare to find students actively participating in speaking English in class. Shen and Chiu (2019) investigated the difficult factors of psychology, such as anxiousness and nervousness, and the lack of vocabulary knowledge in most situations where English conversation is rarely conducted in the classroom, which will lead to bad speaking skills.

In the *Kurikulum Merdeka*, the teacher integrated the KKTP, also known as *Kriteria Ketercapaian Tujuan Pembelajaran*, which serves as a criterion for evaluating students' achievement of learning objectives. Juhairiah (2023) added that the main change from the previous curriculum is that the criteria no longer use numerical values like 60, 75, or 85. It now has a description, rubric, and score interval. The ideal completion score is 100. Nationally, the target completion score is 75. The education unit can even begin at a level below the national goal and gradually raise it.

At SMA Negeri 5 Samarinda, students were required to achieve a score of 75 on the KKTP. The KKTP's description system relied on the learning objectives described in the speaking skills rubric. These criteria/descriptions match the module's learning objectives. Since 80% of students in this class still lack the necessary proficiency in speaking, it is necessary to implement a teaching strategy that not only enhances their skills but also supports them in achieving the learning objectives.

In order to maintain student motivation in speaking English, it is important for teachers to implement various strategies when teaching speaking skills. One practical approach is known as 'Conversation', which is a teaching strategy that uses simple, short, and brief sentences to improve students' willingness to speak and add new English vocabulary (Robert & Pane, 2020). The use of flashcards as teaching media makes it easy to speak English; they also become more active in responding to English expressions and questions that the teacher asks. Flashcards are a teaching medium from cards containing information (words, phrases, questions, photos, numbers) and are commonly used by people to aid memorization. However, it is not solely just for memorizing material; the main purpose of flashcards is for learning, and it can be applied to most teaching approaches. Flashcards have many advantages for the fun learning process as they are the media where students can speak easily and actively stimulate their creativity in delivering effective communication (Rahmawati & Rustipa, 2023; Susanti et al., 2022).

As explained above, the researcher wants to combine the “Flashcard” media with the teaching method of “Conversation,” known as “Conversation Cards.” Conversation cards are like flashcards; they contain words, phrases, and questions with simple and brief ideas so the students know the basic idea of what they are going to talk about in those conversation cards. The use of conversation cards is to deliver their ideas and express them orally based on the picture and sentence. Furthermore, students will not be confused about things to say because the topic of conversation and pictures are already included in the card.

Conversation cards are popular in social settings. The students can use the cards to speak English with their classmates. There are many modeled conversation cards. Other researchers, like Pike, (2006) modeled her conversation cards in topic and talk cards. Deubelbeiss (2020) used conversation cards to encourage students to build their communication skills into 41 different deck cards. Gibson (2002) used the QRF technique in teaching students to actively participate in speaking. The conversation cards are like communication games where students sit together and have a conversation in groups, which is not only fun but also builds their speaking skills and is great to be applied in the EFL classroom setting.

Based on the explanation above, Conversation Cards have many advantages in helping EFL students to improve their speaking skills. The strategy could also be applied as the solution for the challenges of speaking difficulties in EFL classrooms. Accordingly, the researcher intended to conduct a classroom action research entitled **“The Implementation of Conversation Cards to Improve EFL Students’ Speaking Skills”**.

1.2 Research Question

Based on the background above, the research question is:

1. How can Conversation Cards improve EFL Students' speaking skills?

1.3 Research Objective

The objective of this research is to describe how Conversation Cards can improve EFL Students' speaking skills.

1.4 Theoretical and Practical Significances

This research is anticipated to offer both knowledge and practicality to both students and teachers. The research's significations are:

1. For the students: (a) Theoretically, to inform the students that speaking skills are one of the most important in skill language learning; (b) Practically, to introduce students to a useful strategy for improving their speaking skills by using conversation cards.
2. For the teacher: (a) Theoretically, to inform the teachers about a teaching strategy for improving speaking skills; (b) Practically, to introduce English teachers to conversation cards so the method can be used as an alternative teaching strategy in teaching, especially in speaking improvement.

3. For other researchers: (a) Theoretically, to give information to researchers that have the same interest in developing speaking skills or related fieldwork; (b) Practically, to provide a possible reference for researchers who want to conduct a similar topic of improving speaking skills.

1.5 Scopes and Limitations

The scope and limit were decided to clarify the research. In this research, the researcher only focused on the implementation of conversation cards to improve students' speaking skills. Conversation cards were expected to overcome the problems found to help EFL students improve their speaking skills and overall score.

1.6 Operational Definition of Key Terms

The researcher will provide definitions for the important terms as follows in order to prevent any misunderstandings during this research:

1) Conversation Cards

Conversation cards are used in teaching activities. Conversation cards consist of topics of conversation and can include words, phrases, questions, numbers, and tures. Conversation cards tell the students what topics they are going to talk about.

2) EFL Students

EFL students are students who studied English as a Foreign Language. EFL students come from different backgrounds of linguistics, culture, and nations.

However, typically, EFL students are students who come from non-native-speaking countries and studied English in academic settings at school and university.

3) Speaking Skills

Speaking skills are one of the basic skills in English. Speaking skills refer to the capacity and ability of a speaker to communicate effectively in a language. Speaking skills are composed of vocabulary, grammar, pronunciation, and fluency.

4) KKTP

Kriteria Ketercapaian Tujuan Pembelajaran, also known as KKTP, is a component of *Kurikulum Merdeka* that aligns with the learning objectives. It incorporates indicators to measure the extent of achievement for the learning objective criteria. A set of descriptions, a rubric, or a score interval can describe these criteria.

CHAPTER II

REVIEW OF LITERATURE

2.1 The Definition of Speaking

There are many definitions of speaking, according to the experts. Chaney and Burk in Suban (2021) defined speaking as the process of using verbal and non-verbal means to build and share meaning in a different context. Furthermore, Burns and Joyce in Suban (2021) described that an interactive process in building meaning that involves producing, receiving, and processing information is known as speaking. They further stated that the form and meaning of verbal communication depend on the participants, the purpose of speaking, and the context in which it takes place. Speaking is one of the language skills classified as the productive skills important in acquiring a language (Nuraini, 2016).

Therefore, the researcher can conclude that speaking is the productive oral skill in a language that has a process of creating and exchanging information by meaning through verbal and non-verbal with the interactive process of producing, receiving, and processing information and has the purpose in a variety of contexts. The speaking could provide students the opportunity to communicate actively in the classroom. As they engaged in the conversation, not only building the speaking proficiency but also, they improved their language skills in general.

2.2 The Competencies of Speaking

In the classroom, the students may possess varied competencies in speaking; some show significant improvement, while others show low proficiency. It should be noted that the speaking competencies should be actively developed in the class to achieve the higher competencies (Maba, 2022). The competencies of speaking cover two areas: fluency and accuracy. Mazouzi (2013) stated learner activities are designed based on fluency and accuracy. Incorporating the psychological and instructional perspectives is necessary for both competencies (Dinçer et al., 2012).

When teaching speaking skills, it is crucial to emphasize the importance of both fluency and accuracy. Both aspects were unseparated and must be developed accordingly. The following are the elements that contribute to both speaking competencies.

2.2.1 Fluency

Having strong fluency in speaking can make a proficient speaker. As an example, skilled speakers will prioritize their speed and smoothness in their conversation, including the flow of phrases, sounds, and syllables. Numerous studies have discussed the importance of fluency. Permana et al. (2021) affirmed that speaking fluency enables students to improve their proficiency in speaking. It is observed by the delivery of speaking that is natural, impressive, and slicker. As a result, the communication becomes more effective with fewer pauses, stuttering, and gaps.

Using language with confidence, a clear pronunciation, no hesitations, and no pauses is defined as speaking fluently (Shahini & Shahamirian, 2017). To illustrate this in the classroom, speaking fluency is about getting students to start speaking. By having the courage to talk, they will build confidence. As a teacher, it is essential to give students more opportunities to speak, which will be a good way to improve their fluency.

However, we often misinterpret speaking fluency with fast speech. A person who speaks fast is often misinterpreted as someone who has good fluency; instead, the listener will often hear the communication become rushed or unclear. Based on the idea of Harmer in Permana et al. (2021), he emphasized that fluency is explained as the focus of giving communication that is as effective as possible. Given the circumstances, it can be clarified that speaking fluency emphasizes giving the content of speech in a coherent and clear manner.

2.2.2 Accuracy

The accuracy of speaking explores how well the pronunciation is spoken by the students, the proper usage of grammar, and the appropriate vocabulary (Firman & Haq, 2012). Pronunciation is how the speaker pronounces the word or phrase and how articulate the utterances are (Firman & Haq, 2012). The pronunciation should not be unnoticed regarding speaking accuracy, as poor pronunciation may cause inaccurate meaning for both sides who speak or listen to the conversation (Purwanto, 2019). In addition, appropriate pronunciation also focuses on the stress, the intonation, and the rhythm, which can be improved through active repetition

and adapting to the sounds on how to accurately pronounce the word, phrase, or utterance.

Huddleston et al. (2022) stated that grammar revolves around the sentence structure and smaller units: clauses, phrases, and words. The complexity of grammar is introduced with various terms of area syntax (how the sentence is assembled) and morphology (how the internal word is structured and has various different meanings). Furthermore, it also refers to the specific discussion of noun, verb, pronoun, subject, object, and tense. Mart (2013) suggested that students acquire a good understanding of grammar, which will significantly help them in their speaking performance. He noted that grammar helps to organize the sentences and the diction so it gives a meaningful message to the listener. Moreover, the mistakes in the use of grammar might lead to ineffective communication. Arguably, using correct grammar in different circumstances will accommodate students to speak accurately.

Vocabulary is essential to every language learner. Ngarofah and Sumarni (2018) stated that every individual has knowledge of vocabulary that is familiar with the language. They highlight that vocabulary is the foundation of the language and must be prioritized by students to help integrate speaking proficiency. In order to communicate accurately, vocabulary is an important aspect and should be continuously learned and prepared at an early age. In contrast, a situation where the students have inadequate vocabulary will lead to difficulty for the students in conveying a specific and meaningful message, which may cause misunderstanding or misinterpretation during the conversation. Consequently, choosing the

appropriate word choices is crucial in communicating accurately, precisely, and effectively.

2.3 The Function of Speaking

According to Brown and Yule in Suban (2021), speaking has three main functions: talk as interaction, talk as transaction, and talk as performance.

2.3.1 Talk as Interaction

Talk as interaction refers to the conversation that usually occurs when people meet each other and talk about different topics as the social interaction. For example, like greetings, conversation, and gossip. The conversation is one of the speaking functions of the daily conversation we have observed in our daily lives. Interaction is definitely a function where people converse and talk together.

2.3.2 Talk as Transaction

Talk as transaction refers to the situation where the talk focuses on negotiation or exchanging information, discussion on task, report, questions, comprehension check. The transaction function has many examples. One of the examples in the school can be seen in the classroom, where information is shared and exchanged. This function gives the listener and speaker both information or even negotiating products (promoting).

2.3.3 Talk as Performance

Talk as performance refers to the public speech to share or transfer information to the audience. For example, classroom presentations, announcements, and speeches. It is often written language or delivered in monologue. The performance function serves to give the listener information through the speaker delivering information in monologue. For instance, the opera show, poem, etc. Where the speaker talks in public and performs their speaking skills.

2.4 The Teaching Strategy for Speaking Skills

The teaching strategy of speaking skills plays a crucial role in the successful teaching and learning process in the classroom. A teacher must be creative in their knowledge transfer, not relying on the same strategy without implementing a creative innovation. There are many researchers debate the significance and what strategy should be used in teaching speaking skills.

Samad and Kafryawan (2021) defined learning strategy as the activity of managing, preparing, and analyzing learning methods and techniques to improve students' proficiency levels. They also mentioned that in the process of speaking a language, behavior and motivation to achieve new knowledge of a language are essential. The application of learning taxonomy and the adaptation strategy for different cases in schools and universities can be factors in the successful teaching and learning objectives.

As Kayi in Azizah and Lestari (2017) asserted, teachers have to promote activities in teaching speaking in varied ways. The teacher can use the following to improve students' speaking skills: discussion, role-play, simulations, information gaps, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, and finding the difference. The teaching activities also posed their own challenges and different methods were used to excel students' skills in speaking.

One of the learning strategies that can be applied in order to improve students' speaking skills is communication games. The application of games can be a fun activity and encourage communication with others (Azizah & Lestari, 2017). Amrullah in Azizah and Lestari (2017) stated that the use of games can be an interactive way to improve the mood of students in the teaching and learning process. He stated that teachers may use this as a vocabulary warm-up.

Azizah and Lestari (2017) mentioned that without the learning strategy, it will be impossible to achieve the goals of learning. The study observed the case of a pre-service teacher at ELED of UMY; in teaching activities, the pre-service teacher collaborates five strategies in teaching speaking with drilling, discussion, presentation, role play, and games. The result also showed that there are challenges posed during the process of learning, like the environment of learning itself, the motivation of students to participate, and the ability and word knowledge of the students.

The teachers have to consider an interesting method and the way to deliver it by using a teaching strategy. However, it does not imply that the teacher cannot develop or be creative based on the case in the classroom. The adaptation of learning activities is also necessary depending on their purpose and the challenges that may occur. Similarly, as stated by Laforcade et al. (2018), adaptability in developing the strategy is an essential key to achieving the teaching goal and opens the opportunity to change the game based on the student's characteristics.

2.4 The Teaching Speaking Techniques

In teaching speaking, techniques can be applied to create a proper classroom situation with proper instruction, ensuring the material is delivered effectively. The speaking technique also supported the correct execution of the activities. Harmer (2015) explored teaching speaking techniques, suggesting three aspects should be integrated into the technique: the procedure, solving the issues, and speaking activities.

Lead-in is the stage where the teacher engages the students with the topic or the focus subject. In this situation, the teacher gets the students through a kind of conversation or situation. After that, the teacher sets up the task through an activity; this can be applied through task instructions by giving small demonstrations and related instructions to complete the task. Afterward, the teacher must actively monitor the task, go around the class, provide help to those who are having difficulties, and listen to their work. Finally, the feedback is given to help them see

how well they have achieved the objectives. Always focus on the positive progress or remarks and not solely on the failures or mistakes.

The main issue in teaching speaking to students is mainly due to reluctance, which is a common behavior when people speak in a foreign language. Usually, it is inclined between desire (to speak) and fear (appearing foolish). The teaching of speaking should be in a favorable environment that helps students feel less nervous and creates the most relaxing environment in which to learn. A classroom with a relaxed atmosphere, which reduces anxiety, will lead to successful communication. Furthermore, the teacher must include the proper and correct level of the task based on the student's level and not go beyond their capabilities, which helps them feel more comfortable. Grouping is also great to apply, as shy students will communicate more with their friends instead of standing in front of the class, which can be a rather intimidating occasion in most cases. Finally, preparation is necessary for speaking. The preparation can include taking time to think before speaking, which will help students articulate their thoughts instead of rushing, which can lead to difficulties later. Harmer (2015) classified speaking into seven activities that can be implemented in the classroom as follows:

Acting from script, students act out scenes from plays or coursebooks. The playscripts are an activity where the students work on the play or written scripts to use them in the drama activity, focusing on the overall fluency of speaking, like intonation, stress, and speed. Drama is one of the playscript activities that accelerates confidence, contextualizes language, and enhances emotional and

intellectual characteristics. The simplest method of playscript often conducted in the classroom is dialogue. Students read a dialogue either from their coursebooks or the dialogues they write themselves. Playscript is a great activity to improve students' speaking through dialogue, but it is necessary to make sure the learning condition is enjoyable.

Communication games, the aim of this activity is to improve students' fluency in amusing activities. Information-gap games are the popular ones where students have to solve incomplete information or gaps, and later, they have to solve puzzles like drawing and describing, finding similarities and differences, and arranging in order. The influence of television also brought a lot of communication games that are great to be applied in the EFL classroom, like Just a Minute, comedy improvisation games, and Twenty Questions. Generally, communication games are fun game activities that involve not just speaking but also collaborating with strategic thinking to solve the problem.

Discussion, the activity ranges from informal to highly formal whole-stage events. The discussion needs preparation and time to be conducted, like in formal debates where the students have to favor their arguments in certain positions, opposing or supporting. However, some discussions can be informal, like in buzz groups (brainstorming), which include discussions of certain contents like news and books. The brainstorming taught students to think openly and share their thoughts and opinions. In some cases, discussion can be unplanned and used to reach a consensus to help the students excel in their decision-making.

Prepared talk, or presentation, is a prepared and formal talk where students perform their presentation on a topic. The activity has to be prepared properly through rehearsal and may use media elements like audio, video, PowerPoint, and good instructions on how to deliver the presentation. In addition, the listener's colleague should focus on analyzing and engaging with the discussion through follow-up questions, not merely listening.

Questionnaire, a planned activity used in the classroom to analyse the opinions of respondents. The activity of the questionnaire is focused on a topic, and it involves both written work, discussion, and prepared talks. The repetition of the same language pattern in questionnaires improves students' natural grammar patterns.

Simulation and roleplays, the activity gives roles and simulates real-life encounters like business meetings and general conversation, which is a beneficial activity for teaching students how to express and communicate on completely different occasions that they might never experience. Role play supports general speaking fluency and is an exercise to study English for a specific purpose (ESP). The roleplay can be used in an emergency situation to aid students in a dangerous situation. The benefits of simulation or roleplays are exciting and motivating activities, encouraging students who are often hesitant to be well prepared in making a decision, and giving broader usage of language and not just centered on task course activities.

Storytelling, it is a very popular and common activity in a daily human's life. Storytelling excels at boosting students' motivation, and it possesses all speaking usage and is highly natural, not like a prepared course activity. The storytelling activity engages in many genres, including folklore, myths, and even real-life stories. Therefore, telling the story from time to time and repeating it will be an ideal way to improve speaking skills.

