PREMIUM SPEAKING CARDS IS RESILIENCE STRATEGIES IN TEACHING LEAPING INTO THE MODERN ERA

Ali Amran

Universitas Muhammadiyah Sumatera Utara, Medan, Indonesia

ABSTRACT

Teaching and learning a language are one of the professional processes of transferring some conscious knowledge from the teachers to learners. Teachers must prepare what knowledge of a particular lesson they are going to transfer to their learners. That is why they need some resilience teaching techniques and related or current teaching materials, design best teaching plans and search and gather best teaching references and apply the resilience teaching strategies to their learners especially in teaching foreign language. As an academic activity, in terms of teaching and learning processes, learners have their own targets to learn a foreign language, for example, to pass the exam managed either by state or private institution. The problem is that we have to know the reasons and the purposes what we learn a new language for. There are so many reasons why people learn a language. Thereof it is very important now for both language teachers and language learners to be able to distinguish between learning a language and learning about the language. This study tries to investigate how the resilience teaching strategy works in learning a language by applying Premium Speaking Cards as one of the teaching medias. Dealing with the research methodology, this study uses a qualitative method. The results of the research shows that premium speaking card game should be applied by language teachers to their leaners in order to gain their speaking quality and the resilience teaching strategies for the teachers, let alone in leaping into an extraordinary era

Keyword: Learning, Premium Speaking Cards, Resilience, Teaching

CORRESPONDING AUTHOR:
Name: Ali Amran
Address: Jl. Kapten Jamil
Lubis No 46A
Email: aliamran@umsu.ac.id

INTRODUCTION

Teaching and learning a language is one of the professional processes of transferring some conscious knowledge from the teachers to learners. Teachers must prepare what knowledge of a particular lesson they are going to transfer to their learners. That is why they need some resilience teaching techniques and related or current teaching materials, design best teaching plans and search and gather best teaching references and apply the resilience teaching strategies to their learners especially in teaching foreign language. According to National Capital Language Resource Centre of the United States (NCLRC) the idea of foreign language teaching and learning in the United States is to accomplish communication goals. In other words, the "desired outcome of the language learning process is the ability to communicate competently,

not the ability to use the language exactly as a native speaker does". It is known that speaking is an interaction process between a speaker and a listener. In speaking, Fatimah Sari, (2013.41) writes, there is a process of communication which conveys the message and the listener has to decode or interpret the message, which contains information. Moris (2000:24) claims that 'speaking is a natural means of communication between members of the community. Nurdyansyah and Fahyuni (2016:21) provide a description that wherein achievement is the basic foundation for teachers in developing appropriate learning models

As an academic activity, in terms of teaching and learning processes, learners have their own targets to learn a foreign language, for example, to pass the exam managed either by state or private institution. While teachers have their own goals that is to full fill the requirements managed by the institutions, for example, like applying all syllabus prepared by the schools. Those are fine. But what the researcher thinks about in terms of speaking, that is that how the learners can gain the premium speaking quality skills. It further states that "when learners think of the language like any other school subject, they may learn a great deal about its vocabulary, grammar, and sentence and discourse structure, but the language will not become a true medium of communication for them and will not engage them very deeply" (NCLRC). However Ellis, (1994: 228), claims that "in most cases classroom learners often fail to develop much functional language ability."

The problem is that we have to know the reasons and the purposes what we learn a new language for? Is it for fun, for academic reasons, for a job that you want to hold someday, or you learn a language because you want to know deeper and deeper about your religion? There are so many reasons why people learn a language. Therefore it is very important now for both language teachers and language learners to be able to distinguish between learning a language and learning about the language. Language learning is defined as "becoming able to use it to comprehend, communicate, and think–as they do in their first language" (NCLRC).

Card company makers in the world keep designing and producing various types of cards and their functions that is useful for the card holders. Most business players, travellers and even teachers have cards in their wallets, like credit cards, visa or master charge. Million and million cards are travelling from and into a country in every single hour in this world. These kinds of cards can ease the card holder to prosses any business transaction worldwide, like in a hotel lobby, a restaurant counter, boarding pass at the airport and others like shopping places, movies and to pay bills of any utilities. As a matter of fact, there are quite many people in this world spend too much of their time, energy and even some amount of their money to enjoy playing cards. They find out some personal satisfaction after plying the cards. Some even very feel "confused" when they lost too much.

