

TEACHING SPEAKING BY USING RESPONSE CARDS

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Abstract

The purpose of writing this paper is to describe how to teach speaking by using response cards. As we know that English is not easy thing while we need that skill for communication better and fluently such as give an idea, advice or message from speaker to listener orally and in written form. When the students are not active to learn in the class, absolutely the teacher makes students more active in learning process. One of the solutions is using response cards. The procedure or steps of teaching speaking by using response cards are 1) Before the class starts the teacher gives a cards for students, 2)The teacher explains a topic and teacher ask the students to give opinion or idea based on topic in front of class or in the chair by using response cards. From the explanation above, we can conclude that teaching technique in speaking by using response cards can help a student's lot of in teaching learning process.

KeyWords: Teaching Speaking, Using Response Cards

Introduction

When our students are active to engage in course content, they learn more. How can the teacher support students' active during class, particularly when class sizes are large and time is limited? To answer this question is using student response cards. Student response cards are simple, flexible technique that requires little preparation or course time by the instructor but that result can increase students' participation, satisfaction, and learning achievement. This technique can

be adapted to teach language skills, especially speaking skill.

1. The Nature of Speaking

Speaking is one of four basic skills in learning foreign language besides listening, reading, and writing. Speaking is a tool for communication to each other. With speaking we can get the best relationship well. According to Chaney (1998) speaking is the process of building and sharing meaning through the use of

verbal and nonverbal symbol in variety contexts. It means that, speaking is a crucial part of second language in learning and in speaking. Students do not only master linguistic element but also non linguistics elements such as mimics, gesture and body language, so that it can make easy for listener to understand about the language.

2. Teaching Speaking

In teaching speaking, the teacher should give the students chance to speak about everything that they want to say to another people so that it can make good communication with each other, then the students can improve their idea well. According to Brown (1994) teaching speaking or oral communication is providing oral communication skill fluency, accuracy, and interaction. It means that, in teaching speaking the teacher does not only consider about grammar, vocabulary, and pronunciation but also think about the use of sentences in communication.

3. Response Cards Technique

Response cards are reusable signs or cards that the students use in the classroom to answer questions. Students write one or two-word answers on these cards in response to questions posed by the teacher. Students are given an allocated period of time to write their responses, responding to the question simultaneously. Response cards are a quick, easy tool for student assessment.

The Procedures of Teaching Response Cards

There are eight teaching procedures of teaching language skill through response cards Technique They are:

- Give students the chalk or marker and ask them to come to the board or overhead to explain their thinking. Resist asking students to tell you what they did while you write what they did. Asking students to write as they explain allows them to organize their thinking and provides insight to teachers about what strategies and organizational methods students use effectively and independently. This strategy also provides

practicing for the expected independent test performance.

- Ask another student to repeat a student's explanation or insight. Resist the urge to repeat or paraphrase each student's response. Ask classmates to do this instead, fostering active participation/listening skills in all students.
- Ask students to read directions or problems aloud rather than reading them yourself. Once again, this practice encourages students to develop effective reading skills for activities and tests. If reading levels are an issue in your classroom, you might begin with buddy reading, pairing students to effectively mitigate this issue.
- Ask students to define or vocabulary terms in their own words. Post the best definitions around the room.
- Post samples of effective problem-solving solutions that meet through requirements of the problem-solving rubric you use to grade student's responses. Make overheads of student samples and review them regularly so that all students see examples of effective

ways to organize solutions and explain thinking.

- Expect students to be capable to do independent work.
- Quickly spin off students who are capable of independent work. Provide enrichment activities that go beyond current grade-level expectations and require higher-order thinking skills for solutions. Encourage these students to play harder versions of made games (i.e. more cards, larger numbers, etc.)
- Differentiate and scaffold instruction to effectively meet the varied needs of learners in your classroom. Provide enrichment activities for talented students while you work with small groups who need additional instruction or scaffold support/encouragement during independent practice. Use flexible grouping based on informal assessment of student responses during instruction.

Advantages of Response Cards

The Advantages of Response Cards are:

- They can be used to gather data on students' opinions and experiences.