Overall, understanding the speaking technique is important to be implemented in teaching speaking skills, as it already includes strategy, problem-solving, and activities that adjust to the students' level and circumstances. A notable mention is that speaking should be in a relaxed condition so the students will be motivated to speak due to speaking challenges. When the conditions were achieved, students should be able to focus on delivering their best performance in speaking.

In teaching speaking skills, it is crucial to provide an in-depth understanding of the speaking technique, which includes strategies, problem-solving, and activities that suit the students' proficiency level and particular circumstances. A significant factor is how speaking ought to take place in a relaxed atmosphere, since this improves the incentive for pupils to take part in speaking activities, regardless of the problems they may encounter. An EFL classroom should have a comprehensive approach to be implemented to excel the success of teaching speaking in the class.

2.5 The Media of Teaching Speaking Skills

In teaching English, it is important for the teacher to use media in the application of teaching speaking. The media helps the teacher deliver material to the students through connections that are resourceful and relevant to their lives. As stated by Baidawi (2016), teaching speaking needs a design of how the learning is conducted, and to design the best method, the teacher can use visual media that helps, like pictures, realia, television, etc. He stated that the existence of visual media can make students creative with their way of expressing ideas when they start speaking.

There are many teaching media that are used by teachers as educational resources to provide instructional material. They are also used to accelerate student learning. The teaching and learning process of media can be divided into six classifications: human media, printed media, visual media, audio media, audio-visual media, and multimedia (Arsyad, 2017). He pointed out that human media is also classified as the teaching media because it has been used since long ago to transfer knowledge.

More importantly, the teacher should not pick the media incautiously. The media can sometimes be useful and cannot align with the goal of learning. Bertram et al. in Silmi (2017) categorized the three conditions for media usage in teaching: the media should be used in the approach that shifts the focus more on the learners; the media must be associated with the material; and the media can have a positive

impact on the process of learning. The outcome of these three conditions will result in better learning in the classroom.

The teaching media also have a function in the learning. The function is then branched into different benefits to be applied in the class. Levie and Lenz in Wardaya (2018) explained that the function of teaching media has four functions in learning: the attention function, the affective function, the cognitive function, and the compensatory function.

A. The Attention Function

It can be argued that sometimes the teacher needs to attract their students' attention. Without a substance or media to support learning, the lesson in the classroom could become obscure. To elaborate this, the teacher may use media as it helps them to be interested in the subject of learning. Besides, conversation cards with images are an effective media for teaching speaking because they support students' interest in the learning activity.

B. The Affective Function

The affective function of visual media is used to make students feel in a better mood and enjoy the activity, especially when they are applying the conversation card. It may be that the image or picture included makes the students sense the beauty or the art that is shown on the visual media. Students are captivated by the design in the media as it looks appealing when used in the classroom. The affective media serves as an appealing aspect, making the lesson much more engaging.

C. The Cognitive Function

It has been shown that the visual media help students to memorize and convey the information easier by giving signs through symbols, images, etc. It clarifies even complex subjects better, making them easier to understand. The aspect is supported as a practical example, which helps students interpret the lesson. Subsequently, it has proved with the better achievement of classroom objectives.

D. The Compensatory Function

The compensatory function is valuable and adequate to be applied to any students, including those who are struggling. Based on the research, the visual media can accommodate students with lower performance by including images, symbols, and information that may help them to organize, to accept the material, and understand the context of the material that is being delivered to them. It operates as a bridge for learning gaps, presenting the lesson in a meaningful way to overcome barriers to comprehension.

2.6 The Concept of Conversation Cards

This study adapted the concept from the study of Gibson (2002). He used the Toss n' Talk to teach a lively, sustained conversation between the almost mixed-level EFL classes. The activity is focused on student-centered learning and has demonstrated improvement in participation, cooperation, and enthusiasm.

The QRF, mainly known as the question-response-follow-up questions, is a conversation pattern that allows the students to communicate together in groups, although in conditions of low speaking levels. The question begins by asking a basic

question related to the topic given. Therefore, if the students get a card stating "Introduction," then they have to throw out questions to their peers; it could be a question like "What is your name?" or "How old are you?".

The following step is known as the response. In this step, the teacher may ask the respondent how to respond to the question by replying to it, or they may use an interruption like "really!" or "wow!". In instances where they need repetition, they may use a made-up word like "echo" to ask the speaker to repeat the response again.

Afterward, in order to keep the flow of the conversation and maintain focus, the students may use the following-up questions. These may be used with the questions, such as "How about you? + questions". This pattern may be used as long as the conversation is still on the topic.

The invention of the conversation card was then initiated by Pike in 2006 with the title "TopicTalk," with Super Duper Publication as the producer. The game has a total of 205 cards, ranging from 75 topic cards, 70 talk cards, 30 question cards, 20 double talk cards, and 10 wild cards. The game also provides a five-minute timer. In order to play this game, the cards are divided into two types: topic cards and conversation cards. The topic cards are a set of 75 cards that are used to start any topic, and they are varied, ranging from common topics of conversation like descriptive to imaginative conditional questions.

The player uses the conversation cards to start the conversation. They can make comments or ask questions. The conversation cards include four types of cards: question cards, talk cards, doubletalk cards, and wild cards. The question cards are a set of 30 cards that are used to ask a question to another player. The question asked might vary based on the speaker's creativity. For example, if the topic card is "Talk about your hobby," the player might ask a hobby-related question, for example, "Is there any hobby you do not continue anymore?" or "What is the hobby you like to do together with friends?".

The talk card and double talk card are basically cards that are used to give comments together, consisting of 90 cards. The difference is that the talk card is a comment card, while the DoubleTalk card is a double comment card, so the player who uses this card must state two comments related to the topic and at the very least use two sentences as a start to the speaking. For example, the talk card might be used with "My hobby is football. I play football with my teammate at GOR Segiri every Sunday." the doubletalk card might add additional comments, for example, "I also do Pencak Silat, but I did not continue it because I had an accident before.". The last card is the wild card, which has the special ability to use one of the other three cards: the question card, the talk card, or the double talk card. The wild card only consisted of 10 cards.

Before the researcher applies the conversation card game, the researcher ensures the material is related to its usage and real-used speaking materials are given to students. The following material relates to asking and giving an opinion, liking and disliking, expressing questions, and extending questions. The students

are also allowed to be prepared with their own answers and questions from each card and do group discussions with their groups. On this occasion, the teacher also set up the rule of not interrupting while the students are speaking and giving certain feedback later.

The conversation cards are a set of cards that have a real-life function, not only in encouraging students to start speaking but also in giving them a chance to memorize the question, and students may vary the way they answer the questions. During this game as well, the students may make additional notes like writing general expressions, new vocabulary, or even new grammar functions, or additional examples as a hint for their speaking performance. The advantage of using the conversation with linked questions and material with images and scripts is that it will help the students understand and be interested in learning to speak since they are able to relate to the discussion.

In addition, the researcher made a conversation card adapted from “Topic Talk” by Pike in 2006. The following are the sample cards:

Figure 2.1 TopicTalk Cards: topic cards, question, talk, doubletalk, and wild



The conversation cards are also designed by Deubelbeiss (2020), who defines a conversation card as a discussion card that promotes students to engage in verbal communication in the classroom. The conversation card is initially presented in compact flashcards used in groups and developed into communicative games that allow students to engage in more extensive verbal discussion. The follow-up question technique is also included to increase participation in the discussion.

Figure 2.2 Deubelbeiss' Conversation Cards: tell us about, my opinion, simple q&a, and my favourite things



The Deubelbeiss' conversation card is divided into 41 distinct types, each with its own set of rules and topics. These cards include fundamental grammar for filling in information gaps and facilitating question-and-answer interactions. A few examples of Deubelbeiss' conversation cards are described below:

1. **Tell us about**, the card prompts students to select a topic and engage in a discussion about it. For instance, if a student selects the topic "Your Mother," they have to talk about it. An example response could be, "My mother is a businesswoman." Other students may then ask follow-up questions such as "Where does she work?" or "Is she well-known in the town as a businesswoman?".
2. **Basic Q&A**, a student selects a simple and fundamental question, such as "What is your favourite food?" and passes it to another classmate to answer the question. This conversation card is a basic one-way question. However, follow-up questions may also be used, such as "Why do you like the food?" to keep up the discussion related to the topic.

3. **My Favorite Things**, this card prompts students to express their favorite things, such as favorite foods, drinks, movies, etc. The player who gets this card must tell their favorite things based on the keywords. One of the example keywords could be "celebrity." Then, a student should describe who their favorite celebrity is and talk about it.

The conversation card may vary based on its function and the rules. The students can demonstrate their speaking proficiency by maintaining a conversation and utilizing fundamental grammar and vocabulary skills. The primary objective of a conversation card is to encourage students to begin speaking English. Therefore, the teacher has to consider different usages and adapt them according to the student's needs and conditions in the classroom.

2.7 The Procedure of Applying Conversation Cards in Teaching Speaking

The procedure for applying these conversation cards is mainly based on the "Topic Talks" card. Primarily, the procedure steps are presented in an organized steps as followed:

Preparation Steps (Preparation Steps), as the starter, the researcher can divide the students into peers or groups consisting of 4-6 members. The conversation cards must be split accordingly into their types (Talk, Question, Double talk, and Wild) and ensured thoroughly shuffled the cards. Afterward, the researcher passes seven cards to each student and puts the cards face down, and the students are allowed to check their cards.

Beginning Steps (Initial Steps), Considerable note, if the player one has no cards of talk, double talk, or wild card, the player has to draw cards from the conversation card pile until the students get one of those cards. The first player starts by opening one topic card, which will be the topic of the first conversation. Afterward, the player turns over one card and puts it beside the topic card pile.

The Continuation Step (Following Steps), the second player continues to play the card by playing any of the conversation cards in his/her hand. Player two places the card face up next to the conversation card pile and makes a comment (Talk), making two comments (DoubleTalk), asking a question to the other player (Question), and subtraction card (Wild Card) about the topic. Then the game continues until the first player can manage to get rid of all his/her cards.

Additional Notes:

1. If the player uses a question card to ask a question, then play changes direction. The player to the right or left (depending on the previous direction of play) must then answer the question using a *Talk*, *DoubleTalk*, or *Wild Card*.
2. Starting a new game can be continued by shuffling their cards and passing seven cards to another player. The player then proceeds with the game, following the steps outlined in the procedure.
3. The teacher is allowed to monitor the class during the conversation card game by providing help and feedback.
4. The 5 minute-timer can be used as the time for timed discussion after the time is finished then continue with the new topic card.

Additionally, to implement a conversation card as a strategy, the researcher may collaborate on the Deubelbeiss' conversation card as well. The model has over forty different sets of cards involving a wide variety of speaking usage and speaking expressions. The procedures that follow are possibly suitable, such as:

1. Arrange students into small groups and distribute sets of cards featuring certain topics. Afterwards, the researcher provides guidance on constructing follow-up questions and monitoring the discussion.
2. After handing out the cards, the students began to assess which ones they considered interesting. They then have the option to choose the topics and do a briefing before commencing their speaking activities.
3. To raise the degree of challenge, incorporate competitive elements such as turning the conversation card into a game. One of the sets had students guess participants' true or false statements; if the guess was correct, then the students got a score. Further, the distribution of points for each group will increase the competitiveness of the games.

Using a combination of two distinct types of conversation cards to address speaking difficulties could represent an effective approach to implementing conversation cards as a means to enhance students' speaking skills. The researcher views these two strategies as suitable to carry out, as both have the same similarities in procedure and are based on students' proficiency levels and the particular needs and topics to study. Furthermore, both models are complementary, making them suitable for use in this study.

2.8 Advantages of Using Conversation Cards in Teaching Speaking

The advantages of using conversation cards can be seen by the influence they have on teaching. The strategy of teaching using games and visual media improves proficiency and helps the students in their process of learning a foreign language. Therefore, the following are expected benefits and outcomes if the teacher uses the conversation card in teaching speaking:

1. Students not only learn how to speak, but slowly the activity encourages them to talk in public and builds their confidence level.
2. The activity focuses on enhancing the students' speaking skills, enhancing their ability to engage in conversations, and understanding how expressions can aid in effective communication.
3. The activity is student-centered and given the base clue through images or script that can help them performing the speaking activity.
4. The conversation card is also in accordance with the function of teaching media, which includes all four aspects of the function.

Based on the discussion above, conversation cards can be a teaching strategy and teaching media that can be applied in the classroom setting in order to achieve speaking goals. By understanding the advantageous benefits of the conversation cards, it is straightforward to recognize the models are effective if applied in the classroom. Considering the possibilities of applying conversation cards, these educational games will likely improve the students' speaking skills.

2.9 Review of Previous Studies

The first study by Siregar (2020), entitled “***IMPROVING STUDENTS’ ABILITY TO DESCRIBE IN SPEAKING COMPETENCE BY USING NOTE CARD, KNOWN AS CUE CARD***”. It used a media note card (cue card) that would be used as the media in teaching English with the topic of descriptive text. The cue cards are cards that have images and scripts on them; these two elements support students' responsiveness to describing, as they also stimulate the imagination through images. The instructions were described in a convenient way. The researcher initiated the explanation about cue cards and then asked the students to come forward to take the cue cards; students began to describe their descriptions of people. The statistical result of the research showed that the use of cue cards in improving students' speaking competence is very effective.

The second study by Gibson (2002), entitled “***TOSS N’ TALK: A CONVERSATION CARD GAME***”. In this research, Gibson used the Toss ‘n Talk card game as a supplementary activity in the EFL setting. The reports from teachers showed that it had shown a significant aspect in participation and enthusiasm. The activity is fun for all mixed EFL levels. The QRF pattern, which stands for question-respond-follow-up question, has shown the development in speed of processing information, thoughtful listening, and spontaneous speaking. The writer also strongly mentions that this method can help the students move beyond the English textbook and start to communicate in real English.

The third study is the researcher's reference for this study from Wahyuni (2020), the study entitled "***USING CONVERSATION CARD GAME TO IMPROVE THE STUDENTS' SPEAKING SKILL AT ACE COURSE PAREPARE***". The main difference between this study and the researcher's current research is that the previous research was conducted using a pre-experimental design with a quantitative focus. The students of the ACE course were given treatment by using a conversation card game adapted from Susan Pike four times and the posttest. The research findings showed an improvement in students' speaking skills through the conversation card game.

The fourth study was conducted by Humairi et al. (2021), entitled "***THE USE OF QUESTION CARDS TECHNIQUES TO IMPROVE STUDENTS' SPEAKING ABILITY AT CLASS VII OF MUHAMMADIYAH JUNIOR HIGH SCHOOL OF MATARAM***". The study used the quantitative approach with pre-experimental. However, it only used one experimental group. The study used the question cards, where students took turns asking questions according to the cards they got, and they were free to choose someone who would answer until everyone had their turn. The study was successful, with the score exceeding the minimum targeted score. Therefore, it shows that this technique has a significant impact on improving students' speaking learning. This study has similarities and differences against other studies in terms of the media use and the card design that is used.

The difference from the previous study is in the research design. The previous studies with a similar topic used the quantitative approach with the experimental method. However, the researcher used the CAR (Classroom Action Research) approach to conduct this research. One perspective holds that public journals don't frequently publish "conversation cards" strategy. Therefore, the researcher intended the related discussion to be applied to teaching speaking skills.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research was the classroom action research (CAR) method. Action research is a design that uses systematic procedures to collect information and to improve the classroom through teaching methods (Creswell & Guetterman, 2019). Furthermore, Creswell and Guetterman presented this approach to address the problems that are faced by teachers in their practice in the classroom, the reflection, working on data by collecting and analyzing it, and utilizing adjustments on the basis of what was discovered. The teacher conducted classroom action research in the classroom wherein he taught, prioritizing excellence and the improvement of practicability as well as the process of learning (Aqib & Amrullah, 2019). Therefore, CAR's main goal was to investigate methods to improve teaching in the classroom and address positive outcomes that may solve the issues in the classroom setting.

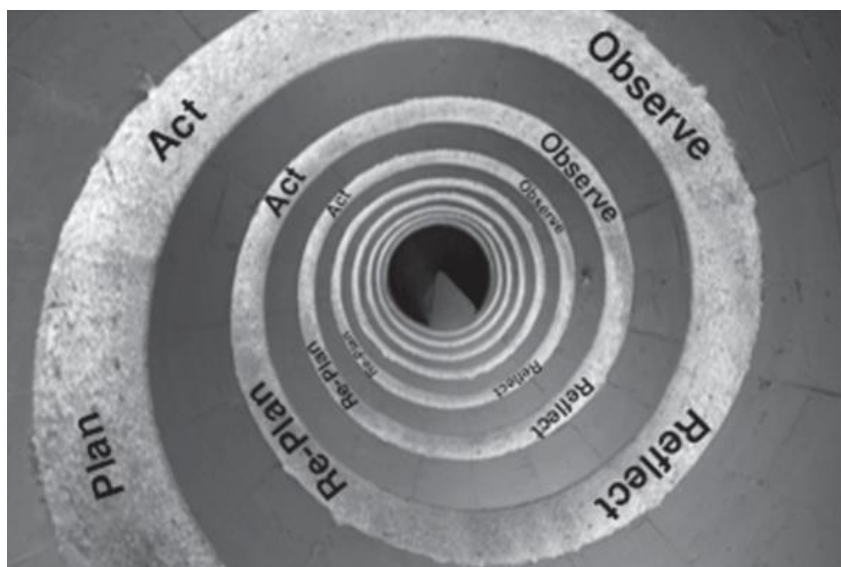
A number of researchers had described CAR models. In general, the models have four steps: planning, action, observation, and reflection. The models are varied from the first model by Lewin; Kemmis and McTaggart; Riel; and Pelton. Prihantoro and Hidayat (2019) stated that one of the popular CAR models often adopted by many studies is from Kemmis and McTaggart. This model focuses on the cycle, which has four steps: planning, action, observation, and reflection. The data was analyzed to determine whether the findings are successful or not. If the

objective had not yet been achieved, then the study would continue to the next cycle or second cycle with the four steps. The model which would be used for this research was adapted from the classroom action research model (CAR) by Kemmis, McTaggart, and Nixon due to the popularity of this model to be adapted and its phases that can summarize action research studies concisely.

