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Facilitating EFL Students' Development of Speaking Skills through Cue Card Media

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ABSTRACT: This paper aims to investigate the use of Cue Card Media to facilitate the improvement in the English speaking competence through storytelling based on the recount text at the grade 10 students of SMK 1 public vocational high school using Cue Card Media. This Classroom Action Research employed four main stages by Kemmis and McTaggart's (2014) model, including planning, action, observation, and reflection. The present proposed CAR study was undertaken at the SMK 1 public vocational high school Gorontalo as the site for this study, with the grade ten students majoring the program stream of travel business or *Usaha Perjalanan Wisata* (henceforth UPW) being the subject of this study. The data in this research were collected by using several instruments, to include checklist observation, questionnaire, and speaking test. Further, the analysis reports of this CAR study relied heavily upon the qualitative interpretation, whilst quantitative served to strengthen the qualitative data interpretations. The results found that the application of the Cue Card successfully enhanced students' speaking skills by 26.28% statistically, with 55.56% in the first cycle and 81.84% in the second cycle. Following the open-ended survey questionnaires, it appeared that due to the efficacy of Cue Cards, these attractive speaking media benefitted students when it comes to speaking performance activities, yet the drawbacks of Cue Card learning media in speaking were also recognized. Discussions as to how Cue Cards may develop the practice of speaking instruction were also provided. This study adds to the growing pool of literature on the Cue Card implementation in the teaching of speaking skills in English.

KEYWORDS-EFL Students, Speaking Skills, Cue Card Media, Vocational High School, Storytelling

INTRODUCTION

Speaking as widely believed in at least the dimension of the productive skills has been the initially acquired competence people develop in life. As one of the productive skills, speaking is an essential communication skill in a language that all human beings need to pick up. So crucial is the speaking skill to be learned that it allows people to communicate information and ideas, express themselves, and impact the surroundings through speaking activities (Savitri, 2013). For that very reason, speaking has a considerable decisive part to offer when it comes to social interaction activities.

In the array of English language teaching contexts, having a good command of speaking skills, as much natural and authentic English as possible is the primary goal for which all learners intend to target and all teachers desire to reach as the pinnacle of the teaching and learning output. Further, in the current model of the Indonesian 2013 curriculum in English teaching subject, considerable attention has been devoted to stressing the importance of productive skills, including speaking skills, in both transactional and interpersonal functions (Damayanti, 2019). As such, cultivating students' capacities in speaking is of utmost crucial.

Yet, as it may well have noticed, producing clear spoken utterance of English for EFL learners is a somewhat challenging task. Developing the skills required for speaking in English, such as the ability to use a correct control of vocabulary and grammar as a part of speaking aspects is one of the reasons as to why speaking is considered to be a daunting task for learners; not to mention the other elements as reflected in the kinds and range of involved sub-skills in English speaking production (Machmud & Burns, 2012; Richards, 2008). As with the case of complexity of the demanded components for spoken English skills, the learners' ways of producing English orally in their own manner of articulation, exerting influences from their first language, such as pronunciation, has also been serving as a thorny issue in speaking production of English (Abid, 2016). Besides, the first language or mother tongue influence on English speaking production can be sprung from other aspects as well, including the use of exact diction and grammar. Therefore, the impact that the learners' first language or mother tongue has on English speaking skills is inevitable.

In light of the factors that inhibited the problems in English speaking skills, a number of other obstacles coloring the speaking skills in the Indonesian EFL setting do exist. The result drawn from the observation that the researcher of this study had conducted

during the first semester of speaking instruction at SMK 1 public vocational high school Gorontalo, Indonesia is a case in point. It is worth emphasizing that the observation outlined in this report is initiated in the post-pandemic age of the Covid-19 outbreak, during which face-to-face meeting has been allowed at the selected site of this study.

In the pre-observation, the researcher unearthed some surprising facts as regards the veiled issues of the EFL students' difficulties in speaking production. The problems included common hindrances in speaking, such as limited vocabulary stocks and pronunciation difficulties. Having little exposure to English both inside and outside the classroom had also become a problem that impedes the development of students' speaking competence. In addition to these issues, the researcher also uncovered a tendency wherein students bemoaned their lack of speaking production as a consequence of poor and little speaking activities they received and practiced throughout the English teaching and learning process. It was this issue that the researcher as an EFL teacher had recognized and learners had experienced on account of the several consecutive years of SARS Covid-19 pandemic, leading the learners to have little opportunity to immerse in speaking activities.

Moreover, problems of learners' psychological factors were also apparent in the observation, preventing almost all learners from English speaking engagement practice in the class as a concomitant of shyness, less confidence, anxiety, and fear of committing mistakes. Such underlying problems of related psychological factors signify that there seems to be a lack of motivation among the learners to engage in speaking classroom activities. Accordingly, almost all learning reports of students' English skills on speaking performance are still below the satisfactory set Minimum Learning Mastery Standard or *Kriteria Kentuntasan Minimal* (KKM=75).

All the presented speaking issues that the researcher had encountered in the preliminary observation mirror the looks of what currently arises in association with the phenomenon of speaking problems within the context of EFL students across Indonesia. Recently Indonesian investigators have also exposed findings that psychological factors such as being anxious, embarrassed, and unconfident to participate in speaking classroom practice, afraid of making mistakes during speaking productions, and low motivation are the contributing factors shrouded within the subpar EFL students' speaking achievement (Ariyanti, 2016; Azizah, 2016; Damayanti, 2019; Juhana, 2012). Consequently, it is of concern for English teachers to seek a better solution to overcome EFL students' hindrances in speaking performance.

In the case of seeking to come up with a sound solution to a study inquiry in the arena of English language teaching, understanding the juxtaposition of the connection between the actual picture of the samples/participants (students) and the proposed strategy which will be utilized to confront the problems raised is of considerable significance. Doing so can lead to a viable action that provides a gentle answer to the inquiry fitting both the students' interest and the research need. In view of this consideration, the present study, as has been pointed out earlier, reflects the issues in the sphere of English speaking skills that the EFL students, specifically the students at the SMK public vocational high school level, have experienced so far.

Generally speaking, the secondary school students at the SMK vocational high school upon which their concentration is based have particular needs of learning and target, making them diametrically different from those at the common senior high school (SMA). It has been with the expected outcomes that distinguish the SMK students from the SMA students, in which the SMK students are expected to possess certain additional skills based on their chosen major of concentration (Sudartini, et al., 2016). Endowed with a set of acquired skills, the SMK students are able to readily utilize their skills to either enter into any sectors of the private/public service industry or carry on their study at the higher educational degree, which is a common realistic goal for the SMA students upon graduation.

Again, the exploration of the present proposed study takes the site in the SMK 1 Public Vocational High School Gorontalo. In particular, this study is executed at the EFL students majoring in the program stream of Travel Business Department or *Usaha Perjalanan Wisata* (herein UPW) at the 10^{th} grade, since the speaking problems as stated in the preliminary observation have been growing out of the experience in the grade ten students of UPW department. This major of concentration is catered for the students whose interests are in tourism and tourism-related industry, and its outcome is to produce high school graduates who are competent in the field of tourism and its related industry.

Needless to say, in the UPW department, there has been one of the primary subject skills in the category of productive subjects that the students at the department of UPW should learn and possess, which is Tour Guide. This so-called subject is taught to the students at the grades of 11 and 12 (XI and XII). Its outputs are expected to be able to produce competent tour guides who would then be responsible for explaining the tourist attraction information and interpreting the natural and cultural heritage of a tourism destination to the domestic or foreign visitors by using a language that tourist guests understand. In line with these outcomes, speaking skill is indeed one of the keys to this subject. Even more significant than this fact is the view that the English language has been of paramount importance as a vehicle of information delivery for the tourism destination and been one of the main means of instruction used in this subject of skills. Hence, cultivating students' knowledge of English, particularly the speaking skills at the very initial stage of high school (10 grade), has been the very driving reason that motivates the researcher to undertake the proposed study in order that the students are well equipped to acquire the tour guide skills in subsequent grades, in turn, be better skilled and competent tour guides in the future.

Of particular relevance to the tour guide skills and teaching of speaking for the tenth-grade students is storytelling which has been subsumed under the genre pedagogy of recount text. This sort of genre text is included in the English teaching syllabus at the grade 10 in the second semester of the academic year 2021/2022. The teaching of recount text itself is set within the basic competencies (KD) of 3.6 and 4.6 of the 10th-grade. Nested within the basic competencies of the recount text, the researcher invites the research samples/participants to present storytelling with the theme of an unforgettable experience, which is devoted to their own previous experiences when visiting tourist objects, tourist facilities, or tourist attractions. The researcher as a teacher realizes that through presenting storytelling, the learners may acquire the tour guide skills and put such knowledge into practice as they will later involve in the tour guide practices or activities in real-life settings.

As for the learning strategies, there have however been a perennially sheer interest and determination in the use of instructional media as the scaffolding tools to facilitate both teachers in creating such engaging and motivational teaching and learning activities and learners in yielding fruitful results in their development of language competence. In this present proposed study, the researcher attempts to leverage Cue Card Media in response to the emerging factors that underpin the hindrances in the development of the EFL students' speaking skills. Via implementing such sort of instructional media, the present proposed study is expected to have acted as a catalyst for change in the EFL students' speaking competence.

The researcher determines to make use of Cue Card Media in teaching speaking skills due to its practical and efficient use. Besides, another justification for using Cue Card Media has been with its appropriateness to the condition of this study. It is said to fulfill the situation in that it best reflects a strategy for solving the current students' speaking problems. It is essential to concede that during the pre-field notes, the researcher had also recorded some unique facts apart from the previously stated problems in English speaking skills that the students had experienced. The researcher encountered a tendency for the students to memorize the information they would deliver orally in English. However, when the students found it challenging to memorize what they would utter, they would be afraid to articulate their thoughts orally during classroom speaking activities. The students felt somewhat insecure about their English abilities to participate in speaking practices.

Additionally, during the observation, it was also found that the students habitually tended to rest heavily upon the extended notes they prepared in their papers when delivering their speech throughout speaking activities. Unsurprisingly, the students would not be able to produce and deliver their spoken productions when they did not jot down their ideas in their papers. Considering these facts, capitalizing on the Cue Card Media to help the EFL students in this study to increase their speaking skills and to help the researcher to promote an attractive and meaningful speaking instruction of English meets both the researcher's and students' needs. Additionally, in the scheme of Cue Card Media itself, given that students are confident in speaking by bringing paper containing the extended peace of sentences to be delivered, the researcher can then replace such long notes of paper with the card media instead. Given this, utilizing Cue Card Media provides immense help in the process of teaching and learning speaking skills and hence is applicable for this study.

Study about the Cue Card integration as an instructional media in the teaching of speaking skills has been well discussed in the Indonesian literature. Among the latest previous studies are contributions in the forms of some published journals (see Ariati, 2015; Ariati & Syahrial, 2016; Kristanti, 2020), a conference proceeding (see Irawati, 2017), and a number of unpublished theses (see Arianti, 2019; Elvita, 2012; Fortinasari, 2015; Khairunnisa, 2017; Rosalinda, 2017). In terms of research methodology, all these past scientific reports fell under the umbrella of two research traditions, such as experimental studies (see Irawati, 2017; Khairunnisa, 2017; Rosalinda, 2017) and action research studies (see Ariati, 2015; Ariati & Syahrial, 2016; Farah, 2013; Fortinasari, 2015; Kristanti, 2020). Based on the results of these prior reported studies, the application of the Cue Card Media in the teaching of speaking is strongly argued to have a positive effect on the EFL students' speaking competence (Ariati, 2015; Arianti, 2019; Elvita, 2012; Fortinasari, 2015; Irawati, 2017; Khairunnisa, 2017; Kristanti, 2020; Rosalinda, 2017). Considering the previous study results on the Cue Card Media application, such instructional media is therefore worth applying to be tested to determine whether or not such teaching media may offer a better solution to the current speaking issues that the students in the site of this study have experienced.

Relatively speaking, studies discussing the use of Cue Card Media in English teaching of speaking skills have been evidently documented in the Indonesian EFL settings whereby reports of the studies come inclusively from Junior High School (see Ariati, 2015; Ariati & Syahrial, 2016; Elvita, 2012 among other) and common Senior High School (see Arianti, 2019; Khairunnisa; 2017; Rosalinda, 2017 among other). Interestingly, investigation on the implementation of Cue Card Media precisely in the level of SMK Vocational High School as brought in the present proposed study, however, contributes scant evidence in the literature. To the researcher's best knowledge, the most resembling contribution to the present proposed study is only the work reported by Kristanti (2020). The similarity between the present study and Kristanti's (2020) scholarly work lies in the target subject of research and design, in which the SMK vocational high school students in grade 10 and action research have respectively served as the preferred study subjects and the adopted design for both the present study and Kristanti's (2020) research.

Nevertheless, the difference lies in several study ingredients, including the use of the genre text as the teaching topic to which each study anchors. In the contribution made by Kristanti (2020), a descriptive text was used, while in the present proposed study, the genre pedagogy of recount text is employed as the instructional theme delivery. Besides, the notable difference between the

present study and that of Kristanti's (2020) line of research resides within the emphasis of the study. Kristanti's (2020) work emphasizes students' speaking skills as tour guides with English as the mere medium of language delivery. Considering this, it seems to suggest that the study conducted by Kristanti (2020) to some extent does not intend to develop EFL students' speaking competence, but rather tends to solely attempt at fostering students' speaking capacities as the tour guides with English as the language of communication. By this, no English assessment guide of speaking production skills is applied to Kristanti's (2020) study. Markedly different from that of Kristanti's (2020) line of inquiry, the present proposed study, however, genuinely places great emphasis upon cultivating the speaking skills of the EFL students through Cue Card Media, thereby requiring a grounding framework of English spoken assessment in order to determine the impact of the media used and the success of the research journey.

Upon closer examination of the above arguments, suffice it to say that a thorough study on the application of Cue Card in the teaching of English speaking skills targeted at the SMK vocational high school students in the format of action research still receives little attention. With such a lack of scientific work, the explanations pertaining to the way the Cue Card Media may help to improve the actual process of the English teaching and learning of speaking skills at the SMK level and to facilitate the 10th-grade students' development in speaking skills seem to remain a black box. In addition, the researcher also encounters a surprising fact that much of the previous literature on the implementation of the Cue Card did not exclusively document the students' viewpoints regarding the benefits and challenges that Cue Cards may offer, To fill these gaps, it is therefore timely to consider how the implementation of the Cue Card instructional media can facilitate the enhancement of the authentic performance of the teaching and learning of English speaking skills for the sake of the development of the grade 10 students speaking competence at SMK vocational high school and what benefits and challenges may shroud within the Cue Card application. Grounding on the above explanation, the present study is designed to investigate the use of Cue Card Media to facilitate the improvement in the English speaking competence through storytelling based on the recount text at the grade 10 students of SMK 1 public vocational high school using Cue Card Media.

METHODOLOGY

The current study leveraged Classroom Action Research (CAR henceforth) to best arrive at the research goal. The decision to employ CAR as the design for this study had been motivated by a host of reasons. Foremost of which was tightly tied to the notion of the CAR, in which contrary to that of the qualitative and quantitative research paradigm, it places great emphasis upon seeking solutions to a particular studied issue (Creswell, 2015). The second main reason to consider CAR in this study had got to do with its aim. Scholars such as Kemmis et al. (2014) assert that the objective to apply CAR as the driven research design can be an endeavor for teacher(s)/researcher(s) to improve their teaching and learning practices and to meet the class needs via overcoming any classroom issues resulting from the teaching and learning process per se. Implementing CAR as the research design for this study may cater for the researcher as the professional teacher with a window of opportunity to develop the practical teaching and learning activities into a more productive, rational, and sustainable experience. Based on the above-stated justifications, CAR had thus been thought of as the most ideally adopted design for this study.

Further, under the umbrella of the action research, the present proposed study specifically attempted to demonstrate how the Cue Card as an instructional medium for this study can have a bearing on the practical teaching and learning experiences and EFL students' speaking capacities. To pin down to the quest for this current CAR study entails a combination of qualitative and quantitative data. Precisely, a sequential exploratory mixed method design was deliberately made use of in this study.

The rationale behind being said as the sequential exploratory mixed method within the CAR frame was pertinent to both increasing and strengthening the fruitfully interpretable and meaningful results of this study. It is worth contending that key to this rationale has been with the interpretability, which serves as of particularly significant for this study. It stands to reason that comprehensive CAR literature on the Cue Card media in English speaking instruction has, however, revealed very little in the way of such an instructional aid targeted at SMK secondary vocational senior high school students.

Moreover, the responses to the study inquiry followed a mixture of qualitative and numerical data components. A showcase that would inform a change in the performances of the teaching and learning practice within the classroom atmosphere signifies that such an account should be more germane to the qualitative data. Whereas, some quantified information that shows the trend of the EFL students' speaking performances palpably denotes the quantitative data. Of these two collected data components, qualitative data and results served as the priority in this CAR study; quantitative data, on the other hand, only provided information in quantity format delineating the change of EFL students' speaking ability growing out of the implementation of Cue Card media. Regarding these stated justifications, the sequential exploratory mixed method was best befitted as a design for the present CAR study.

To align with the researcher's need, a procedure of CAR postulated by Kemmis and McTaggart (2014) was implemented in this current study. Kemmis and McTaggart's (2014) model of CAR study had been employed given that it is considered to be the easiest model to comprehend and apply in favor of the other CAR models. The procedures of Kemmis and McTaggart's (2014)

model involve four main stages, consisting of Planning, Action, Observation, and Reflection, whereby these four phases are undertaken as many cycles as needed but saturated in the CAR process.

The present proposed CAR study was undertaken at the SMK 1 public vocational high school Gorontalo as the site for this study, with the grade ten students majoring the program stream of travel business or *Usaha Perjalanan Wisata* (henceforth UPW) being the subject of this study. The data in this research were collected by using several instruments, to include checklist observation, questionnaire, and speaking test.

The data obtained before and during the application of Cue Cards are analyzed to determine whether the use of Cue Cards in teaching and learning activities can improve students' speaking skills. As has plainly been mentioned in the previous section of this methodology chapter, the present based-practical form of CAR study leveraged the mixture of data derived from qualitative and quantitative components. With the combination of these two elements, this current CAR study followed the sequential exploratory mixed method, denoting that this study puts emphasis upon the two data components, with qualitative being given precedence to the order. Expounded on this, the results of qualitative data analysis are consulted with the quantitative data in the form of a descriptive statistical account to provide and reflect the look of the basic structure of the research issue raised in this study. As such, the analysis reports of this CAR study relied heavily upon the qualitative interpretation, whilst quantitative served to strengthen the qualitative data interpretations. It is essential to note that the qualitative data interpretation was manifested itself within two sets of research instruments, to include the observation checklist and questionnaire, while the quantitative data interpretation was made on the basis of the speaking test.

FINDINGS

To begin with, results from the observation of the second cycle action implementation are presented. Following tabulate the descriptions of the observations taken from the teacher's (researcher) and the students' activities.

Table 1: Second Cycle Observation of Teachers' Activities

No	The Observation Aspects	Category			
		Very Good	Good	Enough	Poor
1	The Learning Process				
	Syllabus	100	-	-	-
	Lesson Plan	100	-	-	-
Sub Total		200			
2	Teaching Skills and Strategies				
	Giving apperception	100	-	-	-
	Giving motivation	100	-	-	-
	Interaction between teacher and students	-	85	-	-
	Relevancy of the material to the indicator	100	-	-	-
	Relevancy of the material to the BC	100	-	-	-
	Relevancy of the teaching method to the indicator	90	-	-	-
	Explanation of the lesson topic	100	-	-	-
	Explanation of the media used	100	-	-	-
	Guiding students who have problems	-	80	-	-
	Using white board	-	85	-	-
	Giving reward	90	-	-	-
	Use of time	-	80	-	-
	Test	-	85	-	-
Sub Total		1195			
Total					1395
Mean					93
Percentage					93%

The given table shows the findings regarding the teacher's activities done throughout the action implementation that the collaborator had observed thus far. According to the chart, the cumulative score of the teacher's activities being observed is 1395, with an average score of 93 and a percentage of 93%, meaning that the teacher's (researcher) activities in the implementation of the second cycle action are in the very good category. On the basis of the above statistical results of the observation, it denotes

that the teacher's activities meet the indicator defined in this CAR study (Standard Indicator of Teacher's Activities = 80%). Surprisingly, it is safe to maintain that there has been a significant enhancement in the teacher's activities being observed. In addition to the observation results of the teacher's activities, the results of the students' activities during the action implementation are also set out. In the table that follows, the description of the observation results of the students' activities is provided.

Table 2: Second Cycle Observation Of Students' Activities

No	The Observation Aspects	Meeting (%)			
		1st	2nd	3rd	4th
1	Pre Lesson				
	Students come to class on time	100	100	100	100
	Students are ready to follow the lesson	100	100	100	100
2	Main Activities				
	Students are seat in the group	100	100	100	100
	Students focus and follow the lesson given	100	100	100	100
	Students are actively giving question and answer	62.96	55.56	44.44	70.37
	Students do the task (arrange storytelling)	100	100	100	100
	Students make cue cards for storytelling presentation	100	100	100	100
	Students present storytelling using Cue Card	14.81	33.33	29.63	22.22
	Students pay attention to the other students' presentations using Cue Card	100	100	100	100
3	Closing				
	Students give their opinion about the lesson activity	55.56	74.07	62.96	81.48
Total		833	863	837	874
Percentage per meeting		83.33%	86.30%	83.70%	87.41%
Average of Percentage		85.19%			

The presented table depicts the results of the students' actions throughout the second cycle of action implementation. In the second cycle, the teacher collaborator observed three major features of the students' activities, as in the first cycle. The following components of the students' activities were observed: pre-lesson (two activities), main lesson (seven activities), and closure (one activity). Looking at the data in the table, it is clear that the percentages of students' activities during the second cycle are slightly different across all meetings, with scores standing at more than 80% in all four class meetings. Based on these data, the mean score of the students' activities during the second cycle's action implementation touched 85.19%, indicating that there has been a notable increase in the students' activities during the action implementation of the second cycle compared to the previous cycle action results of students' activities, which was only 78.06%. Moreover, the average score of the students' activities in the second cycle of action implementation surprisingly has met the standard indicator of students' activities as specified in the present CAR study.

Apart from the observation results of both teacher's (researcher) and students' activities during the action implementation of the second cycle, the evaluations of the students' learning outcomes related to their speaking performances are also pinned down. A complete description of the students' speaking performances in the second cycle is put forward in Appendix 6. In the table below, the researcher tabulates the result of the speaking skills drawn from the students' speaking performances in the second cycle.

