



Developing Cue Card Media To Teach Speaking Skill For Ninth Grade Students At SMP Hasanuddin

¹Naumi Asfarina Sabila, ²Tyas Alhim Mubarak, ³Widiarini, ⁴Istina Atul Makrifah

^{1,2,3,4}Universitas Nahdlatul Ulama Blitar, Indonesia

Email: ¹naumisabila@gmail.com, ²tyasalhim@unublitar.ac.id, ³widiarini@unublitar.ac.id, ⁴istina.atulmakrifah@gmail.com

Abstract: This study aims to create cue card media as an instructional aid to enhance the speaking skills of ninth-grade students at SMP Hasanuddin. The research adopts the Research and Development (R&D) approach, specifically utilizing the 4-D model, which includes the stages of Define, Design, Develop, and Disseminate. The background of this study stems from students' difficulties in speaking English, particularly in expressing ideas fluently and engaging in meaningful conversations. To address this issue, the researcher designed cue cards containing prompts and vocabulary that support guided dialogues between students. The developed product underwent validation by a media expert and a material expert, and was subsequently tested through student trials. The **material validation score** was **93%**, the **media validation score** was **95%**, and the **student satisfaction score** was **87%**, all of which indicate that the media is **highly feasible**. The media enables students to engage in paired conversations using situational prompts provided through cue cards. Based on the findings, this learning tool is deemed both effective and practical in enhancing students' speaking abilities and may serve as an alternative instructional resource in English language teaching

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INTRODUCTION

Learning is an activity that has never stopped since the beginning of human existence. Unconsciously, humans continue to experience the learning process throughout their lifetime. The example, when a baby gets the ability to walk, the changes in behavior from not being able to walk to being able to walk are caused by the baby having undergone a learning process. Through learning, humans can grow and achieve goals. Learning has a strategic and important place to direct one's life because by doing so, a person can determine his life's direction (Mardianto, 2012). The Republic of Indonesia Government has carried out a planned effort called education to create good atmosphere of learning. The government has seriously prioritized improving national education. Those by making various efforts in education, such as developing a new curriculum, allocating as much as 20% of the State Budget (APBN) and Regional Revenue and Expenditure Budget (APBD) for education and trying to realize eight national education standards and expanding opportunities for the community to obtain education at all existing levels (Alpian et al., 2019).

Teaching English in Indonesia has been conducted for a long time. It has existed in certain schools since the Dutch colonial era, although it was later abolished during the Japanese colonial period (Alfarisy, 2021). English has been recognized as an important component needed by humans to develop science, commerce, and technology; therefore, this international language has been included in the school curriculum in Indonesia (Gultom, 2015). Teaching English in Indonesia is strengthened by the Minister of Education and Culture Decree No. 096/1967. In principle, its existence in Indonesian education has the ultimate goal of equipping students with English language skills which consist of four basic skills, namely reading, writing, speaking, and listening.

Speaking is one of the four language skills is a vital skill that must be learned to communicate. Examples of the use of speaking are when asking for help, praising, commanding, and answering other people's questions. Another benefit when a person can speak and understand English is that it makes it easier to get wider job opportunities, not only from his origin country but also job opportunities from all over the world. According to (Rao, Parupalli, 2019), speaking skills are important if someone wants to build self-confidence, improve his career, get better job opportunities, conduct interviews, do presentations, and do other activities. English is considered an international language that is widely studied and used throughout the world..

Although speaking is an important skill, it turns out that in learning English, many students still find it hard to master, especially foreign learners such as Indonesian students. The point of difficulty is seen when they are required to produce words spontaneously in a conversation. So, as a result, students must know grammar and vocabulary according to context first (Rao, Parupalli, 2019). When learning a new language (English), there is a huge influence from their first language. Students tend to translate the composition of the first language into English when speaking. Then the first language is also an obstacle when students have limited vocabulary knowledge; they often confuse their first language with English.

Difficulties in learning speaking also occurred at SMP Hasanuddin. The researcher has explored information about the problem of learning English at this school through semi-structured interviews. From a series of questions addressed to Mr. Bima Dwi Pradipta, S.Pd. as the english teacher in the targeted class, it was found that his students have characteristics that are difficult to direct in learning so that the learning process in the classroom becomes not conducive. Half of the students are active in learning English, especially in listening and writing. But mostly students have speaking problems. The teacher has used learning media in prepositional material, but the media has not aroused the passion of student learning. So the teacher tend to use worksheet in the learning process.

Creating appropriate and interesting learning media is one of the teacher's needs as educators. Arsyad (Arsyad, 2014) mentioned that educators can at least use cheap, efficient, and innovative learning media products that can spur new ideas. Teachers are expected to use media. This is become important because, with the learning media, students can apply the material being taught easily. Educators are even required to create learning media if they are not yet available.