Kemmis et al. (2014) went on to assert that the previous action research design was not as neat as expected. Even the slightest learning outcome might outdate the initial plan. The term "self-reflective spiral" became popular in 1988 and was later redefined as action research spiral, making it more flexible, broad, and adaptable. Its success was not solely attributed to following the prescribed steps. It covered around the developing, evolving, their teaching practice, understanding the practice, but also the situation in which they were revolving.

In this study, the researcher acted as an English teacher at SMAN 5 Samarinda, taking on dual roles of teaching and researching, thus making the researcher a participant in the school. The researcher had already identified the issue in the class and aimed to address it by using the Classroom Action Research design. Its purpose was to address the issue of the speaking challenges that occurred in the class by implementing conversation cards, not only providing an evidence-based solution but also fostering a dynamic process and offering practical practice for teaching practitioners.

Figure 3.1 CAR model based on Kemmis et al. (2014)



The procedures were like “a spiral of action research” conducted in cycles. Each cycle had four steps. These steps were planning, implementation or action, observation, and reflection. Before starting the first cycle, the researcher had to conduct a pretest in order to identify the student’s speaking ability. Based on the picture above, the steps of the classroom action research procedure of this study would be explained into four steps of classroom action research for this research.

3.1.1 Plan

The first step of classroom action research was the planning phase made to complete the classroom action research design. In this phase, the researcher prepared before the implementation of the teaching method by designing the teaching module. The teaching module consisted of general information, main components, and appendices. The topic used for the teaching module was basic conversation.

The next step was planning the materials and media. The researcher designed the conversation cards, adapted from the models of TopicTalk and Deubelbeiss Conversation Cards. In addition, the researcher also provided the material, such as preparation notes and examples of conversation notes, as students' references. The final step in planning was deciding the criteria of success as the standard of assessment in order to improve their speaking skills. The criteria were in accordance with the KKTP, or *Kriteria Ketercapaian Tujuan Pembelajaran*. The KKTP used categories to measure the study goals' achievement in descriptions.

3.1.2 Implementation

Implementation was the action of the research carried out following the lesson plan. In this phase, the researcher conducted research with the students, explaining the material of conversation, explaining the conversation cards activity, having students do the activity of conversation cards in groups, monitoring students speaking using conversation cards, and conducting conversation tests using conversation cards. The researcher began the first meeting by administering a pretest to gain an understanding of the students' speaking skills. Then the researcher conducted the cycle in two to three meetings as planned in the lesson plan. At the end of the cycle, the posttest was conducted using the conversation cards in a group. This step properly executes the lesson plan in the classroom.

3.1.3 Observation

Observation was the observation phase of the action phase. The researcher observed the action phase, accumulating the data collected during the implementation phase. The researcher engaged in both teaching and observing the class during this phase. The aspects that the researcher observed are the teaching and learning outcomes and how students reacted to the learning using conversation cards. This was helped through video recording, photos, or audio recording during the test to help in accurately documenting the test results, which can support the later phase, the reflection. The video can later be replayed and reviewed, ensuring more accurate data accumulation.

3.1.4 Reflection

Reflection was the fourth step in assessing the implemented action. At the end of each cycle, the researcher would analyze the result of the speaking test and decide to stop the cycle when the students had managed to accomplish the criteria of success. When the classroom did not attain the criteria of success, the researcher had to continue to cycle 2, and if in the second cycle, the criteria of success had not been achieved, then it would proceed to the next cycle.

3.2 Research Setting

The classroom action research was conducted at SMA Negeri 5 Samarinda on Jl. Ir. Juanda No. 1 Kelurahan Air Putih, Kecamatan Samarinda Ulu, Kota Samarinda, Kalimantan Timur. The research was carried out from 27 March to 2 May 2024. It took place during the second semester of the 2023/2024 academic year.

3.3 Research Subjects

The classroom action research was conducted in SMA Negeri 5 Samarinda. The subject of the research was students of Class X-7 in the academic year 2023/2024, consisting of 34 students, 13 males and 21 females. The main reason for choosing this class as the subject of the research was that 80% of the students struggled with speaking, particularly in the four competencies such as pronunciation and intonation, grammar, vocabulary, and fluency.

3.4 Research Instruments

Creswell and Guetterman (2019) stated the functions of research instruments in teaching. To measure, observe, and document, the researcher needs an instrument as the tool. The instruments used in this research to collect the data are the pretest, posttest, and documentation. Before conducting CAR, the pretest was used to assess and examine the students' speaking skills. The pretest and posttest were conducted to determine the students' speaking skills. The following were the instruments used:

1) Test

Sutoyo (2021) defined a test as a tool that is used to know and measure some conditions and is conducted according to the rules that have been decided. In this classroom action research, the researcher gave a pretest in the form of a conversation test using conversation cards, and then the posttest was conducted after the implementation of action to find out the improvement of students' speaking skills. The test was a pretest at the beginning, followed by a posttest at the end of the cycle.

The test used conversation cards modeled after those by Pike (2006), known as TopicTalk conversation cards. The students would sit together in groups and have a conversation by taking turns based on the topic of the conversation cards they got. The cards continued in two to three rounds until every student had stated their statement and also asked a question. In order to gain proper data, the researcher would also record the test in the form of video, photo, or audio to ensure a more accurate and comprehensive analysis of the result. Afterward, the scores would be accumulated and analyzed in accordance with the chosen analysis technique.

2) Documentation

The researcher collected the documentation in the form of video, photo, and audio documentation. The researcher collected documentation of audio or video of the pretest and posttest, as well as photos of the teaching and learning process. Furthermore, documentation is used not only as a variable that proves research was done but also to give a description of what the situation is like.

3.5 Data Collection Techniques

The techniques to collect the data of this study were applied as three techniques as followed:

1) Pretest

The test was conducted before the treatment of teaching, known as the pretest, in order to assess students' speaking skills. The pretest refers to the initial test and measures how well students have understood the material or topic that will be taught (Effendy, 2016). Pretest results would then be compared to the posttest. In this study, the pretest was in the form of a conversation test using the conversation cards.

The pretest used the conversation cards based on the TopicTalk conversation card. The students would be divided into 6 groups consisting of 4-6 students, then they would use conversation cards from TopicTalk and talk cards. They would conduct the conversations by taking turns for two rounds. The pretest would then be observed and recorded through video, photo, or audio recordings.

2) Posttest

The aim of conducting the posttest was to see the student's responses and improvement in their speaking skills. The posttest referred to a test used to determine whether students could acquire all necessary material to the best of their skills after the implementation of action (Effendy, 2016). The posttest would be conducted after the pretest and the treatment. In this study, the researcher conducted Posttest 1 in the first cycle and Posttest 2 in the second cycle. The posttest was also

in the form of a conversation test using conversation cards modeled after TopicTalk conversation cards.

The posttest required students to do a preparation activity first before conducting the test. They would have to work on the preparation notes and practice their conversation before the test began. In addition, the test only used the topic cards, and each card was assigned to students as the topic to be stated and a question to another student. The posttest continued for two rounds and would be documented to be accumulated later.

3) Documentation

Documentation was used in the form of video, audio, and photographs to collect the recording of students speaking tests and the teaching and learning process. The instrument of documentation was varied, and one of them was video. It served as information that would then be developed in the research through an analytical approach (Devriany et al., 2023).

The researcher documented learning activities throughout the entire meeting. The documentation helped the researcher enhance accuracy and credibility by detailing the process of the learning activity. The documentation collected in the form of photos, audio recordings, and videos would be essential information that would support the researcher in describing the real-time conditions during the cycles. Furthermore, the speaking test that was documented would ensure that the researcher could accumulate the students' speaking skills progress more accurately and precisely.

3.6 Data Analysis Techniques

In this research, there was one type of data to be analyzed, the speaking test. This data had to be analyzed to ensure a systematic measurement of the findings. The researcher used a speaking rubric proposed by O'Malley and Pierce (1990) and the score rating by Sudjana (2002) to measure the students speaking skills mastery as followed:

Table 3.1 Speaking Skills Mastery Aspect by O'Malley and Pierce (1990)

Aspects	Score	Criteria	Indicator
Pronunciation and Intonation	4	Excellent	Pronunciation and intonation are almost always clear or accurate
	3	Good	Pronunciation and intonation are clear or accurate
	2	Fair	Pronunciation and intonation are sometimes not clear or accurate
	1	Poor	Makes frequent problems with pronunciation and intonation
Fluency	4	Excellent	Speaks smoothly, with little hesitation that does not interfere the communication
	3	Good	Speaks with some hesitation, which seldom interferes the communication
	2	Fair	Speaks with some hesitation, which often interferes the communication
	1	Poor	Hesitates too often when speaking, which interferes the communication
Accuracy	4	Excellent	Uses a variety of structures with only occasional grammatical errors
	3	Good	Uses a variety of grammatical structures, but makes some errors
	2	Fair	Uses a variety of structures with frequent errors, or uses basic structures occasionally
	1	Poor	Uses basis structures and makes frequent errors
Vocabulary	4	Excellent	Uses a variety of vocabulary and expressions and almost never makes some errors in the word choice
	3	Good	Uses a variety of vocabulary and expressions, but makes some errors in the word choice
	2	Fair	Uses limited vocabulary and expressions
	1	Poor	Uses only basic vocabulary and expressions

Table 3.2 Scoring Technique in Speaking Skills, Sudjana (2002)

Category	Explanation
Excellent	80-100
Good	70-79
Fairly	60-69
Poor	50-59
Failure	0-49

The researcher used the analysis techniques in order to analyze how well the students' speaking skills have improved. The researcher used the average scores to calculate the score from the test; the mean scores applied the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where: $\bar{X}$: the mean scores

$\sum X$: the sum of all scores

N : the total of students in the classroom (sample)

The formula used for calculating the percentage of the students' scores was as follows:

$$P = \frac{F}{N} \times 100\%$$

Where: P : the percentage of students' scores

F : frequency

N : the total of students in the classroom (sample)

The formula of percentage is used to compare the improvement from pretest and posttest:

$$P = \frac{\bar{x}_2 - \bar{x}_1}{\bar{x}_1} \times 100\%$$

Where: P : percentage of the students' improvement

$\bar{x}_1$: the pretest mean score

$\bar{x}_2$: the posttest mean score

3.7 The Success Criteria

The researcher's prepared KKTP served as the basis for the Classroom Action Research (CAR) success criteria. In terms of success criteria, 75% of the students in the class had to pass the KKTP. The success indicator for the English subject in SMA Negeri 5 Samarinda was set at 75, which aligned with KKTP or *Kriteria Ketercapaian Tujuan Pembelajaran*. To pass the KKTP, the student must pass the categorical score of ≥ 12 or ≥ 75 in score. In addition, the criteria for success also noted that no student should fall into the category of failure. Therefore, the study was considered successful if it met these three conditions of the successful criteria. If it failed, the researcher would proceed to the next cycle.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Research Findings

The findings were divided into three sequences: precycle, cycle I, and cycle II, each consisting of the action research phase planning, action, observation, and reflection.

4.1.1 Precycle

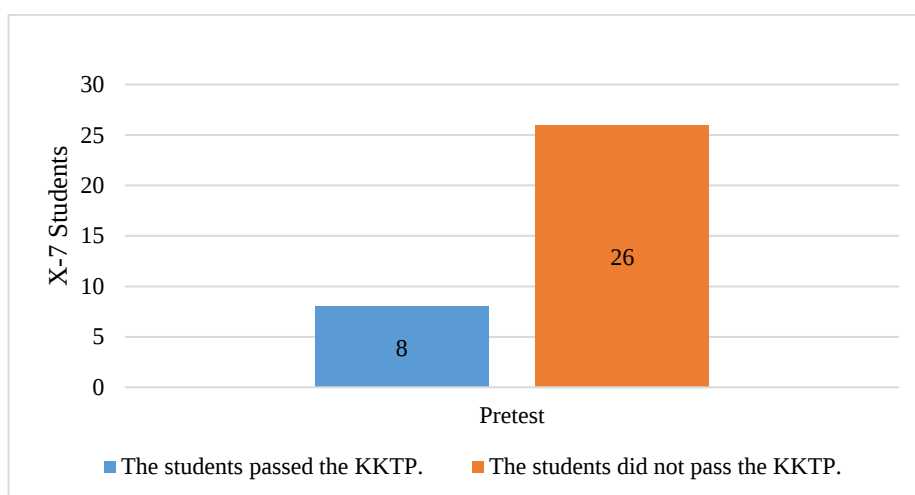
At the beginning of the study, the researcher acted as an English teacher and taught the X-7 classroom in a few meetings with the subject of English at school before the research started. During his teaching experience and observation, the researcher did the preassessment before the study started. There, the researcher found several issues in the classroom, specifically in students' speaking skills.

As stated in the background of the study, students were having problems with their speaking; the lack of vocabulary and expression showed during the teaching and learning. Students were afraid and hesitant to speak in English, so their answers were short and simple. In addition, the researcher indicated that teaching in the classroom rarely applies speaking activities and tends more to reading and writing. The researcher later analyzed the issues and hypothesized that 80% of students had problems speaking. Therefore, the researcher concluded that the students in class X-7 needed more attention and care to improve their speaking skills.

The researcher aimed to understand the students' speaking skills comprehensively. The researcher administered the pre-assessment in meeting 1 of the precycle, held on 27 March 2024. The procedure began with the researcher providing instructions on the conversation cards activity. Then, the researcher had students demonstrate the conversation cards and continue the pretest, where the students conversed using TopicTalk conversation cards in groups.

Based on the appendix of the pretest speaking result, the pretest result showed a mean score of 56.62, with eight students passing the KKTP and 26 students not succeeding in passing the KKTP. The pretest student's category scores showed that one student achieved an excellent score, seven achieved a good score, four achieved a fairly score, 15 received a poor score, and 7 received a failure score. Many aspects of speaking skills require improvement in both teaching and learning. The percentage of students who completed the pretest was displayed as follows:

Figure 4.1 The Percentage of Students' Pretest Result



Based on figure 4.1 on the cycle precycle, the students who achieved the KKTP or passed the KKTP are eight, or 24%. The students who have not achieved the KKTP are 26, with a percentage of 76%. This result shows that students' speaking skills in the class were still low, and many students did not pass the criteria or the KKTP. In addition, the average of students' speaking skills in the precycle was presented in the table below:

Table 4.1 Pretest Speaking Average Mastery Aspect Result

Aspect	Pretest
Pronunciation and Intonation	63.23
Fluency	63.97
Accuracy	52.94
Vocabulary	46.32
Average	56.62

In the preassessment study, the students' speaking skills were low, with the students' average score in pronunciation and intonation at 63.23. The fluency score was at 63.97, accuracy at 52.94, and the lowest was vocabulary, with an average score of 46.32. The overall average score of the students' speaking skills was 56.62.

The researcher concluded that the students' speaking skills require improvement. Following the problems shown, the researcher proposed a strategy for teaching speaking by implementing conversation cards in teaching and learning. The study expected that the students could improve their speaking performance by implementing conversation cards.

4.1.2 Cycle I

The cycle I described the process of phases in action research, which includes planning, implementation actions in three meetings, observation, and reflection.

1) Planning

After identifying the problems in the precycle, the researcher would focus on improving students' speaking skills by implementing conversation cards. The researcher adapted two models of Susan Pike and Deubelbeiss' Conversation Cards to implement the teaching of speaking. The researcher then prepared the media, which are the conversation cards to be used by each student in the classroom. The TopicTalk conversation cards consisted of 12 topic cards and other cards, while the Deubelbeiss' conversation cards consisted of 3 types of discussions. The group activity was also implemented in each meeting, as students worked on their conversation activity together. The conversation cards activity would be used in each lesson plan of each meeting.

This action would be implemented as each student would speak more and get used to speaking in English. In addition, in this cycle, the researcher implemented preparation as speaking requires more preparation, such as preparing notes and practicing speaking using conversation cards to develop fluency and accuracy. Preparation was a great strategy to ensure that students were ready to speak without feeling nervous and intimidated.

2) Action and Observation

The researcher conducted Cycle I action and observation in three meetings on March 28th, April 5th, and 18th in the X-7 classroom. During the action, the researcher required a collaborator to assist in observing the teaching and learning process and documenting the activity. Below is an explanation of the process.

Meeting 2

Meeting two of the research was the first action implemented in cycle I. The researcher started by reviewing the previous activity and reexplaining the details of the instructions on the conversation cards to make sure that each student understood how to apply them. For example, the researcher described each function of TopicTalk cards, which consisted of Talk, DoubleTalk, Question, Wild, and Topic cards. Note that the conversation cards would be used as a main routine in each meeting.

In the beginning, the students were divided into six groups, and each would have an oral discussion about conversation cards. The reading material was also given so students could see the reference for making a conversation. All students prepared their speaking in the preparation notes. While making preparation notes, some students still needed clarification about what they should prepare. Therefore, the researcher had to monitor them around, and they also needed to get used to the topics of the conversation. Then, the students continued with the conversation using conversation cards.

While doing the conversation activity, students were actively preparing for their preparation for the conversation. However, some students were still hectic and noisy and did not follow the instructions, so they had to be explained again how to use the conversation cards. The researcher also found an unexpectedly low attendance rate, with half of the students not attending the meeting. One important note was that students still used basic dialogues to speak and to give their answers, which might be the issue next to be fixed or focused on improving their English expression more.