Table 3: Students' Speaking Abilities In 2nd Cycle Based On The Haris' (1969) Speaking Taxonomy

No	Speaking Elements	Total Score	Mean	Percentage (%)
1	Pronunciation	105	3.9	77.78%
2	Vocabulary	121	4.5	89.63%
3	Grammar	119	4.4	88.15%
4	Fluency	91	3.4	67.41%
5	Comprehension	109	4.0	80.74%
	Mean			80.74%

The table above demonstrates the students' speaking capabilities based on their performances throughout the second cycle implementation. As the table shows, the students' speaking aspect on the vocabulary receives the highest score among all skill aspects examined in the students' speaking abilities with a total score of 121 (89.63%) and its mean score of 4.5. Following the

vocabulary element are grammar with 119 total score (88.15%) and its mean score of 4.4, comprehension with 109 total score (80.74%) and 4.0 mean score, pronunciation with 10j5 total score (77.78%) and its mean score of 3.9, and fluency with its total score of 91 (67.41%) and its mean score of 3.4, respectively. Overall, the average score of the assessment on the students' speaking skills during the second cycle reaches 80.74%. Interestingly, looking at the assessment results on the students speaking abilities during the first and second cycle action implementation, there has been an obvious difference in all speaking elements on students' speaking performances between the first and second cycle. In the following figure, the researcher presents the summary of the students' speaking assessment comparison between the first cycle and the second cycle action implementation.

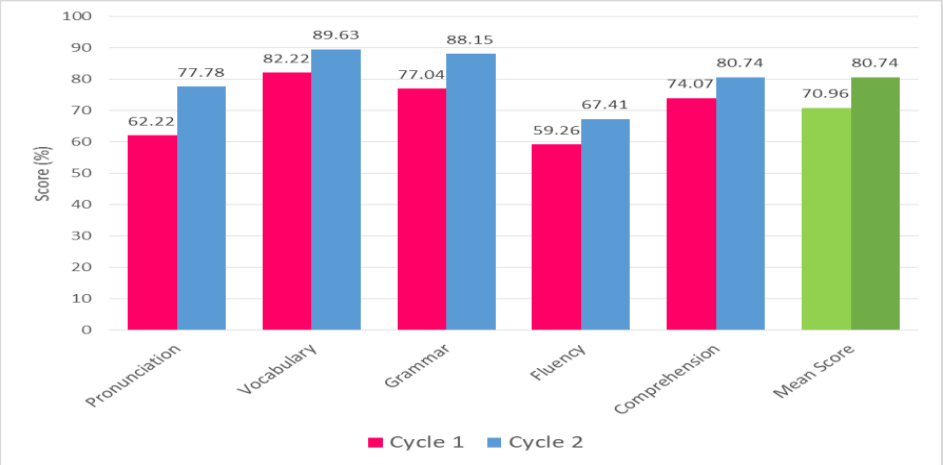

Figure 1. Students' Speaking Assessment Comparison Between The 1st And 2nd Cycle

The above chart reflects the differences drawn upon the basis of the evaluation reports of the students' speaking skills between the first cycle and the second cycle action implementation of this CAR study. Based on the provided diagram, the most substantial improvement in students' speaking performances from all speaking components lies within the pronunciation aspect with a percentage score of about 15%. The remaining four aspects that follow are grammar (11.11%), fluency (8.15%), vocabulary (7.41%), and comprehension (6.66%) respectively. Moreover, the average score result from the first to the second cycle also rises by 9.78%. Overall, the evaluation results of the students' speaking performances clearly signify that there have been significant improvements in all speaking elements.

Furthermore, reflected on the students' speaking performances during the second cycle, the researcher discovered the students' speaking score report as portrayed in the following table.

Table 4: Frequency Distribution Of Students' Speaking Score Performances On The 2nd Cycle

Speaking Score	Frequency	Percentage (%)
91 – 96	4	14.81
85 – 90	5	18.52
79 – 84	7	25.93
73 – 78	6	22.22
67 – 72	2	7.41
60 – 66	3	11.11
Total	27	100

Table 4 above illustrates the frequency distribution of the speaking score determined from the students' speaking performances. According to the table, the highest score is in the range 91-96 with a percentage of 14.81 percent, with four students out of 27 total students achieving the marks in this interval score. Five students obtained the interval speaking score of 85-90 with a percentage of 18.52%, while as many as seven students obtained the interval speaking score of 79-84 with a percentage of 25.93%, and six students got the scores in the interval 73-78. The rest of the five students received scores below 73. Of these remaining five students, two of whom (7.41%) obtained the score in the interval 67-72 and three students (11.11 percent) earned the score in the interval 60-66, respectively. Based on the results described above, it is safe to say that, based on the minimum criteria of mastery learning (KKM = 75), there has been a notable increase in the students' speaking skills. Next, in the given table, the researcher sets forth the students' learning outcomes in the second cycle drawn from their performance in speaking skills.

Table 5: Students' Learning Outcomes In English Speaking Skills During The 2nd Cycle

Category	Number of Students	Percentage (%)
Succeeded	22	81.48
Failed	5	18.52
Total	27	100

The provided table describes the students' learning results of speaking skills during the second-cycle action implementation. According to the table, 22 students out of a total of 27 students pass in terms of their learning outcomes for speaking skills, while the remaining five students fail. Based on these findings, there have been over 80% of the students have successfully reached the minimum criteria of mastery learning (KKM = 75) in terms of the speaking skills. Furthermore, the researcher also unearthed the overall findings of the students' speaking performance in the second cycle. A succinct description of the students' learning achievement of the speaking skills during the second cycle is summed up, as follows:

Table 6: Summary Of Students' Learning Achievement Of English Speaking Skills In The 2nd Cycle

No	Description	First Cycle Results
1	Total Score of Students' Speaking Performance	2180
2	Average Score of Speaking Skills	81
3	The Highest Score of Students' Speaking Performance	96
4	The Lowest Score of Students' Speaking Performance	60
5	Percentage of Learning Mastery Achievement	81.48%

Table 6 above shows the summation of the students' learning achievement in speaking skills during the second cycle of this CAR study. Based on the data in the table, the mean score of the students' speaking skills in the second cycle reaches 81 with an aggregate score of 2180. The maximum score of the students' speaking performance score is 96, while the minimum score is 60. In terms of the students' mastery of speaking accomplishment in the second cycle, the result reveals that the percentage score reaches 81.48%. With this statistical account in mind, it is obvious that there has been such a sharp improvement in the performance of the students' speaking skills in the second cycle action implementation. To visualize a concrete progress of the students' speaking performance results, the researcher makes direct comparison of the students' speaking evaluation results from the pre-observation study to the second cycle study.

Table 7:Comparison Between Pre-Observation, 1st And 2nd Cycle Results Of Students' Speaking Skills

No	Description	Pre-Observation	1st Cycle	2nd Cycle
1	Total Score of Students' Speaking Performance	1901	1916	2180
2	Average Score of Speaking Skills	70	71	81
3	Number of Succeeded Students in Speaking (KKM=75)	9	15	22
4	Number of Failed Students in Speaking (KKM=75)	18	12	5
5	Percentage of Learning Mastery Achievement	33.33%	55.56%	81.84%

The provided table shows the three detailed comparisons of the overall assessment results on the students' speaking performance outcomes drawn from the preliminary observation study, first cycle study and second cycle study results of this CAR research. As demonstrated in the table, the students' speaking skills have improved notably.

In terms of the total score of the students' speaking performance, the findings show a subtle change from the score of 1901 in the pre-observation study to1916 in the first cycle study, after which such score increased sharply to 2180 in the second cycle study where the Cue Card Media were integrated to the teaching and learning of speaking with some marked improvements in them after considering the lack in its application during the first cycle study. Likewise, the mean score results enhanced slightly from 70 in the pre-observation study to 71 in the first cycle study and later rose considerably by 81 in the second cycle. Besides, the number of successful students in speaking increased from only nine students in the pre-observation data to 15 students in the first cycle study and 22 students in the second, at the same time the number of the unsuccessful students in speaking decreased from 18 students in the pre-observation study to 12 in the first cycle research and only five students in the second cycle study. The findings also indicated a notable increase in the percentage of mastery speaking achievement from 33.33% in the preliminary observation study to 55.56% in the first cycle study and it touched to 81.84% in the second cycle study. Further, resided within the established standard criterion of this study, in which action of the CAR cycle is considered successful when 80% of the students gain a score

of 75 (KKM=75) or higher, the Cue Card implementation in the second cycle action of this CAR study is successful, as the percentage score of students' learning mastery achievement of speaking reached 81.84%.

All in all, the second cycle results conducted over a week with four class sessions of action implementation have successfully attained the targeted standard criteria in terms of the observation results of the students' activities and the evaluation results of the students' speaking skills. Therefore, it is safe to say that no further action of the Cue Card Media implementation in this CAR research is required. In the next section, the researcher presents the reflection of the action implementation in the second cycle.

REFLECTION – 2ND CYCLE

This stage provides the reflection and evaluation of the action implementation of the Cue Card deployment in the teaching of speaking throughout the second cycle. Rooted deeply into the second cycle data observations and students' speaking assessment performances, the findings of the second cycle action implementation indicated that there have been tangible improvements in not only the students' speaking skills but also the teacher's way of teaching. Albeit with fruitful results thanks to the use of Cue Card Media, some problems still remained in the second cycle. Yet different from the first cycle, the identified problems in the action implementation of the second cycle were found to occur in the students as the research subjects in relation to their speaking performances using Cue Card Media.

Building upon the observation results derived from the students' activities during the action implementation of the second cycle, findings showed that students' fluency and pronunciation still remained to be the hindrances that the students had been experiencing thus far in association with their speaking performance. As had previously been indicated in the first cycle study, students' mother tongue still impacted their speaking performance in the target language and thus brought about errors in their English pronunciation. Yet, different from the first cycle results, such mother tongue influence had decreased progressively in the second cycle action implementation on account of the strategies applied along with the integration of the Cue Card Media. The fluency aspect of speaking still also remained a huge issue for the students. However, as with a decrease in the pronunciation issues, the majority of the students had taken part in the teaching and learning process enthusiastically, enabling them to be confident in delivering their spoken storytelling presentation and hence decreasing their hesitation in speaking. Notwithstanding some pointed-out problems, the overall results of the action implementation in the second cycle pinpointed that there had been a notable increase in the students' speaking performances using the Cue Card Media.

In this section, the researcher has presented the detailed findings regarding the first research question, answering the inquiry of to what extent the improvement of the students' English speaking competence through storytelling activities can be facilitated on the basis of the recount text by deploying the Cue Card Media. From the above thorough description of the findings, some of the challenges which resulted from both the teacher and students in relation to the use of Cue Cards during the teaching and learning process as well as students' speaking performances have been pointed out. These findings, nevertheless, attract interesting questions regarding the advantages and disadvantages of the implementation of the Cue Card Media from the students' points of view. In the section that follows, the researcher provides the descriptions of the findings of such questions.

DISCUSSION

The first formulated research inquiry of this study sought to particularly address the extent to which Cue Card Media integration facilitates the development of students' speaking skills, but was not limited to the way such instructional media help develop the authentic performance of the teaching and learning of Speaking. Central to the discussion of this first interpretation section is the application of the Cue Cards in the teaching and learning of speaking skills. In what follows, the researcher details the analyses and interpretations regarding the findings of the first question formulation of this study.

Prior to embarking upon this CAR study, the average mastery learning of students' speaking skills was poor. The findings retrieved from the preliminary observation of the present CAR study (first-semester study) pinpointed that the overall achievement percentage of students' speaking mastery learning touched around 33%. Springing from this statistical report, it turned out that more than half of the total students failed in speaking skills of English, whilst only a third of them succeeded (n=27: Failed=18; Passed=9), with a mean score of mastery learning of 70. This statistical result of students' speaking skills signified that the target achievement of mastery learning during the semester study was not achieved. Such devastating reports of students' speaking achievement in X UPW 2 intrigued the researcher to later decide to undertake a CAR study in a hope of both enhancing the teaching and learning practice of speaking skills and cultivating students' achievement in speaking skills through applying instructional aid of Cue Card Media.

Building upon Kemmis and McTaggart's (2014) model as the launch pad of the CAR procedures for this study, the presently reported study followed the kind of practical action research, entailing two cycles of classroom action implementation. In each cycle, the research instruments which consisted of observation sheets of the teacher's and students' activities as a benchmark employed to measure the success of the learning process and a set of storytelling tests as a tool to gauge students' speaking skills outcomes are deployed in this study. Overall, during the integration of the Cue Card in the teaching and learning activities carried out over about four weeks long within a two-pronged action cycle, the study unearthed rapid progress in the students' engagement

in learning speaking skills of English and their learning outcomes. Along with these fruitful findings, the study also disclosed a positive significant improvement in the manner of the teaching and learning practice of speaking skills.

Grounding on the first cycle results of this study, it is revealed that modest progress in students' learning achievement of speaking skills has been positively indicated. This interpretation can be traced back to the overall result of students' speaking achievement of mastery learning where it rises from about 33% in the preliminary observation result to slightly above 55% in the second cycle study. With this percentage of students' learning mastery achievement, this study ascertained that 15 out of 27 total students had succeeded in the first cycle of Cue Card implementation, compared to the result of the preliminary observation study which only touched a third of the total student. Along the same line, a slight increase in the mean score of the students' speaking performance results was also identified, whereby the score enhanced gradually from 70 in the preliminary observation study to 71 in the first-cycle Cue Card application. Nevertheless, rested on the minimum criteria of mastery learning set in this CAR study (KKM=75), it can be asserted that the overall achievement of students' speaking performance during the first cycle of this CAR study is indeed regarded as inadequate.

There are a number of contributing factors shrouded within the unsuccessful achievement of students' speaking performance reports during the first-cycle action implementation which in turn led to the unsatisfactory teaching and learning process of speaking. These factors as the observations showed are noticeable in the teacher's approach manner of teaching the speaking skills with the Cue Cards and in the students' activities during the class. These factors later obviously affected the students' speaking performance results.

Regarding the teacher's problems, observation of the teacher's activities during the first-cycle class implementation denoted that the teacher appeared to experience an uphill struggle to control the class on account of time management. This time management issue created a somewhat bad nuance in which the teacher required more time to execute the action. In this case, the teacher had to spend extra time just managing the class students into groups. Consequently, the class time allocated to the action activities, such as students' experiment with the Cue Card and so on, had been much invested in the activities of managing class groups. This hindrance then resulted in the sufficient time allocation devoted to the basic introduction to Cue Card and its application to speaking activities. The problem of time management in teaching particularly English has however been nothing new. Nurrahmamaniah (2019), for instance, mentioned that time management was a very common issue that impeded the teacher of English in their teaching practice. Findings also revealed a tendency where the teacher (researcher) made less effort to guide students who dealt with the difficulty in delivering clear and well-spoken production, which in turn severed to further influence the overall students' speaking performance results.

To cope with the issue of time management faced throughout the action implementation of the first cycle, the researcher as the teacher along with the collaborator decided to keep the position of the students' seats which had already been set into several class group formations. Accordingly, when it comes to the second-cycle action implementation, the teacher did not need to arrange the students' seats in the form of class groups any longer, thereby diminishing the possibility of meaningless students' activities. As for the first cycle issue of sparing little effort to guide students with difficulties in conveying a good speaking performance, the researcher (teacher) determined to improve the teaching practice through helping students who experienced problems in producing speaking, so that students would not or (if any) would have faced little problems when delivering their spoken English production during the second cycle of action implementation.

Whereas in terms of the students' problems, findings from the observation handed by the collaborator unearthed that more than half of the students tended to show low enthusiasm to participate and engage actively in the teaching and learning process of speaking skills throughout the class meetings of the first cycle study. The observation results of the students' activities in the first cycle also recorded the fact that a number of students did not pay attention and follow the lessons given. In this case, some students were still busy with their own activities during the teaching and learning process. As a consequence, when it comes to speaking task performance, most students were still hesitant and nervous to come to deliver their speaking performance in front of the class, which then influenced their fluency aspect of speaking. The factor of the fluency problem in speaking as found in this study reflects a shared finding reported by Husna (2021) who contended that the issues of the students' disfluency in speaking were influenced by students' hesitation and anxiety. Furthermore, findings also positively signified that during the evaluation of students' speaking performance activities, students seemed to have had a strong tendency to enunciate the English sounds based on the articulation manner of their mother tongue, and hence affected their English pronunciation. With respect to the pronunciation issue, scholar, such as Abid (2016), argued that many non-native English speakers produce English spoken utterances based on their own manner, retaining characteristics from their first language, such as pronunciation. For this very reason, pronunciation problem in English for non-native speakers has been a common dilemma.

To address the first two stated shortfalls from the students, the researcher as the teacher asked several questions to the students who rather seemed less involved in the class activities during the second-cycle action implementation and also asked students to pay attention and stay focused on the lecture throughout the class sessions. As a result, when implementing activities in the second cycle, students became more active in expressing their opinion and also became more focused and serious in participating in the

learning activities. Related to the issue of being hesitant during speaking performances which desperately impacted the students' fluency aspect, the teacher encouraged students not to be anxious and worried about their speaking performance.

In addition, the teacher (researcher) also provided the students with proper and subtle guidance to overcome their pronunciation problems, given students' mother tongue had been exerting considerable influence on their English pronunciation. The strategy was done by asking students to make use of several sources such as google translate which was very accessible to their handphones or any electronic dictionaries that are available on the students' mobile phone applications. Leveraging these resources enabled students to find out the exact pronunciation of words for which the students are searching, given that those electronic resources are supplied with such a sophisticated text-to-speech that had been attached to those devices. Along with this approach, students were also told that they could directly write any difficult word pronunciations based on their phonetic spelling down to their Cue Card. Armed with these step-wise strategies, students were surprisingly more confident to come presenting their Cue Card work results in front of the class for storytelling performance activities and hence decreased their hesitation to speak and increased their fluency aspect of speaking skills at the same time.

Through those wise strategies described above, it turns out that the ultimate outcomes of the action implementation in the second cycle reach fruitful results for all points being assessed in the present CAR study. As revealed in the overall findings of the second-cycle action implementation, there had been an exponential increase in both the teacher's teaching performances and the students' speaking competence statistically with regards to the implementation of the Cue Card instructional media. The results taken from the observations of the teacher's activities, for example, showed that the teacher's teaching performances during the action implementation of the Cue Card rose by 5%. Such an increase is clearly reflected in the comparison of the teacher's performance results between the first and the second cycle, where the total score of the aspects being evaluated in the teacher's activities improved from 1320 along with the mean score of 88% in the first cycle study to 1395 with the average score of 93% in the second cycle. Findings of this CAR study also uncovered astonishing results in the students' learning activities in which based on the observations, the outcomes of the students' learning activities mounted by around 7%.

In addition, this CAR study revealed statistical evidence in light of the Cue Card application in the students' speaking skills in which there had been considerable progress in all elements of the speaking being gauged upon which the students' speaking performance outcomes are based. As the findings indicated, a sharp development of the five speaking elements in the students' speaking performance occurred in the pronunciation aspect. It could stand to reason that following the approaches the researcher had proposed so far to address the pronunciation issue as appeared during the first cycle enabled this study to achieve such a satisfactory result in students' pronunciation aspect. As were the results of the pronunciation development, the remaining four speaking elements, including grammar in the second, fluency in the third, vocabulary in the fourth, and comprehension in the fifth also showed significant progress.

More surprising than the afore-mentioned findings has been the result of the students' speaking performance evaluation in the second cycle study. Results from the second cycle revealed that there has been significant development in the overall performance of the students' speaking competence. To be precise, the present CAR study showed a fascinating trend where the overall achievement of the students' mastery learning in the second cycle jumped dramatically by 81.48%, compared to the first cycle result which only reached 55.56%. Results of the second cycle also recorded a trend wherein was found an increase in the number of students who successfully achieved a score above the minimum mastery learning in speaking (KKM=75: 2nd-Cycle Succeeded Students=22). Moreover, a trend in the mean score of the students' speaking skills also pinpointed a dramatic improvement from 71 with a total score of 1916 in the first cycle to 81 with an aggregate score of 2180 in the second cycle.

Finding that the Cue Card application could impact the development of the students' speaking competence as revealed in this study corroborates the past CAR study undertaken by Kristanti (2020) on the grade 10 vocational high school students, which records the same evidence. This study also lends support to some relevant previous studies both empirically and experimentally (see Arianti, 2019; Khairunnisa, 2017; Rosalinda, 2017 among others). A quasi-experimental contribution to the use of Cue Card instructional media informed by Arianti (2019) also pinpointed that there was a substantial difference in the students' speaking skills outcomes in which those students who were in the experimental group treated using Cue Card performed better than those who were in the control group. In a similar vein, two pre-experimental works reported by Khairunnisa (2017) and Rosalinda (2017) respectively unearthed that a significant increase in the students' speaking skills was statistically indicated after administering the Cue Card Media. Far from these previous studies which seem to have shown a lack in terms of the extent to which Cue Card media application can facilitate the development of the teaching and learning process of speaking, this study however provided a thorough scenario as to how the teaching and learning process of the English speaking subject could be improved through Cue Card integration. Above all, it is safe to say that the application of the Cue Card Media has been so effective to cultivate students' speaking competence.

Taken together, the implementation of the present CAR study which involved two cycles of action implementation through the Cue Card Media devoted to the teaching of English speaking skills had successfully facilitated the development of both the performance of teaching and learning practices of English speaking and the learning outcomes of speaking competence of the grade 10 students of UPW Department, SMK 1 public vocational high school Gorontalo. It follows then that the action hypothesis

formulation of this study which declared "Should Cue Card Media as the instructional scaffold in teaching speaking skills of the English be leveraged by the teacher, then the EFL students' competence in speaking skill can enhance" is accepted.
In this part, the researcher has presented thorough analysis and interpretation of the first research question findings, illustrating the extent to which Cue Cards as the scaffolding media of speaking instruction may facilitate the development of the grade ten students' speaking competence. In the section that follows, the researcher provides an in-depth analysis of the second research question, addressing the pros and cons behind the Cue Card instructional media in the teaching and learning of speaking skills.

CONCLUSIONS

It is not an exaggeration to say that Cue Card has been notoriously considered to be an old yet effective medium used by people since the past few decades. Owing to the mobility of the Cue Cards whereby such media enable speakers to address speech in neat and structured way, Cue Cards have been comprehensively studied by numerous researchers in the arena of spoken communication skills of either second or foreign language.

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Dear Author, Novriyanto Napu

Many thanks for your submission to our journal. We have reached a decision regarding your submission IJSSHR, “Facilitating EFL Students’ Development of Speaking Skills through Cue Card Media”. After your paper has been subject To a Fast Track Review Process, it has been accepted to be published in our journal subject to minor revisions. Please find the results attached. After you make the revisions, send us the revised paper as soon as possible.