Furthermore, the media that developed by researcher in this study as a solution to existing problems is cue card media. A cue card is a card that contains words and pictures (Harmer, 2009). Currently, the cue card is also known as a tool commonly used by hosts to lead an event. Cue cards are interesting media because they are simple and attractive. Its manufacture is also not too complicated and inexpensive. In this study, cue cards are expected to be able to facilitate students learn speaking skill.

Several relevant studies have become the basis for researcher in developing cue card media. First, a study entitled *Improving Students' Writing Skill Through The Cue Card Method*, carried out by Sastrawati (Sastrawati, 2016). It showed that the Cue Card method improved the writing skills (descriptive text) of 9th-grade students of SMP Bajiminasa Makassar. Inserting pictures and text on cue cards gives students time and opportunity to put their ideas into writing. Then during the two cycles carried out by the researcher, the value of the written essay in terms of content continued to increase

The second research is *The Use Of Cue Card In Teaching Speaking Descriptive Text to Seventh Graders at SMP Negeri 26 Surabaya* by Siti Aminati Wachidah and Rahayu Kuswandari (Wachidah & Kuswandari, 2014). Cue cards are used by the teacher to teach students to talk about describing people. This research is a qualitative descriptive study using field observations, field notes, interviews, and questionnaires. Cue cards have a positive impact on the learning process, and from the questionnaire given to students, students feel motivated by the use of this media.

The third study, *Cue card as Media for Teaching Speaking* by Rika Irawati (Irawati, 2017). It is investigated how effective cue card was in teaching speaking skills to accounting students in Pontianak. The results show that using cue cards significantly improves students' speaking skills. The result found through the analysis of the post-test and pre-test. Cue cards are considered to help students to guide what they should talk about and enable them to remind what to say.

The fourth study is entitled *Teaching Speaking Descriptive Text Using Cue Cards at Islamic Senior High School*. It was built by Titin Nurhayatin and Susana (Nurhayatin & Susana, 2020). The subject of this study consists of 60 tenth-grade high school students. This study proves that using

cue cards is effective when teaching speaking of descriptive text. Then, through distributed questionnaires, this shows students' positive responses to the use of cue card media.

The fifth research is *The Effectiveness of Inside–Outside Circle Method by Using Cue Card For Students' Speaking Ability at Seventh Graders in 2016* (Wijaya & Sudrajad, 2016). This study determines whether the Inside-Outside Circle Method by Using Cue Card effectively affects students' speaking ability. The subjects of this study are class 7E as the experimental group and class 7C as the control group. After a series of steps in this study, the result is that using the Inside –Outside Circle Method by Using Cue Card is effective for students' speaking ability.

All of the research on cue cards above have some differences and similarities. The second, third, fourth, and fifth studies used cue cards to improve speaking skills, while the first research was for writing skills. The first, second, third, and fifth studies have similarities in using cue cards to teach descriptive material (written and oral) in high school. In contrast, the fourth study examines cue cards in college with an unmentioned theme. From all research, there is one thing in common. Cue cards can positively affect learning because they help students focus and remember what will be spoken or written.

The researcher, through this study, intends to develop cue cards as a medium for learning English. Although cue cards have been used in previous studies, there are several distinguishing points in this research, particularly in terms of their function and design. In this study, the cue cards are specifically aimed at improving English speaking skills. Unlike in previous research where cue cards were used to describe objects, in this study they are designed to facilitate conversations between two students. Therefore, the design and content of the cue cards must be adjusted to support interactive speaking activities.

Drawing from the background description as well as the results of interviews, the researcher chose to utilize cue card media to address the need for innovative instructional tools that support the development of speaking skills.. So that a study can be made entitled "**Developing Cue Card Media to Teach Speaking Skills for Ninth Grade Students at SMP Hasanuddin.**" It is expected that its use will result in a product that is beneficial for teaching English.

METHOD

Research Design

Sugiyono (2011) defines research and development (R&D) as a research methodology aimed at creating specific products and evaluating their effectiveness. The method not only aims to create new products but also ensures that these products are valid, reliable, and meet the needs of their intended users. In educational research, R&D is commonly applied to develop learning media, teaching materials, or curriculum models that can improve the quality of education. Meanwhile, in the industrial sector, R&D refers to the systematic process of designing and refining a prototype before it is approved for large-scale production (Ali & Asrori, 2014). This involves multiple stages of testing, feedback collection, and product revision to ensure optimal performance and usability. Based on the aforementioned opinion, it can be concluded that development research is a form of research focused on creating a product, which is then evaluated through expert reviews and product testing to assess its feasibility.

The development model employed in this study is the 4-D model proposed by Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel (1974). This model comprises four primary phases: Define, Design, Develop, and Disseminate. It was selected specifically because it is well-suited for creating Cue Card Media.