The question is that how a card can assist learners to learn a language. This premium speaking card is just like the other game card. There are some rules to low when people play game cards and so does this premium speaking card. This premium speaking card possesses one printed question. The researcher has set up some rules how to play it. The rules are as the following; fist, teacher has to distribute 1 card for 1 learner. Each learner has to read and understand the meaning of the question printed in the card. If not the learner has to ask and clarify it with the teacher. Then the learner who is holding this premium card advise to ask other learners as many as possible (10-15) for example, about the printed question and advise him to remember them. Finally, advise the learner to compare what responses he has got from other learners and what responses that he will obtain from the researchers. The researchers must

provide some premium quality to response the learner. The researchers in this study has designed and applied one very simple and unique card, called "Premium Speaking Card". Since the researcher plays no other cards except premium speaking. The researcher has designed one pretty simple credit-card-like where one question printed in one side of the card. He strongly believes that this card can help ease learners to speak up when they learn language. Since every learner has first to read and understand the printed question in a card, then he has to ask that question to the other students in a class as many as he can. If he can ask 15 learners then he will have 15 different responses from that question.

LITERATURE REVIEW

The researchers suggest that at least the words must be involved in this resilience teaching strategy, namely; first the term Active. Every learner must be more active in processing, providing and then replying the responses or answers toward the problems/ questions delivered by the teachers. Every learner must answer the question, no matter right or wrong, connected or disconnected. Second, every learner must be more creative in searching, selecting and providing very different answers compared to those learners who have answered the question delivered by teachers. Finally, every learner must be aggressive. They are always advised not to make their classmates keep waiting. Wasting so much time thinking is a kind of small disaster for the learners in the class. In short, it is advised that learners must be more active, more creative and more aggressive and do the teachers.

Teachers should consider the level knowledge of the learners before offering the question, if the harder question given to low level knowledge of the learners of course they find it harder to think and to response the question. And when the easiest question given to higher level knowledge of the learners surely that is a kind of a piece of cake for them to answer. So, this premium speaking quality automatically is not working as it is expected. As it is known, speaking is a requirement for EFL students in every university. Speaking can measure the quality of their speaking skill and it can give benefit for the speaker even the audience. Many students think that public speaking is a scary thing, and the anxiety of public speaking will appear before or while their performance. Furthermore, the students do not have any knowledge or experience to speak publicly. As people who study in higher education, students must distribute their ideas orally, especially while they are requested to give performance in front of audience such as entering the public speaking class. When presenting public speaking, speakers have to know the way to deliver their ideas easily and understandable (Lucas, 2013).

The researcher, in conducting this premium speaking cards, is expecting that learners can obtain some very diverse or very important different response from teachers. So, the learners can easily memorize the statement given to them. Say for example, when a teacher asks his learner; "Excuse me, do you speak English? That the lower level knowledge of learner will reply, "Yes, I do"., or "No I do not". Once the learner used to ask the researcher the same question "Do you speak English"? Then the researcher replied his question, "*Man,… I have learned English far before you were born to this planet. So now English is my brain language. I have been working on it for than several decades. Very impossible if do not speak English. I do speak English. Thank you*".

Premium Speaking Quality

The term "Premium" can be defined differently. The term Premium is defined as a reward, or the amount of money that a person pays for insurance….Don H Kim; don.kim@bis.org Athanasios Orphanides'. The word "premium" is derived from the Latin premium, where it meant "reward" or "prize." In this study the researchers review the term premium concept, take stock of recent progress in its modelling and discuss some of the challenges that remain with respect to the critical task of its real-time measurement. We also explain how the incorporation of information from survey forecasts might be useful in arriving at more robust estimates of the term premium. In relating to the resilience teaching strategy, the term premium is also considered as one of major tasks for the language teachers. In premium speaking cards, particularly, it holds some added values. The values of the information that learners have never read, never hear, and even never think previously. By transferring those added values to the learners, they can become more active, more creative to dig and apply their own added values in the future. As it has been discussed above. To increase the quality as the value in speaking learners should have several important things, as what Endang and Indrawati (2019), suggest that speaking needed to have: a) mastery of language, b) language, c) courage and serenity, d) ability to convey ideas smoothly and regularly.