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Facilitating EFL Students' Development of Speaking Skills through Cue Card Media

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ABSTRACT: This paper aims to investigate the use of Cue Card Media to facilitate the improvement in the English speaking competence through storytelling based on the recount text at the grade 10 students of SMK 1 public vocational high school using Cue Card Media. This Classroom Action Research employed four main stages by Kemmis and McTaggart's (2014) model, including planning, action, observation, and reflection. The present proposed CAR study was undertaken at the SMK 1 public vocational high school Gorontalo as the site for this study, with the grade ten students majoring the program stream of travel business or *Usaha Perjalanan Wisata* (henceforth UPW) being the subject of this study. The data in this research were collected by using several instruments, to include checklist observation, questionnaire, and speaking test. Further, the analysis reports of this CAR study relied heavily upon the qualitative interpretation, whilst quantitative served to strengthen the qualitative data interpretations. The results found that the application of the Cue Card successfully enhanced students' speaking skills by 26.28% statistically, with 55.56% in the first cycle and 81.84% in the second cycle. Following the open-ended survey questionnaires, it appeared that due to the efficacy of Cue Cards, these attractive speaking media benefitted students when it comes to speaking performance activities, yet the drawbacks of Cue Card learning media in speaking were also recognized. Discussions as to how Cue Cards may develop the practice of speaking instruction were also provided. This study adds to the growing pool of literature on the Cue Card implementation in the teaching of speaking skills in English.

KEYWORDS-EFL Students, Speaking Skills, Cue Card Media, Vocational High School, Storytelling

INTRODUCTION

Speaking as widely believed in at least the dimension of the productive skills has been the initially acquired competence people develop in life. As one of the productive skills, speaking is an essential communication skill in a language that all human beings need to pick up. So crucial is the speaking skill to be learned that it allows people to communicate information and ideas, express themselves, and impact the surroundings through speaking activities (Savitri, 2013). For that very reason, speaking has a considerable decisive part to offer when it comes to social interaction activities.

In the array of English language teaching contexts, having a good command of speaking skills, as much natural and authentic English as possible is the primary goal for which all learners intend to target and all teachers desire to reach as the pinnacle of the teaching and learning output. Further, in the current model of the Indonesian 2013 curriculum in English teaching subject, considerable attention has been devoted to stressing the importance of productive skills, including speaking skills, in both transactional and interpersonal functions (Damayanti, 2019). As such, cultivating students' capacities in speaking is of utmost crucial.

Yet, as it may well have noticed, producing clear spoken utterance of English for EFL learners is a somewhat challenging task. Developing the skills required for speaking in English, such as the ability to use a correct control of vocabulary and grammar as a part of speaking aspects is one of the reasons as to why speaking is considered to be a daunting task for learners; not to mention the other elements as reflected in the kinds and range of involved sub-skills in English speaking production (Machmud & Burns, 2012; Richards, 2008). As with the case of complexity of the demanded components for spoken English skills, the learners' ways of producing English orally in their own manner of articulation, exerting influences from their first language, such as pronunciation, has also been serving as a thorny issue in speaking production of English (Abid, 2016). Besides, the first language or mother tongue influence on English speaking production can be sprung from other aspects as well, including the use of exact diction and grammar. Therefore, the impact that the learners' first language or mother tongue has on English speaking skills is inevitable.

In light of the factors that inhibited the problems in English speaking skills, a number of other obstacles coloring the speaking skills in the Indonesian EFL setting do exist. The result drawn from the observation that the researcher of this study had conducted

during the first semester of speaking instruction at SMK 1 public vocational high school Gorontalo, Indonesia is a case in point. It is worth emphasizing that the observation outlined in this report is initiated in the post-pandemic age of the Covid-19 outbreak, during which face-to-face meeting has been allowed at the selected site of this study.

In the pre-observation, the researcher unearthed some surprising facts as regards the veiled issues of the EFL students' difficulties in speaking production. The problems included common hindrances in speaking, such as limited vocabulary stocks and pronunciation difficulties. Having little exposure to English both inside and outside the classroom had also become a problem that impedes the development of students' speaking competence. In addition to these issues, the researcher also uncovered a tendency wherein students bemoaned their lack of speaking production as a consequence of poor and little speaking activities they received and practiced throughout the English teaching and learning process. It was this issue that the researcher as an EFL teacher had recognized and learners had experienced on account of the several consecutive years of SARS Covid-19 pandemic, leading the learners to have little opportunity to immerse in speaking activities.

Moreover, problems of learners' psychological factors were also apparent in the observation, preventing almost all learners from English speaking engagement practice in the class as a concomitant of shyness, less confidence, anxiety, and fear of committing mistakes. Such underlying problems of related psychological factors signify that there seems to be a lack of motivation among the learners to engage in speaking classroom activities. Accordingly, almost all learning reports of students' English skills on speaking performance are still below the satisfactory set Minimum Learning Mastery Standard or *Kriteria Kentuntasan Minimal* (KKM=75).

All the presented speaking issues that the researcher had encountered in the preliminary observation mirror the looks of what currently arises in association with the phenomenon of speaking problems within the context of EFL students across Indonesia. Recently Indonesian investigators have also exposed findings that psychological factors such as being anxious, embarrassed, and unconfident to participate in speaking classroom practice, afraid of making mistakes during speaking productions, and low motivation are the contributing factors shrouded within the subpar EFL students' speaking achievement (Ariyanti, 2016; Azizah, 2016; Damayanti, 2019; Juhana, 2012). Consequently, it is of concern for English teachers to seek a better solution to overcome EFL students' hindrances in speaking performance.

In the case of seeking to come up with a sound solution to a study inquiry in the arena of English language teaching, understanding the juxtaposition of the connection between the actual picture of the samples/participants (students) and the proposed strategy which will be utilized to confront the problems raised is of considerable significance. Doing so can lead to a viable action that provides a gentle answer to the inquiry fitting both the students' interest and the research need. In view of this consideration, the present study, as has been pointed out earlier, reflects the issues in the sphere of English speaking skills that the EFL students, specifically the students at the SMK public vocational high school level, have experienced so far.

Generally speaking, the secondary school students at the SMK vocational high school upon which their concentration is based have particular needs of learning and target, making them diametrically different from those at the common senior high school (SMA). It has been with the expected outcomes that distinguish the SMK students from the SMA students, in which the SMK students are expected to possess certain additional skills based on their chosen major of concentration (Sudartini, et al., 2016). Endowed with a set of acquired skills, the SMK students are able to readily utilize their skills to either enter into any sectors of the private/public service industry or carry on their study at the higher educational degree, which is a common realistic goal for the SMA students upon graduation.

Again, the exploration of the present proposed study takes the site in the SMK 1 Public Vocational High School Gorontalo. In particular, this study is executed at the EFL students majoring in the program stream of Travel Business Department or *Usaha Perjalanan Wisata* (herein UPW) at the 10^{th} grade, since the speaking problems as stated in the preliminary observation have been growing out of the experience in the grade ten students of UPW department. This major of concentration is catered for the students whose interests are in tourism and tourism-related industry, and its outcome is to produce high school graduates who are competent in the field of tourism and its related industry.

Needless to say, in the UPW department, there has been one of the primary subject skills in the category of productive subjects that the students at the department of UPW should learn and possess, which is Tour Guide. This so-called subject is taught to the students at the grades of 11 and 12 (XI and XII). Its outputs are expected to be able to produce competent tour guides who would then be responsible for explaining the tourist attraction information and interpreting the natural and cultural heritage of a tourism destination to the domestic or foreign visitors by using a language that tourist guests understand. In line with these outcomes, speaking skill is indeed one of the keys to this subject. Even more significant than this fact is the view that the English language has been of paramount importance as a vehicle of information delivery for the tourism destination and been one of the main means of instruction used in this subject of skills. Hence, cultivating students' knowledge of English, particularly the speaking skills at the very initial stage of high school (10 grade), has been the very driving reason that motivates the researcher to undertake the proposed study in order that the students are well equipped to acquire the tour guide skills in subsequent grades, in turn, be better skilled and competent tour guides in the future.

Of particular relevance to the tour guide skills and teaching of speaking for the tenth-grade students is storytelling which has been subsumed under the genre pedagogy of recount text. This sort of genre text is included in the English teaching syllabus at the grade 10 in the second semester of the academic year 2021/2022. The teaching of recount text itself is set within the basic competencies (KD) of 3.6 and 4.6 of the 10th-grade. Nested within the basic competencies of the recount text, the researcher invites the research samples/participants to present storytelling with the theme of an unforgettable experience, which is devoted to their own previous experiences when visiting tourist objects, tourist facilities, or tourist attractions. The researcher as a teacher realizes that through presenting storytelling, the learners may acquire the tour guide skills and put such knowledge into practice as they will later involve in the tour guide practices or activities in real-life settings.

As for the learning strategies, there have however been a perennially sheer interest and determination in the use of instructional media as the scaffolding tools to facilitate both teachers in creating such engaging and motivational teaching and learning activities and learners in yielding fruitful results in their development of language competence. In this present proposed study, the researcher attempts to leverage Cue Card Media in response to the emerging factors that underpin the hindrances in the development of the EFL students' speaking skills. Via implementing such sort of instructional media, the present proposed study is expected to have acted as a catalyst for change in the EFL students' speaking competence.

The researcher determines to make use of Cue Card Media in teaching speaking skills due to its practical and efficient use. Besides, another justification for using Cue Card Media has been with its appropriateness to the condition of this study. It is said to fulfill the situation in that it best reflects a strategy for solving the current students' speaking problems. It is essential to concede that during the pre-field notes, the researcher had also recorded some unique facts apart from the previously stated problems in English speaking skills that the students had experienced. The researcher encountered a tendency for the students to memorize the information they would deliver orally in English. However, when the students found it challenging to memorize what they would utter, they would be afraid to articulate their thoughts orally during classroom speaking activities. The students felt somewhat insecure about their English abilities to participate in speaking practices.

Additionally, during the observation, it was also found that the students habitually tended to rest heavily upon the extended notes they prepared in their papers when delivering their speech throughout speaking activities. Unsurprisingly, the students would not be able to produce and deliver their spoken productions when they did not jot down their ideas in their papers. Considering these facts, capitalizing on the Cue Card Media to help the EFL students in this study to increase their speaking skills and to help the researcher to promote an attractive and meaningful speaking instruction of English meets both the researcher's and students' needs. Additionally, in the scheme of Cue Card Media itself, given that students are confident in speaking by bringing paper containing the extended peace of sentences to be delivered, the researcher can then replace such long notes of paper with the card media instead. Given this, utilizing Cue Card Media provides immense help in the process of teaching and learning speaking skills and hence is applicable for this study.

Study about the Cue Card integration as an instructional media in the teaching of speaking skills has been well discussed in the Indonesian literature. Among the latest previous studies are contributions in the forms of some published journals (see Ariati, 2015; Ariati & Syahrial, 2016; Kristanti, 2020), a conference proceeding (see Irawati, 2017), and a number of unpublished theses (see Arianti, 2019; Elvita, 2012; Fortinasari, 2015; Khairunnisa, 2017; Rosalinda, 2017). In terms of research methodology, all these past scientific reports fell under the umbrella of two research traditions, such as experimental studies (see Irawati, 2017; Khairunnisa, 2017; Rosalinda, 2017) and action research studies (see Ariati, 2015; Ariati & Syahrial, 2016; Farah, 2013; Fortinasari, 2015; Kristanti, 2020). Based on the results of these prior reported studies, the application of the Cue Card Media in the teaching of speaking is strongly argued to have a positive effect on the EFL students' speaking competence (Ariati, 2015; Arianti, 2019; Elvita, 2012; Fortinasari, 2015; Irawati, 2017; Khairunnisa, 2017; Kristanti, 2020; Rosalinda, 2017). Considering the previous study results on the Cue Card Media application, such instructional media is therefore worth applying to be tested to determine whether or not such teaching media may offer a better solution to the current speaking issues that the students in the site of this study have experienced.

Relatively speaking, studies discussing the use of Cue Card Media in English teaching of speaking skills have been evidently documented in the Indonesian EFL settings whereby reports of the studies come inclusively from Junior High School (see Ariati, 2015; Ariati & Syahrial, 2016; Elvita, 2012 among other) and common Senior High School (see Arianti, 2019; Khairunnisa; 2017; Rosalinda, 2017 among other). Interestingly, investigation on the implementation of Cue Card Media precisely in the level of SMK Vocational High School as brought in the present proposed study, however, contributes scant evidence in the literature. To the researcher's best knowledge, the most resembling contribution to the present proposed study is only the work reported by Kristanti (2020). The similarity between the present study and Kristanti's (2020) scholarly work lies in the target subject of research and design, in which the SMK vocational high school students in grade 10 and action research have respectively served as the preferred study subjects and the adopted design for both the present study and Kristanti's (2020) research.

Nevertheless, the difference lies in several study ingredients, including the use of the genre text as the teaching topic to which each study anchors. In the contribution made by Kristanti (2020), a descriptive text was used, while in the present proposed study, the genre pedagogy of recount text is employed as the instructional theme delivery. Besides, the notable difference between the

present study and that of Kristanti's (2020) line of research resides within the emphasis of the study. Kristanti's (2020) work emphasizes students' speaking skills as tour guides with English as the mere medium of language delivery. Considering this, it seems to suggest that the study conducted by Kristanti (2020) to some extent does not intend to develop EFL students' speaking competence, but rather tends to solely attempt at fostering students' speaking capacities as the tour guides with English as the language of communication. By this, no English assessment guide of speaking production skills is applied to Kristanti's (2020) study. Markedly different from that of Kristanti's (2020) line of inquiry, the present proposed study, however, genuinely places great emphasis upon cultivating the speaking skills of the EFL students through Cue Card Media, thereby requiring a grounding framework of English spoken assessment in order to determine the impact of the media used and the success of the research journey.

Upon closer examination of the above arguments, suffice it to say that a thorough study on the application of Cue Card in the teaching of English speaking skills targeted at the SMK vocational high school students in the format of action research still receives little attention. With such a lack of scientific work, the explanations pertaining to the way the Cue Card Media may help to improve the actual process of the English teaching and learning of speaking skills at the SMK level and to facilitate the 10^{th}-grade students' development in speaking skills seem to remain a black box. In addition, the researcher also encounters a surprising fact that much of the previous literature on the implementation of the Cue Card did not exclusively document the students' viewpoints regarding the benefits and challenges that Cue Cards may offer, To fill these gaps, it is therefore timely to consider how the implementation of the Cue Card instructional media can facilitate the enhancement of the authentic performance of the teaching and learning of English speaking skills for the sake of the development of the grade 10 students speaking competence at SMK vocational high school and what benefits and challenges may shroud within the Cue Card application. Grounding on the above explanation, the present study is designed to investigate the use of Cue Card Media to facilitate the improvement in the English speaking competence through storytelling based on the recount text at the grade 10 students of SMK 1 public vocational high school using Cue Card Media.

METHODOLOGY

The current study leveraged Classroom Action Research (CAR henceforth) to best arrive at the research goal. The decision to employ CAR as the design for this study had been motivated by a host of reasons. Foremost of which was tightly tied to the notion of the CAR, in which contrary to that of the qualitative and quantitative research paradigm, it places great emphasis upon seeking solutions to a particular studied issue (Creswell, 2015). The second main reason to consider CAR in this study had got to do with its aim. Scholars such as Kemmis et al. (2014) assert that the objective to apply CAR as the driven research design can be an endeavor for teacher(s)/researcher(s) to improve their teaching and learning practices and to meet the class needs via overcoming any classroom issues resulting from the teaching and learning process per se. Implementing CAR as the research design for this study may cater for the researcher as the professional teacher with a window of opportunity to develop the practical teaching and learning activities into a more productive, rational, and sustainable experience. Based on the above-stated justifications, CAR had thus been thought of as the most ideally adopted design for this study.

Further, under the umbrella of the action research, the present proposed study specifically attempted to demonstrate how the Cue Card as an instructional medium for this study can have a bearing on the practical teaching and learning experiences and EFL students' speaking capacities. To pin down to the quest for this current CAR study entails a combination of qualitative and quantitative data. Precisely, a sequential exploratory mixed method design was deliberately made use of in this study.

The rationale behind being said as the sequential exploratory mixed method within the CAR frame was pertinent to both increasing and strengthening the fruitfully interpretable and meaningful results of this study. It is worth contending that key to this rationale has been with the interpretability, which serves as of particularly significant for this study. It stands to reason that comprehensive CAR literature on the Cue Card media in English speaking instruction has, however, revealed very little in the way of such an instructional aid targeted at SMK secondary vocational senior high school students.

Moreover, the responses to the study inquiry followed a mixture of qualitative and numerical data components. A showcase that would inform a change in the performances of the teaching and learning practice within the classroom atmosphere signifies that such an account should be more germane to the qualitative data. Whereas, some quantified information that shows the trend of the EFL students' speaking performances palpably denotes the quantitative data. Of these two collected data components, qualitative data and results served as the priority in this CAR study; quantitative data, on the other hand, only provided information in quantity format delineating the change of EFL students' speaking ability growing out of the implementation of Cue Card media. Regarding these stated justifications, the sequential exploratory mixed method was best befitted as a design for the present CAR study.

To align with the researcher's need, a procedure of CAR postulated by Kemmis and McTaggart (2014) was implemented in this current study. Kemmis and McTaggart's (2014) model of CAR study had been employed given that it is considered to be the easiest model to comprehend and apply in favor of the other CAR models. The procedures of Kemmis and McTaggart's (2014)

model involve four main stages, consisting of Planning, Action, Observation, and Reflection, whereby these four phases are undertaken as many cycles as needed but saturated in the CAR process.

The present proposed CAR study was undertaken at the SMK 1 public vocational high school Gorontalo as the site for this study, with the grade ten students majoring the program stream of travel business or *Usaha Perjalanan Wisata* (henceforth UPW) being the subject of this study. The data in this research were collected by using several instruments, to include checklist observation, questionnaire, and speaking test.

The data obtained before and during the application of Cue Cards are analyzed to determine whether the use of Cue Cards in teaching and learning activities can improve students' speaking skills. As has plainly been mentioned in the previous section of this methodology chapter, the present based-practical form of CAR study leveraged the mixture of data derived from qualitative and quantitative components. With the combination of these two elements, this current CAR study followed the sequential exploratory mixed method, denoting that this study puts emphasis upon the two data components, with qualitative being given precedence to the order. Expounded on this, the results of qualitative data analysis are consulted with the quantitative data in the form of a descriptive statistical account to provide and reflect the look of the basic structure of the research issue raised in this study. As such, the analysis reports of this CAR study relied heavily upon the qualitative interpretation, whilst quantitative served to strengthen the qualitative data interpretations. It is essential to note that the qualitative data interpretation was manifested itself within two sets of research instruments, to include the observation checklist and questionnaire, while the quantitative data interpretation was made on the basis of the speaking test.

FINDINGS

To begin with, results from the observation of the second cycle action implementation are presented. Following tabulate the descriptions of the observations taken from the teacher's (researcher) and the students' activities.

Table 1: Second Cycle Observation of Teachers' Activities

No	The Observation Aspects	Category			
		Very Good	Good	Enough	Poor
1	The Learning Process				
	Syllabus	100	-	-	-
	Lesson Plan	100	-	-	-
Sub Total		200			
2	Teaching Skills and Strategies				
	Giving apperception	100	-	-	-
	Giving motivation	100	-	-	-
	Interaction between teacher and students	-	85	-	-
	Relevancy of the material to the indicator	100	-	-	-
	Relevancy of the material to the BC	100	-	-	-
	Relevancy of the teaching method to the indicator	90	-	-	-
	Explanation of the lesson topic	100	-	-	-
	Explanation of the media used	100	-	-	-
	Guiding students who have problems	-	80	-	-
	Using white board	-	85	-	-
	Giving reward	90	-	-	-
	Use of time	-	80	-	-
	Test	-	85	-	-
Sub Total		1195			
Total					1395
Mean					93
Percentage					93%

The given table shows the findings regarding the teacher's activities done throughout the action implementation that the collaborator had observed thus far. According to the chart, the cumulative score of the teacher's activities being observed is 1395, with an average score of 93 and a percentage of 93%, meaning that the teacher's (researcher) activities in the implementation of the second cycle action are in the very good category. On the basis of the above statistical results of the observation, it denotes

that the teacher's activities meet the indicator defined in this CAR study (Standard Indicator of Teacher's Activities = 80%). Surprisingly, it is safe to maintain that there has been a significant enhancement in the teacher's activities being observed. In addition to the observation results of the teacher's activities, the results of the students' activities during the action implementation are also set out. In the table that follows, the description of the observation results of the students' activities is provided.

Table 2: Second Cycle Observation Of Students' Activities

No	The Observation Aspects	Meeting (%)			
		1st	2nd	3rd	4th
1	Pre Lesson				
	Students come to class on time	100	100	100	100
	Students are ready to follow the lesson	100	100	100	100
2	Main Activities				
	Students are seat in the group	100	100	100	100
	Students focus and follow the lesson given	100	100	100	100
	Students are actively giving question and answer	62.96	55.56	44.44	70.37
	Students do the task (arrange storytelling)	100	100	100	100
	Students make cue cards for storytelling presentation	100	100	100	100
	Students present storytelling using Cue Card	14.81	33.33	29.63	22.22
	Students pay attention to the other students' presentations using Cue Card	100	100	100	100
3	Closing				
	Students give their opinion about the lesson activity	55.56	74.07	62.96	81.48
Total		833	863	837	874
Percentage per meeting		83.33%	86.30%	83.70%	87.41%
Average of Percentage		85.19%			

The presented table depicts the results of the students' actions throughout the second cycle of action implementation. In the second cycle, the teacher collaborator observed three major features of the students' activities, as in the first cycle. The following components of the students' activities were observed: pre-lesson (two activities), main lesson (seven activities), and closure (one activity). Looking at the data in the table, it is clear that the percentages of students' activities during the second cycle are slightly different across all meetings, with scores standing at more than 80% in all four class meetings. Based on these data, the mean score of the students' activities during the second cycle's action implementation touched 85.19%, indicating that there has been a notable increase in the students' activities during the action implementation of the second cycle compared to the previous cycle action results of students' activities, which was only 78.06%. Moreover, the average score of the students' activities in the second cycle of action implementation surprisingly has met the standard indicator of students' activities as specified in the present CAR study.

Apart from the observation results of both teacher's (researcher) and students' activities during the action implementation of the second cycle, the evaluations of the students' learning outcomes related to their speaking performances are also pinned down. A complete description of the students' speaking performances in the second cycle is put forward in Appendix 6. In the table below, the researcher tabulates the result of the speaking skills drawn from the students' speaking performances in the second cycle.