Figure 1 4-D research and development stage (Thiagarajan,1974)

Research Procedure

Define

This stage represents the initial step of identifying and defining requirements through preliminary observations of the school's conditions. When assessing learning needs, several factors must be taken into account, including alignment with the current curriculum, the students' developmental

level, the school environment, and existing challenges that justify the development of learning media. The procedures involved in this stage include:

a) Preliminary analysis

The initial analysis is the process of identifying the problems when carrying out the learning process. This analysis was carried out by conducting interviews with English teacher at SMP Hasanuddin Kanigoro. In this way, the problems that exist in learning that occur in the school are obtained. Based on interviews with English teacher, researcher got some information about the problem in learning activity. Problems that occur include students' lack of understanding of the material. The teacher explains that there are still many students who have little interest in learning. Then, the difficulty that is also experienced is conditioning students to be actively involved in learning. Some students tend not to listen to teachers and invite friends to talk about other things outside of learning. Because of this problem, teacher have to work hard to face existing problems and develop cue card media in teaching english.

b) Student analysis

At this stage, the researcher knows the characteristics of students whose analysis results used as a frame of reference in designing and developing Cue Card media. Characteristics of students include abilities, background knowledge, and level of cognitive development of students. The result of interview shows that the average age of the students who were the research subjects was 14-15 years old. At this age they were able to think abstractly and logically. Inductive and deductive scientific thinking has begun to be possessed with the ability to draw conclusions, interpret and develop hypotheses. According to the Teacher, the academic abilities of Grade 9 students at Hasanuddin Middle School for the 2024-2025 academic year are heterogeneous, with high, medium and low abilities. Even so, most students are not good at speaking English.

c) Material analysis

Analyzing the components of the material to be taught to students as well as compiling the steps to be implemented. So, the activities carried out in this step include identifying, detailing, and systematically compiling the main materials that students was learn.

Design

The design stage focuses on developing a prototype of cue card-based learning media to support the teaching of speaking skills at Hasanuddin Middle School. This process begins with selecting the appropriate media, in which cue cards are chosen due to their flexibility, portability, light weight, and cost-effectiveness. In addition, the selection of this media aligns with the results of the needs analysis conducted in the previous stage. The researcher included images on the cue cards to enhance students' interest and engagement in using the media during speaking activities. Following the media selection, an initial draft of the instructional media was created, serving as an early design that refers to the results of the needs analysis from the define stage. This initial design phase aims to produce a prototype that aligns with the learning objectives and students' needs, which will then be refined and further developed in the subsequent development phase.

Development

According to Thiagarajan, there are two activities at the development stage, namely, operational experts and development testing. Operational expert is a technique to validate or assess the feasibility of product design. In this activity, the researcher held 3 validation examination. While development testing is a product design trial activity on the real target, the development testing in this study are ninth grade students.

Expert validation is a crucial procedure in determining the feasibility and quality of a product draft before it is further developed. In the development of cue card media aimed at enhancing speaking skills among ninth-grade students, the validation process was conducted in three key stages: instrument validation, media validation, and material validation. The researcher initially submitted validation instruments to an instrument expert, including a student satisfaction questionnaire, a media evaluation questionnaire, and a material evaluation questionnaire. Once the instruments were declared valid, the researcher proceeded to the next phase.

In this phase, the researcher distributed the validated questionnaires to both media and material experts. These experts were responsible for evaluating the prototype of the learning media

from different perspectives: technical quality, instructional design, content accuracy, and overall usability. The experts provided comprehensive feedback, which included assessments, corrections, constructive criticisms, and suggestions for improvement. These inputs served as valuable references for revising and refining the media product, ensuring that it aligns with pedagogical goals and meets the needs of both students and educators effectively.

After revising the media based on the suggestions provided by the validators, the researcher proceeded to conduct a trial with students in the classroom. Student' satisfaction questionnaires was distributed to the students after they completed learning activities using the developed media. This questionnaire aimed to assess the students' responses, perceptions, and level of satisfaction, thereby providing insights into the effectiveness and usability of the media from the learners' perspective.

Disseminate

The dissemination process is the final stage of development. The aim of this stage is to disseminate the development products that have been produced. At this stage the "cue card" media has been developed based on revisions by experts. The learning media produced at the end of the development stage is then distributed. However, in this study the media only distributed in the school studied after the researcher accomplish the media.