Premium Speaking Cards and Their Added Values

This premium speaking card is conducted between two learners or more. This is also connected with public speaking activities since public speaking is one of the types in communication. According to Griece & Skinner (2010), public speaking is an activity when someone speaks face to face with an audience. Public speaking occurs when a speaker prepares and delivers his speech to audience, and basically without interrupting the speaker's ideas (Jaffe, 2016). Public speaking is a liberal art because the knowledge and skills obtained by learning public speaking is essential to help the learners participate as a good citizen in democratic community (Rudolph F. Verderber, 2010). The statements above show that public speaking is an activity to talk in front of people and deliver something that can be information, impact, or even entertainment for the audience. A speaker must understand the fundamentals of every situation effectively. They must be able to assess the effectiveness of their communication with the listeners as well as understand the guiding principles that apply to every situation, whether it is general or specific (Endang Setiyo Astuti, 2019, p. 28). Speaker should control everything while presenting their performance. He must evaluate that the listeners or audience can receive the message or not, and know the rules of speech correctly, so the speaker can deliver their thoughts effectively.

Active Learning

Definitions of active for English Language Learners are; (1) doing things that require physical movement and energy, (2). involved in the activities of a group or organization: participating in an action or activity, (3). involving action or participation. Conceptually, active learning implies deep learning on the part of the learners as they construct knowledge and create meaning from their surroundings. Jill Beloff Farrell is an Associate Professor and Chair of the Department of Curriculum and Instruction at Barry University. Active Learning: Theories and Research. While active learning as a vehicle to enhance the quality of student learning has become the latest buzzword, the question has arisen as to whether the application of active learning has continued to achieve its intentions and potential (Haack, 2008). Dewey (1938),

clarifies that traditional views of learning positive that learning occurs through the transfer of information from knowledgeable sources, such as textbooks or elders; from one who is more informed, to the passive recipient, where it is stored along with other information, until drawn upon for a particular purpose.

Active learning is any learning activity in which the student participates or interacts with the learning process, as opposed to passively taking in the information. Active learning is an approach to instruction than involves engaging learners with the course material through discussion, problem solving, case studies, role plays and other methods. Active learning approaches place a greater degree of responsibility on the learners than passive approaches such as lectures. Active learning, activities can be used to get learners attention and increase motivation, assess learners to prior knowledge, promote problem solving and application, and deepen the learners understanding, assess whether learners understand the materials. Active learning is discussion, practice, review, or application. Problem solving. Exploring new concepts in groups. Working out a math problem on a piece of paper. Active learning encourages your brain to activate cognitive and sensory networks, which helps process and store new information. Claire Hoogendoorn, New York City College of Technology wrote a good introductory article on the neuroscience of active learning. She summarized several studies, writing, "...learning is enhanced when multiple neural pathways are activated at the same time. In plain terms, the more we can activate students' brains in different ways, the more they learn. This means that engaging as many sensory, cognitive, emotional, and social processes in students will increase their learning potential."

Creative Learning

What is Creative Learning. Creative learning is not memorizing information. It's building knowledge and developing skills using creative techniques. Rather than dictating how information should be absorbed, creative education - guides the learner through the instruction process using creative methods. Definition of creative for English Language Learners are as follows: (1). having or showing an ability to make new things or think of new ideas. (2). Using the ability to make or think of new things : involving the process by which new ideas, stories, etc., are created. (3). It is done in an unusual and often dishonest way.