Table 3: Students' Speaking Abilities In 2nd Cycle Based On The Haris' (1969) Speaking Taxonomy

No	Speaking Elements	Total Score	Mean	Percentage (%)
1	Pronunciation	105	3.9	77.78%
2	Vocabulary	121	4.5	89.63%
3	Grammar	119	4.4	88.15%
4	Fluency	91	3.4	67.41%
5	Comprehension	109	4.0	80.74%
	Mean			80.74%

The table above demonstrates the students' speaking capabilities based on their performances throughout the second cycle implementation. As the table shows, the students' speaking aspect on the vocabulary receives the highest score among all skill aspects examined in the students' speaking abilities with a total score of 121 (89.63%) and its mean score of 4.5. Following the

vocabulary element are grammar with 119 total score (88.15%) and its mean score of 4.4, comprehension with 109 total score (80.74%) and 4.0 mean score, pronunciation with 10j5 total score (77.78%) and its mean score of 3.9, and fluency with its total score of 91 (67.41%) and its mean score of 3.4, respectively. Overall, the average score of the assessment on the students' speaking skills during the second cycle reaches 80.74%. Interestingly, looking at the assessment results on the students speaking abilities during the first and second cycle action implementation, there has been an obvious difference in all speaking elements on students' speaking performances between the first and second cycle. In the following figure, the researcher presents the summary of the students' speaking assessment comparison between the first cycle and the second cycle action implementation.

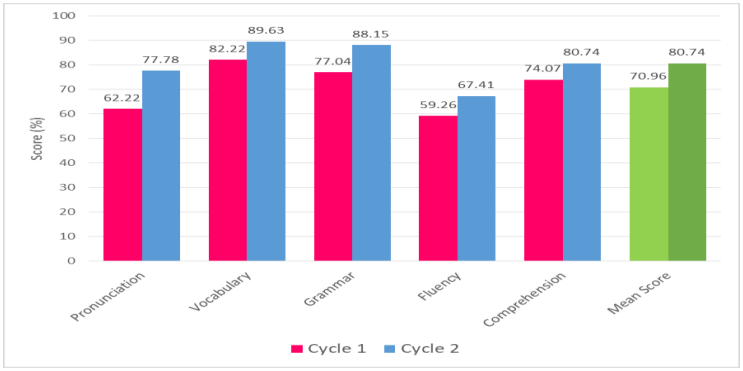

Figure 1. Students' Speaking Assessment Comparison Between The 1st And 2nd Cycle

The above chart reflects the differences drawn upon the basis of the evaluation reports of the students' speaking skills between the first cycle and the second cycle action implementation of this CAR study. Based on the provided diagram, the most substantial improvement in students' speaking performances from all speaking components lies within the pronunciation aspect with a percentage score of about 15%. The remaining four aspects that follow are grammar (11.11%), fluency (8.15%), vocabulary (7.41%), and comprehension (6.66%) respectively. Moreover, the average score result from the first to the second cycle also rises by 9.78%. Overall, the evaluation results of the students' speaking performances clearly signify that there have been significant improvements in all speaking elements.

Furthermore, reflected on the students' speaking performances during the second cycle, the researcher discovered the students' speaking score report as portrayed in the following table.

Table 4: Frequency Distribution Of Students' Speaking Score Performances On The 2nd Cycle

Speaking Score	Frequency	Percentage (%)
91 – 96	4	14.81
85 – 90	5	18.52
79 – 84	7	25.93
73 – 78	6	22.22
67 – 72	2	7.41
60 – 66	3	11.11
Total	27	100

Table 4 above illustrates the frequency distribution of the speaking score determined from the students' speaking performances. According to the table, the highest score is in the range 91-96 with a percentage of 14.81 percent, with four students out of 27 total students achieving the marks in this interval score. Five students obtained the interval speaking score of 85-90 with a percentage of 18.52%, while as many as seven students obtained the interval speaking score of 79-84 with a percentage of 25.93%, and six students got the scores in the interval 73-78. The rest of the five students received scores below 73. Of these remaining five students, two of whom (7.41%) obtained the score in the interval 67-72 and three students (11.11 percent) earned the score in the interval 60-66, respectively. Based on the results described above, it is safe to say that, based on the minimum criteria of mastery learning (KKM = 75), there has been a notable increase in the students' speaking skills. Next, in the given table, the researcher sets forth the students' learning outcomes in the second cycle drawn from their performance in speaking skills.

Table 5: Students' Learning Outcomes In English Speaking Skills During The 2nd Cycle

Category	Number of Students	Percentage (%)
Succeeded	22	81.48
Failed	5	18.52
Total	27	100

The provided table describes the students' learning results of speaking skills during the second-cycle action implementation. According to the table, 22 students out of a total of 27 students pass in terms of their learning outcomes for speaking skills, while the remaining five students fail. Based on these findings, there have been over 80% of the students have successfully reached the minimum criteria of mastery learning (KKM = 75) in terms of the speaking skills. Furthermore, the researcher also unearthed the overall findings of the students' speaking performance in the second cycle. A succinct description of the students' learning achievement of the speaking skills during the second cycle is summed up, as follows:

Table 6: Summary Of Students' Learning Achievement Of English Speaking Skills In The 2nd Cycle

No	Description	First Cycle Results
1	Total Score of Students' Speaking Performance	2180
2	Average Score of Speaking Skills	81
3	The Highest Score of Students' Speaking Performance	96
4	The Lowest Score of Students' Speaking Performance	60
5	Percentage of Learning Mastery Achievement	81.48%

Table 6 above shows the summation of the students' learning achievement in speaking skills during the second cycle of this CAR study. Based on the data in the table, the mean score of the students' speaking skills in the second cycle reaches 81 with an aggregate score of 2180. The maximum score of the students' speaking performance score is 96, while the minimum score is 60. In terms of the students' mastery of speaking accomplishment in the second cycle, the result reveals that the percentage score reaches 81.48%. With this statistical account in mind, it is obvious that there has been such a sharp improvement in the performance of the students' speaking skills in the second cycle action implementation. To visualize a concrete progress of the students' speaking performance results, the researcher makes direct comparison of the students' speaking evaluation results from the pre-observation study to the second cycle study.

Table 7:Comparison Between Pre-Observation, 1st And 2nd Cycle Results Of Students' Speaking Skills

No	Description	Pre-Observation	1st Cycle	2nd Cycle
1	Total Score of Students' Speaking Performance	1901	1916	2180
2	Average Score of Speaking Skills	70	71	81
3	Number of Succeeded Students in Speaking (KKM=75)	9	15	22
4	Number of Failed Students in Speaking (KKM=75)	18	12	5
5	Percentage of Learning Mastery Achievement	33.33%	55.56%	81.84%

The provided table shows the three detailed comparisons of the overall assessment results on the students' speaking performance outcomes drawn from the preliminary observation study, first cycle study and second cycle study results of this CAR research. As demonstrated in the table, the students' speaking skills have improved notably.

In terms of the total score of the students' speaking performance, the findings show a subtle change from the score of 1901 in the pre-observation study to1916 in the first cycle study, after which such score increased sharply to 2180 in the second cycle study where the Cue Card Media were integrated to the teaching and learning of speaking with some marked improvements in them after considering the lack in its application during the first cycle study. Likewise, the mean score results enhanced slightly from 70 in the pre-observation study to 71 in the first cycle study and later rose considerably by 81 in the second cycle. Besides, the number of successful students in speaking increased from only nine students in the pre-observation data to 15 students in the first cycle study and 22 students in the second, at the same time the number of the unsuccessful students in speaking decreased from 18 students in the pre-observation study to 12 in the first cycle research and only five students in the second cycle study. The findings also indicated a notable increase in the percentage of mastery speaking achievement from 33.33% in the preliminary observation study to 55.56% in the first cycle study and it touched to 81.84% in the second cycle study. Further, resided within the established standard criterion of this study, in which action of the CAR cycle is considered successful when 80% of the students gain a score

of 75 (KKM=75) or higher, the Cue Card implementation in the second cycle action of this CAR study is successful, as the percentage score of students' learning mastery achievement of speaking reached 81.84%.

All in all, the second cycle results conducted over a week with four class sessions of action implementation have successfully attained the targeted standard criteria in terms of the observation results of the students' activities and the evaluation results of the students' speaking skills. Therefore, it is safe to say that no further action of the Cue Card Media implementation in this CAR research is required. In the next section, the researcher presents the reflection of the action implementation in the second cycle.

REFLECTION – 2ND CYCLE

This stage provides the reflection and evaluation of the action implementation of the Cue Card deployment in the teaching of speaking throughout the second cycle. Rooted deeply into the second cycle data observations and students' speaking assessment performances, the findings of the second cycle action implementation indicated that there have been tangible improvements in not only the students' speaking skills but also the teacher's way of teaching. Albeit with fruitful results thanks to the use of Cue Card Media, some problems still remained in the second cycle. Yet different from the first cycle, the identified problems in the action implementation of the second cycle were found to occur in the students as the research subjects in relation to their speaking performances using Cue Card Media.

Building upon the observation results derived from the students' activities during the action implementation of the second cycle, findings showed that students' fluency and pronunciation still remained to be the hindrances that the students had been experiencing thus far in association with their speaking performance. As had previously been indicated in the first cycle study, students' mother tongue still impacted their speaking performance in the target language and thus brought about errors in their English pronunciation. Yet, different from the first cycle results, such mother tongue influence had decreased progressively in the second cycle action implementation on account of the strategies applied along with the integration of the Cue Card Media. The fluency aspect of speaking still also remained a huge issue for the students. However, as with a decrease in the pronunciation issues, the majority of the students had taken part in the teaching and learning process enthusiastically, enabling them to be confident in delivering their spoken storytelling presentation and hence decreasing their hesitation in speaking. Notwithstanding some pointed-out problems, the overall results of the action implementation in the second cycle pinpointed that there had been a notable increase in the students' speaking performances using the Cue Card Media.

In this section, the researcher has presented the detailed findings regarding the first research question, answering the inquiry of to what extent the improvement of the students' English speaking competence through storytelling activities can be facilitated on the basis of the recount text by deploying the Cue Card Media. From the above thorough description of the findings, some of the challenges which resulted from both the teacher and students in relation to the use of Cue Cards during the teaching and learning process as well as students' speaking performances have been pointed out. These findings, nevertheless, attract interesting questions regarding the advantages and disadvantages of the implementation of the Cue Card Media from the students' points of view. In the section that follows, the researcher provides the descriptions of the findings of such questions.

DISCUSSION

The first formulated research inquiry of this study sought to particularly address the extent to which Cue Card Media integration facilitates the development of students' speaking skills, but was not limited to the way such instructional media help develop the authentic performance of the teaching and learning of Speaking. Central to the discussion of this first interpretation section is the application of the Cue Cards in the teaching and learning of speaking skills. In what follows, the researcher details the analyses and interpretations regarding the findings of the first question formulation of this study.

Prior to embarking upon this CAR study, the average mastery learning of students' speaking skills was poor. The findings retrieved from the preliminary observation of the present CAR study (first-semester study) pinpointed that the overall achievement percentage of students' speaking mastery learning touched around 33%. Springing from this statistical report, it turned out that more than half of the total students failed in speaking skills of English, whilst only a third of them succeeded (n=27: Failed=18; Passed=9), with a mean score of mastery learning of 70. This statistical result of students' speaking skills signified that the target achievement of mastery learning during the semester study was not achieved. Such devastating reports of students' speaking achievement in X UPW 2 intrigued the researcher to later decide to undertake a CAR study in a hope of both enhancing the teaching and learning practice of speaking skills and cultivating students' achievement in speaking skills through applying instructional aid of Cue Card Media.

Building upon Kemmis and McTaggart's (2014) model as the launch pad of the CAR procedures for this study, the presently reported study followed the kind of practical action research, entailing two cycles of classroom action implementation. In each cycle, the research instruments which consisted of observation sheets of the teacher's and students' activities as a benchmark employed to measure the success of the learning process and a set of storytelling tests as a tool to gauge students' speaking skills outcomes are deployed in this study. Overall, during the integration of the Cue Card in the teaching and learning activities carried out over about four weeks long within a two-pronged action cycle, the study unearthed rapid progress in the students' engagement

in learning speaking skills of English and their learning outcomes. Along with these fruitful findings, the study also disclosed a positive significant improvement in the manner of the teaching and learning practice of speaking skills.

Grounding on the first cycle results of this study, it is revealed that modest progress in students' learning achievement of speaking skills has been positively indicated. This interpretation can be traced back to the overall result of students' speaking achievement of mastery learning where it rises from about 33% in the preliminary observation result to slightly above 55% in the second cycle study. With this percentage of students' learning mastery achievement, this study ascertained that 15 out of 27 total students had succeeded in the first cycle of Cue Card implementation, compared to the result of the preliminary observation study which only touched a third of the total student. Along the same line, a slight increase in the mean score of the students' speaking performance results was also identified, whereby the score enhanced gradually from 70 in the preliminary observation study to 71 in the first-cycle Cue Card application. Nevertheless, rested on the minimum criteria of mastery learning set in this CAR study (KKM=75), it can be asserted that the overall achievement of students' speaking performance during the first cycle of this CAR study is indeed regarded as inadequate.

There are a number of contributing factors shrouded within the unsuccessful achievement of students' speaking performance reports during the first-cycle action implementation which in turn led to the unsatisfactory teaching and learning process of speaking. These factors as the observations showed are noticeable in the teacher's approach manner of teaching the speaking skills with the Cue Cards and in the students' activities during the class. These factors later obviously affected the students' speaking performance results.

Regarding the teacher's problems, observation of the teacher's activities during the first-cycle class implementation denoted that the teacher appeared to experience an uphill struggle to control the class on account of time management. This time management issue created a somewhat bad nuance in which the teacher required more time to execute the action. In this case, the teacher had to spend extra time just managing the class students into groups. Consequently, the class time allocated to the action activities, such as students' experiment with the Cue Card and so on, had been much invested in the activities of managing class groups. This hindrance then resulted in the sufficient time allocation devoted to the basic introduction to Cue Card and its application to speaking activities. The problem of time management in teaching particularly English has however been nothing new. Nurrahmamaniah (2019), for instance, mentioned that time management was a very common issue that impeded the teacher of English in their teaching practice. Findings also revealed a tendency where the teacher (researcher) made less effort to guide students who dealt with the difficulty in delivering clear and well-spoken production, which in turn severed to further influence the overall students' speaking performance results.

To cope with the issue of time management faced throughout the action implementation of the first cycle, the researcher as the teacher along with the collaborator decided to keep the position of the students' seats which had already been set into several class group formations. Accordingly, when it comes to the second-cycle action implementation, the teacher did not need to arrange the students' seats in the form of class groups any longer, thereby diminishing the possibility of meaningless students' activities. As for the first cycle issue of sparing little effort to guide students with difficulties in conveying a good speaking performance, the researcher (teacher) determined to improve the teaching practice through helping students who experienced problems in producing speaking, so that students would not or (if any) would have faced little problems when delivering their spoken English production during the second cycle of action implementation.

Whereas in terms of the students' problems, findings from the observation handed by the collaborator unearthed that more than half of the students tended to show low enthusiasm to participate and engage actively in the teaching and learning process of speaking skills throughout the class meetings of the first cycle study. The observation results of the students' activities in the first cycle also recorded the fact that a number of students did not pay attention and follow the lessons given. In this case, some students were still busy with their own activities during the teaching and learning process. As a consequence, when it comes to speaking task performance, most students were still hesitant and nervous to come to deliver their speaking performance in front of the class, which then influenced their fluency aspect of speaking. The factor of the fluency problem in speaking as found in this study reflects a shared finding reported by Husna (2021) who contended that the issues of the students' disfluency in speaking were influenced by students' hesitation and anxiety. Furthermore, findings also positively signified that during the evaluation of students' speaking performance activities, students seemed to have had a strong tendency to enunciate the English sounds based on the articulation manner of their mother tongue, and hence affected their English pronunciation. With respect to the pronunciation issue, scholar, such as Abid (2016), argued that many non-native English speakers produce English spoken utterances based on their own manner, retaining characteristics from their first language, such as pronunciation. For this very reason, pronunciation problem in English for non-native speakers has been a common dilemma.

To address the first two stated shortfalls from the students, the researcher as the teacher asked several questions to the students who rather seemed less involved in the class activities during the second-cycle action implementation and also asked students to pay attention and stay focused on the lecture throughout the class sessions. As a result, when implementing activities in the second cycle, students became more active in expressing their opinion and also became more focused and serious in participating in the

learning activities. Related to the issue of being hesitant during speaking performances which desperately impacted the students' fluency aspect, the teacher encouraged students not to be anxious and worried about their speaking performance.

In addition, the teacher (researcher) also provided the students with proper and subtle guidance to overcome their pronunciation problems, given students' mother tongue had been exerting considerable influence on their English pronunciation. The strategy was done by asking students to make use of several sources such as google translate which was very accessible to their handphones or any electronic dictionaries that are available on the students' mobile phone applications. Leveraging these resources enabled students to find out the exact pronunciation of words for which the students are searching, given that those electronic resources are supplied with such a sophisticated text-to-speech that had been attached to those devices. Along with this approach, students were also told that they could directly write any difficult word pronunciations based on their phonetic spelling down to their Cue Card. Armed with these step-wise strategies, students were surprisingly more confident to come presenting their Cue Card work results in front of the class for storytelling performance activities and hence decreased their hesitation to speak and increased their fluency aspect of speaking skills at the same time.

Through those wise strategies described above, it turns out that the ultimate outcomes of the action implementation in the second cycle reach fruitful results for all points being assessed in the present CAR study. As revealed in the overall findings of the second-cycle action implementation, there had been an exponential increase in both the teacher's teaching performances and the students' speaking competence statistically with regards to the implementation of the Cue Card instructional media. The results taken from the observations of the teacher's activities, for example, showed that the teacher's teaching performances during the action implementation of the Cue Card rose by 5%. Such an increase is clearly reflected in the comparison of the teacher's performance results between the first and the second cycle, where the total score of the aspects being evaluated in the teacher's activities improved from 1320 along with the mean score of 88% in the first cycle study to 1395 with the average score of 93% in the second cycle. Findings of this CAR study also uncovered astonishing results in the students' learning activities in which based on the observations, the outcomes of the students' learning activities mounted by around 7%.

In addition, this CAR study revealed statistical evidence in light of the Cue Card application in the students' speaking skills in which there had been considerable progress in all elements of the speaking being gauged upon which the students' speaking performance outcomes are based. As the findings indicated, a sharp development of the five speaking elements in the students' speaking performance occurred in the pronunciation aspect. It could stand to reason that following the approaches the researcher had proposed so far to address the pronunciation issue as appeared during the first cycle enabled this study to achieve such a satisfactory result in students' pronunciation aspect. As were the results of the pronunciation development, the remaining four speaking elements, including grammar in the second, fluency in the third, vocabulary in the fourth, and comprehension in the fifth also showed significant progress.

More surprising than the afore-mentioned findings has been the result of the students' speaking performance evaluation in the second cycle study. Results from the second cycle revealed that there has been significant development in the overall performance of the students' speaking competence. To be precise, the present CAR study showed a fascinating trend where the overall achievement of the students' mastery learning in the second cycle jumped dramatically by 81.48%, compared to the first cycle result which only reached 55.56%. Results of the second cycle also recorded a trend wherein was found an increase in the number of students who successfully achieved a score above the minimum mastery learning in speaking (KKM=75: 2nd-Cycle Succeeded Students=22). Moreover, a trend in the mean score of the students' speaking skills also pinpointed a dramatic improvement from 71 with a total score of 1916 in the first cycle to 81 with an aggregate score of 2180 in the second cycle.

Finding that the Cue Card application could impact the development of the students' speaking competence as revealed in this study corroborates the past CAR study undertaken by Kristanti (2020) on the grade 10 vocational high school students, which records the same evidence. This study also lends support to some relevant previous studies both empirically and experimentally (see Arianti, 2019; Khairunnisa, 2017; Rosalinda, 2017 among others). A quasi-experimental contribution to the use of Cue Card instructional media informed by Arianti (2019) also pinpointed that there was a substantial difference in the students' speaking skills outcomes in which those students who were in the experimental group treated using Cue Card performed better than those who were in the control group. In a similar vein, two pre-experimental works reported by Khairunnisa (2017) and Rosalinda (2017) respectively unearthed that a significant increase in the students' speaking skills was statistically indicated after administering the Cue Card Media. Far from these previous studies which seem to have shown a lack in terms of the extent to which Cue Card media application can facilitate the development of the teaching and learning process of speaking, this study however provided a thorough scenario as to how the teaching and learning process of the English speaking subject could be improved through Cue Card integration. Above all, it is safe to say that the application of the Cue Card Media has been so effective to cultivate students' speaking competence.

Taken together, the implementation of the present CAR study which involved two cycles of action implementation through the Cue Card Media devoted to the teaching of English speaking skills had successfully facilitated the development of both the performance of teaching and learning practices of English speaking and the learning outcomes of speaking competence of the grade 10 students of UPW Department, SMK 1 public vocational high school Gorontalo. It follows then that the action hypothesis

formulation of this study which declared "Should Cue Card Media as the instructional scaffold in teaching speaking skills of the English be leveraged by the teacher, then the EFL students' competence in speaking skill can enhance" is accepted.

In this part, the researcher has presented thorough analysis and interpretation of the first research question findings, illustrating the extent to which Cue Cards as the scaffolding media of speaking instruction may facilitate the development of the grade ten students' speaking competence. In the section that follows, the researcher provides an in-depth analysis of the second research question, addressing the pros and cons behind the Cue Card instructional media in the teaching and learning of speaking skills.

CONCLUSIONS

Comment [l1]: Please elaborate more

It is not an exaggeration to say that Cue Card has been notoriously considered to be an old yet effective medium used by people since the past few decades. Owing to the mobility of the Cue Cards whereby such media enable speakers to address speech in neat and structured way, Cue Cards have been comprehensively studied by numerous researchers in the arena of spoken communication skills of either second or foreign language.

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Dear Editorial Team,

Attached are the revised manuscript my publication.
Thank you and I look forward to hearing from you.

Regards,

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Facilitating EFL Students' Development of Speaking Skills through Cue Card Media

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ABSTRACT: This paper aims to investigate the use of Cue Card Media to facilitate the improvement in the English speaking competence through storytelling based on the recount text at the grade 10 students of SMK 1 public vocational high school using Cue Card Media. This Classroom Action Research employed four main stages by Kemmis and McTaggart's (2014) model, including planning, action, observation, and reflection. The present proposed CAR study was undertaken at the SMK 1 public vocational high school Gorontalo as the site for this study, with the grade ten students majoring the program stream of travel business or *Usaha Perjalanan Wisata* (henceforth UPW) being the subject of this study. The data in this research were collected by using several instruments, to include checklist observation, questionnaire, and speaking test. Further, the analysis reports of this CAR study relied heavily upon the qualitative interpretation, whilst quantitative served to strengthen the qualitative data interpretations. The results found that the application of the Cue Card successfully enhanced students' speaking skills by 26.28% statistically, with 55.56% in the first cycle and 81.84% in the second cycle. Following the open-ended survey questionnaires, it appeared that due to the efficacy of Cue Cards, these attractive speaking media benefitted students when it comes to speaking performance activities, yet the drawbacks of Cue Card learning media in speaking were also recognized. Discussions as to how Cue Cards may develop the practice of speaking instruction were also provided. This study adds to the growing pool of literature on the Cue Card implementation in the teaching of speaking skills in English.