Meeting 3

In this meeting, the researcher introduced the students to using conversation cards adapted from Deubelbeiss Conversation Cards. The researcher provided an instruction sheet, and then the students did the activity of using conversation cards. They were involved actively in the activity, but some students still needed clarification and were unfamiliar with the range of topics. The students had their conversations in groups, and then the researcher instructed them to use the TopicTalk cards. Afterwards, students had time to practice their preparation notes. The researcher gave students guidance on how to improve their speaking preparation notes. The students had to write their preparation notes independently based on their topic cards. However, the class was not fully attended. The students were not all in the class; some were absent and could not attend the meeting.

The students' performance showed that they were starting to understand the activity well and began to engage more in their speaking. Although they were not fully confident in preparing their conversation, some still did not understand what they should have written, so they improved and prepared for their conversation. However, they were less hesitant than in the previous meeting and were much more inspired to engage in the conversation activity. It was also noticed that students were repetitive in the same topic, so it was difficult to see an improvement. Therefore, the researcher would like to add additional topics so there would be many options available for the discussions.

Another issue was found in the class where students did not elaborate on their conversation when using the Talk cards, elaborated more on the DoubleTalk, and were likely to use the wild cards to ask questions only. This caused the conversation activity where some students only asked questions and did not show their opinions. That being the case, the researcher would like to use the topic cards only for the following meeting, and each student would have to ask questions and state their statements.

Meeting 4

In meeting four, the researcher administered the posttest I to evaluate students' speaking skills. To begin the activity, the researcher made sure all students fully understood the conversation cards activity, and he mentioned that students should improve their conversation from basic to complex as students tend to use basic English expressions only. The posttest consisted of topic cards that were still

adapted from the TopicTalk but were simpler using only topic cards, which ranged from 81 topic cards for students to choose from cards. In posttest I, each student would be given time to state their statements and ask questions as well to other speakers.

After each student chose two topic cards, they filled in their worksheets or prepared their posttest I preparation notes. Every note should be well prepared, and the students should have time to practice speaking with their groups. Afterwards, the posttest began with each group in the queue doing the activity, which the researcher and the collaborator documented.

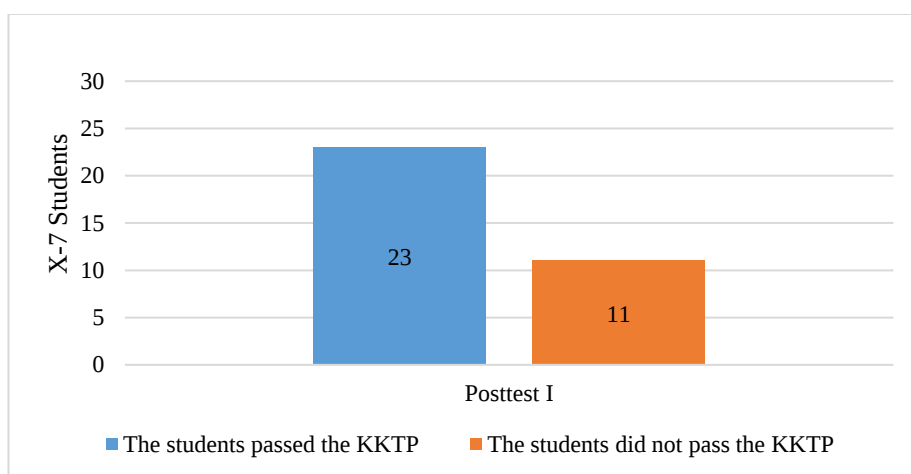
The observation showed that the students already understood the activity and were more prepared for speaking. However, some students were too rushed in their preparation notes, and some were still lacking in preparation, only using short and basic dialogues. Noticeably, the students were more cooperative at this time, focused on their preparation notes, and practiced speaking before the test started.

3) Reflection

At the beginning of the cycle, 26 or 76% of students could not perceive the conversation cards activity well, which made the researcher have to explain the instruction repeatedly. However, students were becoming more independent and could monitor the activity independently. Initially, the students hesitated and were confused about what they should do. Still, gradually, they became more active in conversation and developed their speaking accuracy and fluency.

The reflection showed that students engaged and cooperated in doing the conversation cards activity. In the beginning, they had to start to design their conversation using the topics, which showed that they were inspired to do the activity routine of conversation cards. The researcher had students do the posttest of conversation cards. The result of the posttest I showed an improvement in the mean score of 76.1, with 23 students succeeding in passing the criteria and 11 students not passing the criteria. The percentage of student improvement increased by 35% from the pretest to the posttest I. The following table displays the students' improvement results:

Figure 4.2 The Percentage of Students' Posttest I Result



The table below illustrated how the students' speaking average scores improved in the first cycle:

Table 4.2 Posttest I Speaking Average Mastery Aspect Result

Aspect	Pretest	Posttest 1	Improvement
Pronunciation and Intonation	63.23	77.94	14.71
Fluency	63.97	77.94	13.97
Accuracy	52.94	70.59	17.65
Vocabulary	46.32	77.94	31.62
Average	56.62	76.1	19.48

The Cycle I study demonstrated an increase in each aspect of classroom speaking mastery, with averages for pronunciation and intonation at 77.94 (an increase of 14.71), fluency at 77.94 (an increase of 13.97), accuracy at 70.59 (an increase of 17.65), and vocabulary at 77.94 (an increase of 31.62). The overall average score was 76.1 (an increase of 19.48). Every aspect showed improvements in each of its areas.

Table 4.2 showed all aspects of speaking skills improvement. Pronunciation and intonation improved through speaking practice and feedback provided by the teacher. Fluency increased as students started to understand how group conversations using card media work, and their anxiety about speaking decreased as they now spoke in groups. Accuracy improved as students began to focus more on speaking in complete sentences or compound sentences. Vocabulary also showed a significant improvement as they began to use a wider variety of vocabulary and incorporate more English expressions.

Based on the appendix of the result of posttest I, the figure above, and the speaking mastery aspect, the result showed a student's speaking result with a mean score of 76.1, with 23 students passing the criteria and 11 students not passing the criteria. In the categorical aspects, 15 students achieved excellent scores, 8 students achieved good scores, 9 students achieved fair scores, 1 student received a poor score, and 1 student received a failure score. The data showed improvement better than the precycle's result.

However, the success criteria required to be met are three specific criteria. The first cycle failed to meet two criteria: 75% of the total students needed to pass the KKTP, and only 68% succeeded. In addition, one student fell under the category of failure. Therefore, the study continued to the next cycle, or cycle II.

4.1.3 Cycle II

Cycle II consisted of three meetings, from meeting five until meeting seven. It consisted of the action research phase of planning, action, observation, and reflection.

1) Planning

In this planning phase, the researcher planned to revise cycle I so that it would improve in the second cycle. Based on the previous cycle, students still need more preparation for their speaking to be more prepared. The awareness of improving their speaking preparation is necessary to improve their speaking in this cycle. The researcher prepared more topics as their conversation cards will provide them with more discussion options. The researcher also decided to have students

practice speaking by practicing their pronunciation and elaborating on their speaking. In addition, the students who previously failed were given more attention to their speaking as a teacher would be given more guidance and monitored their speaking preparation so there would be an improvement in their accuracy and fluency.

After analyzing the results of the previous cycle, the researchers devised a plan to enhance students' speaking skills by reflecting on the previous cycle. The researcher aimed to closely monitor students' speaking and provide guidance to those who have not yet achieved the criteria. The researcher decided to dedicate more time to students, closely monitor their preparation, and provide them with more attention to areas that need improvement, with the aim of enhancing their speaking skills.

2) Action and Observation

The second cycle meetings took place on April 19th, April 26th, and May 2nd. The researcher carried out the revised plan based on the previous reflection and made observations in the classroom for this cycle. Below is an explanation of the process.

Meeting 5

In this meeting, the researcher reviewed the previous meeting and gave students more feedback to improve their speaking. The teacher gave good feedback to ensure the students were aware of improving their speaking and varied their dialogue or conversation. The students received two topic talks of conversation

cards. Additionally, this time, they were given more time to prepare their preparation notes. Students had time to practice speaking before the activity began.

The researcher administered posttest II after the students prepared and practiced speaking. The students did the conversation activity in groups with the topic cards. This time, the students were more active and well-prepared in their conversation. They understood the instructions and could execute the activity with less difficulty. The lesson plan was conducted as planned, and some students still attended class. Although about half of the class had already participated in the posttest, a couple of groups would have to do it in the next meeting.

Meeting 6

In the sixth meeting, the students prepared their conversation properly before the conversation started. The researcher had students prepare the conversation by writing the preparation notes. Then, the researcher paid attention to what students wrote and gave guidance and feedback to improve their speaking. It was at this time that the researcher monitored the students who had not reached the criteria and gave them more guidance about aspects they needed to improve. Afterwards, the researcher ensured that students practiced speaking before the conversation activity began.

The students' behaviour showed they cooperated and could coordinate well with the teaching activity. They were well prepared in the posttest as they had already practiced. However, two students still did not attend the class in this meeting and had not completed posttest II yet.

The researcher ensured that the students would improve aspects of their speaking. The researcher achieved this by closely monitoring their preparation notes and providing guidance on their speaking practice. The researcher also had to be aware of which students had problems with specific speaking issues like pronunciation. The students who had not achieved the criteria were given more preparation time, guided speaking practice, and good feedback to motivate them so they would try to improve their speaking fluency and accuracy.

Meeting 7

The seventh meeting was posttest II, administered to just two students. The students did not attend the previous meeting, so the researcher had to review the activity of conversation cards with the students. After ensuring each student understood, they would do the activity of creating conversation cards together. The students do the preparation activity at the beginning, such as preparing the preparation notes, and practice their speaking. The researcher also ensured that the students were well prepared by monitoring their speaking preparation. After preparing themselves, the students continued the conversation activity using the conversation cards.

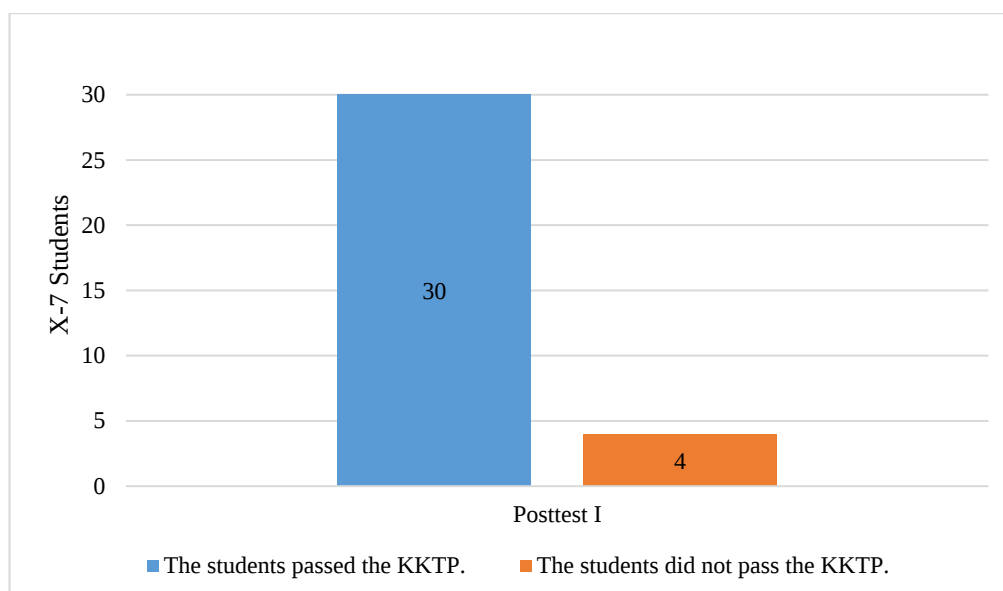
In the observation, the posttest II was done outdoors at the school. The decision was due to two conditions: the two students would like to do the activity outdoors so there would not be much distraction, and access to the class was difficult due to the school being under new building construction. The students

promptly did the conversation activity because they understood the instructions and were inspired to follow up on it.

3) Reflection

The reflection phase showed an improvement in speaking performance compared to the first cycle after using the revised plan in cycle two, which gave more guidance on student speaking and more time for preparation activity. It also displayed that this cycle inspired students to improve their speaking fluency and accuracy. The performance also showed cooperativeness during the activity during teaching and learning. The researcher focused more on guiding students who had not achieved the criteria yet. The results of the improvement of the students in the posttest II were shown as below:

Figure 4.3 The Percentage of Students' Posttest II Result



Based on the appendix of the posttest II result and the figure above, it showed an increment of the mean score of 82.9, with 30 students, or 88%, succeeding in passing the criteria and 4 students not passing the criteria or KKTP. The classification of student scores revealed that 21 students achieved an excellent score, 9 students achieved a good score, 3 students achieved a fairly score, and only one student achieved a poor score. Furthermore, the students speaking average scores improved in the second cycle. The table below illustrates the results:

Table 4.3 Posttest II Speaking Average Mastery Aspect Result

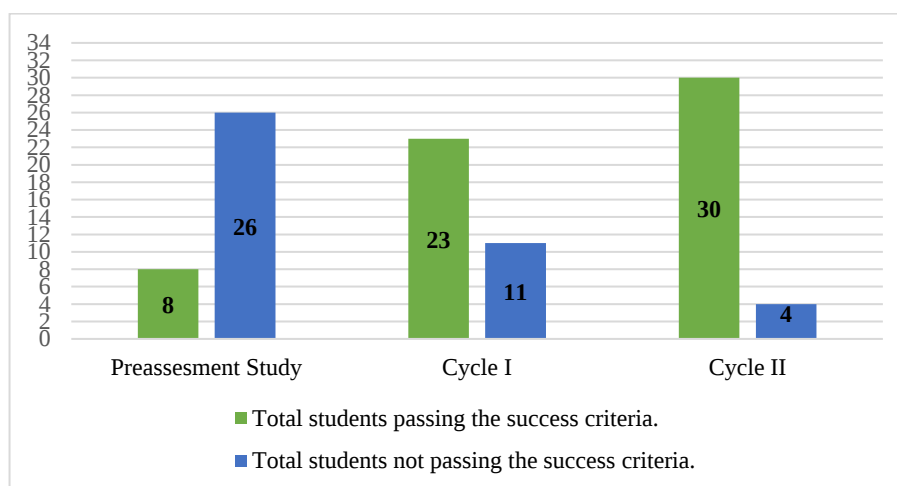
Aspect	Posttest I	Posttest II	Improvement
Pronunciation and Intonation	77.94	79.41	1.47
Fluency	77.94	84.56	6.62
Accuracy	70.59	78.68	8.09
Vocabulary	77.94	88.97	11.03
Average	76.1	82.9	6.8

In the Cycle II, each aspect of classroom speaking mastery showed an improvement, with a minor increment in pronunciation and intonation at 79.41 (an increment of 1.47), fluency at 84.56 (an increment of 6.62), accuracy at 78.68 (an increment of 8.09), and vocabulary at 88.97 (an increment of 11.03), with an overall average of 82.9. Furthermore, every aspect improved in posttest II, although pronunciation and intonation did not show a significant increase compared to other aspects. The improvement in pronunciation and intonation was the least in the second cycle.

The following table showed three aspects of speaking improvement. However, in Cycle II, the pronunciation aspect showed no significant increase. Fluency improved as the students became more accustomed to speaking smoothly. Accuracy also increased after the implementation of preparation notes and the provision of guidance and instruction about the activity. Vocabulary showed the highest increase at 11%, as more students began using more English expressions.

The figures below illustrated the improvement that had been reached so far in the second cycle. The data displayed the total number of students who met the criteria and the average score for their speaking skills, specifically in areas such as pronunciation and intonation, fluency, accuracy, and vocabulary. The figures below also presented the overall average score:

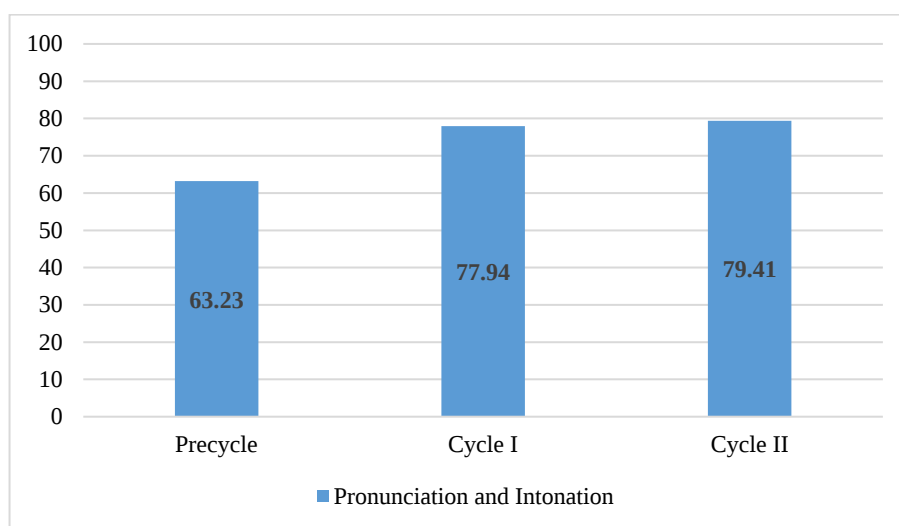
Figure 4.4 The Total of Students Passing the KKTP



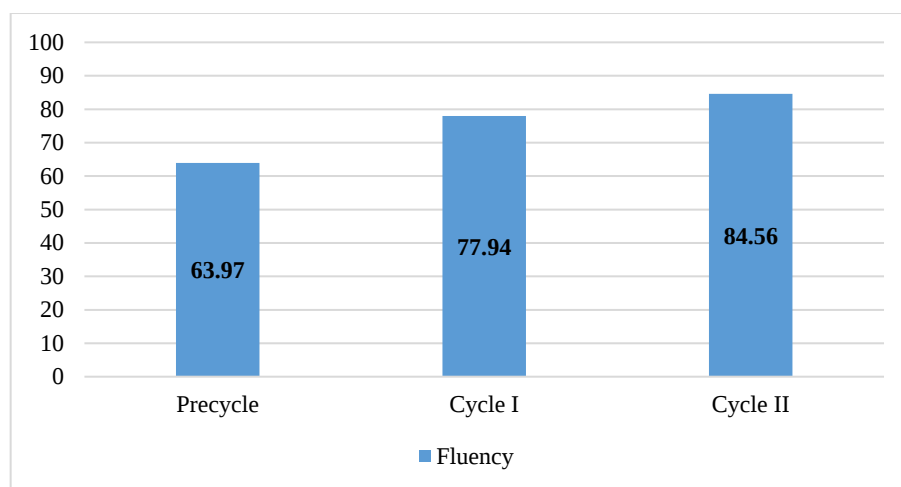
The figure 4.4 above illustrated that during the preassessment study or precycle, the number of students meeting the criteria was low. However, this changed after the implementation of conversation cards in cycle I. There was an improvement in students, increasing their number to 23. Then, as the study

continued to the next cycle, the number of students who met the criteria increased to 30.