In Wikipedia, it is stated that the term of method (from the Greek methods), which means a way or path taken. Method of teaching is referring to how the correct teaching done by a teacher to the students during learning process to achieve the goal. Student's creativity comes through reasoning, and today's schools encourage students to be creative. Strategy that teacher used is determined by the nature of the student and material to be taught in order to help student in learning process. In the learning process, there are Teacher-Centered Approach to Learning and Student-Centered Approach to Learning. Teacher-Centered Approach to Learning is the learning process centered to the teacher. Explaining the materials and giving information or knowledges to students are the main function of teacher. The main role of student is just to receive the information passively that given by direct instruction with the end purpose of assessment and testing that measured through objectively scored, so students are seen as "empty vessel".

Teaching and assessment are not the same entities. Meanwhile, Student-Centered Approach to Learning is contrast to Teacher-Centered Approach to Learning. The main function of teacher is to facilitate and coaching students to mastering the overall material in the learning

process. Teaching and assessment are related to each other, and student's learning is measured during the teacher's instruction in the learning process. Student's learning is also measured by informal assessment, includes class participation, student portfolios and group projects as well. Both teachers and students must play an active role in the learning process. Teaching is an interpersonal influence that aimed to change others potential behavior (N. L, Gage, 1963). Teaching is an interactive process that happen between teacher and student with conversation each other during the whole activity (Edmund Amidon). Teaching is relation between a person who have more mature personality with less mature personality, and designed to get the next education (Morrison, 1934).

In this resilience study, the researcher focuses on two major strategies. Firstly, the act of teaching in a novel and useful way that promotes learners' growth related to the development of original thought and action. Creative teaching focuses both on the methods a teacher uses to deliver learning and the overall effect those methods have on students and the outcomes produced. Secondly, a condition of developing creative learning. In the process of creative teaching, the teacher inspires learners' interests in learning material, and then they have to find the problem by themselves creatively, or present specific responses of information, problems and ask learners to apply all sorts of available resources to find the best satisfying solution creatively.

The Benefits of Creative Learning Include

It is expected that this resilience teaching strategy will bring some positive impacts for the learners in terms of thinking and speaking. They have to think before they speak.

1. **Improved Academic Performance;** Repetition and fact memorization is detrimental to learning. When teachers use these techniques, they are teaching children how to memorize, not learn. If your child memorizes facts but doesn't understand what these facts mean or how they relate to their everyday lives, then what they have learned is not meaningful. Creative learning encourages children to fully explore topics so that they can understand them in their own ways. Understanding mathematics as numbers may be difficult for children, but counting tools and math games make these concepts accessible.

2. **Bolstered Confidence and Self Esteem;** All children learn differently and at different paces. A classroom that doesn't utilize creative learning techniques is not an encouraging place for children that need visual or abstract lessons. Teaching with all different means and mediums gives every child a chance to excel. Creative learning is also more exciting than traditional types of learning, which encourages children to participate. A fun, engaging classroom develops confident children that are motivated to learn.

3. **Enhanced Social Skills;** Creative learning encourages group work and team building while interacting with peers teaches children how to socialize positively. Listening to others' ideas, brainstorming together, and playing encourages children to listen, share, and build boundaries. When these skills are learned at an early age, children have better conflict resolution skills and self-control as adults.

4. **Better Communication;** Many creative learning processes involve open dialogue, which teaches children how to effectively communicate. When children are given an encouraging, welcoming place to share ideas, they will build confidence and not be afraid to speak up. Thinking through concepts out loud also improves reasoning and

problem-solving abilities. These are valuable communication skills that allow young children to develop healthy inter and intrapersonal skills.

In order to succeed in learning and mastering Speaking quality, learners must be creative to think, and to explore and provide different words into ideas when they answer the questions either in oral or written forms. Also language teachers must be more creative in preparing and designing those teaching materials and the questions to be printed or stated out. They also must be more creative in searching, developing and performing and presenting the ideas or opinions which are related to the subject matters in order for them to deliver direct questions to the learners. However, it has been stated that it is likely that teaching creatively leads to creative learning, suggesting that there is a need to describe the concept of creative learning and to analyze its possible constituents, Lene Tangaard (107-116).