KEYWORDS-EFL Students, Speaking Skills, Cue Card Media, Vocational High School, Storytelling

INTRODUCTION

Speaking as widely believed in at least the dimension of the productive skills has been the initially acquired competence people develop in life. As one of the productive skills, speaking is an essential communication skill in a language that all human beings need to pick up. So crucial is the speaking skill to be learned that it allows people to communicate information and ideas, express themselves, and impact the surroundings through speaking activities (Savitri, 2013). For that very reason, speaking has a considerable decisive part to offer when it comes to social interaction activities.

In the array of English language teaching contexts, having a good command of speaking skills, as much natural and authentic English as possible is the primary goal for which all learners intend to target and all teachers desire to reach as the pinnacle of the teaching and learning output. Further, in the current model of the Indonesian 2013 curriculum in English teaching subject, considerable attention has been devoted to stressing the importance of productive skills, including speaking skills, in both transactional and interpersonal functions (Damayanti, 2019). As such, cultivating students' capacities in speaking is of utmost crucial.

Yet, as it may well have noticed, producing clear spoken utterance of English for EFL learners is a somewhat challenging task. Developing the skills required for speaking in English, such as the ability to use a correct control of vocabulary and grammar as a part of speaking aspects is one of the reasons as to why speaking is considered to be a daunting task for learners; not to mention the other elements as reflected in the kinds and range of involved sub-skills in English speaking production (Machmud & Burns, 2012; Richards, 2008). As with the case of complexity of the demanded components for spoken English skills, the learners' ways of producing English orally in their own manner of articulation, exerting influences from their first language, such as pronunciation, has also been serving as a thorny issue in speaking production of English (Abid, 2016). Besides, the first language or mother tongue influence on English speaking production can be sprung from other aspects as well, including the use of exact diction and grammar. Therefore, the impact that the learners' first language or mother tongue has on English speaking skills is inevitable.

In light of the factors that inhibited the problems in English speaking skills, a number of other obstacles coloring the speaking skills in the Indonesian EFL setting do exist. The result drawn from the observation that the researcher of this study had conducted

during the first semester of speaking instruction at SMK 1 public vocational high school Gorontalo, Indonesia is a case in point. It is worth emphasizing that the observation outlined in this report is initiated in the post-pandemic age of the Covid-19 outbreak, during which face-to-face meeting has been allowed at the selected site of this study.

In the pre-observation, the researcher unearthed some surprising facts as regards the veiled issues of the EFL students' difficulties in speaking production. The problems included common hindrances in speaking, such as limited vocabulary stocks and pronunciation difficulties. Having little exposure to English both inside and outside the classroom had also become a problem that impedes the development of students' speaking competence. In addition to these issues, the researcher also uncovered a tendency wherein students bemoaned their lack of speaking production as a consequence of poor and little speaking activities they received and practiced throughout the English teaching and learning process. It was this issue that the researcher as an EFL teacher had recognized and learners had experienced on account of the several consecutive years of SARS Covid-19 pandemic, leading the learners to have little opportunity to immerse in speaking activities.

Moreover, problems of learners' psychological factors were also apparent in the observation, preventing almost all learners from English speaking engagement practice in the class as a concomitant of shyness, less confidence, anxiety, and fear of committing mistakes. Such underlying problems of related psychological factors signify that there seems to be a lack of motivation among the learners to engage in speaking classroom activities. Accordingly, almost all learning reports of students' English skills on speaking performance are still below the satisfactory set Minimum Learning Mastery Standard or *Kriteria Kentuntasan Minimal* (KKM=75).

All the presented speaking issues that the researcher had encountered in the preliminary observation mirror the looks of what currently arises in association with the phenomenon of speaking problems within the context of EFL students across Indonesia. Recently Indonesian investigators have also exposed findings that psychological factors such as being anxious, embarrassed, and unconfident to participate in speaking classroom practice, afraid of making mistakes during speaking productions, and low motivation are the contributing factors shrouded within the subpar EFL students' speaking achievement (Ariyanti, 2016; Azizah, 2016; Damayanti, 2019; Juhana, 2012). Consequently, it is of concern for English teachers to seek a better solution to overcome EFL students' hindrances in speaking performance.

In the case of seeking to come up with a sound solution to a study inquiry in the arena of English language teaching, understanding the juxtaposition of the connection between the actual picture of the samples/participants (students) and the proposed strategy which will be utilized to confront the problems raised is of considerable significance. Doing so can lead to a viable action that provides a gentle answer to the inquiry fitting both the students' interest and the research need. In view of this consideration, the present study, as has been pointed out earlier, reflects the issues in the sphere of English speaking skills that the EFL students, specifically the students at the SMK public vocational high school level, have experienced so far.

Generally speaking, the secondary school students at the SMK vocational high school upon which their concentration is based have particular needs of learning and target, making them diametrically different from those at the common senior high school (SMA). It has been with the expected outcomes that distinguish the SMK students from the SMA students, in which the SMK students are expected to possess certain additional skills based on their chosen major of concentration (Sudartini, et al., 2016). Endowed with a set of acquired skills, the SMK students are able to readily utilize their skills to either enter into any sectors of the private/public service industry or carry on their study at the higher educational degree, which is a common realistic goal for the SMA students upon graduation.

Again, the exploration of the present proposed study takes the site in the SMK 1 Public Vocational High School Gorontalo. In particular, this study is executed at the EFL students majoring in the program stream of Travel Business Department or *Usaha Perjalanan Wisata* (herein UPW) at the 10^{th} grade, since the speaking problems as stated in the preliminary observation have been growing out of the experience in the grade ten students of UPW department. This major of concentration is catered for the students whose interests are in tourism and tourism-related industry, and its outcome is to produce high school graduates who are competent in the field of tourism and its related industry.

Needless to say, in the UPW department, there has been one of the primary subject skills in the category of productive subjects that the students at the department of UPW should learn and possess, which is Tour Guide. This so-called subject is taught to the students at the grades of 11 and 12 (XI and XII). Its outputs are expected to be able to produce competent tour guides who would then be responsible for explaining the tourist attraction information and interpreting the natural and cultural heritage of a tourism destination to the domestic or foreign visitors by using a language that tourist guests understand. In line with these outcomes, speaking skill is indeed one of the keys to this subject. Even more significant than this fact is the view that the English language has been of paramount importance as a vehicle of information delivery for the tourism destination and been one of the main means of instruction used in this subject of skills. Hence, cultivating students' knowledge of English, particularly the speaking skills at the very initial stage of high school (10 grade), has been the very driving reason that motivates the researcher to undertake the proposed study in order that the students are well equipped to acquire the tour guide skills in subsequent grades, in turn, be better skilled and competent tour guides in the future.

Of particular relevance to the tour guide skills and teaching of speaking for the tenth-grade students is storytelling which has been subsumed under the genre pedagogy of recount text. This sort of genre text is included in the English teaching syllabus at the grade 10 in the second semester of the academic year 2021/2022. The teaching of recount text itself is set within the basic competencies (KD) of 3.6 and 4.6 of the 10th-grade. Nested within the basic competencies of the recount text, the researcher invites the research samples/participants to present storytelling with the theme of an unforgettable experience, which is devoted to their own previous experiences when visiting tourist objects, tourist facilities, or tourist attractions. The researcher as a teacher realizes that through presenting storytelling, the learners may acquire the tour guide skills and put such knowledge into practice as they will later involve in the tour guide practices or activities in real-life settings.

As for the learning strategies, there have however been a perennially sheer interest and determination in the use of instructional media as the scaffolding tools to facilitate both teachers in creating such engaging and motivational teaching and learning activities and learners in yielding fruitful results in their development of language competence. In this present proposed study, the researcher attempts to leverage Cue Card Media in response to the emerging factors that underpin the hindrances in the development of the EFL students' speaking skills. Via implementing such sort of instructional media, the present proposed study is expected to have acted as a catalyst for change in the EFL students' speaking competence.

The researcher determines to make use of Cue Card Media in teaching speaking skills due to its practical and efficient use. Besides, another justification for using Cue Card Media has been with its appropriateness to the condition of this study. It is said to fulfill the situation in that it best reflects a strategy for solving the current students' speaking problems. It is essential to concede that during the pre-field notes, the researcher had also recorded some unique facts apart from the previously stated problems in English speaking skills that the students had experienced. The researcher encountered a tendency for the students to memorize the information they would deliver orally in English. However, when the students found it challenging to memorize what they would utter, they would be afraid to articulate their thoughts orally during classroom speaking activities. The students felt somewhat insecure about their English abilities to participate in speaking practices.

Additionally, during the observation, it was also found that the students habitually tended to rest heavily upon the extended notes they prepared in their papers when delivering their speech throughout speaking activities. Unsurprisingly, the students would not be able to produce and deliver their spoken productions when they did not jot down their ideas in their papers. Considering these facts, capitalizing on the Cue Card Media to help the EFL students in this study to increase their speaking skills and to help the researcher to promote an attractive and meaningful speaking instruction of English meets both the researcher's and students' needs. Additionally, in the scheme of Cue Card Media itself, given that students are confident in speaking by bringing paper containing the extended peace of sentences to be delivered, the researcher can then replace such long notes of paper with the card media instead. Given this, utilizing Cue Card Media provides immense help in the process of teaching and learning speaking skills and hence is applicable for this study.

Study about the Cue Card integration as an instructional media in the teaching of speaking skills has been well discussed in the Indonesian literature. Among the latest previous studies are contributions in the forms of some published journals (see Ariati, 2015; Ariati & Syahrial, 2016; Kristanti, 2020), a conference proceeding (see Irawati, 2017), and a number of unpublished theses (see Arianti, 2019; Elvita, 2012; Fortinasari, 2015; Khairunnisa, 2017; Rosalinda, 2017). In terms of research methodology, all these past scientific reports fell under the umbrella of two research traditions, such as experimental studies (see Irawati, 2017; Khairunnisa, 2017; Rosalinda, 2017) and action research studies (see Ariati, 2015; Ariati & Syahrial, 2016; Farah, 2013; Fortinasari, 2015; Kristanti, 2020). Based on the results of these prior reported studies, the application of the Cue Card Media in the teaching of speaking is strongly argued to have a positive effect on the EFL students' speaking competence (Ariati, 2015; Arianti, 2019; Elvita, 2012; Fortinasari, 2015; Irawati, 2017; Khairunnisa, 2017; Kristanti, 2020; Rosalinda, 2017). Considering the previous study results on the Cue Card Media application, such instructional media is therefore worth applying to be tested to determine whether or not such teaching media may offer a better solution to the current speaking issues that the students in the site of this study have experienced.

Relatively speaking, studies discussing the use of Cue Card Media in English teaching of speaking skills have been evidently documented in the Indonesian EFL settings whereby reports of the studies come inclusively from Junior High School (see Ariati, 2015; Ariati & Syahrial, 2016; Elvita, 2012 among other) and common Senior High School (see Arianti, 2019; Khairunnisa; 2017; Rosalinda, 2017 among other). Interestingly, investigation on the implementation of Cue Card Media precisely in the level of SMK Vocational High School as brought in the present proposed study, however, contributes scant evidence in the literature. To the researcher's best knowledge, the most resembling contribution to the present proposed study is only the work reported by Kristanti (2020). The similarity between the present study and Kristanti's (2020) scholarly work lies in the target subject of research and design, in which the SMK vocational high school students in grade 10 and action research have respectively served as the preferred study subjects and the adopted design for both the present study and Kristanti's (2020) research.

Nevertheless, the difference lies in several study ingredients, including the use of the genre text as the teaching topic to which each study anchors. In the contribution made by Kristanti (2020), a descriptive text was used, while in the present proposed study, the genre pedagogy of recount text is employed as the instructional theme delivery. Besides, the notable difference between the

present study and that of Kristanti's (2020) line of research resides within the emphasis of the study. Kristanti's (2020) work emphasizes students' speaking skills as tour guides with English as the mere medium of language delivery. Considering this, it seems to suggest that the study conducted by Kristanti (2020) to some extent does not intend to develop EFL students' speaking competence, but rather tends to solely attempt at fostering students' speaking capacities as the tour guides with English as the language of communication. By this, no English assessment guide of speaking production skills is applied to Kristanti's (2020) study. Markedly different from that of Kristanti's (2020) line of inquiry, the present proposed study, however, genuinely places great emphasis upon cultivating the speaking skills of the EFL students through Cue Card Media, thereby requiring a grounding framework of English spoken assessment in order to determine the impact of the media used and the success of the research journey.

Upon closer examination of the above arguments, suffice it to say that a thorough study on the application of Cue Card in the teaching of English speaking skills targeted at the SMK vocational high school students in the format of action research still receives little attention. With such a lack of scientific work, the explanations pertaining to the way the Cue Card Media may help to improve the actual process of the English teaching and learning of speaking skills at the SMK level and to facilitate the 10th-grade students' development in speaking skills seem to remain a black box. In addition, the researcher also encounters a surprising fact that much of the previous literature on the implementation of the Cue Card did not exclusively document the students' viewpoints regarding the benefits and challenges that Cue Cards may offer, To fill these gaps, it is therefore timely to consider how the implementation of the Cue Card instructional media can facilitate the enhancement of the authentic performance of the teaching and learning of English speaking skills for the sake of the development of the grade 10 students speaking competence at SMK vocational high school and what benefits and challenges may shroud within the Cue Card application. Grounding on the above explanation, the present study is designed to investigate the use of Cue Card Media to facilitate the improvement in the English speaking competence through storytelling based on the recount text at the grade 10 students of SMK 1 public vocational high school using Cue Card Media.

METHODOLOGY

The current study leveraged Classroom Action Research (CAR henceforth) to best arrive at the research goal. The decision to employ CAR as the design for this study had been motivated by a host of reasons. Foremost of which was tightly tied to the notion of the CAR, in which contrary to that of the qualitative and quantitative research paradigm, it places great emphasis upon seeking solutions to a particular studied issue (Creswell, 2015). The second main reason to consider CAR in this study had got to do with its aim. Scholars such as Kemmis et al. (2014) assert that the objective to apply CAR as the driven research design can be an endeavor for teacher(s)/researcher(s) to improve their teaching and learning practices and to meet the class needs via overcoming any classroom issues resulting from the teaching and learning process per se. Implementing CAR as the research design for this study may cater for the researcher as the professional teacher with a window of opportunity to develop the practical teaching and learning activities into a more productive, rational, and sustainable experience. Based on the above-stated justifications, CAR had thus been thought of as the most ideally adopted design for this study.

Further, under the umbrella of the action research, the present proposed study specifically attempted to demonstrate how the Cue Card as an instructional medium for this study can have a bearing on the practical teaching and learning experiences and EFL students' speaking capacities. To pin down to the quest for this current CAR study entails a combination of qualitative and quantitative data. Precisely, a sequential exploratory mixed method design was deliberately made use of in this study.

The rationale behind being said as the sequential exploratory mixed method within the CAR frame was pertinent to both increasing and strengthening the fruitfully interpretable and meaningful results of this study. It is worth contending that key to this rationale has been with the interpretability, which serves as of particularly significant for this study. It stands to reason that comprehensive CAR literature on the Cue Card media in English speaking instruction has, however, revealed very little in the way of such an instructional aid targeted at SMK secondary vocational senior high school students.

Moreover, the responses to the study inquiry followed a mixture of qualitative and numerical data components. A showcase that would inform a change in the performances of the teaching and learning practice within the classroom atmosphere signifies that such an account should be more germane to the qualitative data. Whereas, some quantified information that shows the trend of the EFL students' speaking performances palpably denotes the quantitative data. Of these two collected data components, qualitative data and results served as the priority in this CAR study; quantitative data, on the other hand, only provided information in quantity format delineating the change of EFL students' speaking ability growing out of the implementation of Cue Card media. Regarding these stated justifications, the sequential exploratory mixed method was best befitted as a design for the present CAR study.

To align with the researcher's need, a procedure of CAR postulated by Kemmis and McTaggart (2014) was implemented in this current study. Kemmis and McTaggart's (2014) model of CAR study had been employed given that it is considered to be the easiest model to comprehend and apply in favor of the other CAR models. The procedures of Kemmis and McTaggart's (2014)

model involve four main stages, consisting of Planning, Action, Observation, and Reflection, whereby these four phases are undertaken as many cycles as needed but saturated in the CAR process.

The present proposed CAR study was undertaken at the SMK 1 public vocational high school Gorontalo as the site for this study, with the grade ten students majoring the program stream of travel business or *Usaha Perjalanan Wisata* (henceforth UPW) being the subject of this study. The data in this research were collected by using several instruments, to include checklist observation, questionnaire, and speaking test.

The data obtained before and during the application of Cue Cards are analyzed to determine whether the use of Cue Cards in teaching and learning activities can improve students' speaking skills. As has plainly been mentioned in the previous section of this methodology chapter, the present based-practical form of CAR study leveraged the mixture of data derived from qualitative and quantitative components. With the combination of these two elements, this current CAR study followed the sequential exploratory mixed method, denoting that this study puts emphasis upon the two data components, with qualitative being given precedence to the order. Expounded on this, the results of qualitative data analysis are consulted with the quantitative data in the form of a descriptive statistical account to provide and reflect the look of the basic structure of the research issue raised in this study. As such, the analysis reports of this CAR study relied heavily upon the qualitative interpretation, whilst quantitative served to strengthen the qualitative data interpretations. It is essential to note that the qualitative data interpretation was manifested itself within two sets of research instruments, to include the observation checklist and questionnaire, while the quantitative data interpretation was made on the basis of the speaking test.

FINDINGS

To begin with, results from the observation of the second cycle action implementation are presented. Following tabulate the descriptions of the observations taken from the teacher's (researcher) and the students' activities.

Table 1: Second Cycle Observation of Teachers' Activities

No	The Observation Aspects	Category			
		Very Good	Good	Enough	Poor
1	The Learning Process				
	Syllabus	100	-	-	-
	Lesson Plan	100	-	-	-
Sub Total		200			
2	Teaching Skills and Strategies				
	Giving apperception	100	-	-	-
	Giving motivation	100	-	-	-
	Interaction between teacher and students	-	85	-	-
	Relevancy of the material to the indicator	100	-	-	-
	Relevancy of the material to the BC	100	-	-	-
	Relevancy of the teaching method to the indicator	90	-	-	-
	Explanation of the lesson topic	100	-	-	-
	Explanation of the media used	100	-	-	-
	Guiding students who have problems	-	80	-	-
	Using white board	-	85	-	-
	Giving reward	90	-	-	-
	Use of time	-	80	-	-
	Test	-	85	-	-
Sub Total		1195			
Total					1395
Mean					93
Percentage					93%

The given table shows the findings regarding the teacher's activities done throughout the action implementation that the collaborator had observed thus far. According to the chart, the cumulative score of the teacher's activities being observed is 1395, with an average score of 93 and a percentage of 93%, meaning that the teacher's (researcher) activities in the implementation of the second cycle action are in the very good category. On the basis of the above statistical results of the observation, it denotes

that the teacher's activities meet the indicator defined in this CAR study (Standard Indicator of Teacher's Activities = 80%). Surprisingly, it is safe to maintain that there has been a significant enhancement in the teacher's activities being observed. In addition to the observation results of the teacher's activities, the results of the students' activities during the action implementation are also set out. In the table that follows, the description of the observation results of the students' activities is provided.

Table 2: Second Cycle Observation Of Students' Activities

No	The Observation Aspects	Meeting (%)			
		1st	2nd	3rd	4th
1	Pre Lesson				
	Students come to class on time	100	100	100	100
	Students are ready to follow the lesson	100	100	100	100
2	Main Activities				
	Students are seat in the group	100	100	100	100
	Students focus and follow the lesson given	100	100	100	100
	Students are actively giving question and answer	62.96	55.56	44.44	70.37
	Students do the task (arrange storytelling)	100	100	100	100
	Students make cue cards for storytelling presentation	100	100	100	100
	Students present storytelling using Cue Card	14.81	33.33	29.63	22.22
	Students pay attention to the other students' presentations using Cue Card	100	100	100	100
3	Closing				
	Students give their opinion about the lesson activity	55.56	74.07	62.96	81.48
Total		833	863	837	874
Percentage per meeting		83.33%	86.30%	83.70%	87.41%
Average of Percentage		85.19%			

The presented table depicts the results of the students' actions throughout the second cycle of action implementation. In the second cycle, the teacher collaborator observed three major features of the students' activities, as in the first cycle. The following components of the students' activities were observed: pre-lesson (two activities), main lesson (seven activities), and closure (one activity). Looking at the data in the table, it is clear that the percentages of students' activities during the second cycle are slightly different across all meetings, with scores standing at more than 80% in all four class meetings. Based on these data, the mean score of the students' activities during the second cycle's action implementation touched 85.19%, indicating that there has been a notable increase in the students' activities during the action implementation of the second cycle compared to the previous cycle action results of students' activities, which was only 78.06%. Moreover, the average score of the students' activities in the second cycle of action implementation surprisingly has met the standard indicator of students' activities as specified in the present CAR study.

Apart from the observation results of both teacher's (researcher) and students' activities during the action implementation of the second cycle, the evaluations of the students' learning outcomes related to their speaking performances are also pinned down. A complete description of the students' speaking performances in the second cycle is put forward in Appendix 6. In the table below, the researcher tabulates the result of the speaking skills drawn from the students' speaking performances in the second cycle.

Table 3: Students' Speaking Abilities In 2nd Cycle Based On The Haris' (1969) Speaking Taxonomy

No	Speaking Elements	Total Score	Mean	Percentage (%)
1	Pronunciation	105	3.9	77.78%
2	Vocabulary	121	4.5	89.63%
3	Grammar	119	4.4	88.15%
4	Fluency	91	3.4	67.41%
5	Comprehension	109	4.0	80.74%
	Mean			80.74%

The table above demonstrates the students' speaking capabilities based on their performances throughout the second cycle implementation. As the table shows, the students' speaking aspect on the vocabulary receives the highest score among all skill aspects examined in the students' speaking abilities with a total score of 121 (89.63%) and its mean score of 4.5. Following the

vocabulary element are grammar with 119 total score (88.15%) and its mean score of 4.4, comprehension with 109 total score (80.74%) and 4.0 mean score, pronunciation with 10j5 total score (77.78%) and its mean score of 3.9, and fluency with its total score of 91 (67.41%) and its mean score of 3.4, respectively. Overall, the average score of the assessment on the students' speaking skills during the second cycle reaches 80.74%. Interestingly, looking at the assessment results on the students speaking abilities during the first and second cycle action implementation, there has been an obvious difference in all speaking elements on students' speaking performances between the first and second cycle. In the following figure, the researcher presents the summary of the students' speaking assessment comparison between the first cycle and the second cycle action implementation.