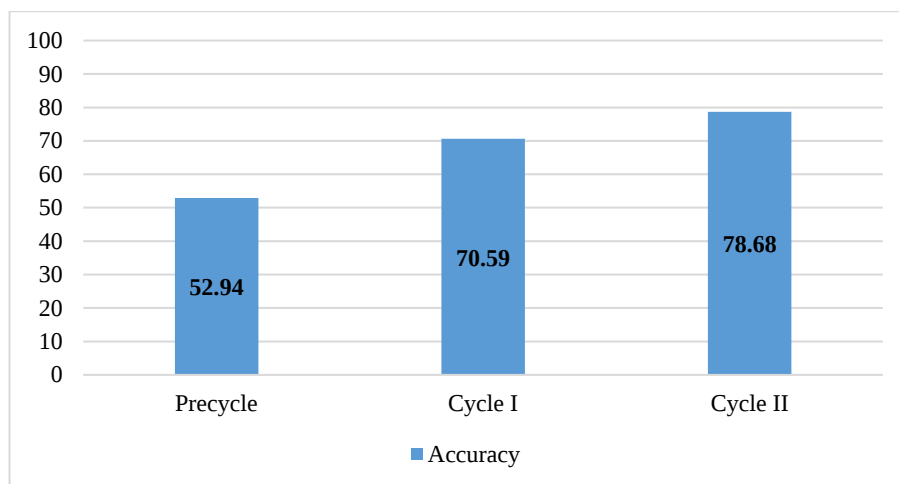
Figure 4.5 The Average Scores in Pronunciation and Intonation



After the first and second cycles, the students' speaking skills showed a significant improvement in the first cycle but a less significant improvement in the second cycle. The following data demonstrated the improvement in pronunciation and intonation aspects; the students' overall scores in this area were 63.23 in the precycle, increased to 77.94 in the next cycle, and showed no significant improvement to 79.41 in the second cycle. The total improvement in the pronunciation and intonation aspect was 16.18. The improvement in pronunciation and intonation showed the least significance compared to other areas.

Figure 4.6 The Average Scores in Fluency

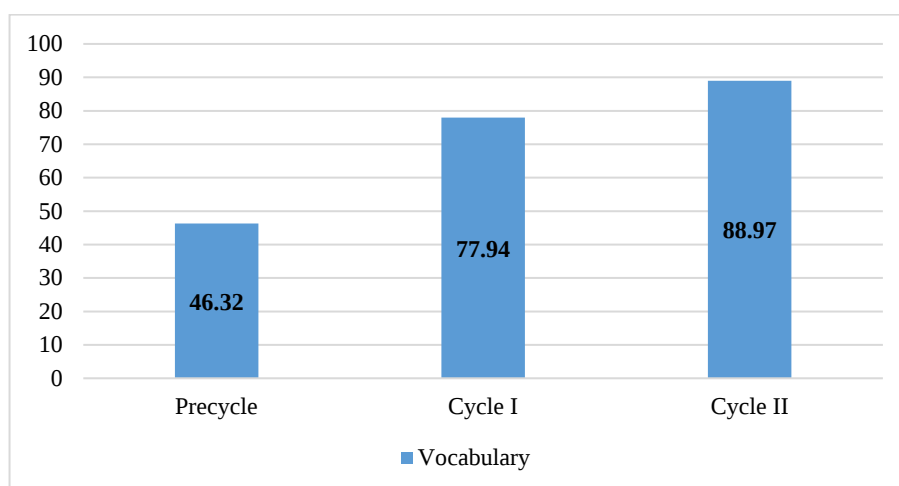
The figure above illustrates the progression of students' speaking fluency over time. In the pre-cycle, the average fluency was measured at 63.97, which then rose to 77.94 in Cycle I and further to 84.56 in Cycle II. Overall, the total improvement in fluency was 20.59.

Figure 4.7 The Average Scores in Accuracy

The average accuracy aspect improved, as shown in the figure above. The average accuracy increased from 52.94 in the precycle to 70.59 in the next cycle, and finally to 78.68 at the end of the cycle. The total accumulated improvement was

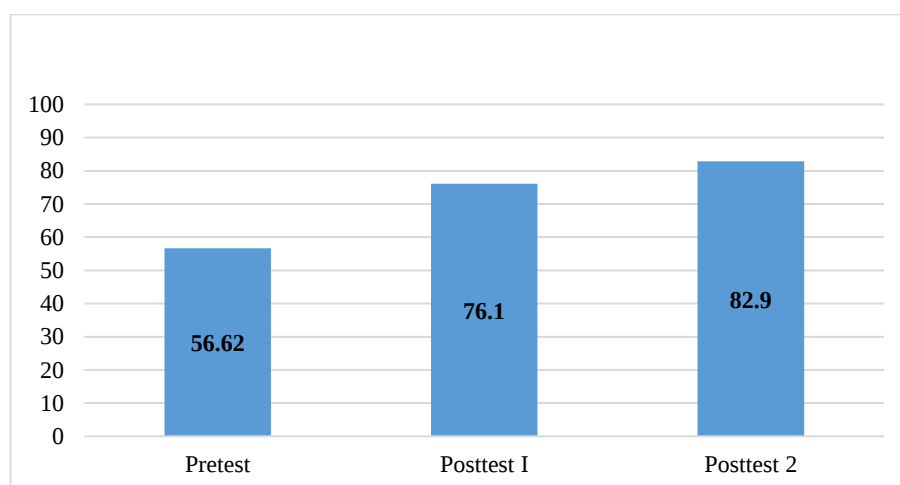
25.74. This accumulated improvement in accuracy was the second highest, following the vocabulary aspect.

Figure 4.8 The Average Scores in Vocabulary



In the vocabulary aspect, the students achieved scores of 46.32, 77.94, and 88.97 at the end of cycle II. The overall accumulated improvement was higher than any other aspect, with a score of 42.65. Therefore, the vocabulary aspect showed the most significant improvement among others.

Figure 12 The Result of Student' Average Speaking Score



The result of the students' speaking activity showed that they improved their overall speaking skills in fluency, accuracy, vocabulary, pronunciation, and intonation. In the preassessment study, the average score was only 56.62, which was below the expected success criteria of the study. After implementing the conversation cards, the average scores increased gradually in the next cycle. This result was shown in the first cycle when students' average speaking skills were 76.1, and then in the next cycle, it increased to 82.9.

The study findings demonstrated significant improvements in many areas, leading to the reflection that cycle II's results met all established success criteria, with students achieving 88% of KKTP in the classroom. The student who managed to pass the criteria already passed a categorical score of ≥ 12 or ≥ 75 in score. Finally, there was no student in the classroom who fell under the failure category. Therefore, the researcher decided to leave the next cycle alone and finish it in cycle II.

4.2 Discussion

The study focused on improving the students' speaking skills in grades X–7 at SMA Negeri 5 Samarinda by implementing conversation cards. In two cycles of classroom action research, the study used both Pike and Deubelbeiss conversations to improve the students' speaking skills. The researcher assessed the students' speaking abilities by concentrating on pronunciation and intonation, fluency, accuracy, and vocabulary.

The researcher carried out the implementation of conversation cards in the class over two cycles, from 27 March to 2 May 2024. The study's findings demonstrated a significant improvement in the use of conversation cards to enhance students' speaking skills. The findings showed improvement in the average of students' speaking skills, the speaking mastery aspect, and the number of students succeeding in the success criteria of the study.

In the first cycle, the students had never practiced their conversation using conversation cards before, so they needed to learn the method first. Their speaking skills were relatively low, with most students struggling to improve their conversation skills and relying primarily on basic English expressions, short answers, or short questions. Many students had issues with fluency, as they were often hesitant to speak. Additionally, the class was rather noisy, making it difficult to manage, and the teacher had to provide feedback when students did not understand the instructions. Despite these obstacles, the students showed high motivation to learn from their mistakes, and they helped each other with their conversations as the conversation cards activity was conducted in groups. The results of Posttest I were still below the expected success criteria; therefore, the study continued to the next cycle, with the researcher targeting to improve the outcomes in the following cycle.

In the second cycle, the results showed greater improvement compared to the previous cycle. The students started to show improvement by becoming more fluent and began to describe their statements instead of relying solely on basic ones. They were cooperative, with many taking their preparation seriously and

collaborating in the preparation. They had more time to prepare their conversations, which included writing preparation notes and practicing their speaking before presenting. Furthermore, the researcher also focused on guiding students, especially those who had not previously achieved the KKTP. By this cycle, the students had already understood the activity and immediately began preparing and delivering their conversations with less hesitation. This resulted in a better flow of conversation and improved speaking performance. Eventually, the success criteria were achieved, and the cycle was concluded.

Furthermore, conversation cards improved students' speaking skills in terms of vocabulary, pronunciation, and intonation, as well as accuracy and fluency. Reese and Wells (2007) affirmed an improvement in students' speaking skills by using conversation strategies with card media. The conversation on cards improved the student's ability to expand their English vocabulary and expressions and enhanced their fluency. However, they also observed that students' grammar accuracy and pronunciation had a less significant change than vocabulary and fluency, even though students who made mistakes during their speaking had already received feedback from the teacher. However, Maziyah et al. (2023) found that students' pronunciation improved when they participated in weekly conversation activities, where they discussed topics in groups, leading to improvements in their pronunciation, particularly in their accent. At first, the students tended to use their mother tongue accent, but as they progressed through the conversation activity, they began to improve their accent.

The media of cards did not solely contribute to the improvement in vocabulary. The improvement in vocabulary was primarily due to the inclusion of collaborative group activities and the provision of specific feedback, which encouraged students to express themselves and describe their speech. According to Jameel et al. (2023), collaborative teaching in groups that involved discussion encouraged students to interact with one another. At this point, students begin to exchange ideas and develop diverse vocabulary that they have never encountered before. Furthermore, the teaching also provided opportunities for open and constructive feedback, which significantly improved the students' pronunciation and grammar. In this study, the researcher actively encouraged students to use diverse vocabulary, describe their conversations, and provide feedback to each other, resulting in a positive increase in vocabulary throughout the study cycle.

Furthermore, the use of conversation cards in the speaking classroom introduced a novel and innovative teaching approach, setting it apart from the traditional classroom methods. Sitepu and Parudani (2023) supported the idea that a creative teaching method introduces students to the circle of conversation, increasing their exposure to it. Without practice, students cannot improve their speaking. The students demonstrated an improvement in their speaking skills in all areas, including vocabulary, grammar, pronunciation, intonation, and fluency. According to the study findings, every aspect showed growth, including accuracy or grammar.

The accuracy improvement was supported with the preparation time where each student must take note or write a script before the conversation, such as stating their statement and asking the questions based on the topics. The purpose of writing notes was to help EFL students be more prepared when speaking. As students wrote the preparation notes prior to beginning, they would be able to deliver the speaking task in more effective ways and use the language accurately (Rini, 2014).

The previous study demonstrated the varied use of conversation cards by students in turn-taking activities, which further enhanced their fluency as they began to improve their speaking skills by increasing their response, questioning, and answering in an efficient and accurate manner (Garnica & Mislant, 2019). The study also believed that integrating conversation into the classroom would enhance students' fluency in real-world language use. Students improved their fluency when they took turns in groups, engaging in all aspects of conversation, including making statements and asking questions.

The conversation cards, as one of the strategies in teaching with a student-centered perspective, can be applied to every mixed level of EFL. The statement was supported by Gibson's (2002) article, where he noted that the conversation cards are an EFL mixed-level, student-centered learning strategy that increases students' participation in the class, cooperation, and enthusiasm for learning. Throughout the meetings, students became more active in the class. They learned from each other about mistakes and which aspects to improve their speaking skills, as observed through documentation of photos and videos. It was concluded that

conversation cards are an effective learning strategy to improve EFL students' participation in class.

Furthermore, the conversation card strategy is essential, as it is a fun way to help students maintain their discussion and allow them to state their statements or opinions and ask questions (Pike, 2006). Pike also noted that the conversation cards would help students achieve their language goals by improving their speaking or social skills. Therefore, based on the study findings and the supporting arguments above, this learning method could be one of the alternative strategies for teaching speaking skills to EFL students.

The previous studies, which used cards to teach speaking, also demonstrated an improvement in students' speaking skills, as measured by their hypothesis, which showed the effectiveness of using the cards in the teaching of speaking in the classroom (Humaira et al., 2021; Siregar, 2020). Both indicated that the strategy is beneficial, impactful, and effective in the teaching process. The conversation cards showed effectiveness in the classroom, leading to a noteworthy enhancement in the average score, percentage of students passing the criteria, and their percentage of speaking skills improvement following two CAR cycles.

Although the study limitation arose during the study, the conversation cards were challenging for the students to learn as they had different types of card functions such as talk, doubletalk, topic cards, wild cards, and instructions to do the activity. Therefore, the researcher had to actively remind them about the

instructions. Furthermore, at the beginning, the students use short utterances instead without thoroughly focusing on improving their discussion topics.

In order to address this challenge, in the second cycle, the researcher had students do more preparation times for their speaking, such as taking notes and practicing their speaking, giving feedback on the speaking mastery aspects, and sometimes correcting the student's pronunciation. Harmer (2015) stated that students were primarily nervous about speaking. They needed time to gather information before speaking so they would perform better and be able to articulate their ideas more easily. Without the 'preparation times,' students would find conversation activities difficult.

Based on the research discussion above and through analysis, the result concluded that the implementation of conversation cards improved EFL students' speaking skills in terms of accuracy, fluency, pronunciation, intonation, and vocabulary. The data provided support for this evidence. It demonstrated improvements in the overall number of students who successfully passed the success criteria of the study and in the mean score improvement.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the analysis of the data, it can be inferred that:

1. Conversation Cards could improve the students' speaking skills at SMA Negeri 5 Samarinda in the academic year 2023/2024.
2. Significant improvements were seen in the speaking skills aspect, the mean score, number of students passing the criteria, and speaking skills improvement percentage. The pretest average score was 56.62. It showed that students' speech before using conversation cards was low. Only 8 of 34 students (24%) passed the KKTP criteria. It improved from the pretest to the mean in posttest I, 76.1 in the first cycle, with 35% more improvement of the mean score of speaking skills and 68% passing the KKTP. Posttest II mean score increased in the second cycle to 82.90, with a 9% improvement in mean score of speaking and 88% of students passing the KKTP. Implementing conversation cards in teaching and learning can improve students' speaking skills.
3. The documentation of photos and videos conducted by the researcher during the cycles showed the students were inspired and intrigued to take part and speak effectively.
4. The students responded positively to the use of conversation cards. Conversation cards could improve students' speaking skills as an alternative teaching method in the classroom.

5.2 Suggestions

Based on the result of this research shows that the utilize of conversation cards seem improve the students' capability at speaking. A few suggestions for the teaching learning english as proposed as follows:

1. For the English teacher, it is beneficial to utilize conversation cards as an alternative teaching method and implement a variety of teaching-learning strategies to maintain student motivation.
2. For the students, it is recommended for students to utilize the conversation cards to maximize their improvement on their speaking skills. The learning methods provide collaborative group activities and interactive activities that allow students to explore their ideas, build speaking confidence, and practice their communication skills.
3. For the researcher, conversation cards will be beneficial to other researchers who are interested in further research, as they can expand the scope through exploration of additional variables and help broaden the discussion of the current related topic.

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Appendix 1: Teaching Module

ENGLISH TEACHING MODULE – Basic Conversation		GENERAL INFORMATION	
A. GENERAL INFORMATION			
INFORMATION			
SUBJECT		ENGLISH	
COMPOSER		JALALUDDIN RAHMAD	
SCHOOL		SMA NEGERI 5 SAMARINDA	
YEAR		2024	
LEVEL/CLASS		SMA / X-7	
TIME ALLOCATION		40 MENIT X 2 JP (7 MEETING)	
CP PHASE		E	
CP DIMENSION		1. MENYIMAK-BERBICARA (LISTENING-SPEAKING) 2. MEMBACA-MEMIRSA (READING-VIEWING)	
INITIAL COMPETENCY			
a. Stating Statement b. Asking Question c. Responding questions			
PROFIL PELAJAR PANCASILA		LEARNING MODEL	
1. Berkebhinekaan Global 2. Gotong Royong 3. Mandiri 4. Bernalar Kritis 5. Kreatif		USING: 1. <i>Metode Conversation</i> 2. Face to face meeting 3. Group learning	
FACILITY AND MEDIA		ASSESMENT	
Worksheet, Handphone, Internet, Conversation Cards		Group Type: Speaking test	
TARGET STUDENTS		LEARNING SOURCES	
reguler/typical/general students		1. TopicTalk Conversation Cards 2. Doubelbeiss Conversation Cards	

B. MODULE CONTENTS

LEARNING MATERIAL

Basic Conversation

Definition of *Conversation*

Conversation is an interactive everyday dialogue activity. The topic of conversation is called the topic of conversation, which includes everyday conversations ranging from hobbies, activities, personal information, etc.