Aggressive Learning

The Term "Aggressive" in this study means that teachers must not wait till the learners find out no clear answers. Teachers may cut the line when one learner has nothing to say and move on to the other learner. By doing so, teachers do not have to wait and even waste the time waiting for an unclear oral answer from the learners in the class. This can drive the other learners become more aggressive. Both teachers and learners must be aggressive in obtaining and delivering the answers, no matter if the answers are related or not. In other words, teachers have to minimize the time as productive as possible. Learners also must be advised to effectively and efficiently use the time in order for them to be aggressive. In this study, different theories and models related to learners' aggression are used to interpret the findings of the empirical investigation. The social-learning theory that is advocated by Albert Bandura emphasizes that aggressive behavior is learned and maintained through the environmental experiences (Renfrew 1997:152). The social-learning approach complements the respondents and operant mechanisms of behavioral theory, which emphasizes the learning of aggression within a social context (Moeller 2001:29). Social-learning theorists argue that aggression can be learned, maintained as well as unlearned through the processes of classical and operant conditioning and through rewards and punishment.

Tall Roads to Reach Premium Speaking Quality

Learners have some very general and different requests before they begin learning English. The researchers' personal and pleasure speaking experience while negotiating about the teaching and learning contract agreement with them.

1. ***Do You Like English.*** The researcher's suggestion is that before you decide to learn English, you'd better ask yourself. Why you like English? What you learn English for? Many students learn English for a couple of months then stop learning it for a couple of years. What happens then? They learn it again from beginning and face more and more problems. When you are in love with someone, for example, then you do some efforts to get in touch with the person, you then want to know so many things, like what his or her name is, where he or she lives, what he or she does, what hobby he or she has, and at least you do your best to have his or her cell phone numbers. The researcher strongly believes that once you like English then you try to dream in English and then you swim

also in English. Eventually someday you automatically speak in English since English has become your mother tongue not as a foreign language any more. Once English has become your brain language you can gain what you have expected previously. When you like English, then it takes time, much energy, and you need to do some professional efforts to acquire or master it. In fact, it takes him a quarter century to own this universal language. Now whatever he holds, whatever he sees and touches, and whatever he needs, he automatically thinks it in English.

2. **Do You Dislike English.** Do you really *DISLIKE* English? If you dislike English that is your problem. Next question is that why you dislike English? Has English done anything wrong with you? Has English used to drive you to wrong paths? Has English ever kicked, killed and kissed you in the past? The reason is that once you have another better job which can bring and give some more "money", some happiness and craziness than you may soon forget English, right? When you *DISLIKE* English: You need to work with some English Experts. That is the only advice. When you *DISLIKE* English, failure is in front of your lips. Learning and mastering Speaking English is almost the same as when you are falling in love with someone. When you are really in love, you always try your best to do some great efforts in order to be always with the person you are in love with. You spend your great time, you sacrifice something for the sake of your lover. As what the song says *"Everything I do , I do for you"*. When you dislike something, then you try to be away from it, you try not to talk about it, you even try not to spend your great time, your expensive energy, your own money for it. You can easily say, well I do not like it, I do not need it, I never expect that, I think I am not in love with it. The question is that, what can happen when you expect too much but you do a little?

3. **Do You Need English.** Once you need English, you can do many interesting things. You can manage many different efforts to support your learning English speaking capability. As one of Indonesian dangdut singers, Roma Irama, says *" berbagai macam cara pun dilakukan".* Besides you can create your convenient time to process those activities in order to learn and master your speaking ability. Once you need English, you may invite private English teacher to help you at home. You may attend some English courses downtown. And you may take an English major at college or university. When you need to practice your English speaking ability, then you may a as local tour guide for some foreign travelers.