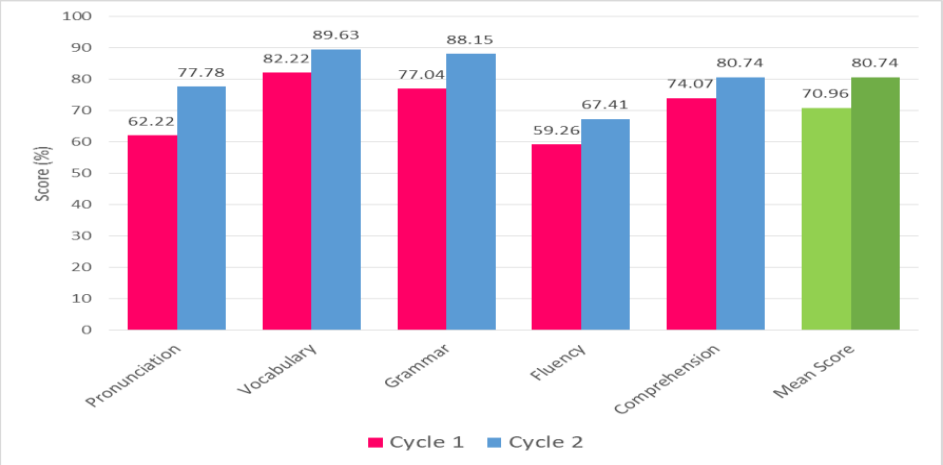

Figure 1. Students' Speaking Assessment Comparison Between The 1st And 2nd Cycle

The above chart reflects the differences drawn upon the basis of the evaluation reports of the students' speaking skills between the first cycle and the second cycle action implementation of this CAR study. Based on the provided diagram, the most substantial improvement in students' speaking performances from all speaking components lies within the pronunciation aspect with a percentage score of about 15%. The remaining four aspects that follow are grammar (11.11%), fluency (8.15%), vocabulary (7.41%), and comprehension (6.66%) respectively. Moreover, the average score result from the first to the second cycle also rises by 9.78%. Overall, the evaluation results of the students' speaking performances clearly signify that there have been significant improvements in all speaking elements.

Furthermore, reflected on the students' speaking performances during the second cycle, the researcher discovered the students' speaking score report as portrayed in the following table.

Table 4: Frequency Distribution Of Students' Speaking Score Performances On The 2nd Cycle

Speaking Score	Frequency	Percentage (%)
91 – 96	4	14.81
85 – 90	5	18.52
79 – 84	7	25.93
73 – 78	6	22.22
67 – 72	2	7.41
60 – 66	3	11.11
Total	27	100

Table 4 above illustrates the frequency distribution of the speaking score determined from the students' speaking performances. According to the table, the highest score is in the range 91-96 with a percentage of 14.81 percent, with four students out of 27 total students achieving the marks in this interval score. Five students obtained the interval speaking score of 85-90 with a percentage of 18.52%, while as many as seven students obtained the interval speaking score of 79-84 with a percentage of 25.93%, and six students got the scores in the interval 73-78. The rest of the five students received scores below 73. Of these remaining five students, two of whom (7.41%) obtained the score in the interval 67-72 and three students (11.11 percent) earned the score in the interval 60-66, respectively. Based on the results described above, it is safe to say that, based on the minimum criteria of mastery learning (KKM = 75), there has been a notable increase in the students' speaking skills. Next, in the given table, the researcher sets forth the students' learning outcomes in the second cycle drawn from their performance in speaking skills.

Table 5: Students' Learning Outcomes In English Speaking Skills During The 2nd Cycle

Category	Number of Students	Percentage (%)
Succeeded	22	81.48
Failed	5	18.52
Total	27	100

The provided table describes the students' learning results of speaking skills during the second-cycle action implementation. According to the table, 22 students out of a total of 27 students pass in terms of their learning outcomes for speaking skills, while the remaining five students fail. Based on these findings, there have been over 80% of the students have successfully reached the minimum criteria of mastery learning (KKM = 75) in terms of the speaking skills. Furthermore, the researcher also unearthed the overall findings of the students' speaking performance in the second cycle. A succinct description of the students' learning achievement of the speaking skills during the second cycle is summed up, as follows:

Table 6: Summary Of Students' Learning Achievement Of English Speaking Skills In The 2nd Cycle

No	Description	First Cycle Results
1	Total Score of Students' Speaking Performance	2180
2	Average Score of Speaking Skills	81
3	The Highest Score of Students' Speaking Performance	96
4	The Lowest Score of Students' Speaking Performance	60
5	Percentage of Learning Mastery Achievement	81.48%

Table 6 above shows the summation of the students' learning achievement in speaking skills during the second cycle of this CAR study. Based on the data in the table, the mean score of the students' speaking skills in the second cycle reaches 81 with an aggregate score of 2180. The maximum score of the students' speaking performance score is 96, while the minimum score is 60. In terms of the students' mastery of speaking accomplishment in the second cycle, the result reveals that the percentage score reaches 81.48%. With this statistical account in mind, it is obvious that there has been such a sharp improvement in the performance of the students' speaking skills in the second cycle action implementation. To visualize a concrete progress of the students' speaking performance results, the researcher makes direct comparison of the students' speaking evaluation results from the pre-observation study to the second cycle study.

Table 7:Comparison Between Pre-Observation, 1st And 2nd Cycle Results Of Students' Speaking Skills

No	Description	Pre-Observation	1st Cycle	2nd Cycle
1	Total Score of Students' Speaking Performance	1901	1916	2180
2	Average Score of Speaking Skills	70	71	81
3	Number of Succeeded Students in Speaking (KKM=75)	9	15	22
4	Number of Failed Students in Speaking (KKM=75)	18	12	5
5	Percentage of Learning Mastery Achievement	33.33%	55.56%	81.84%

The provided table shows the three detailed comparisons of the overall assessment results on the students' speaking performance outcomes drawn from the preliminary observation study, first cycle study and second cycle study results of this CAR research. As demonstrated in the table, the students' speaking skills have improved notably.

In terms of the total score of the students' speaking performance, the findings show a subtle change from the score of 1901 in the pre-observation study to1916 in the first cycle study, after which such score increased sharply to 2180 in the second cycle study where the Cue Card Media were integrated to the teaching and learning of speaking with some marked improvements in them after considering the lack in its application during the first cycle study. Likewise, the mean score results enhanced slightly from 70 in the pre-observation study to 71 in the first cycle study and later rose considerably by 81 in the second cycle. Besides, the number of successful students in speaking increased from only nine students in the pre-observation data to 15 students in the first cycle study and 22 students in the second, at the same time the number of the unsuccessful students in speaking decreased from 18 students in the pre-observation study to 12 in the first cycle research and only five students in the second cycle study. The findings also indicated a notable increase in the percentage of mastery speaking achievement from 33.33% in the preliminary observation study to 55.56% in the first cycle study and it touched to 81.84% in the second cycle study. Further, resided within the established standard criterion of this study, in which action of the CAR cycle is considered successful when 80% of the students gain a score

of 75 (KKM=75) or higher, the Cue Card implementation in the second cycle action of this CAR study is successful, as the percentage score of students' learning mastery achievement of speaking reached 81.84%.

All in all, the second cycle results conducted over a week with four class sessions of action implementation have successfully attained the targeted standard criteria in terms of the observation results of the students' activities and the evaluation results of the students' speaking skills. Therefore, it is safe to say that no further action of the Cue Card Media implementation in this CAR research is required. In the next section, the researcher presents the reflection of the action implementation in the second cycle.

REFLECTION – 2ND CYCLE

This stage provides the reflection and evaluation of the action implementation of the Cue Card deployment in the teaching of speaking throughout the second cycle. Rooted deeply into the second cycle data observations and students' speaking assessment performances, the findings of the second cycle action implementation indicated that there have been tangible improvements in not only the students' speaking skills but also the teacher's way of teaching. Albeit with fruitful results thanks to the use of Cue Card Media, some problems still remained in the second cycle. Yet different from the first cycle, the identified problems in the action implementation of the second cycle were found to occur in the students as the research subjects in relation to their speaking performances using Cue Card Media.

Building upon the observation results derived from the students' activities during the action implementation of the second cycle, findings showed that students' fluency and pronunciation still remained to be the hindrances that the students had been experiencing thus far in association with their speaking performance. As had previously been indicated in the first cycle study, students' mother tongue still impacted their speaking performance in the target language and thus brought about errors in their English pronunciation. Yet, different from the first cycle results, such mother tongue influence had decreased progressively in the second cycle action implementation on account of the strategies applied along with the integration of the Cue Card Media. The fluency aspect of speaking still also remained a huge issue for the students. However, as with a decrease in the pronunciation issues, the majority of the students had taken part in the teaching and learning process enthusiastically, enabling them to be confident in delivering their spoken storytelling presentation and hence decreasing their hesitation in speaking. Notwithstanding some pointed-out problems, the overall results of the action implementation in the second cycle pinpointed that there had been a notable increase in the students' speaking performances using the Cue Card Media.

In this section, the researcher has presented the detailed findings regarding the first research question, answering the inquiry of to what extent the improvement of the students' English speaking competence through storytelling activities can be facilitated on the basis of the recount text by deploying the Cue Card Media. From the above thorough description of the findings, some of the challenges which resulted from both the teacher and students in relation to the use of Cue Cards during the teaching and learning process as well as students' speaking performances have been pointed out. These findings, nevertheless, attract interesting questions regarding the advantages and disadvantages of the implementation of the Cue Card Media from the students' points of view. In the section that follows, the researcher provides the descriptions of the findings of such questions.

DISCUSSION

The first formulated research inquiry of this study sought to particularly address the extent to which Cue Card Media integration facilitates the development of students' speaking skills, but was not limited to the way such instructional media help develop the authentic performance of the teaching and learning of Speaking. Central to the discussion of this first interpretation section is the application of the Cue Cards in the teaching and learning of speaking skills. In what follows, the researcher details the analyses and interpretations regarding the findings of the first question formulation of this study.

Prior to embarking upon this CAR study, the average mastery learning of students' speaking skills was poor. The findings retrieved from the preliminary observation of the present CAR study (first-semester study) pinpointed that the overall achievement percentage of students' speaking mastery learning touched around 33%. Springing from this statistical report, it turned out that more than half of the total students failed in speaking skills of English, whilst only a third of them succeeded (n=27: Failed=18; Passed=9), with a mean score of mastery learning of 70. This statistical result of students' speaking skills signified that the target achievement of mastery learning during the semester study was not achieved. Such devastating reports of students' speaking achievement in X UPW 2 intrigued the researcher to later decide to undertake a CAR study in a hope of both enhancing the teaching and learning practice of speaking skills and cultivating students' achievement in speaking skills through applying instructional aid of Cue Card Media.

Building upon Kemmis and McTaggart's (2014) model as the launch pad of the CAR procedures for this study, the presently reported study followed the kind of practical action research, entailing two cycles of classroom action implementation. In each cycle, the research instruments which consisted of observation sheets of the teacher's and students' activities as a benchmark employed to measure the success of the learning process and a set of storytelling tests as a tool to gauge students' speaking skills outcomes are deployed in this study. Overall, during the integration of the Cue Card in the teaching and learning activities carried out over about four weeks long within a two-pronged action cycle, the study unearthed rapid progress in the students' engagement

in learning speaking skills of English and their learning outcomes. Along with these fruitful findings, the study also disclosed a positive significant improvement in the manner of the teaching and learning practice of speaking skills.

Grounding on the first cycle results of this study, it is revealed that modest progress in students' learning achievement of speaking skills has been positively indicated. This interpretation can be traced back to the overall result of students' speaking achievement of mastery learning where it rises from about 33% in the preliminary observation result to slightly above 55% in the second cycle study. With this percentage of students' learning mastery achievement, this study ascertained that 15 out of 27 total students had succeeded in the first cycle of Cue Card implementation, compared to the result of the preliminary observation study which only touched a third of the total student. Along the same line, a slight increase in the mean score of the students' speaking performance results was also identified, whereby the score enhanced gradually from 70 in the preliminary observation study to 71 in the first-cycle Cue Card application. Nevertheless, rested on the minimum criteria of mastery learning set in this CAR study (KKM=75), it can be asserted that the overall achievement of students' speaking performance during the first cycle of this CAR study is indeed regarded as inadequate.

There are a number of contributing factors shrouded within the unsuccessful achievement of students' speaking performance reports during the first-cycle action implementation which in turn led to the unsatisfactory teaching and learning process of speaking. These factors as the observations showed are noticeable in the teacher's approach manner of teaching the speaking skills with the Cue Cards and in the students' activities during the class. These factors later obviously affected the students' speaking performance results.

Regarding the teacher's problems, observation of the teacher's activities during the first-cycle class implementation denoted that the teacher appeared to experience an uphill struggle to control the class on account of time management. This time management issue created a somewhat bad nuance in which the teacher required more time to execute the action. In this case, the teacher had to spend extra time just managing the class students into groups. Consequently, the class time allocated to the action activities, such as students' experiment with the Cue Card and so on, had been much invested in the activities of managing class groups. This hindrance then resulted in the sufficient time allocation devoted to the basic introduction to Cue Card and its application to speaking activities. The problem of time management in teaching particularly English has however been nothing new. Nurrahmamaniah (2019), for instance, mentioned that time management was a very common issue that impeded the teacher of English in their teaching practice. Findings also revealed a tendency where the teacher (researcher) made less effort to guide students who dealt with the difficulty in delivering clear and well-spoken production, which in turn severed to further influence the overall students' speaking performance results.

To cope with the issue of time management faced throughout the action implementation of the first cycle, the researcher as the teacher along with the collaborator decided to keep the position of the students' seats which had already been set into several class group formations. Accordingly, when it comes to the second-cycle action implementation, the teacher did not need to arrange the students' seats in the form of class groups any longer, thereby diminishing the possibility of meaningless students' activities. As for the first cycle issue of sparing little effort to guide students with difficulties in conveying a good speaking performance, the researcher (teacher) determined to improve the teaching practice through helping students who experienced problems in producing speaking, so that students would not or (if any) would have faced little problems when delivering their spoken English production during the second cycle of action implementation.

Whereas in terms of the students' problems, findings from the observation handed by the collaborator unearthed that more than half of the students tended to show low enthusiasm to participate and engage actively in the teaching and learning process of speaking skills throughout the class meetings of the first cycle study. The observation results of the students' activities in the first cycle also recorded the fact that a number of students did not pay attention and follow the lessons given. In this case, some students were still busy with their own activities during the teaching and learning process. As a consequence, when it comes to speaking task performance, most students were still hesitant and nervous to come to deliver their speaking performance in front of the class, which then influenced their fluency aspect of speaking. The factor of the fluency problem in speaking as found in this study reflects a shared finding reported by Husna (2021) who contended that the issues of the students' disfluency in speaking were influenced by students' hesitation and anxiety. Furthermore, findings also positively signified that during the evaluation of students' speaking performance activities, students seemed to have had a strong tendency to enunciate the English sounds based on the articulation manner of their mother tongue, and hence affected their English pronunciation. With respect to the pronunciation issue, scholar, such as Abid (2016), argued that many non-native English speakers produce English spoken utterances based on their own manner, retaining characteristics from their first language, such as pronunciation. For this very reason, pronunciation problem in English for non-native speakers has been a common dilemma.

To address the first two stated shortfalls from the students, the researcher as the teacher asked several questions to the students who rather seemed less involved in the class activities during the second-cycle action implementation and also asked students to pay attention and stay focused on the lecture throughout the class sessions. As a result, when implementing activities in the second cycle, students became more active in expressing their opinion and also became more focused and serious in participating in the

learning activities. Related to the issue of being hesitant during speaking performances which desperately impacted the students' fluency aspect, the teacher encouraged students not to be anxious and worried about their speaking performance.

In addition, the teacher (researcher) also provided the students with proper and subtle guidance to overcome their pronunciation problems, given students' mother tongue had been exerting considerable influence on their English pronunciation. The strategy was done by asking students to make use of several sources such as google translate which was very accessible to their handphones or any electronic dictionaries that are available on the students' mobile phone applications. Leveraging these resources enabled students to find out the exact pronunciation of words for which the students are searching, given that those electronic resources are supplied with such a sophisticated text-to-speech that had been attached to those devices. Along with this approach, students were also told that they could directly write any difficult word pronunciations based on their phonetic spelling down to their Cue Card. Armed with these step-wise strategies, students were surprisingly more confident to come presenting their Cue Card work results in front of the class for storytelling performance activities and hence decreased their hesitation to speak and increased their fluency aspect of speaking skills at the same time.

Through those wise strategies described above, it turns out that the ultimate outcomes of the action implementation in the second cycle reach fruitful results for all points being assessed in the present CAR study. As revealed in the overall findings of the second-cycle action implementation, there had been an exponential increase in both the teacher's teaching performances and the students' speaking competence statistically with regards to the implementation of the Cue Card instructional media. The results taken from the observations of the teacher's activities, for example, showed that the teacher's teaching performances during the action implementation of the Cue Card rose by 5%. Such an increase is clearly reflected in the comparison of the teacher's performance results between the first and the second cycle, where the total score of the aspects being evaluated in the teacher's activities improved from 1320 along with the mean score of 88% in the first cycle study to 1395 with the average score of 93% in the second cycle. Findings of this CAR study also uncovered astonishing results in the students' learning activities in which based on the observations, the outcomes of the students' learning activities mounted by around 7%.

In addition, this CAR study revealed statistical evidence in light of the Cue Card application in the students' speaking skills in which there had been considerable progress in all elements of the speaking being gauged upon which the students' speaking performance outcomes are based. As the findings indicated, a sharp development of the five speaking elements in the students' speaking performance occurred in the pronunciation aspect. It could stand to reason that following the approaches the researcher had proposed so far to address the pronunciation issue as appeared during the first cycle enabled this study to achieve such a satisfactory result in students' pronunciation aspect. As were the results of the pronunciation development, the remaining four speaking elements, including grammar in the second, fluency in the third, vocabulary in the fourth, and comprehension in the fifth also showed significant progress.

More surprising than the afore-mentioned findings has been the result of the students' speaking performance evaluation in the second cycle study. Results from the second cycle revealed that there has been significant development in the overall performance of the students' speaking competence. To be precise, the present CAR study showed a fascinating trend where the overall achievement of the students' mastery learning in the second cycle jumped dramatically by 81.48%, compared to the first cycle result which only reached 55.56%. Results of the second cycle also recorded a trend wherein was found an increase in the number of students who successfully achieved a score above the minimum mastery learning in speaking (KKM=75: 2nd-Cycle Succeeded Students=22). Moreover, a trend in the mean score of the students' speaking skills also pinpointed a dramatic improvement from 71 with a total score of 1916 in the first cycle to 81 with an aggregate score of 2180 in the second cycle.

Finding that the Cue Card application could impact the development of the students' speaking competence as revealed in this study corroborates the past CAR study undertaken by Kristanti (2020) on the grade 10 vocational high school students, which records the same evidence. This study also lends support to some relevant previous studies both empirically and experimentally (see Arianti, 2019; Khairunnisa, 2017; Rosalinda, 2017 among others). A quasi-experimental contribution to the use of Cue Card instructional media informed by Arianti (2019) also pinpointed that there was a substantial difference in the students' speaking skills outcomes in which those students who were in the experimental group treated using Cue Card performed better than those who were in the control group. In a similar vein, two pre-experimental works reported by Khairunnisa (2017) and Rosalinda (2017) respectively unearthed that a significant increase in the students' speaking skills was statistically indicated after administering the Cue Card Media. Far from these previous studies which seem to have shown a lack in terms of the extent to which Cue Card media application can facilitate the development of the teaching and learning process of speaking, this study however provided a thorough scenario as to how the teaching and learning process of the English speaking subject could be improved through Cue Card integration. Above all, it is safe to say that the application of the Cue Card Media has been so effective to cultivate students' speaking competence.

Taken together, the implementation of the present CAR study which involved two cycles of action implementation through the Cue Card Media devoted to the teaching of English speaking skills had successfully facilitated the development of both the performance of teaching and learning practices of English speaking and the learning outcomes of speaking competence of the grade 10 students of UPW Department, SMK 1 public vocational high school Gorontalo. It follows then that the action hypothesis

formulation of this study which declared "Should Cue Card Media as the instructional scaffold in teaching speaking skills of the English be leveraged by the teacher, then the EFL students' competence in speaking skill can enhance" is accepted.
In this part, the researcher has presented thorough analysis and interpretation of the first research question findings, illustrating the extent to which Cue Cards as the scaffolding media of speaking instruction may facilitate the development of the grade ten students' speaking competence. In the section that follows, the researcher provides an in-depth analysis of the second research question, addressing the pros and cons behind the Cue Card instructional media in the teaching and learning of speaking skills.

CONCLUSIONS

It is not an exaggeration to say that Cue Card has been notoriously considered to be an old yet effective medium used by people since the past few decades. Owing to the mobility of the Cue Cards whereby such media enable speakers to address speech in neat and structured way, Cue Cards have been comprehensively studied by numerous researchers in the arena of spoken communication skills of either second or foreign language. In Indonesia, however, well established literature documented that much of the studies on the Cue Card application in the speaking instruction of English centered around the Junior High School students and the common Senior High School students. On the one hand, focus on the implementation of the Cue Cards targeted at Vocational High School students in fact appears scarce in the literature thus far. It follows then that the explorations of the current application of the Cue Cards as the teaching media in speaking indicate a need for further research to understand how such media could describe tangible evidence with respect to their efficacy in developing students' speaking skills of English, especially the Vocational High School students. Given this, the present study of practical action research was sought to fill this need. In particular, this study addressed a research question that is, "How can the improvement in the students' English speaking competence through the storytelling of recount text at the 10th-grade UPW department of SMK 1 public vocational high school be facilitated by leveraging Cue Card Media?"
Grounding on the first stated research question of this study, the findings suggested that framed within the two cycles of CAR method, the implementation of the Cue Card Media devoted to the teaching of English speaking skills has successfully facilitated the development of both the performance of teaching and learning practices of English speaking and the learning outcomes of speaking competence of grade 10 students of the UPW Department, SMK 1 public vocational high school Gorontalo.