- Response Cards can also be used to gather convergent, factual information.
 - Response Cards can match many of the form of more formal assessments we use: true / false, multiple choice, and fill – in (or single – word, term, number, or symbol) responses.
 - Students Response Cards are also flexible because they can be combined with other active learning process.
 - Additionally, Response Cards can be used to gather a broader range of responses that require accuracy.
- b) The teacher can check the student’s attendance list.
 - c) The teacher can explain about the purpose of the lesson and activities, which make students, be able to develop their idea.
 - d) The teacher does brainstorming to lead students introduce the topic of lesson.
 - e) Introducing the topic.

Discussion

1. Pre – teaching Activities

These activities are done at the beginning of the activity and the teacher can do the following activities:

- a) The first, teacher greets the students.

2. Whilst - teaching Activities

In this activity the teacher discuss the topics for the students then they are speaking by using response cards to give opinion, suggestion, comment, etc.

- **Using Response Cards**

Response cards are used more frequently in today's classrooms and have been shown to have a positive effect on student learning. Response cards are cards that students hold up to show the teacher the correct answer of questions. They usually dry erase boards that students write

on with dry erase markers and use at their desk. When a teacher calls out a question to the students, they respond by writing the correct answer on their dry erase board and after that, speaking in the class. And then the teacher can see which students correctly answer the question and how long it takes them to come up with the answer and how they speak in the class.

Example for answer the question: Write on your board a synonym for “Communalism”. Write large and hold it up when the teacher say. Or Try the problem on the screen on your board. Compare your response with your neighbor’s. Write the answer large and get ready to speak.

They are an effective tool for assessing student learning and increasing students' knowledge in the classroom.

Example to give opinion:

Teacher: As, we know, people in United Stated have tradition such as barbeque in the night. This is called party. Can you give your opinion?

Students: ‘Write in response card your opinion and try to speak’

- **Steps of Using Response Cards are:**

1) **Use white boards:** Give each student a white board, dry erase marker and an eraser. As you ask questions, have each student write his/her answer on the whiteboard and hold it up for your review. This is an especially effective routine actually to use at the beginning or end of lessons as it allows the teacher to quickly assess students' independent performance levels. The teacher may use this information to plan future instruction and/or to form flexible small group instruction for reattaching or enrichment. Try to plan to make the use of whiteboards and every day strategy in your classroom. In this way each student in the class must grapple with each question. Usually only one student answers each question while others watch and listen.

2) **Thumbs up/Thumbs Down:**Students must learn to evaluate the solutions and arguments of their classmates. Requiring students to signal agreement or disagreement sets the expectation that students are actively listening to their classmates' explanations. Pair this

strategy with asking students to repeat what another student said and students must stay actively tuned in to what's happening in the classroom at all times.

- 3) **Show me the answer:** Look for opportunities to incorporate visual components into student responses.

For example:

- Use student digit cards to have students form the largest or smallest number from those digits. Or dictate a number and have students form the number using their digit cards. The teacher may then ask students to hold up the digit in the hundreds place or in the ten-thousands place.
- Give students small response cards: even/odd, prime/composite, yes/no, area/perimeter and ask students to hold up the correct card to respond to questions.
- Think-Pair-Share: Include this simple routine to increase student talk in your classroom. Explain to students that you will do a Think-Pair-Share on the next question:
- Ask the question and encourage students to think

quietly about how they would respond to the question. One variation asks students to quietly write a response to the question.

- After one or two minutes, ask students to share their response with their partner, taking turns so that each partner explains his/her thinking. Walk around the room to monitor student responses.
- After a few minutes, call on random students to explain how their partnership respond to the question and whether or not they agreed.
- This strategy is especially effective for students who are reluctant participants as they get to rehearse their response in front of classmate. Students may also choose to use a partner's words or phrases in addition to their own, if it is called upon to talk before the whole class.

3. Post – teaching Activities

Post teaching is last step in learning process. In post teaching, the first, the teacher leads the students to make conclusion of the material. The second, the teacher give follows up by giving exercise.

Finally, the teacher gives feedback for the student's achievement.

Conclusion

1. Response Cards is one of techniques that is easy to use. Because, response cards is a fun way to help students become acquainted or do some teambuilding of a group whose members already know one to another.
2. The advantage of using response cards is to provide an opportunity for individual to learn more.
3. In teaching speaking by using response card, there are three steps that can be followed. They are, Pre – teaching Activities, whilst – teaching Activities, and Post – teaching Activities.

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