Data and Data Source

Data are empirical facts collected by researcher in order to solve problems in research (Siyoto & Sodik, 2015, p. 67). Research activities are never separated from the existence of data. Data is meaningless before it is processed. Therefore, it is necessary to process the appropriate data before the researcher formulates a result. Data may take various forms, including visuals, audio recordings, numerical values, text, or other symbolic representations.. The data needed in this research are:

- a. Information about the problems of learning English experienced by ninth graders students. The information taken at the analysis stage by interviewing the teacher.
- b. Information about the state of the school such as facilities, and school policies. The information is taken to be taken into consideration in the selection of appropriate learning media. This type of information is taken by interviewing the teacher.
- c. Instrument validity data from expert.
- d. Media validity data from media validator.
- e. Material validity data from material validator.
- f. Product satisfaction data taken by questionnaires from students.

The data sources in this study refer to individuals or parties who provided relevant and necessary information to achieve the objectives of the research. They are also referred to as research subjects. In this context, data were obtained through data collection techniques in the form of questionnaires and interviews. The respondents in this study are individuals who provided answers to the questions posed by the researcher, either in written form through questionnaires or orally through interviews.

The data sources in this study consisted of three main groups: the English teacher, who provided information regarding the learning conditions and students' needs in the classroom; the validators, consisting of an instrument expert, a content expert and a media expert, who assessed the feasibility of the instruments and the development design; and 14 ninth-grade students of SMP Hasanuddin, who served as the main subjects in collecting data.

Data Collection Technique

The data collection techniques utilized in this study included both interviews and questionnaires. Interviews were conducted to identify the necessary requirements for media development and to gain a deeper understanding of students' learning needs. Meanwhile, questionnaires were distributed to gather responses and evaluations from both subject matter experts and students regarding the product being developed. These instruments provided essential qualitative and quantitative data to support the research process. The following section describes in detail the data collection procedures employed in this study:

- a. Interview

According to Nurgiyantoro (2017), interviews are a method used to gather information from respondents through a structured question-and-answer process led by the interviewer. In this study, interviews were conducted with the ninth-grade English teacher at SMP Hasanuddin to obtain preliminary insights into learning challenges and students' needs. The data gathered helped the researcher determine the most suitable media to be developed. To ensure focus and relevance, the interviews were guided by a set of predetermined interview questions prepared in advance.

b. Questionnaire

A questionnaire is a data collection instrument used by presenting a series of questions or written statements to respondents, which they are required to answer. The purpose of using this instrument is to ensure that the respondents' assessments remain focused and do not deviate from the intended topic. The type of questionnaire used in this study is a checklist-type questionnaire, containing statements designed to gather information from students and evaluations from validators. The questionnaire used by the researcher in this study was developed based on the following indicators or grid.

Research Instrument

In a research it is necessary to have an instrument in data collection. The instrument is an important element considering that it has a function as a tool in collecting the necessary data. The form of the instrument is always related to the data collection method, for example the instrument questionnaire method is a questionnaire sheet. In this study, the instruments used are as follows

a. Interview Guideliness

The semi-structured interview guide is an interview guide that is carried out with a series of structured questions, then followed by in-depth questions to explore more complete information (Siyoto & Sodik, 2015, p. 77). The researcher used an interview guideline to conduct interviews with the English teacher. This type of interview guide is taken by researcher because it is more flexible and researcher can develop questions better. The researcher may formulate additional or follow-up questions as needed, based on the flow of the interview or the responses given. The interview guidelines include the following aspects:

Table 1. Grid of unstructured interview

Aspect assessed	Indicator	Item numbers
Learning activity in class	Method, media, book, facilities,	1,2,3,4,5
State of students	Responses to previous media, characteristic of students	6,7

b. Questionnaire Sheet

Questionnaire sheets were employed as primary tools to collect valuable information from two main sources: students and validators. In the validation process, the researcher administered several specialized questionnaires aimed at assessing the validity and reliability of the instruments, media, and learning materials. This rigorous validation ensured that the developed product met the required standards of quality and effectiveness. Subsequently, during the product trial stage, students were given questionnaires to capture their genuine responses, feedback, and level of satisfaction after using the media in classroom activities. The data obtained from these questionnaires provided critical insights into how well the media facilitated learning and whether it successfully engaged the students, thereby guiding further refinement and improvement of the product. he following is the grid of the questionnaire designed by the researcher:

Table 2. Grid of instrument validation questionnaire

Aspect assessed	Indicator	Item numbers
Clarity of content	Instructions for filling in, questions, use of scales and	1,2,3,4

	sequence of questionnaire contents	
Use of language	The language used is appropriate and easy to understand	5,6
Relevance	The suitability of questions to research objectives,	7,8
Accuracy of the content	Number of aspects and elements of the instrument Then this is also	9,10

Table 3. Grid of media validation questionnaire

Aspect assessed	Indicator	Item numbers
Media appearance and presentation	The right design, attractive, safe and easy to read	1,2,3,4,5,6
Appropriateness of the media	Easy to use learning speaking in the taking trip chapter	7,8,9,10