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Facilitating EFL Students' Development of Speaking Skills through CueCard Media

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ABSTRACT: This paper aims to investigate the use of Cue Card Media to facilitate the improvement in the English speaking competence through storytelling based on the recount text at the grade 10 students of SMK 1 public vocational high school using Cue Card Media. This Classroom Action Research employed four main stages by Kemmis and McTaggart's (2014) model, including planning, action, observation, and reflection. The present proposed CAR study was undertaken at the SMK 1 public vocational high school Gorontalo as the site for this study, with the grade ten students majoring the program stream of travel business or *Usaha Perjalanan Wisata* (henceforth UPW) being the subject of this study. The data in this research were collected by using several instruments, to include checklist observation, questionnaire, and speaking test. Further, the analysis reports of this CAR study relied heavily upon the qualitative interpretation, whilst quantitative served to strengthen the qualitative data interpretations. The results found that the application of the Cue Card successfully enhanced students' speaking skills by 26.28% statistically, with 55.56% in the first cycle and 81.84% in the second cycle. Following the open-ended survey questionnaires, it appeared that due to the efficacy of Cue Cards, these attractive speaking media benefitted students when it comes to speaking performance activities, yet the drawbacks of Cue Card learning media in speaking were also recognized. Discussions as to how Cue Cards may develop the practice of speaking instruction were also provided. This study adds to the growing pool of literature on the Cue Card implementation in the teaching of speaking skills in English.

KEYWORDS-EFL Students, Speaking Skills, Cue Card Media, Vocational High School, Storytelling

INTRODUCTION

Speaking as widely believed in at least the dimension of the productive skills has been the initially acquired competence people develop in life. As one of the productive skills, speaking is an essential communication skill in a language that all human beings need to pick up. So crucial is the speaking skill to be learned that it allows people to communicate information and ideas, express themselves, and impact the surroundings through speaking activities (Savitri, 2013). For that very reason, speaking has a considerable decisive part to offer when it comes to social interaction activities.

In the array of English language teaching contexts, having a good command of speaking skills, as much natural and authentic English as possible is the primary goal for which all learners intend to target and all teachers desire to reach as the pinnacle of the teaching and learning output. Further, in the current model of the Indonesian 2013 curriculum in English teaching subject, considerable attention has been devoted to stressing the importance of productive skills, including speaking skills, in both transactional and interpersonal functions (Damayanti, 2019). As such, cultivating students' capacities in speaking is of utmost crucial.

Yet, as it may well have noticed, producing clear spoken utterance of English for EFL learners is a somewhat challenging task. Developing the skills required for speaking in English, such as the ability to use a correct control of vocabulary and grammar as a part of speaking aspects is one of the reasons as to why speaking is considered to be a daunting task for learners; not to mention the other elements as reflected in the kinds and range of involved sub-skills in English speaking production (Machmud & Burns, 2012; Richards, 2008). As with the case of complexity of the demanded components for spoken English skills, the learners' ways of producing English orally in their own manner of articulation, exerting influences from their first language, such as pronunciation, has also been serving as a thorny issue in speaking production of English (Abid, 2016). Besides, the first language or mother tongue influence on English speaking production can be sprung from other aspects as well, including the use of exact diction and grammar. Therefore, the impact that the learners' first language or mother tongue has on English speaking skills is inevitable.

In light of the factors that inhibited the problems in English speaking skills, a number of other obstacles coloring the speaking skills in the Indonesian EFL setting do exist. The result drawn from the observation that the researcher of this study had conducted

during the first semester of speaking instruction at SMK 1 public vocational high school Gorontalo, Indonesia is a case in point. It is worth emphasizing that the observation outlined in this report is initiated in the post-pandemic age of the Covid-19 outbreak, during which face-to-face meeting has been allowed at the selected site of this study.

In the pre-observation, the researcher unearthed some surprising facts as regards the veiled issues of the EFL students' difficulties in speaking production. The problems included common hindrances in speaking, such as limited vocabulary stocks and pronunciation difficulties. Having little exposure to English both inside and outside the classroom had also become a problem that impedes the development of students' speaking competence. In addition to these issues, the researcher also uncovered a tendency wherein students bemoaned their lack of speaking production as a consequence of poor and little speaking activities they received and practiced throughout the English teaching and learning process. It was this issue that the researcher as an EFL teacher had recognized and learners had experienced on account of the several consecutive years of SARS Covid-19 pandemic, leading the learners to have little opportunity to immerse in speaking activities.

Moreover, problems of learners' psychological factors were also apparent in the observation, preventing almost all learners from English speaking engagement practice in the class as a concomitant of shyness, less confidence, anxiety, and fear of committing mistakes. Such underlying problems of related psychological factors signify that there seems to be a lack of motivation among the learners to engage in speaking classroom activities. Accordingly, almost all learning reports of students' English skills on speaking performance are still below the satisfactory set Minimum Learning Mastery Standard or *Kriteria Kentuntasan Minimal* (KKM=75).

All the presented speaking issues that the researcher had encountered in the preliminary observation mirror the looks of what currently arises in association with the phenomenon of speaking problems within the context of EFL students across Indonesia. Recently Indonesian investigators have also exposed findings that psychological factors such as being anxious, embarrassed, and unconfident to participate in speaking classroom practice, afraid of making mistakes during speaking productions, and low motivation are the contributing factors shrouded within the subpar EFL students' speaking achievement (Ariyanti, 2016; Azizah, 2016; Damayanti, 2019; Juhana, 2012). Consequently, it is of concern for English teachers to seek a better solution to overcome EFL students' hindrances in speaking performance.

In the case of seeking to come up with a sound solution to a study inquiry in the arena of English language teaching, understanding the juxtaposition of the connection between the actual picture of the samples/participants (students) and the proposed strategy which will be utilized to confront the problems raised is of considerable significance. Doing so can lead to a viable action that provides a gentle answer to the inquiry fitting both the students' interest and the research need. In view of this consideration, the present study, as has been pointed out earlier, reflects the issues in the sphere of English speaking skills that the EFL students, specifically the students at the SMK public vocational high school level, have experienced so far.

Generally speaking, the secondary school students at the SMK vocational high school upon which their concentration is based have particular needs of learning and target, making them diametrically different from those at the common senior high school (SMA). It has been with the expected outcomes that distinguish the SMK students from the SMA students, in which the SMK students are expected to possess certain additional skills based on their chosen major of concentration (Sudartini, et al., 2016). Endowed with a set of acquired skills, the SMK students are able to readily utilize their skills to either enter into any sectors of the private/public service industry or carry on their study at the higher educational degree, which is a common realistic goal for the SMA students upon graduation.

Again, the exploration of the present proposed study takes the site in the SMK 1 Public Vocational High School Gorontalo. In particular, this study is executed at the EFL students majoring in the program stream of Travel Business Department or *Usaha Perjalanan Wisata* (herein UPW) at the 10th grade, since the speaking problems as stated in the preliminary observation have been growing out of the experience in the grade ten students of UPW department. This major of concentration is catered for the students whose interests are in tourism and tourism-related industry, and its outcome is to produce high school graduates who are competent in the field of tourism and its related industry.

Needless to say, in the UPW department, there has been one of the primary subject skills in the category of productive subjects that the students at the department of UPW should learn and possess, which is Tour Guide. This so-called subject is taught to the students at the grades of 11 and 12 (XI and XII). Its outputs are expected to be able to produce competent tour guides who would then be responsible for explaining the tourist attraction information and interpreting the natural and cultural heritage of a tourism destination to the domestic or foreign visitors by using a language that tourist guests understand. In line with these outcomes, speaking skill is indeed one of the keys to this subject. Even more significant than this fact is the view that the English language has been of paramount importance as a vehicle of information delivery for the tourism destination and been one of the main means of instruction used in this subject of skills. Hence, cultivating students' knowledge of English, particularly the speaking skills at the very initial stage of high school (10 grade), has been the very driving reason that motivates the researcher to undertake the proposed study in order that the students are well equipped to acquire the tour guide skills in subsequent grades, in turn, be better skilled and competent tour guides in the future.

Of particular relevance to the tour guide skills and teaching of speaking for the tenth-grade students is storytelling which has been subsumed under the genre pedagogy of recount text. This sort of genre text is included in the English teaching syllabus at the grade 10 in the second semester of the academic year 2021/2022. The teaching of recount text itself is set within the basic competencies (KD) of 3.6 and 4.6 of the 10th-grade. Nested within the basic competencies of the recount text, the researcher invites the research samples/participants to present storytelling with the theme of an unforgettable experience, which is devoted to their own previous experiences when visiting tourist objects, tourist facilities, or tourist attractions. The researcher as a teacher realizes that through presenting storytelling, the learners may acquire the tour guide skills and put such knowledge into practice as they will later involve in the tour guide practices or activities in real-life settings.

As for the learning strategies, there have however been a perennially sheer interest and determination in the use of instructional media as the scaffolding tools to facilitate both teachers in creating such engaging and motivational teaching and learning activities and learners in yielding fruitful results in their development of language competence. In this present proposed study, the researcher attempts to leverage Cue Card Media in response to the emerging factors that underpin the hindrances in the development of the EFL students' speaking skills. Via implementing such sort of instructional media, the present proposed study is expected to have acted as a catalyst for change in the EFL students' speaking competence.

The researcher determines to make use of Cue Card Media in teaching speaking skills due to its practical and efficient use. Besides, another justification for using Cue Card Media has been with its appropriateness to the condition of this study. It is said to fulfill the situation in that it best reflects a strategy for solving the current students' speaking problems. It is essential to concede that during the pre-field notes, the researcher had also recorded some unique facts apart from the previously stated problems in English speaking skills that the students had experienced. The researcher encountered a tendency for the students to memorize the information they would deliver orally in English. However, when the students found it challenging to memorize what they would utter, they would be afraid to articulate their thoughts orally during classroom speaking activities. The students felt somewhat insecure about their English abilities to participate in speaking practices.

Additionally, during the observation, it was also found that the students habitually tended to rest heavily upon the extended notes they prepared in their papers when delivering their speech throughout speaking activities. Unsurprisingly, the students would not be able to produce and deliver their spoken productions when they did not jot down their ideas in their papers. Considering these facts, capitalizing on the Cue Card Media to help the EFL students in this study to increase their speaking skills and to help the researcher to promote an attractive and meaningful speaking instruction of English meets both the researcher's and students' needs. Additionally, in the scheme of Cue Card Media itself, given that students are confident in speaking by bringing paper containing the extended peace of sentences to be delivered, the researcher can then replace such long notes of paper with the card media instead. Given this, utilizing Cue Card Media provides immense help in the process of teaching and learning speaking skills and hence is applicable for this study.

Study about the Cue Card integration as an instructional media in the teaching of speaking skills has been well discussed in the Indonesian literature. Among the latest previous studies are contributions in the forms of some published journals (see Ariati, 2015; Ariati & Syahrial, 2016; Kristanti, 2020), a conference proceeding (see Irawati, 2017), and a number of unpublished theses (see Arianti, 2019; Elvita, 2012; Fortinasari, 2015; Khairunnisa, 2017; Rosalinda, 2017). In terms of research methodology, all these past scientific reports fell under the umbrella of two research traditions, such as experimental studies (see Irawati, 2017; Khairunnisa, 2017; Rosalinda, 2017) and action research studies (see Ariati, 2015; Ariati & Syahrial, 2016; Farah, 2013; Fortinasari, 2015; Kristanti, 2020). Based on the results of these prior reported studies, the application of the Cue Card Media in the teaching of speaking is strongly argued to have a positive effect on the EFL students' speaking competence (Ariati, 2015; Arianti, 2019; Elvita, 2012; Fortinasari, 2015; Irawati, 2017; Khairunnisa, 2017; Kristanti, 2020; Rosalinda, 2017). Considering the previous study results on the Cue Card Media application, such instructional media is therefore worth applying to be tested to determine whether or not such teaching media may offer a better solution to the current speaking issues that the students in the site of this study have experienced.

Relatively speaking, studies discussing the use of Cue Card Media in English teaching of speaking skills have been evidently documented in the Indonesian EFL settings whereby reports of the studies come inclusively from Junior High School (see Ariati, 2015; Ariati & Syahrial, 2016; Elvita, 2012 among other) and common Senior High School (see Arianti, 2019; Khairunnisa; 2017; Rosalinda, 2017 among other). Interestingly, investigation on the implementation of Cue Card Media precisely in the level of SMK Vocational High School as brought in the present proposed study, however, contributes scant evidence in the literature. To the researcher's best knowledge, the most resembling contribution to the present proposed study is only the work reported by Kristanti (2020). The similarity between the present study and Kristanti's (2020) scholarly work lies in the target subject of research and design, in which the SMK vocational high school students in grade 10 and action research have respectively served as the preferred study subjects and the adopted design for both the present study and Kristanti's (2020) research.

Nevertheless, the difference lies in several study ingredients, including the use of the genre text as the teaching topic to which each study anchors. In the contribution made by Kristanti (2020), a descriptive text was used, while in the present proposed study, the genre pedagogy of recount text is employed as the instructional theme delivery. Besides, the notable difference between the

present study and that of Kristanti's (2020) line of research resides within the emphasis of the study. Kristanti's (2020) work emphasizes students' speaking skills as tour guides with English as the mere medium of language delivery. Considering this, it seems to suggest that the study conducted by Kristanti (2020) to some extent does not intend to develop EFL students' speaking competence, but rather tends to solely attempt at fostering students' speaking capacities as the tour guides with English as the language of communication. By this, no English assessment guide of speaking production skills is applied to Kristanti's (2020) study. Markedly different from that of Kristanti's (2020) line of inquiry, the present proposed study, however, genuinely places great emphasis upon cultivating the speaking skills of the EFL students through Cue Card Media, thereby requiring a grounding framework of English spoken assessment in order to determine the impact of the media used and the success of the research journey.

Upon closer examination of the above arguments, suffice it to say that a thorough study on the application of Cue Card in the teaching of English speaking skills targeted at the SMK vocational high school students in the format of action research still receives little attention. With such a lack of scientific work, the explanations pertaining to the way the Cue Card Media may help to improve the actual process of the English teaching and learning of speaking skills at the SMK level and to facilitate the 10th-grade students' development in speaking skills seem to remain a black box. In addition, the researcher also encounters a surprising fact that much of the previous literature on the implementation of the Cue Card did not exclusively document the students' viewpoints regarding the benefits and challenges that Cue Cards may offer, To fill these gaps, it is therefore timely to consider how the implementation of the Cue Card instructional media can facilitate the enhancement of the authentic performance of the teaching and learning of English speaking skills for the sake of the development of the grade 10 students speaking competence at SMK vocational high school and what benefits and challenges may shroud within the Cue Card application. Grounding on the above explanation, the present study is designed to investigate the use of Cue Card Media to facilitate the improvement in the English speaking competence through storytelling based on the recount text at the grade 10 students of SMK 1 public vocational high school using Cue Card Media.

METHODOLOGY

The current study leveraged Classroom Action Research (CAR henceforth) to best arrive at the research goal. The decision to employ CAR as the design for this study had been motivated by a host of reasons. Foremost of which was tightly tied to the notion of the CAR, in which contrary to that of the qualitative and quantitative research paradigm, it places great emphasis upon seeking solutions to a particular studied issue (Creswell, 2015). The second main reason to consider CAR in this study had got to do with its aim. Scholars such as Kemmis et al. (2014) assert that the objective to apply CAR as the driven research design can be an endeavor for teacher(s)/researcher(s) to improve their teaching and learning practices and to meet the class needs via overcoming any classroom issues resulting from the teaching and learning process per se. Implementing CAR as the research design for this study may cater for the researcher as the professional teacher with a window of opportunity to develop the practical teaching and learning activities into a more productive, rational, and sustainable experience. Based on the above-stated justifications, CAR had thus been thought of as the most ideally adopted design for this study.

Further, under the umbrella of the action research, the present proposed study specifically attempted to demonstrate how the Cue Card as an instructional medium for this study can have a bearing on the practical teaching and learning experiences and EFL students' speaking capacities. To pin down to the quest for this current CAR study entails a combination of qualitative and quantitative data. Precisely, a sequential exploratory mixed method design was deliberately made use of in this study.

The rationale behind being said as the sequential exploratory mixed method within the CAR frame was pertinent to both increasing and strengthening the fruitfully interpretable and meaningful results of this study. It is worth contending that key to this rationale has been with the interpretability, which serves as of particularly significant for this study. It stands to reason that comprehensive CAR literature on the Cue Card media in English speaking instruction has, however, revealed very little in the way of such an instructional aid targeted at SMK secondary vocational senior high school students.

Moreover, the responses to the study inquiry followed a mixture of qualitative and numerical data components. A showcase that would inform a change in the performances of the teaching and learning practice within the classroom atmosphere signifies that such an account should be more germane to the qualitative data. Whereas, some quantified information that shows the trend of the EFL students' speaking performances palpably denotes the quantitative data. Of these two collected data components, qualitative data and results served as the priority in this CAR study; quantitative data, on the other hand, only provided information in quantity format delineating the change of EFL students' speaking ability growing out of the implementation of Cue Card media. Regarding these stated justifications, the sequential exploratory mixed method was best befitted as a design for the present CAR study.

To align with the researcher's need, a procedure of CAR postulated by Kemmis and McTaggart (2014) was implemented in this current study. Kemmis and McTaggart's (2014) model of CAR study had been employed given that it is considered to be the easiest model to comprehend and apply in favor of the other CAR models. The procedures of Kemmis and McTaggart's (2014)

model involve four main stages, consisting of Planning, Action, Observation, and Reflection, whereby these four phases are undertaken as many cycles as needed but saturated in the CAR process.

The present proposed CAR study was undertaken at the SMK 1 public vocational high school Gorontalo as the site for this study, with the grade ten students majoring the program stream of travel business or *Usaha Perjalanan Wisata* (henceforth UPW) being the subject of this study. The data in this research were collected by using several instruments, to include checklist observation, questionnaire, and speaking test.

The data obtained before and during the application of Cue Cards are analyzed to determine whether the use of Cue Cards in teaching and learning activities can improve students' speaking skills. As has plainly been mentioned in the previous section of this methodology chapter, the present based-practical form of CAR study leveraged the mixture of data derived from qualitative and quantitative components. With the combination of these two elements, this current CAR study followed the sequential exploratory mixed method, denoting that this study puts emphasis upon the two data components, with qualitative being given precedence to the order. Expounded on this, the results of qualitative data analysis are consulted with the quantitative data in the form of a descriptive statistical account to provide and reflect the look of the basic structure of the research issue raised in this study. As such, the analysis reports of this CAR study relied heavily upon the qualitative interpretation, whilst quantitative served to strengthen the qualitative data interpretations. It is essential to note that the qualitative data interpretation was manifested itself within two sets of research instruments, to include the observation checklist and questionnaire, while the quantitative data interpretation was made on the basis of the speaking test.

FINDINGS

To begin with, results from the observation of the second cycle action implementation are presented. Following tabulate the descriptions of the observations taken from the teacher's (researcher) and the students' activities.

Table 1: Second Cycle Observation of Teachers' Activities

No	The Observation Aspects	Category			
		Very Good	Good	Enough	Poor
1	The Learning Process				
	Syllabus	100	-	-	-
	Lesson Plan	100	-	-	-
Sub Total		200			
2	Teaching Skills and Strategies				
	Giving apperception	100	-	-	-
	Giving motivation	100	-	-	-
	Interaction between teacher and students	-	85	-	-
	Relevancy of the material to the indicator	100	-	-	-
	Relevancy of the material to the BC	100	-	-	-
	Relevancy of the teaching method to the indicator	90	-	-	-
	Explanation of the lesson topic	100	-	-	-
	Explanation of the media used	100	-	-	-
	Guiding students who have problems	-	80	-	-
	Using white board	-	85	-	-
	Giving reward	90	-	-	-
	Use of time	-	80	-	-
	Test	-	85	-	-
Sub Total		1195			
Total					1395
Mean					93
Percentage					93%

The given table shows the findings regarding the teacher's activities done throughout the action implementation that the collaborator had observed thus far. According to the chart, the cumulative score of the teacher's activities being observed is 1395, with an average score of 93 and a percentage of 93%, meaning that the teacher's (researcher) activities in the implementation of the second cycle action are in the very good category. On the basis of the above statistical results of the observation, it denotes

that the teacher's activities meet the indicator defined in this CAR study (Standard Indicator of Teacher's Activities = 80%). Surprisingly, it is safe to maintain that there has been a significant enhancement in the teacher's activities being observed. In addition to the observation results of the teacher's activities, the results of the students' activities during the action implementation are also set out. In the table that follows, the description of the observation results of the students' activities is provided.

Table 2: Second Cycle Observation Of Students' Activities

No	The Observation Aspects	Meeting (%)			
		1st	2nd	3rd	4th
1	Pre Lesson				
	Students come to class on time	100	100	100	100
	Students are ready to follow the lesson	100	100	100	100
2	Main Activities				
	Students are seat in the group	100	100	100	100
	Students focus and follow the lesson given	100	100	100	100
	Students are actively giving question and answer	62.96	55.56	44.44	70.37
	Students do the task (arrange storytelling)	100	100	100	100
	Students make cue cards for storytelling presentation	100	100	100	100
	Students present storytelling using Cue Card	14.81	33.33	29.63	22.22
	Students pay attention to the other students' presentations using Cue Card	100	100	100	100
3	Closing				
	Students give their opinion about the lesson activity	55.56	74.07	62.96	81.48
Total		833	863	837	874
Percentage per meeting		83.33%	86.30%	83.70%	87.41%
Average of Percentage		85.19%			

The presented table depicts the results of the students' actions throughout the second cycle of action implementation. In the second cycle, the teacher collaborator observed three major features of the students' activities, as in the first cycle. The following components of the students' activities were observed: pre-lesson (two activities), main lesson (seven activities), and closure (one activity). Looking at the data in the table, it is clear that the percentages of students' activities during the second cycle are slightly different across all meetings, with scores standing at more than 80% in all four class meetings. Based on these data, the mean score of the students' activities during the second cycle's action implementation touched 85.19%, indicating that there has been a notable increase in the students' activities during the action implementation of the second cycle compared to the previous cycle action results of students' activities, which was only 78.06%. Moreover, the average score of the students' activities in the second cycle of action implementation surprisingly has met the standard indicator of students' activities as specified in the present CAR study.

Apart from the observation results of both teacher's (researcher) and students' activities during the action implementation of the second cycle, the evaluations of the students' learning outcomes related to their speaking performances are also pinned down. A complete description of the students' speaking performances in the second cycle is put forward in Appendix 6. In the table below, the researcher tabulates the result of the speaking skills drawn from the students' speaking performances in the second cycle.