In general, the purpose of the conversation is:

- *Conversation* as social interaction.
- *Conversation* as exchanging information.
- *Conversation* as discussion and

Conversation Cards Strategy

1. Stating statements: stating using a sentence or more to state something
2. Asking Questions: starts by asking 5W+1H questions and Yes/No questions
3. Responding: The students respond to the questions or statements by agreeing or disagreeing or neutral.

In basic conversation, it is necessary to elaborate the conversation and not just stating with simple and short answer. Stating statements can use description and even a single statement can be improved well and describe more. A statement is an idea, it can be a thing, time, location, what, reason, opinion, etc.

One instructional strategy for teaching conversation in the classroom is using conversation cards. The following are conversation cards and their uses:

Topic card: cards consisting of discussion/topic of the conversation.

Talk card: cards used to state a statement.

DoubleTalk card: cards used to state double statements.

Question card: cards used to ask a question.

Wild card: The wild card is the substitution card. So, it can be either a question card/talk card/doubletalk card.

Examples of Conversation Cards

Topic Cards: Talk about yourself

Stating Statement: I am Jalaluddin Rahmad. I was born in Samarinda on June 16th 2002. Now, I live in Jakarta. I'm working as english teacher at international private school.

Question: Where are you from? Jalal?

Responds: I am from Indonesia. I live in Jakarta now.

LEARNING OBJECTIVES
1. Students can speak their statements, respond, and ask questions with good pronunciation and intonation (<i>accuracy</i>) 2. Students can speak their statements, respond, and ask questions smoothly (<i>fluency</i>) 3. Students can speak their statements, respond, and ask questions with good grammar accuracy (<i>accuracy</i>) 4. Students can speak their statements, respond, and ask questions with good vocabulary (<i>accuracy</i>)
UNDERSTANDING ASPECT
After learning this module, students will be able to: 1. Students are competent in basic conversation with various topics 2. By practicing the conversation, students will improve their competency in oral speaking.
OPENING QUESTIONS
1. What is the topic about? 2. What are the ways to ask questions? 3. How to make a statements and double statements? 4. Have you ever discussed these topics with your friends? 5. If you do basic conversation, what topics you are going to talk?
TEACHING PREPARATION
1. Preparing teaching module/LKPD 2. Preparing student's attendance list 3. Preparing assessment instruments 4. Preparing teaching media of conversation cards

C. Lesson Plan (RPP)	
MEETING 1 (2 JP X 40 MINUTES)	
Learning Stages	Learning Activities
Pre-activity (10 minutes)	1. Greeting the class and pray together before the class start. 2. Checking Students' attendance list. 3. Explaining the purpose of the lesson. 4. Asking students "pertanyaan pemantik".
Whilst-activity (60 minutes)	Exploration (10 minutes) 1. Distribute the TopicTalk conversation cards instruction note to the students. 2. Showing Topic Talk conversation cards. 3. Explaining the procedure of TopicTalk conversation cards instruction to students. 4. Demonstrating the conversation cards activity with the students. Elaboration (40 minutes) 5. Dividing students into 6 groups. 6. Asking students to sit in groups. 7. Asking students to do the conversation cards activity according to the group turns. 8. Documenting the conversation cards activity using video/audio. 9. Giving students references of reading material and asking students to write conversation cards preparation notes. Confirmation (10 minutes) 10. Giving students feedback. 11. Motivating students.
Post-activity (10 minutes)	1. Giving a conclusion of the learning activity. 2. Closing the class with goodbye.
MEETING 2 (2 JP X 40 MINUTES)	
Learning Stages	Learning Activities
Pre-activity (10 minutes)	1. Greeting the class. 2. Checking students' attendance list. 3. Explaining the purpose of the

	lesson. 4. Reviewing the previous meeting.
Whilst-activity (60 minutes)	Exploration (30 minutes) 1. Giving reading reference of reading material and asking students to practice preparation notes for conversation activity. 2. Explaining the content of reading references. 3. Students practice writing the preparation notes. Elaboration (25 minutes) 4. Students sit in groups. 5. Students do the conversation cards activity in group using TopicTalk Conversation Cards. 6. Documenting the conversation cards activity for students who hasn't done the pretest while others who have done the pretest practicing the activity in group. Confirmation (5 minutes) 7. Giving feedback for students. 8. Motivating students.
Post-activity (10 minutes)	1. Giving a conclusion of the learning activity. 2. Closing the class with goodbye.

MEETING 3 (2 JP X 40 MINUTES)	
Learning Stages	Learning Activities
Pre-activity (10 minutes)	1. Greeting the class and pray together before the class start. 2. Checking Students' attendance list. 3. Explaining the purpose of the lesson. 4. Reviewing the previous meeting
Whilst-activity (60 minutes)	Exploration (15 minutes) 1. Students sit in groups. 2. Distributing Deubelbeiss Conversation Cards and the instruction to each group.

	3. Explaining the instruction of Deubelbeiss Conversation Cards. Elaboration (40 minutes) 4. Students do the activity of conversation cards using Deubelbeiss Conversation Cards. 5. Students practice writing the preparation notes for conversation cards. 6. Students do the activity of speaking using using TopicTalk conversation cards in group. Confirmation (5 minutes) 7. Giving students feedback for students. 8. Giving motivation to students.
Post-activity (10 minutes)	1. Giving a conclusion of the learning activity. 2. Closing the class.
MEETING 4 (2 JP X 40 MINUTES)	
Learning Stages	Learning Activities
Pre-activity (10 minutes)	1. Greeting the class and pray together before the class start. 2. Checking Students' attendance list. 3. Explaining the purpose of the lesson. 4. Reviewing the previous meeting
Whilst-activity (60 minutes)	Exploration (30 minutes) 1. Students sit in groups. 2. Each students choose 2 topic cards for TopicTalk conversation cards activity 3. Students do preparation by preparing preparation notes for conversation cards activity. 4. Students do the speaking preparation using TopicTalk conversation cards and preparation notes in groups. Elaboration (25 minutes) 5. Students do the posttest I

	conversation cards in groups using TopicTalk Conversation Cards in queue. - Documenting the activity of conversation cards and students also prepared the preparation notes. - Students submit the preparation notes. Confirmation (5 minutes) - Giving students feedback. - Motivating students.
Post-activity (10 minutes)	- Giving a conclusion of the learning activity - Closing the class.

MEETING 5 (2 JP X 40 MINUTES)	
Learning Stages	Learning Activities
Pre-activity (10 minutes)	- Greeting the class and pray together before the class start. - Checking Students' attendance list. - Explaining the purpose of the lesson. - Reviewing the previous meeting.
Whilst-activity (60 minutes)	Exploration (30 minutes) - Students sits in groups. - Students choose topic cards of TopicTalk conversation cards. - Students do preparation by preparing preparation notes for conversation cards activity. - Students do the speaking preparation using TopicTalk conversation cards and preparation notes in groups. Elaboration (25 minutes) - Students do the posttest II conversation cards in groups using TopicTalk Conversation Cards in queue. - Documenting the activity of conversation cards and students also prepared the preparation notes.

	7. Students submit the preparation notes. Confirmation (5 minutes) 8. Giving students feedback. 9. Motivating students.
Post-activity (10 minutes)	1. Giving a conclusion of the learning activity 2. Closing the class.

MEETING 6 (2 JP X 40 MINUTES)	
Learning Stages	Learning Activities
Pre-activity (10 minutes)	1. Greeting the class and pray together before the class start. 2. Checking Students' attendance list. 3. Explaining the purpose of the lesson. 4. Reviewing the previous meeting.
Whilst-activity (60 minutes)	Exploration (30 minutes) 1. Students sits in groups. 2. Students choose topic cards of TopicTalk conversation cards. 3. Students do preparation by preparing preparation notes for conversation cards activity. 4. Students do the speaking preparation using TopicTalk conversation cards and preparation notes in groups. Elaboration (25 minutes) 5. Students do the posttest II conversation cards in groups using TopicTalk Conversation Cards in queue (students who have not done the posttest 2). 6. Documenting the activity of conversation cards and students also prepared the preparation notes. 7. Students submit the preparation notes. Confirmation (5 minutes) 8. Giving students feedback.

	9. Motivating students.
Post-activity (10 minutes)	1. Giving a conclusion of the learning activity 2. Closing the class.
MEETING 7 (2 JP X 40 MINUTES)	
Learning Stages	Learning Activities
Pre-activity (10 minutes)	1. Greeting the class and pray together before the class start. 2. Checking Students' attendance list. 3. Explaining the purpose of the lesson. 4. Reviewing the previous meeting.
Whilst-activity (60 minutes)	Exploration (30 minutes) 1. Students sits in groups. 2. Students choose topic cards of TopicTalk conversation cards. 3. Students do preparation by preparing preparation notes for conversation cards activity. 4. Students do the speaking preparation using TopicTalk conversation cards and preparation notes in groups. Elaboration (25 minutes) 5. Students do the posttest II conversation cards in groups using TopicTalk Conversation Cards in queue (students who have not done the posttest 2). 6. Documenting the activity of conversation cards and students also prepared the preparation notes. 7. Students submit the preparation notes. Confirmation (5 minutes) 8. Giving students feedback. 9. Motivating students.
Post-activity (10 minutes)	1. Giving a conclusion of the learning activity 2. Closing the class.

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ASSESTMENT SCHEDULE	
Diagnostic Assessment (Pretest)	Time: In the first cycle (first meeting) Assesment Type: Speaking Test - conversation
Formative Assessment (Posttest I)	Time: In the first cycle (fourth meeting) Assesment Type: Speaking Test – conversation
Summative Assessment (Posttest II)	Time: In the second cycle (fifth, sixth, seventh meetings) Assesment Type: Speaking Test - conversation

KKTP (Kriteria Ketercapaian Tujuan Pembelajaran)				
KKTP dengan pendekatan speaking rubric				
Tujuan Pembelajaran	Baru Berkembang (1)	Layak (2)	Cakap (3)	Mahir (4)
Fluency	Belum lancar berbicara, muncul ragu-ragu dalam berkomunikasi sering terjadi saat percakapan berlangsung, dan terjadi banyak jeda ketika berbicara.	Mampu dengan cukup lancar berbicara, terkadang ragu-ragu dalam berkomunikasi saat percakapan berlangsung, dan kadang terjadi jeda saat berbicara	Mampu berbicara dengan lancar dan percaya diri, sedikit ragu-ragu dalam berkomunikasi saat percakapan berlangsung, dan sedikit jeda saat berbicara.	Mampu dengan sangat lancar berbicara dan percaya diri, tidak ada keraguan dan jeda saat komunikasi berlangsung.
Pronunciation and Intonation	Belum mampu berbicara dengan intonasi dan cara pengucapan yang tepat, membuat banyak kesalahan pengucapan dan intonasi yang monoton.	Mampu berbicara dengan intonasi dan pengucapan yang cukup tepat, terkadang membuat kesalahan pengucapan dan intonasi yang sedikit monoton.	Mampu berbicara dengan intonasi dan pengucapan yang tepat, sedikit membuat kesalahan pengucapan dan intonasi tidak monoton.	Mampu berbicara dengan intonasi dan pengucapan yang hampir selalu akurat dan jelas.
Accuracy	Belum mampu berbicara dengan struktur yang tepat, banyak membuat kesalahan struktur saat berbicara, atau masih menggunakan struktur kalimat yang masih basis.	Mampu berbicara menggunakan struktur kalimat yang cukup tepat, mulai menggunakan struktur kalimat yang bervariasi dengan banyak kesalahan struktur, atau terkadang menggunakan struktur kalimat yang masih basis.	Mampu berbicara menggunakan struktur kalimat hampir tepat, menggunakan struktur kalimat yang bervariasi namun dengan beberapa error.	Mampu berbicara menggunakan struktur kalimat dengan tepat dan melakukan kesalahan sedikit struktur
Vocabulary	Belum mampu berbicara menggunakan	Mampu berbicara dan mulai mengeksplor	Mampu berbicara dengan beragam kosakata dan	Mampu berbicara dengan kosakata dan ekspresi

	kosakata dan ekspresi kalimat yang beragam, terbatas hanya menggunakan kosakata dan expression yang basic.	penggunaan kosakata dan ekspresi kalimat namun masih terbatas.	ekspresi kalimat, namun masih membuat beberapa kesalahan pemilihan kata.	kalimat yang beragam dan hampir tidak pernah membuat kesalahan pemilihan kata.
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Success Criteria: The success criteria align with the KKTP of the English Subject; the English subject sets the score of 75 as the minimum criterion or KKTP. The first criterion is the student's individual KKTP; the students are successful if they achieve the four criteria with a total of ≥ 12 . The second criterion is to exceed the total of students in the classroom, which exceeds 75% of students who passed the KKTP. In addition, the third criterion also emphasized that no students fall into the category of failure or < 8 category score.

ENRICHMENT & REMEDIAL

ENRICHMENT

Enrichment is for students who passed Kriteria Ketercapaian Tujuan Pembelajaran (KKTP). The students are given more discussion on similar topics to improve their knowledge.

REMEDIAL

The remedial is for students who have not achieved the Kriteria Ketercapaian Tujuan Pembelajaran (KKTP). The students are given practice repetition or repeating assessments.

LEMBAR KERJA PESERTA DIDIK

Diagnostic Assessment (Pretest)	1. Pretest Conversation Cards The class is divided into six groups, and the conversation test is done in groups using TopicTalk conversation cards, lasting 5-10 minutes. The instructions for the activity of conversation cards are on the appendix page.
Formative Assessment (Posttest I)	1. Conversation Preparation Students in groups do the activity of Deubelbeiss' Conversation Cards and TopicTalk Conversation Cards. Students have time to prepare their conversation by working on a worksheet (LKPD) and practicing speaking. The instructions for the activity of conversation cards are on the appendix page. 2. Conversation Cards The class is divided into six groups, and the conversation test is done in groups and two rounds using two topic cards from TopicTalk conversation cards. The instructions for the activity of conversation cards are on the appendix page.

Summative Assessment (Posttest II)	1. Posttest Conversation Cards The class is divided into six groups, and the conversation test is done in groups and two rounds using two topic cards from TopicTalk conversation cards. The instructions for the activity of conversation cards are on the appendix page.
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ASSESMEN INSTRUMENT																													
Diagnostic Assessment (Pretest)	1. Conversation Test Learning Objectives: - Students can speak their statements, respond, and ask questions with good pronunciation and intonation (<i>accuracy</i>) - Students can speak their statements, respond, and ask questions smoothly (<i>fluency</i>) - Students can speak their statements, respond, and ask questions with good grammar accuracy (<i>accuracy</i>) - Students can speak their statements, respond, and ask questions with good vocabulary (<i>accuracy</i>) Test Type: Speaking Test Scoring Rubric <table> <tr> <th>Name</th><th>Fluency (1-4)</th><th>Pronunciation & Intonation (1-4)</th><th>Accuracy (1-4)</th><th>Vocabulary (1-4)</th><th>Score Total</th></tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>etc</td><td></td><td></td><td></td><td></td><td></td></tr> </table> $N = \frac{\text{Score Total}}{16} \times 100$ <i>Note: The scoring rubric is based on the speaking rubric by O'Malley and Pierce (1990) and the KKTP.</i>					Name	Fluency (1-4)	Pronunciation & Intonation (1-4)	Accuracy (1-4)	Vocabulary (1-4)	Score Total													etc					
Name	Fluency (1-4)	Pronunciation & Intonation (1-4)	Accuracy (1-4)	Vocabulary (1-4)	Score Total																								
etc																													
Formative Assessment (Posttest I)	2. Conversation Test Learning Objectives: - Students can speak their statements, respond, and ask questions with good pronunciation and intonation (<i>accuracy</i>) - Students can speak their statements, respond, and ask questions smoothly (<i>fluency</i>) - Students can speak their statements, respond, and ask questions with good grammar accuracy (<i>accuracy</i>) - Students can speak their statements, respond, and ask questions with good vocabulary (<i>accuracy</i>) Test Type: Speaking Test Scoring Rubric <table> <tr> <th>Name</th><th>Fluency (1-4)</th><th>Pronunciation & Intonation (1-4)</th><th>Accuracy (1-4)</th><th>Vocabulary (1-4)</th><th>Score Total</th></tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Dst</td><td></td><td></td><td></td><td></td><td></td></tr> </table>					Name	Fluency (1-4)	Pronunciation & Intonation (1-4)	Accuracy (1-4)	Vocabulary (1-4)	Score Total													Dst					
Name	Fluency (1-4)	Pronunciation & Intonation (1-4)	Accuracy (1-4)	Vocabulary (1-4)	Score Total																								
Dst																													

	$N = \frac{\text{Score Total}}{16} \times 100$ <i>Note: The scoring rubric is based on the speaking rubric by O'Malley and Pierce (1990) and the KKTP.</i>																								
Summative Assessment (Posttest II)	3. Conversation Test Learning Objectives: 1. Students can speak their statements, respond, and ask questions with good pronunciation and intonation (<i>accuracy</i>) 2. Students can speak their statements, respond, and ask questions smoothly (<i>fluency</i>) 3. Students can speak their statements, respond, and ask questions with good grammar accuracy (<i>accuracy</i>) 4. Students can speak their statements, respond, and ask questions with good vocabulary (<i>accuracy</i>) Test Type: Speaking Test Scoring Rubric <table><tr><th>Name</th><th>Fluency (1-4)</th><th>Pronunciation & Intonation (1-4)</th><th>Accuracy (1-4)</th><th>Vocabulary (1-4)</th><th>TOTAL SKOR</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>etc</td><td></td><td></td><td></td><td></td><td></td></tr></table> $N = \frac{\text{Score Total}}{16} \times 100$ <i>Note: The scoring rubric is based on the speaking rubric by O'Malley and Pierce (1990) and the KKTP.</i>	Name	Fluency (1-4)	Pronunciation & Intonation (1-4)	Accuracy (1-4)	Vocabulary (1-4)	TOTAL SKOR													etc					
Name	Fluency (1-4)	Pronunciation & Intonation (1-4)	Accuracy (1-4)	Vocabulary (1-4)	TOTAL SKOR																				
etc																									

GLOSARIUM
Basic Conversation: Percakapan dasar English Expression: Ungkapan bahasa Inggris Conversation Cards: kartu berbicara yang digunakan untuk berbicara berdasarkan topik yang ada dalam kartu.
REFERENCES
1. Youtube 2. Internet 3. TopicTalk Conversation Cards by Susan Pike (2006) 4. Get Speaking Conversation Cards by David Deubelbeiss (2020)

Appendix 2: Topic Talk Conversation Card Instruction

TOPIC TALK CONVERSATION CARD INSTRUCTION

In this activity each group gets:

1. Topic Cards: these are the talking points or topics to be discussed.
2. Talk Cards: these cards are used to make a statement about the topic.
3. DoubleTalk Cards: these cards are used to make two statements about the topic.
4. Question Cards: these cards are used to ask other players questions about the topic.
5. Wild Cards: these cards are used to either make a statement or ask a question.