Table 4. Grid of material validation questionnaire

Aspect assessed	Indicator	Item numbers
Media content	Media content conformity with syllabus	1,2
Suitability of material	In accordance with taking trip chapter and learning needs	3,4,5
Suitability of media content	Good and easy to understand presentation sequence	6,7,8
Language	Effective language, and in accordance with language rules	9,10

Table 5. Grid of students' satisfaction questionnaire

Aspect assessed	Indicator	Item numbers
Media appearance and presentation	Attractive design and easy to read	1,2,3,4
Media relevance	Suitability to the theme of taking a trip and past tense	5,6,7
Benefits of media	For learning motivation and	8,9,10

1.1 Validation of The Data

The validity test of the data includes the validity test and the reliability test (Siyoto & Sodik, 2015). An unreliable or invalid research will produce biased conclusions, not in accordance with reality or can be wrong about the research being carried out. In this study, the instruments that have been prepared are then submitted to experts or instrument experts to consider the item statement items on the instrument. The following is the explanation of the validity and reliability tests in this study:

a. Validity

Brown (Brown, 2007) noted that a legitimate instrument is one that is capable of measuring what will be measured. Validation is used to assess whether or not the product's value is effective. Some skilled specialists will inspect and evaluate the product that will be made. The researcher can uncover the product's strengths and weaknesses by checking and assessing them, and then address the product's weaknesses. The product will be validated by some professionals, including media experts and material experts. But before it, the instrument of media validation and material validation validated by an instrument expert.



b. Reliability

Reliability refers to the degree of consistency in measurement results when the same instrument is used to assess the same variables multiple times. The goal of reliability testing is to see how consistent the measurement findings are when done twice or more times for the same symptoms with the same measuring device. After calculating the validity test of the research instrument, the researcher also carried out calculations by measuring the reliability of the entire questionnaire instrument items that could be understood by the research respondents and did not have a double meaning from each instrument.

1.2 Data Analysis Techniques

This research and development utilizes both qualitative and quantitative data. Qualitative analysis is employed to interpret the results of expert feedback and suggestions through a qualitative approach. According to Sugiyono, (2011), data reduction involves summarizing the data, identifying key points, emphasizing significant aspects, and then presenting the findings in order to draw conclusions.

Quantitative analysis of percentages is used to process data obtained from respondents including material experts, media experts, instrument expert, and students. The data analysis technique used in this study is a form of descriptive analysis technique with percentages.

The formula that used to process the data includes descriptive data analysis techniques in the form of percentages used to present data collection on trial data through questionnaires for material experts, media experts, and students. The formula used to process the data is as follows:

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

Informations:

- P = validity
- $\sum xi$ = total number of answers
- $\sum x$ = total highest respondent's answers
- 100% = constanta

After obtaining data that is processed using this formula, the results are matched with the criteria. The product eligibility criteria are adapted from Arikunto (2010: 284-285). Product eligibility criteria can be seen in the following table:

Table 6. Product eligibility criteria

Category	Test result		Follow-up
	Percentage	Qualification	
4	85-100%	Very decent	Implementation
3	75-84%	Decent	Implementation
2	56-74%	Decent enough	Reviton
1	<55%	Not feasible	Reviton

Source: Arikunto (2010:284)

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The Result of Need Analysis

At the initial stage, the researcher conducted a problem identification at the school to understand the issues faced and to determine the students' learning needs. During this activity, the researcher carried out interviews with the teacher. The junior high school where this research was conducted is located in Banggle Village, Kanigoro Subdistrict, Blitar Regency. The school has one class for each grade level. The ninth-grade classroom is situated adjacent to the teachers' room, there was fourteen students in this class. In addition to the three main classrooms, the school comprises a principal's office—which is integrated with the teachers' room—a school health unit (UKS), restroom facilities, and a canteen. The school premises are also shared with a kindergarten institution.

In the learning process, the school enforces a policy that prohibits the use of mobile phones during classroom activity. As a result, students primarily rely on student worksheets (LKS) as their main learning resource in class. Within the ninth-grade classroom, there were surplus of desks and chairs relative to the number of students. The classroom is equipped with basic instructional tools such as a whiteboard and markers. However, it lacks additional learning support facilities such as a sound system or projector.

Based on the interviews with the English teacher, the ninth-grade students were identified as having heterogeneous academic abilities. Some students grasp the material quickly, while others struggle to understand the lessons. Most ninth-grade students tend to get bored easily during learning. They were also assessed as having weaknesses in speaking skills but showed good proficiency in writing and reading skills. The teacher used student worksheets (LKS) for teaching English. Previously, media had been used in the school to teach prepositions, but students appeared to be less interested in that media.