Table 3: Students' Speaking Abilities In 2nd Cycle Based On The Haris' (1969) Speaking Taxonomy

No	Speaking Elements	Total Score	Mean	Percentage (%)
1	Pronunciation	105	3.9	77.78%
2	Vocabulary	121	4.5	89.63%
3	Grammar	119	4.4	88.15%
4	Fluency	91	3.4	67.41%
5	Comprehension	109	4.0	80.74%
	Mean			80.74%

The table above demonstrates the students' speaking capabilities based on their performances throughout the second cycle implementation. As the table shows, the students' speaking aspect on the vocabulary receives the highest score among all skill aspects examined in the students' speaking abilities with a total score of 121 (89.63%) and its mean score of 4.5. Following the

vocabulary element are grammar with 119 total score (88.15%) and its mean score of 4.4, comprehension with 109 total score (80.74%) and 4.0 mean score, pronunciation with 10j5 total score (77.78%) and its mean score of 3.9, and fluency with its total score of 91 (67.41%) and its mean score of 3.4, respectively. Overall, the average score of the assessment on the students' speaking skills during the second cycle reaches 80.74%. Interestingly, looking at the assessment results on the students speaking abilities during the first and second cycle action implementation, there has been an obvious difference in all speaking elements on students' speaking performances between the first and second cycle. In the following figure, the researcher presents the summary of the students' speaking assessment comparison between the first cycle and the second cycle action implementation.

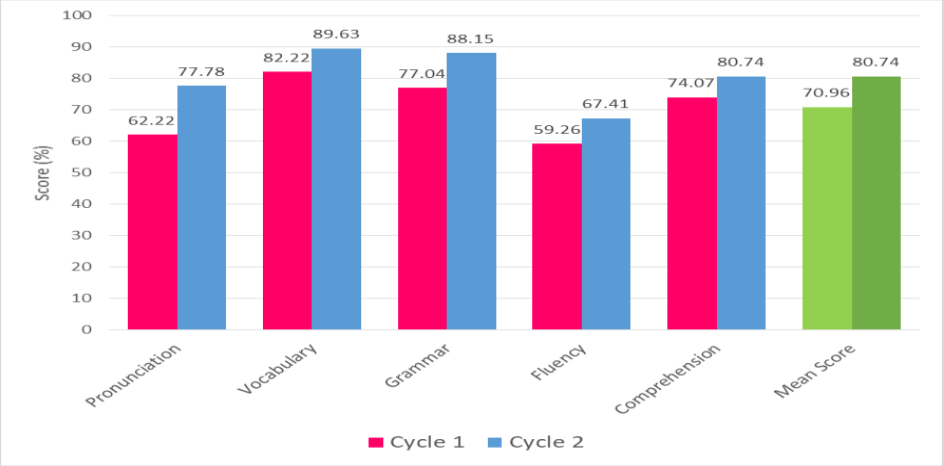

Figure 1. Students' Speaking Assessment Comparison Between The 1st And 2nd Cycle

The above chart reflects the differences drawn upon the basis of the evaluation reports of the students' speaking skills between the first cycle and the second cycle action implementation of this CAR study. Based on the provided diagram, the most substantial improvement in students' speaking performances from all speaking components lies within the pronunciation aspect with a percentage score of about 15%. The remaining four aspects that follow are grammar (11.11%), fluency (8.15%), vocabulary (7.41%), and comprehension (6.66%) respectively. Moreover, the average score result from the first to the second cycle also rises by 9.78%. Overall, the evaluation results of the students' speaking performances clearly signify that there have been significant improvements in all speaking elements.

Furthermore, reflected on the students' speaking performances during the second cycle, the researcher discovered the students' speaking score report as portrayed in the following table.

Table 4: Frequency Distribution Of Students' Speaking Score Performances On The 2nd Cycle

Speaking Score	Frequency	Percentage (%)
91 – 96	4	14.81
85 – 90	5	18.52
79 – 84	7	25.93
73 – 78	6	22.22
67 – 72	2	7.41
60 – 66	3	11.11
Total	27	100

Table 4 above illustrates the frequency distribution of the speaking score determined from the students' speaking performances. According to the table, the highest score is in the range 91-96 with a percentage of 14.81 percent, with four students out of 27 total students achieving the marks in this interval score. Five students obtained the interval speaking score of 85-90 with a percentage of 18.52%, while as many as seven students obtained the interval speaking score of 79-84 with a percentage of 25.93%, and six students got the scores in the interval 73-78. The rest of the five students received scores below 73. Of these remaining five students, two of whom (7.41%) obtained the score in the interval 67-72 and three students (11.11 percent) earned the score in the interval 60-66, respectively. Based on the results described above, it is safe to say that, based on the minimum criteria of mastery learning (KKM = 75), there has been a notable increase in the students' speaking skills. Next, in the given table, the researcher sets forth the students' learning outcomes in the second cycle drawn from their performance in speaking skills.

Table 5: Students' Learning Outcomes In English Speaking Skills During The 2nd Cycle

Category	Number of Students	Percentage (%)
Succeeded	22	81.48
Failed	5	18.52
Total	27	100

The provided table describes the students' learning results of speaking skills during the second-cycle action implementation. According to the table, 22 students out of a total of 27 students pass in terms of their learning outcomes for speaking skills, while the remaining five students fail. Based on these findings, there have been over 80% of the students have successfully reached the minimum criteria of mastery learning (KKM = 75) in terms of the speaking skills. Furthermore, the researcher also unearthed the overall findings of the students' speaking performance in the second cycle. A succinct description of the students' learning achievement of the speaking skills during the second cycle is summed up, as follows:

Table 6: Summary Of Students' Learning Achievement Of English Speaking Skills In The 2nd Cycle

No	Description	First Cycle Results
1	Total Score of Students' Speaking Performance	2180
2	Average Score of Speaking Skills	81
3	The Highest Score of Students' Speaking Performance	96
4	The Lowest Score of Students' Speaking Performance	60
5	Percentage of Learning Mastery Achievement	81.48%

Table 6 above shows the summation of the students' learning achievement in speaking skills during the second cycle of this CAR study. Based on the data in the table, the mean score of the students' speaking skills in the second cycle reaches 81 with an aggregate score of 2180. The maximum score of the students' speaking performance score is 96, while the minimum score is 60. In terms of the students' mastery of speaking accomplishment in the second cycle, the result reveals that the percentage score reaches 81.48%. With this statistical account in mind, it is obvious that there has been such a sharp improvement in the performance of the students' speaking skills in the second cycle action implementation. To visualize a concrete progress of the students' speaking performance results, the researcher makes direct comparison of the students' speaking evaluation results from the pre-observation study to the second cycle study.

Table 7:Comparison Between Pre-Observation, 1st And 2nd Cycle Results Of Students' Speaking Skills

No	Description	Pre-Observation	1st Cycle	2nd Cycle
1	Total Score of Students' Speaking Performance	1901	1916	2180
2	Average Score of Speaking Skills	70	71	81
3	Number of Succeeded Students in Speaking (KKM=75)	9	15	22
4	Number of Failed Students in Speaking (KKM=75)	18	12	5
5	Percentage of Learning Mastery Achievement	33.33%	55.56%	81.84%

The provided table shows the three detailed comparisons of the overall assessment results on the students' speaking performance outcomes drawn from the preliminary observation study, first cycle study and second cycle study results of this CAR research. As demonstrated in the table, the students' speaking skills have improved notably.

In terms of the total score of the students' speaking performance, the findings show a subtle change from the score of 1901 in the pre-observation study to1916 in the first cycle study, after which such score increased sharply to 2180 in the second cycle study where the Cue Card Media were integrated to the teaching and learning of speaking with some marked improvements in them after considering the lack in its application during the first cycle study. Likewise, the mean score results enhanced slightly from 70 in the pre-observation study to 71 in the first cycle study and later rose considerably by 81 in the second cycle. Besides, the number of successful students in speaking increased from only nine students in the pre-observation data to 15 students in the first cycle study and 22 students in the second, at the same time the number of the unsuccessful students in speaking decreased from 18 students in the pre-observation study to 12 in the first cycle research and only five students in the second cycle study. The findings also indicated a notable increase in the percentage of mastery speaking achievement from 33.33% in the preliminary observation study to 55.56% in the first cycle study and it touched to 81.84% in the second cycle study. Further, resided within the established standard criterion of this study, in which action of the CAR cycle is considered successful when 80% of the students gain a score

of 75 (KKM=75) or higher, the Cue Card implementation in the second cycle action of this CAR study is successful, as the percentage score of students' learning mastery achievement of speaking reached 81.84%.

All in all, the second cycle results conducted over a week with four class sessions of action implementation have successfully attained the targeted standard criteria in terms of the observation results of the students' activities and the evaluation results of the students' speaking skills. Therefore, it is safe to say that no further action of the Cue Card Media implementation in this CAR research is required. In the next section, the researcher presents the reflection of the action implementation in the second cycle.

REFLECTION – 2ND CYCLE

This stage provides the reflection and evaluation of the action implementation of the Cue Card deployment in the teaching of speaking throughout the second cycle. Rooted deeply into the second cycle data observations and students' speaking assessment performances, the findings of the second cycle action implementation indicated that there have been tangible improvements in not only the students' speaking skills but also the teacher's way of teaching. Albeit with fruitful results thanks to the use of Cue Card Media, some problems still remained in the second cycle. Yet different from the first cycle, the identified problems in the action implementation of the second cycle were found to occur in the students as the research subjects in relation to their speaking performances using Cue Card Media.

Building upon the observation results derived from the students' activities during the action implementation of the second cycle, findings showed that students' fluency and pronunciation still remained to be the hindrances that the students had been experiencing thus far in association with their speaking performance. As had previously been indicated in the first cycle study, students' mother tongue still impacted their speaking performance in the target language and thus brought about errors in their English pronunciation. Yet, different from the first cycle results, such mother tongue influence had decreased progressively in the second cycle action implementation on account of the strategies applied along with the integration of the Cue Card Media. The fluency aspect of speaking still also remained a huge issue for the students. However, as with a decrease in the pronunciation issues, the majority of the students had taken part in the teaching and learning process enthusiastically, enabling them to be confident in delivering their spoken storytelling presentation and hence decreasing their hesitation in speaking. Notwithstanding some pointed-out problems, the overall results of the action implementation in the second cycle pinpointed that there had been a notable increase in the students' speaking performances using the Cue Card Media.

In this section, the researcher has presented the detailed findings regarding the first research question, answering the inquiry of to what extent the improvement of the students' English speaking competence through storytelling activities can be facilitated on the basis of the recount text by deploying the Cue Card Media. From the above thorough description of the findings, some of the challenges which resulted from both the teacher and students in relation to the use of Cue Cards during the teaching and learning process as well as students' speaking performances have been pointed out. These findings, nevertheless, attract interesting questions regarding the advantages and disadvantages of the implementation of the Cue Card Media from the students' points of view. In the section that follows, the researcher provides the descriptions of the findings of such questions.

DISCUSSION

The first formulated research inquiry of this study sought to particularly address the extent to which Cue Card Media integration facilitates the development of students' speaking skills, but was not limited to the way such instructional media help develop the authentic performance of the teaching and learning of Speaking. Central to the discussion of this first interpretation section is the application of the Cue Cards in the teaching and learning of speaking skills. In what follows, the researcher details the analyses and interpretations regarding the findings of the first question formulation of this study.

Prior to embarking upon this CAR study, the average mastery learning of students' speaking skills was poor. The findings retrieved from the preliminary observation of the present CAR study (first-semester study) pinpointed that the overall achievement percentage of students' speaking mastery learning touched around 33%. Springing from this statistical report, it turned out that more than half of the total students failed in speaking skills of English, whilst only a third of them succeeded (n=27: Failed=18; Passed=9), with a mean score of mastery learning of 70. This statistical result of students' speaking skills signified that the target achievement of mastery learning during the semester study was not achieved. Such devastating reports of students' speaking achievement in X UPW 2 intrigued the researcher to later decide to undertake a CAR study in a hope of both enhancing the teaching and learning practice of speaking skills and cultivating students' achievement in speaking skills through applying instructional aid of Cue Card Media.

Building upon Kemmis and McTaggart's (2014) model as the launch pad of the CAR procedures for this study, the presently reported study followed the kind of practical action research, entailing two cycles of classroom action implementation. In each cycle, the research instruments which consisted of observation sheets of the teacher's and students' activities as a benchmark employed to measure the success of the learning process and a set of storytelling tests as a tool to gauge students' speaking skills outcomes are deployed in this study. Overall, during the integration of the Cue Card in the teaching and learning activities carried out over about four weeks long within a two-pronged action cycle, the study unearthed rapid progress in the students' engagement

in learning speaking skills of English and their learning outcomes. Along with these fruitful findings, the study also disclosed a positive significant improvement in the manner of the teaching and learning practice of speaking skills.

Grounding on the first cycle results of this study, it is revealed that modest progress in students' learning achievement of speaking skills has been positively indicated. This interpretation can be traced back to the overall result of students' speaking achievement of mastery learning where it rises from about 33% in the preliminary observation result to slightly above 55% in the second cycle study. With this percentage of students' learning mastery achievement, this study ascertained that 15 out of 27 total students had succeeded in the first cycle of Cue Card implementation, compared to the result of the preliminary observation study which only touched a third of the total student. Along the same line, a slight increase in the mean score of the students' speaking performance results was also identified, whereby the score enhanced gradually from 70 in the preliminary observation study to 71 in the first-cycle Cue Card application. Nevertheless, rested on the minimum criteria of mastery learning set in this CAR study (KKM=75), it can be asserted that the overall achievement of students' speaking performance during the first cycle of this CAR study is indeed regarded as inadequate.

There are a number of contributing factors shrouded within the unsuccessful achievement of students' speaking performance reports during the first-cycle action implementation which in turn led to the unsatisfactory teaching and learning process of speaking. These factors as the observations showed are noticeable in the teacher's approach manner of teaching the speaking skills with the Cue Cards and in the students' activities during the class. These factors later obviously affected the students' speaking performance results.

Regarding the teacher's problems, observation of the teacher's activities during the first-cycle class implementation denoted that the teacher appeared to experience an uphill struggle to control the class on account of time management. This time management issue created a somewhat bad nuance in which the teacher required more time to execute the action. In this case, the teacher had to spend extra time just managing the class students into groups. Consequently, the class time allocated to the action activities, such as students' experiment with the Cue Card and so on, had been much invested in the activities of managing class groups. This hindrance then resulted in the sufficient time allocation devoted to the basic introduction to Cue Card and its application to speaking activities. The problem of time management in teaching particularly English has however been nothing new. Nurrahmamaniah (2019), for instance, mentioned that time management was a very common issue that impeded the teacher of English in their teaching practice. Findings also revealed a tendency where the teacher (researcher) made less effort to guide students who dealt with the difficulty in delivering clear and well-spoken production, which in turn severed to further influence the overall students' speaking performance results.

To cope with the issue of time management faced throughout the action implementation of the first cycle, the researcher as the teacher along with the collaborator decided to keep the position of the students' seats which had already been set into several class group formations. Accordingly, when it comes to the second-cycle action implementation, the teacher did not need to arrange the students' seats in the form of class groups any longer, thereby diminishing the possibility of meaningless students' activities. As for the first cycle issue of sparing little effort to guide students with difficulties in conveying a good speaking performance, the researcher (teacher) determined to improve the teaching practice through helping students who experienced problems in producing speaking, so that students would not or (if any) would have faced little problems when delivering their spoken English production during the second cycle of action implementation.

Whereas in terms of the students' problems, findings from the observation handed by the collaborator unearthed that more than half of the students tended to show low enthusiasm to participate and engage actively in the teaching and learning process of speaking skills throughout the class meetings of the first cycle study. The observation results of the students' activities in the first cycle also recorded the fact that a number of students did not pay attention and follow the lessons given. In this case, some students were still busy with their own activities during the teaching and learning process. As a consequence, when it comes to speaking task performance, most students were still hesitant and nervous to come to deliver their speaking performance in front of the class, which then influenced their fluency aspect of speaking. The factor of the fluency problem in speaking as found in this study reflects a shared finding reported by Husna (2021) who contended that the issues of the students' disfluency in speaking were influenced by students' hesitation and anxiety. Furthermore, findings also positively signified that during the evaluation of students' speaking performance activities, students seemed to have had a strong tendency to enunciate the English sounds based on the articulation manner of their mother tongue, and hence affected their English pronunciation. With respect to the pronunciation issue, scholar, such as Abid (2016), argued that many non-native English speakers produce English spoken utterances based on their own manner, retaining characteristics from their first language, such as pronunciation. For this very reason, pronunciation problem in English for non-native speakers has been a common dilemma.

To address the first two stated shortfalls from the students, the researcher as the teacher asked several questions to the students who rather seemed less involved in the class activities during the second-cycle action implementation and also asked students to pay attention and stay focused on the lecture throughout the class sessions. As a result, when implementing activities in the second cycle, students became more active in expressing their opinion and also became more focused and serious in participating in the

learning activities. Related to the issue of being hesitant during speaking performances which desperately impacted the students' fluency aspect, the teacher encouraged students not to be anxious and worried about their speaking performance.

In addition, the teacher (researcher) also provided the students with proper and subtle guidance to overcome their pronunciation problems, given students' mother tongue had been exerting considerable influence on their English pronunciation. The strategy was done by asking students to make use of several sources such as google translate which was very accessible to their handphones or any electronic dictionaries that are available on the students' mobile phone applications. Leveraging these resources enabled students to find out the exact pronunciation of words for which the students are searching, given that those electronic resources are supplied with such a sophisticated text-to-speech that had been attached to those devices. Along with this approach, students were also told that they could directly write any difficult word pronunciations based on their phonetic spelling down to their Cue Card. Armed with these step-wise strategies, students were surprisingly more confident to come presenting their Cue Card work results in front of the class for storytelling performance activities and hence decreased their hesitation to speak and increased their fluency aspect of speaking skills at the same time.

Through those wise strategies described above, it turns out that the ultimate outcomes of the action implementation in the second cycle reach fruitful results for all points being assessed in the present CAR study. As revealed in the overall findings of the second-cycle action implementation, there had been an exponential increase in both the teacher's teaching performances and the students' speaking competence statistically with regards to the implementation of the Cue Card instructional media. The results taken from the observations of the teacher's activities, for example, showed that the teacher's teaching performances during the action implementation of the Cue Card rose by 5%. Such an increase is clearly reflected in the comparison of the teacher's performance results between the first and the second cycle, where the total score of the aspects being evaluated in the teacher's activities improved from 1320 along with the mean score of 88% in the first cycle study to 1395 with the average score of 93% in the second cycle. Findings of this CAR study also uncovered astonishing results in the students' learning activities in which based on the observations, the outcomes of the students' learning activities mounted by around 7%.

In addition, this CAR study revealed statistical evidence in light of the Cue Card application in the students' speaking skills in which there had been considerable progress in all elements of the speaking being gauged upon which the students' speaking performance outcomes are based. As the findings indicated, a sharp development of the five speaking elements in the students' speaking performance occurred in the pronunciation aspect. It could stand to reason that following the approaches the researcher had proposed so far to address the pronunciation issue as appeared during the first cycle enabled this study to achieve such a satisfactory result in students' pronunciation aspect. As were the results of the pronunciation development, the remaining four speaking elements, including grammar in the second, fluency in the third, vocabulary in the fourth, and comprehension in the fifth also showed significant progress.

More surprising than the afore-mentioned findings has been the result of the students' speaking performance evaluation in the second cycle study. Results from the second cycle revealed that there has been significant development in the overall performance of the students' speaking competence. To be precise, the present CAR study showed a fascinating trend where the overall achievement of the students' mastery learning in the second cycle jumped dramatically by 81.48%, compared to the first cycle result which only reached 55.56%. Results of the second cycle also recorded a trend wherein was found an increase in the number of students who successfully achieved a score above the minimum mastery learning in speaking (KKM=75: 2nd-Cycle Succeeded Students=22). Moreover, a trend in the mean score of the students' speaking skills also pinpointed a dramatic improvement from 71 with a total score of 1916 in the first cycle to 81 with an aggregate score of 2180 in the second cycle.

Finding that the Cue Card application could impact the development of the students' speaking competence as revealed in this study corroborates the past CAR study undertaken by Kristanti (2020) on the grade 10 vocational high school students, which records the same evidence. This study also lends support to some relevant previous studies both empirically and experimentally (see Arianti, 2019; Khairunnisa, 2017; Rosalinda, 2017 among others). A quasi-experimental contribution to the use of Cue Card instructional media informed by Arianti (2019) also pinpointed that there was a substantial difference in the students' speaking skills outcomes in which those students who were in the experimental group treated using Cue Card performed better than those who were in the control group. In a similar vein, two pre-experimental works reported by Khairunnisa (2017) and Rosalinda (2017) respectively unearthed that a significant increase in the students' speaking skills was statistically indicated after administering the Cue Card Media. Far from these previous studies which seem to have shown a lack in terms of the extent to which Cue Card media application can facilitate the development of the teaching and learning process of speaking, this study however provided a thorough scenario as to how the teaching and learning process of the English speaking subject could be improved through Cue Card integration. Above all, it is safe to say that the application of the Cue Card Media has been so effective to cultivate students' speaking competence.

Taken together, the implementation of the present CAR study which involved two cycles of action implementation through the Cue Card Media devoted to the teaching of English speaking skills had successfully facilitated the development of both the performance of teaching and learning practices of English speaking and the learning outcomes of speaking competence of the grade 10 students of UPW Department, SMK 1 public vocational high school Gorontalo. It follows then that the action hypothesis

formulation of this study which declared "Should Cue Card Media as the instructional scaffold in teaching speaking skills of the English be leveraged by the teacher, then the EFL students' competence in speaking skill can enhance" is accepted.

In this part, the researcher has presented thorough analysis and interpretation of the first research question findings, illustrating the extent to which Cue Cards as the scaffolding media of speaking instruction may facilitate the development of the grade ten students' speaking competence. In the section that follows, the researcher provides an in-depth analysis of the second research question, addressing the pros and cons behind the Cue Card instructional media in the teaching and learning of speaking skills.

CONCLUSIONS

It is not an exaggeration to say that Cue Card has been notoriously considered to be an old yet effective medium used by people since the past few decades. Owing to the mobility of the Cue Cards whereby such media enable speakers to address speech in neat and structured way, Cue Cards have been comprehensively studied by numerous researchers in the arena of spoken communication skills of either second or foreign language. In Indonesia, however, well established literature documented that much of the studies on the Cue Card application in the speaking instruction of English centered around the Junior High School students and the common Senior High School students. On the one hand, focus on the implementation of the Cue Cards targeted at Vocational High School students in fact appears scarce in the literature thus far. It follows then that the explorations of the current application of the Cue Cards as the teaching media in speaking indicate a need for further research to understand how such media could describe tangible evidence with respect to their efficacy in developing students' speaking skills of English, especially the Vocational High School students. Given this, the present study of practical action research was sought to fill this need. In particular, this study addressed a research question that is, "How can the improvement in the students' English speaking competence through the storytelling of recount text at the 10th-grade UPW department of SMK 1 public vocational high school be facilitated by leveraging Cue Card Media?"

Grounding on the first stated research question of this study, the findings suggested that framed within the two cycles of CAR method, the implementation of the Cue Card Media devoted to the teaching of English speaking skills has successfully facilitated the development of both the performance of teaching and learning practices of English speaking and the learning outcomes of speaking competence of grade 10 students of the UPW Department, SMK 1 public vocational high school Gorontalo.

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