Instructions:

1. Each group of 6 or 5 forms a circle of their own group.
2. Shuffle the topic cards and conversation cards first. Then, the topic cards are placed face down, and each player is dealt 4 conversation cards.
3. The remaining conversation cards are placed face down. Then take one topic card and face it forward so that all players can see what topic will be presented.
4. The flow of the game is that the player who takes out the conversation card first is the leftmost to the rightmost then back again from the leftmost.
5. Then the next topic card is issued and a new topic has been established then the player who started first continues one more lap until all the cards from the players run out or the specified time duration.

Rules:

1. Each group member is allowed to think before answering, but not so long that time runs out. You are allowed to take notes on what you are going to talk about.
2. The duration of the conversation activity is 5-10 minutes.
3. Question cards can be used freely to question any player but still in accordance with the direction of the test flow, no skip.
4. Each player must use English when saying statements, asking questions, and answering questions.
5. Each player may respond to statements and statements of friends by responding to the answers to statements or questions.
6. Each player is allowed to ask back if the player speaks less clearly / less volume by saying "Excuse me, Rani. Can you repeat it again"; "Excuse me? Can you speak louder" or "Speak louder, please!".
7. During the test there will be a group that is being recorded, please do not make noise and disturb the group whose turn it is to speak.

Scoring:

Grammar (25%)

Vocabulary (25%)

Intonation and Pronunciation (25%)

Fluency (25%)

Topics Cards are:

- | | |
|--|---|
| • Talk about a food you like to eat | • Talk about pets. Do you have a pet? |
| • Talk about your favorite sport | • Talk about school. Do you like your school? |
| • Talk about a game you love to play | • Talk about your hobby. What is your hobby? |
| • Talk about your favorite drink | • Talk about watching YouTube, movies, or films |
| • Talk about your family member | • Talk about favorite places |
| • Talk about your dream job. What do you want to be? | <i>*In the posttest I&II, the additional 60+ cards are provided to give more topics options</i> |
| • Talk about songs or music you like | |

Appendix 3: Deubelbeiss Conversation Card Instruction

DEUBELBEISS CONVERSATION CARDS INSTRUCTION

In this activity each group gets:

1. My Favorite Things: Learners talk about the things they like based on the keywords.
2. Tell us about: Learner's talk based on the topic
3. Simple Q&A: Students answer simple questions

Instructions:

1. Each group of 6 or 5 forms a circle of their own group.
2. Shuffle the cards first and then distribute the cards equally.
3. Each students answer and show the cards to another player, starting from the leftmost player.
4. Then other learners ask 2 following up questions to the leftmost player.
5. After that, proceed to the right side in the same way to answer and answer 2 follow-up questions from other friends.
6. The game ends until all cards are exhausted.

Rules:

1. Each group member is allowed to think before answering, but not so long that time runs out. You are allowed to take notes on what you are going to talk about.
2. Each player must use English when making statements, asking questions, and answering questions.
3. Each player may respond to their friends' statements by asking another question, responding, or continuing the discussion.
4. Each player is allowed to ask back if the player speaks less clearly / less loudly by saying "Excuse me, Rani. Can you repeat it again"; "Excuse me? Can you speak louder" or "Speak louder, please!".

Appendix 4: Conversation Notes Preparation Notes

CONVERSATION NOTES PREPARATION NOTES

Fill in the answers below based on your creativity and freedom. Use your own original answers and do not cheat on your friends' answers, use these notes as preparation for the conversation test. The blue part is Talk card, the cyan part is DoubleTalk card, and the red part is Question card.

No	Topic	Answers
1	Talk about a food you like to eat.	
		• •
2	Talk about your favorite sport.	
		• •
3	Talk about a game you love to play.	
		• •
4	Talk about your favorite drink.	
		• •
5	Talk about your family member.	
		• •
6	Talk about your dream job. What do you want to be?	
		• •
7	Talk about songs or music you like.	
		• •
8	Talk about pets. Do you have a pet?	
		• •

9	Talk about school. Do you like your school?	
		• •
10	Talk about your hobby. What is your hobby?	
		• •

Appendix 5: Conversation Notes Preparation Key Answers

CONVERSATION NOTES PREPARATION KEY ANSWERS

The following are the reading references you can use as your preparation notes. The blue table is a Talk card, the cyan table is a DoubleTalk card, and the red table is a Question card.

No	Topic	Answers
1	Talk about a food you like to eat.	I enjoy eating fried chicken. Everything I eat, based on chicken.
		I have a lot of interest in food. For a breakfast I eat chocolate bread. In the afternoon, I have my lunch fried chicken and rice. For dinner, I have matarbak and terang bulan. Sometimes I go to different restaurant every Sunday to try lot of delicious food.
		• Rama, what is your favorite drink? • Rama, why do you like to eat fried chicken? • What is your second favorite food? • Do you like to eat noodles?
2	Talk about your favorite sport.	I don't do sports but I do enjoy watching basketball games and exercising at the gym.
		I like playing a lot of sports basketball, volleyball, and swimming. I do it because it makes me healthy and strong.
		Alisa, what kind of sports you like? Alisa, do you work out?
3	Talk about a game you love to play.	I like to play mobile legend. It's the most popular game in my country, I played together with my classmates. My role is a fighter and playing at the exp lane.
		I like to play mobile legend. It's the most popular game in my country, I played together with my classmates. My role is a fighter and playing at the exp lane.
		What game do you play? How often do you play game? Do you think playing game too much is bad?

4	Talk about your favorite drink.	My favorite drink is ice tea and caramel coffee. I make my drink by myself and it must be a cold drink and add with ice.
		Yes I like drinking ice tea. It should be with a sugar and cold with addition of ice. I also like drinking juice, watermelon juice and orange juice. I drink juice because it is healthy and good for body.
		What is your favorite drink? Do you like sweet drink? Do you drink coffee?
5	Talk about your family member.	I have two siblings. A sister and a brother. They have already grown up and married. I'm the youngest in the family.
		Me and my grandma are happy family. My parents and granpa are already passed away. Despite the situation, my grandma is always being the most kind a lovely figure in the family.
		Tell me about your family, Joe!
6	Talk about your dream job. What do you want to be?	I want to be an actor. I want to be on the tv, movie, and cinema.
		I want to be a singer just like Taylor swift. Currently I am training singing and playing instruments, next year I'm going to compete at Indonesia Idol. Wish me luck guys!
		Who do you want to be when you grow up? Do you have big dreams, Joe?
7	Talk about songs or music you like.	I don't know much songs. But recently I'm listening to Maroon 5 "payphone".
		I'm a big fan of K-Pop culture. Blackpink, New Jeans, TWICE, etc. I know almost all of their songs and sometimes when I listen the song I just want to dance right away.
		Do you like jazz genre? Why do you like K-Pop?
8	Talk about pets. Do you have a pet?	My favorite pet is Cat. I have a cat at home. His name is Sashania.
		I don't have a pet. But I like animals. My parents forbid me to have a pet. I don't know why maybe it is because they are allergic to cats and dogs.
		Roro, do you have a pet at house?

		Do you like cats?
9	Talk about school. Do you like your school?	I am studying at SMALA, my class is X-7. I love this class; my classmate is friendly.
		Yes, I like my school. At school, I am not only studying but I join lot of extracurricular activity like choir, modern dance, and English Club.
		Do you join school activity?
		How do you go to school?
10	Talk about your hobby. What is your hobby?	I like playing guitar. I've been playing guitar since middle school.
		I really like cooking. My mother always accompanied me to cook with her since I was a kid. She always praise me for my cooking even though it's not perfect.
		Do you like to cook?
		Do you like to play video games?

Appendix 6: Posttest I & II Preparation Notes

POSTTEST I&II PREPARATION NOTES

POST TEST-1 PREPARATION NOTES	POST TEST-2 PREPARATION NOTES
Name: Tulislah preparation notes! Berdasarkan jawaban sendiri dan topic cards! • Buatlah statement dengan minimal 3-5 kalimat • Gunakan elaborasi/deskripsi/detail • Perhatikan grammar yang baik • Isilah keterangan sebagai berikut! T: topic cards number S: statement (talk/double talk cards) Q: question cards	Name: Tulislah preparation notes! Berdasarkan jawaban sendiri dan topic cards! • Buatlah statement dengan minimal 3-5 kalimat • Gunakan elaborasi/deskripsi/detail • Perhatikan grammar yang baik • Isilah keterangan sebagai berikut! T: topic cards number S: statement (talk/double talk cards) Q: question cards
Topic 1:	Topic 1:
Statement 1:	Statement 1:
Question 1:	Question 1:
Topic 2:	Topic 2:
Statement 2:	Statement 2:
Question 2:	Question 2:

Appendix 7: Students' Posttest I & II Preparation Notes

STUDENTS' POSTTEST I & II PREPARATION NOTES

POST TEST-1 PREPARATION NOTES	
Name:	Mutya Indah Sari
Tuliskan preparation notes! Berdasarkan jawaban sendiri dan topic cards!	
• Buatlah statement dengan minimal 3-5 kalimat • Gunakan elaborasi/deskripsi/detail • Perhatikan grammar yang baik • Isilah keterangan sebagai berikut!	
T: topic cards number	
S: statement (talk/double talk cards)	
Q: question cards	
Topic 1: favorite place (I)	
Statement 1:	my favorite place is the beach because for me the beach is very beautiful
Question 1:	what is your favorite place ?
Topic 2: food (II)	
Statement 2:	my favorite food is meatballs and chicken noodles because they are very delicious .
Question 2:	what is your favorite food ??

POST TEST-1 PREPARATION NOTES

Name: Samuel Christopher Wang

Tuliskan preparation notes! Berdasarkan jawaban sendiri dan topic cards!

- Buatlah statement dengan minimal 3-5 kalimat
- Gunakan elaborasi/deskripsi/detail
- Perhatikan grammar yang baik
- Isilah keterangan sebagai berikut!
T: topic cards number
S: statement (talk/double talk cards)
Q: question cards

Topic 1: Talk about myths, what are the popular myths you know?

Statement 1: I don't know any myths, because I don't like the myths

Question 1: I want ask to Raihan do you know any myths or fact

Topic 2: Talk about achievement. What are the most satisfying achievements you have

Statement 2: I don't have any achievement because I don't like taking part in competitions

Question 2: I want ask to Akmal what achievement you got?

POST TEST-1 PREPARATION NOTES

Name: Selfia Rahayu

Tulislah preparation notes! Berdasarkan jawaban sendiri dan topic cards!

- Buatlah statement dengan minimal 3-5 kalimat
- Gunakan elaborasi/deskripsi/detail
- Perhatikan grammar yang baik
- Isilah keterangan sebagai berikut!

T: topic cards number

S: statement (talk/double talk cards)

Q: question cards

Topic 1: Music (7)

Statement 1: The topic card is talk about songs or music you like. I like listening to Wave to earth songs, my favorite songs are seasons. I listen to songs on spotify

Question 1: I want to ask question to Zahra, what ur favorite songs?

Topic 2: (68) Shows

Statement 2: The topic card is talk about shows you binge-watching. The show I've been watching lately is exchange 3, I watched it on netflix. I usually watch it on weekends when relaxing

Question 2: I want to question to ~~Panda~~ Syada! what ur favorite shows/film

POST TEST-2 PREPARATION NOTES	
Name: Azizah Rizky.k	
Tuliskan preparation notes! Berdasarkan jawaban sendiri dan topic cards!	
• Buatlah statement dengan minimal 3-5 kalimat • Gunakan elaborasi/deskripsi/detail • Perhatikan grammar yang baik • Isilah keterangan sebagai berikut!	
T: topic cards number	Azizah
S: statement (talk/double talk cards)	
Q: question cards	
Topic 1: talk about your dream job. what do you want to be?	
(6)	
Statement 1:	
My dream job is doctor, because I want to help some people in the future. and I want to make my parent ^{very} proud of me.	
Question 1: Talk about your dream job. what do you want to be?	
Topic 2: (75)	
Statement 2:	
If I meet someone in my dream, he has the characteristics of a very good and handsome ^{boy} man . then he also a smart ^{boy} man . he is also a child who is not naughty like like school students in general	
Question 2: If you could meet your dream man / woman, how would their personality and appearance be like?	

POST TEST-2 PREPARATION NOTES	
Name: <u>Berilyana Putri Setiawan</u>	
Tuliskan preparation notes! Berdasarkan jawaban sendiri dan topic cards!	
• Buatlah statement dengan minimal 3-5 kalimat • Gunakan elaborasi/deskripsi/detail • Perhatikan grammar yang baik • Isilah keterangan sebagai berikut! T: topic cards number S: statement (talk/double talk cards) Q: question cards	
Topic 1:	<u>59</u>
Statement 1:	<u>On Sunday I went to my grandmother's house and I met my other family there. there are a lot of my family who come to my grandmother's house on Sundays. usually when I'm at my grandmother's house I meet my cousins and play with them.</u>
Question 1:	<u>what do you do on monday?</u>
Topic 2:	<u>9</u>
Statement 2:	<u>I like school because I have a lot of friends and I often spend break time with them. but on the other hand I also don't like school because the teacher are annoying they are annoying because they give us a lot of difficult homework</u>
Question 2:	<u>do you like your school?</u>

POST TEST-2 PREPARATION NOTES

Name: Adhisty Fitri Juliana K-7

Tuliskan preparation notes! Berdasarkan jawaban sendiri dan topic cards!

- Buatlah statement dengan minimal 3-5 kalimat
- Gunakan elaborasi/deskripsi/detail
- Perhatikan grammar yang baik
- Isilah keterangan sebagai berikut!

T: topic cards number

S: statement (talk/double talk cards)

Q: question cards

Topic 1: hobby

(10)

Statement 1:

My hobby is badminton because I have participated in competitions and Extracurricular activities

Question 1: Apapa

What is your hobby?

Topic 2: Drink

(4)

Statement 2:

My Favorite Drink is mango juice because it tastes really good and is easy to find.

Question 2: Ribka

Talk about your Favorite Drink?