Considering the contextual limitations and available facilities at the research site, the researcher decided to develop a visual-based instructional medium that does not rely on audio elements or screen projection. This decision was grounded in a careful analysis of the school's infrastructure, as well as pedagogical needs observed during preliminary observations. Informed by relevant theoretical frameworks and findings from related literature, the researcher identified Cue Cards as a suitable medium. Cue cards offer a practical, engaging, and cost-effective solution to support students' learning processes, particularly in environments where access to technological tools is limited.

The Process of Development

The researcher developed a "cue card" as a learning aid for students, specifically focused on practicing speaking skills. This media include the category of non-projected visual media. The cue cards are used by students to engage in conversations based on the theme Taking a Trip, which requires students to use the past tense in their dialogues.

The cue cards were printed on high-quality art paper, chosen for its ability to produce sharp, vibrant, and glossy results. Each card is double-sided and fully colored. The front side functions as a cover page, displaying the title Cue Card and decorated with illustrations that reflect a school-themed design. The reverse side contains the content, which includes a pair code, two speaking prompts labeled Action 1 and Action 2, and a vocabulary bank.

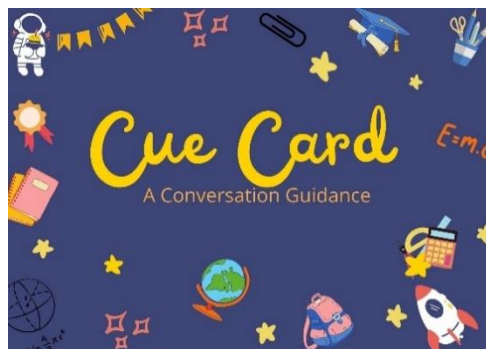


Figure 1. Cover of cue card

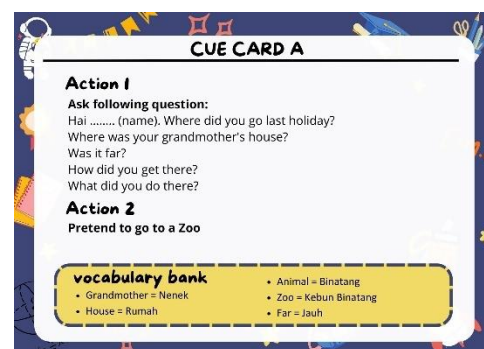


Figure 2. Content page of cue card

The cue card is a conversation card designed to be used in pairs during speaking practice. To support this, the researcher included a pair code at the top of each card to ensure that themes are not mixed up between different cue cards. In addition, the pair code can also be used to help students identify their conversation partners when the cards are shuffled. In the middle section of the cue card, there are two activities labeled Action 1 and Action 2, consisting of a list of questions and/or situational prompts that students are expected to act out or respond to. These activities are designed to encourage interaction and simulate real-life communication. At the bottom of the card, a vocabulary bank is provided, which translates selected key vocabulary into Indonesian. The vocabulary bank is intended to assist students in understanding unfamiliar words and to help facilitate smoother conversations while using the cue cards.

To enhance usability, the media is accompanied by a guidebook that consists of a cover page, detailed product specifications, and clear instructions for effective use of the cue cards in speaking activities. And to facilitate the trial implementation of the Cue Card media, the researcher produced a number of cards equal to the total number of students in the class. A total of 14 Cue Cards were created, comprising 7 pairs of conversational prompts designed for paired speaking activities.

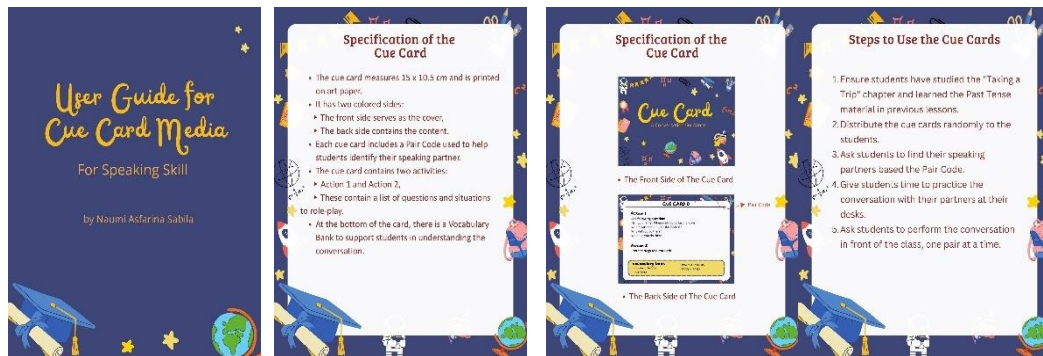


Figure 3. Guide Book

Expert Judgement

To determine the feasibility of the developed cue card media, the researcher conducted a media validation process involving both a media and a material expert, using a questionnaire as the evaluation instrument. However, before conducting the validation, the questionnaire instrument itself needed to be validated by an instrument validator. The instrument was reviewed by Mr. Ahmad Saifudin, M.Pd. He is a lecturer at Nahdlatul Ulama University of Blitar. Based on his examination, it was concluded that all of the instrument were feasible for use. The result can be seen below:

Table 7. Result of material validity questionnaire

Aspect	Indicator Number	Score	Maximum Score	Total Score
Clarity Of Content	1	4	4	16
	2	4	4	16
	3	3	4	12
	4	4	4	16
Use Of Language	5	4	4	16
	6	3	4	12
Relevance	7	4	4	16
	8	4	4	16
Accuracy Of The Content	9	4	4	16
	10	4	4	16
Total	10	38	40	152
Total Maximum Score				160
Percentage				95%

Table 8. Result of media validity questionnaire

Aspect	Indicator Number	Score	Maximum Score	Total Score
Clarity Of Content	1	4	4	16
	2	4	4	16
	3	4	4	16
	4	4	4	16
Use Of Language	5	3	4	12
	6	3	4	12



Relevance	7	4	4	16
	8	4	4	16
Accuracy	9	4	4	16
Of Content	10	4	4	16
Total	10	38	40	152
Total Maximum Score				160
Percentage				95%

Table 9. Result of students' satisfaction questionnaire

Aspect	Indicator Number	Score	Maximum Score	Total Score
Clarity Of Content	1	4	4	16
	2	4	4	16
	3	4	4	16
	4	4	4	16
Use Of Language	5	3	4	12
	6	4	4	16
Relevance	7	4	4	16
	8	4	4	16
Accuracy Of The Content	9	4	4	16
	10	4	4	16
Total	10	38	40	156
Total Maximum Score				160
Percentage				98%

To determine the validity of the product, the media was evaluated by both a media expert and a material expert. The media expert who assessed the product was Ms. Siti Rofi'ah, a lecturer at Nahdlatul Ulama University Blitar. Based on her evaluation, the media was deemed suitable for use. However, the expert provided a revision note, stating that Series A of the cue cards needed to be corrected due to a printing error in the vocabulary bank section. Specifically, the vocabulary listed in the bank did not align with the conversation theme discussed in that set. Therefore, revisions were necessary to ensure the vocabulary accurately reflected the content of the dialogue.

Table 10. Media expert validation result

Aspect	Indicator Number	Result Media Expert	Maximum Score	Total Score
Media Appearance and Presentation	1	4	4	16
	2	4	4	16
	3	4	4	16
	4	4	4	16
	5	4	4	16
	6	4	4	16
Appropriateness of The Media	7	4	4	16
	8	3	4	12
	9	4	4	16
	10	3	4	12
Total	10	38	40	152
Total Maximum Score				160
Percentage				95%

The material expert who assessed the validity of the cue card media was Mr. Bima Dwi Pradipta, S.Pd. He was selected as an evaluator because he teaches English at the junior high



school level and is considered to have a strong understanding of English learning materials relevant to the level being tested. Based on his assessment, the following results were obtained:

Table 11. Material expert validation result

Aspect	Indicator Number	Result Material Expert	Maximum Score	Total Score
Media Content	1	3	4	12
	2	3	4	12
Suitability of Material	3	4	4	16
	4	4	4	16
	5	3	4	12
Suitability of Media Content	6	4	4	16
	7	4	4	16
	8	4	4	16
Language	9	4	4	16
	10	4	4	16
Total	10	38	40	148
Total Maximum Score				160
Percentage				93%

The Try Out, Evaluation and Revision

The product try-out activity produced data regarding the effectiveness of the learning media used. Based on the table below, it can be concluded that the feasibility assessment of the cue card media for speaking skills at SMP Hasanuddin Kanigoro obtained a percentage score of 87%. Referring to the criteria described previously, this score indicates that the cue card media is categorized as highly feasible. Therefore, the media is considered highly appropriate for use and is eligible to proceed to the dissemination stage.

Table 12. Result of students satisfaction

Aspect	Indicator Number	Students Score	Maximum Score	Total Score
Media Appearance and Presentation	1	48	56	2688
	2	52	56	2912
	3	46	56	2576
	4	46	56	2576
Media Relevance	5	47	56	2632
	6	53	56	2968
	7	49	56	2744
Benefits Of Media	8	48	56	2688
	9	51	56	2856
	10	48	56	2688
Total	10	488	560	27328
Total Maximum Score				31360
Percentage				87%

In accordance with the research scope, the dissemination of the developed product was carried out by providing the final version of the cue card media to SMP Hasanuddin Kanigoro. This dissemination serves as a follow-up to the product development process and aims to ensure that the media can be utilized by the school in future English learning activities—particularly in enhancing students’ speaking skills. It is hoped that the cue card media will become a practical and engaging tool to support classroom learning and that teacher will find it beneficial in delivering speaking materials more effectively.