4. **Do You Think in English.** Since the researcher has trained his bright brain to think in English right from the beginning of the first semester at Teachers College (IKIP) Medan, now it works and his brain always thinks in English toward whatever printed words he looks at. For example, when he looks at the ads which is printed in Bahasa, "*AIR SUSU IBU*" then his brain automatically thinks or translates them into English. First he translated as *"Water Milk Mother"*. But id doesn't make sense in English. The right one is that *"Brest Feedings"*. And when the printed-English-ads are not grammatically standard then his brain says "NO". That's must be wrong. For example, there is an ad which is written in English someplace in a tourism area in Berastagi town, saying *"I am you are and you are I am".* From the culture's point of view this one must be printed like this one *"We belong to each other"*. Still another example. One of the state company names, PDAM. His brain spontaneously reacts in English. Not *"Company Regional*

Water Drink", instead *"Regional State Water Company"*. By doing so, every speaking English people could easily understand about its meaning. When I look at the ads and anything printed in larger letters, I always think in English. When I read the abbreviations either in English or Bahia, I always think about the meaning in English. Thinking in English is one way to drive my brain becomes more active, more creative and more progressive.

5. **Do You Dream in English.** Believe it or not, the researcher often dreams in English. Once his house-mate woke him up because he could not stop yelling, "Help!...Help!!, Help!!, Somebody help!!. Once he realized, and then he asked his housemate what happened? His friend laughed at him and said, *"What happened to you?, I didn't understand what you were yelling about guy!!"*. Since his house-mate did not understand English at all, of course, he couldn't understand what I was yelling about. Then I told him after I woke up, well, perhaps, I got a nightmare or something. The next morning he came up to me and asked me again about qhat I was saying. He said *" Help…! Help…! Help… !!!* "What does it mean, he wanted to know for sure. Oh,.. It means " To long…! To long... ! To long… ! . Unfortunately, the next day he kept waiting and hoping that the researchers got some dreaming. He planned to ask some good "lucky" numbers since he enjoyed spending his extra money buying some illegal lottery (toggle). But he never won and he just spent the money for nothing. Another, when I was still single, a friend, who lived next door, told me early in the morning, : *"Guy what did you talk about last night?". "What about, I don't know".* I replied thoughtfully.. Then he said to me, *"you were talking a lot, but I did not know cause you talked in English".*

6. **Do You Swim in English**. Where can people enjoy swimming? Can you swim in the ocean? Can people swim in the sky? And can people swim in bed? Normally when we talk about swimming people tend to think about water… water …. Water. Swimming English here means that when you really like English, again the question is that how much you like English? The last important question is that, do you really need English. Once you need English, whatever purposes you own, then you strive and sacrifice something in order to acquire and master English English. You do everything you like and need, and you do not care people around you. The most important thing is you feel satisfied with whatever you do. Because once you like and need it, you never stop doing anything until you get it. No matter how high the temperature is, how dry and wet the season is, how tough your position is, you always to do your best to own it.That is the meaning of the statement " swimming in English". In contrast, once you dislike or do not need it, perhaps, you just do not care or you just take it easy toward something. You may just ignore it. Since you believe that you will get nothing from it.

METHOD

This study tries to investigate how the resilience teaching strategy works in learning a language by applying Premium Speaking Cards as one of the teaching medias. Dealing with the research methodology, this study uses a qualitative method. Qualitative, that is to clarify how the resilience teaching strategy works by using Premium Speaking Cards. The most important

thing before decided what method that teacher used is defining what is meant of the method. Method is planning the overall systematic presentation from language based on the selected approach that relates to teaching and learning process, the nature of language followed by consistent technique of class activity (Edward Anthony: 1963). The term of "method" is taken from Latin word, means mode or way (MoE, 1999:61). Furthermore, Azeb (1984:90) define method is a regularly progress planning to achieve a specific goal that coordinated for the performance or conduct of practice (as cited in Abessa Bekele Nora, 2012:12). The way of how to communicate the materials in teaching method is an important thing to achieve what result or goal that teacher wants. So, teachers must use the appropriate learning.

FINDING AND DISCUSSION

Learning with Premium Speaking Card

This study applies the Premium Speaking Cards game in the learning process to strengthen students' interest and practice skills as well as hone observing competence. Handayani (2019: 8) confirms that studies prepared by instructors from upstream to downstream are learning models. The application of Premium Speaking Cards is able to condition students to maximize competence in practice, be active in speaking, and be able to find their own learning strategies. In addition, this application makes students more enthusiastic and easy to observe or learn English.