Appendix 8: Students' Speaking Observation Score

STUDENTS' SPEAKING SCORE RUBRIC RESULT

Speaking Initial Score (observation score)

No	Full Name	Sex	Fluency	Pronunciation and Intonation	Vocabulary	Accuracy	Total	Score	Category
1	AFJ	Female	2	2	1	1	6	37.5	Low
2	AGS	Male	3	3	3	3	12	75	Good
3	AFC	Female	2	2	2	2	8	50	Low
4	ANP	Female	2	2	2	1	7	43.75	Low
5	ARK	Female	3	3	3	3	12	75	Good
6	AAA	Male	3	3	3	3	12	75	Good
7	BPS	Female	3	3	3	3	12	75	Good
8	CCN	Female	1	1	1	1	4	25	Low
9	CMS	Female	3	3	3	3	12	75	Good
10	FADA	Male	2	2	2	2	8	50	Low
11	MEA	Male	2	2	1	1	6	37.5	Low
12	MTK	Male	1	1	2	1	5	31.25	Low
13	MH	Male	2	2	2	2	8	50	Low
14	MSRM	Male	3	3	3	2	11	68.75	Low
15	MYR	Male	3	3	3	2	11	68.75	Low
16	MIS	Female	2	2	2	2	8	50	Low
17	NSA	Female	1	1	1	1	4	25	Low
18	NNA	Female	2	2	1	2	7	43.75	Low
19	NSR	Female	3	2	3	3	11	68.75	Low
20	OI	Female	3	2	2	2	9	56.25	Low

No	Full Name	Sex	Fluency	Pronunciation and Intonation	Vocabulary	Accuracy	Total	Score	Category
21	PAG	Male	2	1	2	2	7	43.75	Low
22	RA	Female	2	2	2	2	8	50	Low
23	RCA	Male	2	1	2	2	7	43.75	Low
24	RCM	Female	3	3	3	3	12	75	Good
25	RS	Male	1	1	1	1	4	25	Low
26	SCW	Male	3	3	2	2	10	62.5	Low
27	SW	Female	2	2	2	2	8	50	Low
28	SR	Female	2	2	2	2	8	50	Low
29	SATL	Female	1	1	1	1	4	25	Low
30	S	Female	3	3	2	2	10	62.5	Low
31	WAMA	Male	3	3	3	3	12	75	Good
32	ZMR	Female	2	2	1	1	6	37.5	Low
33	ZNR	Female	1	2	2	2	7	43.75	Low
34	ZAO	Female	1	2	2	2	7	43.75	Low
The Highest Score							75		
The Lowest Score							25		
Total Score							1768.75		
Total Low-Level Students							27 (80%)		
Total Good-Level Students							7 (20%)		

Appendix 9: Students' Speaking Score Rubric Result

STUDENTS' SPEAKING SCORE RUBRIC RESULT

Pretest Speaking Score Rubric Result

No	Full Name	Sex	Fluency	Pronunciation and Intonation	Vocabulary	Accuracy	Total	Score	Category	Note
1	AFJ	Female	1	2	2	2	7	43.75	Failure	Failed
2	AGS	Male	4	3	2	3	12	75	Good	Passed
3	AFC	Female	3	2	2	2	9	56.25	Poor	Failed
4	ANP	Female	2	2	2	2	8	50	Poor	Failed
5	ARK	Female	4	3	2	3	12	75	Good	Passed
6	AAA	Male	3	4	2	3	12	75	Good	Passed
7	BPS	Female	4	3	2	2	11	68.75	Fairly	Failed
8	CCN	Female	3	2	2	2	9	56.25	Poor	Failed
9	CMS	Female	4	3	2	3	12	75	Good	Passed
10	FADA	Male	2	3	2	2	9	56.25	Poor	Failed
11	MEA	Male	2	2	1	2	7	43.75	Failure	Failed
12	MTK	Male	1	2	1	1	5	31.25	Failure	Failed
13	MH	Male	2	3	2	2	9	56.25	Poor	Failed
14	MSRM	Male	4	3	2	3	12	75	Good	Passed
15	MYR	Male	3	4	2	3	12	75	Good	Passed
16	MIS	Female	2	3	2	2	9	56.25	Poor	Failed
17	NSA	Female	1	1	1	1	4	25	Failure	Failed
18	NNA	Female	2	2	2	2	8	50	Poor	Failed
19	NSR	Female	3	4	2	3	12	75	Good	Passed
20	OI	Female	3	3	2	2	10	62.5	Fairly	Failed

No	Full Name	Sex	Fluency	Pronunciation and Intonation	Vocabulary	Accuracy	Total	Score	Category	Note
21	PAG	Male	2	2	2	2	8	50	Poor	Failed
22	RA	Female	2	3	2	2	9	56.25	Poor	Failed
23	RCA	Male	2	2	2	2	8	50	Poor	Failed
24	RCM	Female	3	2	2	2	9	56.25	Poor	Failed
25	RS	Male	1	2	1	1	5	31.25	Failure	Failed
26	SCW	Male	4	3	2	2	11	68.75	Fairly	Failed
27	SW	Female	3	2	2	2	9	56.25	Poor	Failed
28	SR	Female	2	3	2	2	9	56.25	Poor	Failed
29	SATL	Female	1	1	1	1	4	25	Failure	Failed
30	S	Female	4	3	2	2	11	68.75	Fairly	Failed
31	WAMA	Male	4	3	3	3	13	81.25	Excellent	Passed
32	ZMR	Female	1	2	2	2	7	43.75	Failure	Failed
33	ZNR	Female	2	2	2	2	8	50	Poor	Failed
34	ZAO	Female	3	2	1	2	8	50	Poor	Failed
The Highest Score							81.25			
The Lowest Score							25			
Total Score							1925			
Average Score							56.62			
Pronunciation and Intonation							63.23			
Fluency							63.97			
Accuracy							52.94			
Vocabulary							46.32			
Total Passed Students							8 (24%)			
Total Failed Students							26 (76%)			

Posttest I Speaking Score Rubric Result

No	Full Name	Sex	Fluency	Pronunciation and Intonation	Vocabulary	Accuracy	Total	Score	Category	Note
1	AFJ	Female	2	2	3	3	10	62.5	Fairly	Failed
2	AGS	Male	4	3	3	3	13	81.25	Excellent	Passed
3	AFC	Female	3	3	3	3	12	75	Good	Passed
4	ANP	Female	3	3	3	3	12	75	Good	Passed
5	ARK	Female	4	4	4	3	15	93.75	Excellent	Passed
6	AAA	Male	4	4	4	3	15	93.75	Excellent	Passed
7	BPS	Female	4	4	4	3	15	93.75	Excellent	Passed
8	CCN	Female	3	3	2	2	10	62.5	Fairly	Failed
9	CMS	Female	3	4	2	2	11	68.75	Fairly	Failed
10	FADA	Male	3	3	4	3	13	81.25	Excellent	Passed
11	MEA	Male	2	3	3	3	11	68.75	Fairly	Failed
12	MTK	Male	3	3	3	3	12	75	Good	Passed
13	MH	Male	4	3	2	2	11	68.75	Fairly	Failed
14	MSRM	Male	3	4	4	3	14	87.5	Excellent	Passed
15	MYR	Male	4	4	3	3	14	87.5	Excellent	Passed
16	MIS	Female	3	3	3	3	12	75	Good	Passed
17	NSA	Female	2	3	2	2	9	56.25	Poor	Failed
18	NNA	Female	3	3	3	3	12	75	Good	Passed
19	NSR	Female	3	4	3	3	13	81.25	Excellent	Passed
20	OI	Female	3	3	2	2	10	62.5	Fairly	Failed
21	PAG	Male	3	3	2	2	10	62.5	Fairly	Failed
22	RA	Female	4	4	4	3	15	93.75	Excellent	Passed
23	RCA	Male	2	3	4	3	12	75	Good	Passed

No	Full Name	Sex	Fluency	Pronunciation and Intonation	Vocabulary	Accuracy	Total	Score	Category	Note
24	RCM	Female	3	3	3	3	12	75	Good	Passed
25	RS	Male	2	2	3	3	10	62.5	Fairly	Failed
26	SCW	Male	4	3	3	3	13	81.25	Excellent	Passed
27	SW	Female	4	3	4	3	14	87.5	Excellent	Passed
28	SR	Female	3	4	3	3	13	81.25	Excellent	Passed
29	SATL	Female	2	1	2	2	7	43.75	Failure	Failed
30	S	Female	3	3	4	4	14	87.5	Excellent	Passed
31	WAMA	Male	4	3	4	3	14	87.5	Excellent	Passed
32	ZMR	Female	3	3	4	3	13	81.25	Excellent	Passed
33	ZNR	Female	3	2	3	3	11	68.75	Fairly	Failed
34	ZAO	Female	3	3	3	3	12	75	Good	Passed
The Highest Score							93.75			
The Lowest Score							43.75			
Total Score							2587.5			
Average Score							76.1			
Pronunciation and Intonation							77.94			
Fluency							77.94			
Accuracy							70.59			
Vocabulary							77.94			
Total Passed Students							23 (68%)			
Total Failed Students							11 (32%)			
The Percentage of Improvement Pretest-Posttest I							35%			

Posttest II Speaking Score Rubric Result

No	Full Name	Sex	Fluency	Pronunciation and Intonation	Vocabulary	Accuracy	Total	Score	Category	Note
1	AFJ	Female	3	3	3	3	12	75	Good	Passed
2	AGS	Male	4	3	3	3	13	81.25	Excellent	Passed
3	AFC	Female	3	3	3	3	12	75	Good	Passed
4	ANP	Female	4	3	3	3	13	81.25	Excellent	Passed
5	ARK	Female	4	4	4	3	15	93.75	Excellent	Passed
6	AAA	Male	4	4	4	3	15	93.75	Excellent	Passed
7	BPS	Female	4	4	4	3	15	93.75	Excellent	Passed
8	CCN	Female	3	3	4	4	14	87.5	Excellent	Passed
9	CMS	Female	3	3	4	4	14	87.5	Excellent	Passed
10	FADA	Male	3	3	4	4	14	87.5	Excellent	Passed
11	MEA	Male	3	3	3	3	12	75	Good	Passed
12	MTK	Male	3	3	3	2	11	68.75	Fairly	Failed
13	MH	Male	3	3	3	3	12	75	Good	Passed
14	MSRM	Male	4	4	4	4	16	100	Excellent	Passed
15	MYR	Male	4	3	4	3	14	87.5	Excellent	Passed
16	MIS	Female	3	3	4	4	14	87.5	Excellent	Passed
17	NSA	Female	3	3	2	2	10	62.5	Fairly	Failed
18	NNA	Female	3	3	4	3	13	81.25	Excellent	Passed
19	NSR	Female	4	4	4	3	15	93.75	Excellent	Passed
20	OI	Female	3	3	4	4	14	87.5	Excellent	Passed
21	PAG	Male	3	3	3	3	12	75	Good	Passed
22	RA	Female	4	4	4	3	15	93.75	Excellent	Passed
23	RCA	Male	4	3	4	3	14	87.5	Good	Passed

No	Full Name	Sex	Fluency	Pronunciation and Intonation	Vocabulary	Accuracy	Total	Score	Category	Note
24	RCM	Female	4	3	3	4	14	87.5	Good	Passed
25	RS	Male	3	2	3	3	11	68.75	Fairly	Failed
26	SCW	Male	3	3	4	3	13	81.25	Excellent	Passed
27	SW	Female	4	4	4	3	15	93.75	Excellent	Passed
28	SR	Female	4	4	3	3	14	87.5	Excellent	Passed
29	SATL	Female	2	2	3	2	9	56.25	Poor	Failed
30	S	Female	3	4	4	4	15	93.75	Excellent	Passed
31	WAMA	Male	4	3	4	3	14	87.5	Excellent	Passed
32	ZMR	Female	3	2	4	3	12	75	Good	Passed
33	ZNR	Female	3	3	3	3	12	75	Good	Passed
34	ZAO	Female	3	3	4	3	13	81.25	Excellent	Passed
The Highest Score							100			
The Lowest Score							56.25			
Total Score							2818.75			
Average Score							82.90			
Pronunciation and Intonation							79.41			
Fluency							84.56			
Accuracy							78.68			
Vocabulary							88.97			
Total Passed Students							30 (88%)			
Total Failed Students							4 (12%)			
The Percentage of Improvement Pretest-Posttest II							46%			
The Percentage of Improvement Posttest I-Posttest II							9%			

Appendix 10: Classroom Attendance List

X-7 Attendance List

No	Full Name	Sex	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5	Meeting 6	Meeting 7
1	AFJ	Female	H	H	TH	TH	TH	H	H
2	AGS	Male	H	H	TH	H	H	H	H
3	AFC	Female	TH	H	TH	TH	H	H	H
4	ANP	Female	TH	H	H	TH	H	H	H
5	ARK	Female	TH	H	H	H	H	H	H
6	AAA	Male	H	H	H	H	H	H	H
7	BPS	Female	H	H	H	H	H	H	H
8	CCN	Female	H	H	TH	H	H	H	H
9	CMS	Female	H	H	H	H	H	H	H
10	FADA	Male	H	TH	TH	TH	H	H	H
11	MEA	Male	H	TH	H	H	H	H	H
12	MTK	Male	H	TH	H	H	H	H	H
13	MH	Male	H	H	TH	H	H	H	H
14	MSRM	Male	H	H	TH	TH	TH	TH	H
15	MYR	Male	TH	TH	TH	H	TH	TH	H
16	MIS	Female	H	H	H	H	H	H	H
17	NSA	Female	H	H	TH	H	H	H	H
18	NNA	Female	H	H	H	H	H	H	H
19	NSR	Female	H	H	H	H	H	H	H
20	OI	Female	H	H	H	H	H	H	H
21	PAG	Male	H	TH	TH	H	TH	H	H
22	RA	Female	H	H	H	H	H	H	H

No	Full Name	Sex	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5	Meeting 6	Meeting 7
23	RCA	Male	H	TH	TH	H	TH	H	H
24	RCM	Female	H	TH	H	H	TH	H	H
25	RS	Male	H	TH	TH	H	H	H	H
26	SCW	Male	TH	H	TH	H	H	H	H
27	SW	Female	H	H	TH	H	H	H	H
28	SR	Female	H	H	H	H	H	H	H
29	SATL	Female	H	H	TH	TH	H	H	H
30	S	Female	H	H	H	H	H	H	H
31	WAMA	Male	H	H	H	H	H	H	H
32	ZMR	Female	H	H	H	H	H	H	H
33	ZNR	Female	H	H	TH	H	H	H	H
34	ZAO	Female	H	H	TH	TH	H	H	H

Note:

- H (*Hadir*) = present
- TH (*Tidak Hadir*) = absent

Appendix 11: Research Permission Letter

RESEARCH PERMISSION LETTER

	UNIVERSITAS WIDYA GAMA MAHAKAM SAMARINDA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN	BANK : + BPD KALTIM + BUKOPIN + MUAMALAT + MANDIRI
---	---	---

Samarinda, 22 Febuari 2024

Nomor : 013/UWGM/FKIP-BING/II./2024

Lampiran : -

Hal : Permohonan Ijin Penelitian

Kepada

Yth. Kepala Sekolah SMAN 5 Samarinda

Di Samarinda

Sehubungan dengan rencana penelitian untuk Skripsi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan tersebut di bawah ini :

Nama : Jalaluddin Rahmad

NPM : 2088203012

Program Studi : Bahasa Inggris

Judul Skripsi : The Implementation of Conversation Card to Improve EFL Students' Speaking Skill

Untuk keperluan tersebut diatas, maka kami mohon izin untuk mengadakan penelitian di Sekolah Bapak/Ibu. Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan.

Atas perhatian Bapak / Ibu diucapkan terima kasih.

Ketua Program Studi
Pendidikan Bahasa Inggris,



Widi Syantia Pane, M.Pd
NIDN. 2019.092.264

Telp : (0541) 734294 - 737222
Fax : (0541) 736572
Email : uwigama@cbn.net.id

*Kerutan yang kuman
Widyagama pilihanku*

Kampus Biru
Gedung UWIGAMA
Jl. K.H. Wahid Hasyim Sempaja
Samarinda 75124

Appendix 12: Documentation of Teaching and Learning

DOCUMENTATION OF TEACHING AND LEARNING









Appendix 13: Research Approval Letter of SMA Negeri 5 Samarinda



SURAT KETERANGAN
Nomor: 400.3.8/309/SMAN 5/V/2024

Berdasarkan surat dari Universitas Widya Gama Mahakam Samarinda Fakultas Keguruan Dan Ilmu Pendidikan dengan nomor: 013/UWGM/FKIP-BING/II/2024 pada tanggal 22 Februari 2024 maka Kepala SMA Negeri 5 Samarinda dengan ini menerangkan bahwa:

nama : Jalaluddin Rahmad
NPM : 2088203012
program studi : Bahasa Inggris
jenjang studi : S1 (Strata 1)

Telah melaksanakan penelitian pada tanggal, 27 Maret s.d 2 Mei 2024 dengan judul skripsi **"The Implementation of Conversation Cards to Improve EFL Students 'Speaking Skill.**

Surat keterangan ini di buat untuk dapat dipergunakan sebagaimana mestinya.

8 Mei 2024
Kepala

H. Budiono, S.Pd., M.Pd.
NIP 196511081998021003

Appendix 14: Proposal Thesis Revision Document



LEMBAR REVISI SEMINAR PROPOSAL UNIVERSITAS WIDYA GAMA MAHAKAM SAMARINDA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Email: fkip@uwgm.ac.id

NAMA : JALALUDDIN RAHMAD
NPM : 2088203012
PROGRAM STUDI : BAHASA INGGRIS
JUDUL SKRIPSI : THE IMPLEMENTATION OF CONVERSATION CARDS TO IMPROVE
EFL STUDENTS' SPEAKING SKILLS

No	Nama Dosen dan Jabatan	Catatan Revisi	Tanda Tangan
1	Pembimbing I Dr. Abdul Rohman, M.Pd	- Success Criteria related to the lowest score - Observation - Curriculum and teaching module	
2	Pembimbing II Godefridus Bali Geroda, M.Pd	-	
3	Penguji I Dr. Arbain, M.Pd	- References - Correct title - Correct the APA citation - Correct grammar mistakes - Correct success criteria - Correct CAR steps	

Mengetahui
Ketua Program Studi

Widi Svahria Pane, M.Pd
NIDN. 2019.092.264

NB:

Lembar revisi tidak boleh menggunakan tulisan tangan kecuali tanda tangan Dosen Pembimbing dan Penguji.

Appendix 15: Thesis Revision Document



LEMBAR REVISI SKRIPSI
UNIVERSITAS WIDYA GAMA MAHAKAM SAMARINDA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Email: skip@uwgm.ac.id

NAMA : JALALUDDIN RAHMAD
 NPM : 2088203012
 PROGRAM STUDI : BAHASA INGGRIS
 JUDUL SKRIPSI : THE IMPLEMENTATION OF CONVERSATION CARDS TO IMPROVE
 EFL STUDENTS' SPEAKING SKILLS

No	Nama Dosen dan Jabatan	Catatan Revisi	Tanda Tangan
1	Pembimbing I Dr. Abdul Rohman, M.Pd	-	
2	Pembimbing II Godefridus Bali Geroda, M.Pd	- Correct paragraph with a minimum of 3 sentences - Correct paragraph arrangement	
3	Penguji I Dr. Arbain, M.Pd	- Abstract - Chapter I, III - Chapter IV, research discussion - Chapter V, suggestion number 3	

Mengetahui
 Dekan

 Dr. Nur Agus Salim, M.Pd
 NIK 2022.084.293

NB:

Lembar revisi tidak boleh menggunakan tulisan tangan kecuali tanda tangan Dosen Pembimbing dan Penguji.