Discussion

This study was carried out with the aim of developing appropriate instructional media to support the teaching of speaking skills for ninth-grade students at SMP Hasanuddin. The selection of cue cards as the medium was grounded in a needs analysis, which revealed that students required more engaging and practical tools to enhance their speaking abilities. Additionally, considerations such as cost efficiency and ease of implementation contributed to the decision to use cue cards.

During the design phase, the researcher utilized a laptop and the Canva application to create the initial prototype of the cue card media. The design included pair code, vocabulary support, and contextual scenarios to encourage student participation in speaking activities. Following this, the media underwent several iterative stages of testing and revision, which involved expert validation as well as feedback from students.

The final product resulting from the development process was a set of cue cards specifically designed to support speaking practice among ninth-grade students. This final version incorporated improvements based on feedback from earlier stages and was considered ready for classroom implementation. The media was then trialed with a group of 14 ninth-grade students at SMP Hasanuddin. The tryout session demonstrated that the cue cards successfully facilitated student engagement in speaking activities. Students responded positively to the visual appeal and clarity of instructions on the cards. Based on the positive outcomes observed during the trial phase, the finalized cue card product was formally disseminated by handing it over to the English teacher at SMP Hasanuddin. It is expected that the teacher will integrate the cue cards into regular classroom activities to enrich the teaching and learning process.

Many studies have been conducted to develop cue card media for teaching English. One of them is a qualitative descriptive study conducted by Siti Aminati Wachidah and Rahayu Kuswandari (2014), which showed that cue card media motivated students to speak English and stimulated their ideas when describing people. Furthermore, research by Titin Nurhayatin and Susana (2020) also reported similar results. By using samples from both control and experimental classes, their study demonstrated that cue cards were effectively used for teaching speaking, particularly in descriptive texts. Based on these previous studies, it can be concluded that the use of cue cards is both suitable and feasible for English learning. In addition, the results of this current study show that the percentage score from media and material experts reached 95% and 93%, respectively. Meanwhile, in this study, the cue card media received a score of 87%, which—according to the criteria formulated by Arikunto (Arikunto, 2010)—indicates a very decent result and is considered suitable for implementation.

CONCLUSION

This research and development study resulted a learning media product in the form of cue cards, designed specifically to enhance the speaking skills of ninth-grade students at SMP Hasanuddin Kanigoro. The development process followed the model proposed by Thiagarajan, Semmel, and Semmel (1974), which consists of four stages. The first stage, Define, involves identifying and clearly defining the needs within the learning process to address specific problems or gaps. In this stage, the researcher determines what is required to improve student learning outcomes. The second stage, Design, focuses on planning and designing the learning media that will be used during the instructional process. This includes creating the content, format, and structure of the cue cards in a way that aligns with the learning objectives. The third stage, Development, aims to produce the final version of the learning media after incorporating revisions and improvements based on feedback from experts and data obtained from field trials. This ensures that the media is both effective and suitable for the target students. Finally, the Disseminate stage involves distributing or sharing the completed learning media with the intended users.

The evaluation from each respondent included material and media expert validation and student interest testing. The validation test was conducted by two experts, one of whom was a material expert. The material expert assessed four key aspects: clarity of content, use of language, relevance, and accuracy of the content. The results of this validation showed a score of 93%, which falls under the category of highly feasible. It indicated that the media is of excellent quality and can be implemented in the learning process without major revisions.

The media expert validation was conducted based on two main criteria: the visual appearance and presentation of the media, as well as the overall appropriateness of the media for educational purposes. These two aspects were carefully evaluated to ensure that the cue card media was not only attractive in design but also aligned with pedagogical standards and classroom needs. The results of this validation showed a score of 95%, which falls into the category of “highly feasible.” This high percentage reflects that the media is both visually engaging and pedagogically appropriate. The design elements, such as color, layout, font choice, and image clarity, were considered effective in supporting students’ focus and interest during learning activities.



Furthermore, the media was judged to be suitable for use in real classroom settings, indicating its practicality and effectiveness in enhancing students' speaking skills.

In addition, a student satisfaction questionnaire was administered to assess their perception of the media. The questionnaire covered three aspects: media appearance and presentation, media relevance, and benefits of the media. The results showed a score of 87%, which also falls into the highly feasible category. This indicates that students found the media engaging, relevant, and beneficial for their learning. Therefore, the cue card media is considered suitable for further implementation in classroom activities.

Based on the overall responses, it can be concluded that the developed product received a "highly feasible" rating and is suitable for implementation. This conclusion takes into account the suggestions and comments provided by each respondent during the evaluation process

REFERENCES