Based on the results of the observations that have been made, it shows that the application of Premium Speaking Cards is able to make students, in this case students, become more actively participate in class. These results are in line with the opinion of Garaus, et al (2016), which states that a medium, in this case the Duolingo application, facilitates students to actively participate and be motivated to achieve the learning objectives. So that it directs students to be more active, and more independent, and not only focus on lecturers. Lecturer acts as a facilitator and evaluator at the end of the learning process.

Munday (2016) found in his research that relying on applications such as Duolingo is preferred by audiences to assignments and regular media because of the convenience provided, meaning that Duolingo is easy to use and media that is friendly to use in the teaching and learning process. Where this opinion is directly proportional to the learning outcomes carried out in this study. Students show their responsibility by solving the problems they face on

Duolingo independently. Furthermore, students practice effectively because they formulate their own ways of practicingand applying their knowledge.

Media in the form of games, in this case the Premium Speaking Cards contribute greatly as learning media in understanding and observing speaking skills in English. If we associate it with similar learning media, such as Duolingo, based on Jaskova's findings (2014: 24) states that Duolingo has a good learning strategy. Duolingo adopts game mechanics in learning, such as the rule that users are required to pass a certain level or have certain achievements to continue the game. These results can indirectly motivate users to learn. One of the findings from this study is that students become more enthusiastic and more interested in practicing English with Duolingo because it is packaged in a game form.

Saddhono and Slamet (2014:47) explain understanding or observing which is not just capturing sounds or words, but requires more activities than that, such as efforts to digest the contents of the speech conveyed by speakers. The findings from this study indicate that students' knowledge of the Premium Speaking Cards game is moderately good. These results were obtained from the success of most students in completing games with various dialogues or conversations well.

Student Responses to the Implementation of the Premium Speaking Card

The implementation of the Premium Speaking Cards game which was carried out by researcher in class 3A Morning & 3B Morning Semester VIII English Education Study Program received a very positive response from students. These results were obtained from interviews and observations with students after carrying out the learning process, found more positive answers from students. Where during the learning process students are more enthusiastic and a lot more serious to undergo English class. Based on the opinion expressed by Hamid, et al (2020), learning media is a tool for conveying messages, triggering students' thoughts, and willingness so that learning processes and outcomes can be achieved effectively.

The results of interviews and observations indicate that learning English by applying the Premium Speaking Cards game in speaking skill is interesting and not boring. The results also show that it makes it easier for students to understand material or a topic because they can determine their own dialogue or conversation. These results are in accordance with Yildirim's statement (2012), the application of a game, in this case dualingo gives students space to control

and discover their learning independently (direction of the topic of discussion). Similar results were also stated by Guaquet, et al, (2018) that games provide vocabulary practice and opportunities for students to evaluate their knowledge and identify the need to continue to improve learning.
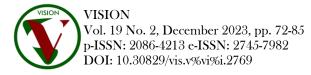
CONCLUSIONS

The results of the research shows that premium speaking card game should be applied by language teachers to their leaners in order to gain their speaking quality and the resilience teaching strategies for the teachers, let alone in leaping into an extraordinary era. They both should be more active, more creative and more aggressive in developing their speaking skills to reach the speaking quality.

REFERENCES

Alexander, J. E. (1988). *Teaching Reading: (3rd Ed.)* Boston: Scott Foresman and Company

Amaliah, E. K. (2018). "*Teachers' Method in Teaching Reading Comprehension Skill at Mts Negeri 1 Makassar*". Skripsi. Makassar: UIN Alauddin Makassar

Amran, Ali. (2015). *Learning and Mastering English Speaking Skills by Using Premium Speaking Cards for Adult Learners.* Proceedings Symposium of International Languages & Knowledge: Languages in Diverse Contexts: Pedagogys and Creativity, Thailand: Walailak University

Anthony, Edward M. (1963). *"Approach, Method, and Technique"*. English Learning 17: 63-67. An Arbor: University of Michigan Press

Astuti, P & Yusmalinda, A. (2020). *English Teachers' Methods in Teaching Reading Comprehension of Procedure Text*. Journal of English Language Teaching. 1. 76-77

Brown, H. D. (2000). *Principles of Language Learning and Teaching*. 4*th* Edition. New York: The Free Press

Brown, H. D. (2001). *Teaching by Principlean Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman, Inc

Brown, H. D. (2004). *Teaching by Principles*. New York: Longman

Brown, H. D. (2007). *First Language Acquisition; Principles of Language Learning and Teaching*. 5th Edition. Pearson ESL

Burhan, Bungin. (2012). *Analisis Data Penelitian Kualitatif*. Raja Grafind Persada. Jakarta

Grabe, S., & Staller, F., L. (2002). *Teaching and Researching Reading*. England: Longman

Guaquetai, C, A. & Gerces, A, Y. (2018). *The Use of Language Learning Apps as a Didactic Tool for EFL Vocabulary Building*. ERIC Journal, 11(2), 1-11. http://doi.org/10.5539/elt.v11n2p61

Hamid, M, A., Ramadhani, R., Masrul, Juliana, Safitri, M., Munsarif, M., & Jamaludin, Simarmata, J. (2020). *Media Pembelajaran*. Medan: Yayasan Kita Menulis

Handayani, S. (2019). *Buku Model Pembelajaran Speaking Tipe Stad yang Interaktif Fun Game Berbasis Karakter*. Uwais Inspirasi Indonesia.

Harmer, J.eremy. (2007). *How to Teach English*. Oxford: England Ocelot Publishing

Harmer, Jeremy. (1998). *How to Teach English*. Addison Wesley Longman Limited, England

Harmer, Jeremy. (2001). *The practice of english language teaching*. United Kingdom: Longman

Harmer, Jeremy. (2002). *The Practice of English Language Teaching*, 3*rd* ed. Cambridge: Longman

Jašková, V. (2014). *Duolingo as a new language learning website and its contribution to elearning education*. Diploma thesis. Faculty of Education Masaryk University

Johnson, D. W., & Johnson, R. (1999). *Learning together and alone: Cooperative, competitive, and individualistic learning (5th Ed.)*. Boston: Allyn & Bacon

Klingner, J. K., Vaughn S., Boardman A. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press

Laddo, *The Important Of Reading*. [Online]. Available: http://www.squidoo.com/the-importance-of-reading

Lenz, K. An *Introduction to Reading Comprehension*. Available website: http//www.specialconnections.ku.edu//. Acsessed on Feb, 9th 2022

Miles, M. B., and Huberman,A. M. (1994). *Qualitative Data Analysis.* (2nd Ed). Thousand Oaks: Sage Publications Inc

Munday, P. (2016). *The Case for using Duolingo as part of the language classroom experience*. RIED: Revista Ibero Americana de Educación A Distancia, 19(1), 83-101.

Nora, Anbessa Bekele. (2012). *Methods of Teaching and their Implications for Quality of Student Learning at Samara University*

Nunan, David. (1989). *Designing Task for the Communicative Classroom.* Cambridge: Cambridge University Press

Nurdyansyah & Fahyuni, E, F. (2016). *Inovasi Model Pembelajaran Sesuai Kurikulum 2013*. Sidoarjo: Nizamia Learning Center.

Nuttall, C. (1996). *Teaching reading skills in a foreign language*. Oxford: Reed Educational and Professional Publishing Limited

Rivers, Wilga M. (1981). *Teaching Foreign-Language Skill (Second Edition)*. Chicago and London: The University of Chicago Press

Saddhono, K. & Slamet. 2014. *Pembelajaran Keterampilan Berbahasa Indonesia*. Yogyakarta: Graha Ilmu

Slavin, R. E. (1995). *Cooperative Learning* (2*nd* edition). Needham Heights, MA: Allyn & Bacon

Yildirim, Ö. (2012). *A Study on A Group Of Indian English As A Second Language Learners' Perceptions Of Autonomous Learning*. Turkish Online Journal of Qualitative Inquiry, 3(2), 18- 29.