Retain:
Journal of Research in
English Language Teaching

Volume 14 Number 03 Year 2026, pg 50-58
e-ISSN 3032-2839
https://doi.org/10.26740/rt.v14i03.79338

Exploring Students' Responses to The Use of Speaking Cards in Junior High School Level

Fatya Jauharotul Masnuna
UIN Maulana Malik Ibrahim Malang
fatyamasuna@gmail.com

Syarifatul Jannah
UIN Maulana Malik Ibrahim Malang
Syarifahjannah268@gmail.com

Nabila Quraniyatul Khuluq
UIN Maulana Malik Ibrahim Malang
abellion2766@gmail.com

Muhamad Imran Rizky Supradi
UIN Maulana Malik Ibrahim Malang
imranrizky56@gmail.com

Muhamad Nur Khafidz
UIN Maulana Malik Ibrahim Malang
mnurkhafidz575@gmail.com

Kenny Shania Lestari R
UIN Maulana Malik Ibrahim Malang
kennyshania027@gmail.com

Article History:
Received: month year
Reviewed: month year
Published: month year

Abstract

Speaking is one of the most important skills in English language learning because it enables students to communicate ideas, opinions, and feelings effectively. However, many junior high school students still face difficulties in speaking English due to low confidence, limited vocabulary, anxiety, and challenges in expressing ideas. This study aimed to explore students' responses toward the use of speaking cards in teaching asking and giving opinions. This study employed a descriptive qualitative design involving 20 eighth-grade students. Data were collected through classroom observation and semi-structured interviews. Five students were selected as interview participants using purposive sampling. The data were analyzed using Braun & Clarke (2006) thematic analysis, while the findings were interpreted through the Technology Acceptance Model (TAM). The findings revealed four major themes: ease and challenges in using speaking cards, confidence improvement, positive learning experiences, and behavioral intention to continue using speaking cards. Students perceived speaking cards as enjoyable and useful learning media that increased their participation and motivation during speaking activities. The cards also helped students become more confident in expressing their opinions and speaking in front of the class. Nevertheless, some students still experienced difficulties in generating ideas, constructing sentences, and avoiding grammatical errors. Overall, speaking cards created a more engaging and supportive learning environment that encouraged students' participation and confidence in speaking activities.

Keywords: speaking skills, speaking cards, asking and giving opinion, students' responses, interactive learning media

INTRODUCTION

Speaking is one of the most important skills in learning English because it enables students to communicate ideas, feelings, and opinions in daily communication. In the context of English as a Foreign Language (EFL), speaking skills are considered highly important because students are expected to use English actively and interactively during

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English Language Teaching

Volume 14 Number 03 Year 2026, pg 50-58
e-ISSN 3032-2839
https://doi.org/10.26740/rt.v14i03.79338

classroom learning activities. According to Achekzai (2025), interactive learning activities through practice and participation can help students develop their speaking skills. One of the implementations is by conducting presentations and interacting orally with one another on various topics, which can help students achieve speaking learning objectives. In addition, Wang (2024) explains that interactive learning activities can reduce students' anxiety while increasing their participation in speaking practice in the classroom. Therefore, speaking activities in EFL classes should encourage students' active participation and communication practice.

Speaking skills are also emphasized in the current English curriculum, where students are encouraged to participate in meaningful communication and express their ideas through interactive learning activities. One of the speaking materials taught at the junior high school level is asking and giving opinions, which requires students to express opinions, respond to others' ideas, and maintain communication during discussions. Therefore, students are expected not only to understand English theoretically but also to communicate confidently and actively during classroom interactions.

However, speaking skills are still considered one of the most difficult skills for many EFL students. Rara Dewi Putri Rahmadani et al. (2024) found that students often experience a lack of motivation, shyness, limited vocabulary, and low self-confidence during classroom interactions. In addition, Ay Kaya & Ersanlı (2025) revealed that students' confidence and participation in speaking activities are strongly influenced by classroom activities and interactions. Similarly, Azhari & Novita (2025) explained that students often experience difficulties in expressing opinions spontaneously during classroom discussions. These findings indicate that students still need supportive and interactive learning activities that can help them participate more confidently during speaking practice.

Based on classroom observations conducted by the researcher, many students were still hesitant to speak English during classroom interactions. Most students tended to feel shy and afraid of making mistakes when expressing their opinions in front of their classmates. As a result, classroom interaction became less active because only a few students participated in discussions, while the others preferred to remain silent. In addition, students often experienced difficulties in generating ideas and giving spontaneous responses during speaking activities. This condition made the learning process more teacher-centered and reduced students' opportunities to practice speaking actively.

According to Ay Kaya & Ersanlı (2025), supportive classroom interaction plays an important role in improving students' confidence and participation in speaking activities. Therefore, teachers need learning media that can create a more supportive, communicative, and interactive classroom atmosphere. Several previous studies have discussed the use of interactive learning media in teaching speaking skills. Zega et al. (2023) found that the use of interactive learning media could increase students' interest in speaking activities, enabling them to achieve the objectives of speaking learning. In addition, Rusmi & Zulfitria (2026) explained that interactive learning media improve students' motivation and engagement in speaking activities. Another study conducted by Chrismaretta & Abrar (2024) showed that collaborative speaking activities encourage students to participate more actively and confidently during classroom discussions. Similarly, Muthmainnah et al. (2025) stated that enjoyable and interactive speaking activities can reduce students' anxiety during speaking practice, especially when supported by a supportive classroom atmosphere. These findings indicate that interactive learning activities can create a more communicative, engaging, and supportive speaking classroom environment.

One interactive learning medium that can support speaking activities is speaking cards. Speaking cards are cards containing questions, situations, or prompts that encourage students to communicate orally with their classmates. In teaching asking and giving opinions, speaking cards can help students generate ideas, express opinions, and respond to discussion topics more easily. Through pair or group discussions, students are encouraged to participate actively and practice speaking in a more relaxed learning atmosphere. According to Rachmalia & Hidayah (2024) the use of talking cards helped increase students' participation and improve their self-confidence during speaking activities. In addition, Muthmainnah et al. (2025) explained that interactive learning media could increase students' motivation and classroom engagement. Speaking cards may also help reduce students' speaking anxiety because students focus on discussing the provided prompts rather than worrying about making mistakes. Therefore, speaking cards have the potential to support students' confidence and participation during speaking practice.

Although previous studies have reported that interactive learning media can improve students' speaking achievement, participation, confidence, and classroom engagement, limited studies have explored students' responses toward the use of speaking cards, particularly in teaching asking and giving opinion. In addition, previous research has given limited attention to students'

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English Language Teaching

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e-ISSN 3032-2839
https://doi.org/10.26740/rt.v14i03.79338

perceptions, learning experiences, challenges, and intentions toward future use of speaking cards. Understanding students' responses is important because students' perceptions may influence their participation and engagement during classroom activities. As stated by Prasetya et al. (2025), positive perceptions toward interactive learning media may encourage students to participate more actively and confidently during the learning process.

To better understand students' responses toward the implementation of speaking cards, this study adopts the Technology Acceptance Model (TAM) as the theoretical framework. TAM was selected because it explains users' acceptance of learning media through students' perceptions, experiences, attitudes, and intentions toward future use.

Therefore, this study aims to explore students' responses toward the use of speaking cards in teaching asking and giving opinion. Specifically, this study explores students' perceptions of the ease of use, usefulness, attitudes, learning experiences, challenges, and behavioral intentions toward the use of speaking cards in speaking activities. Students' confidence is interpreted as one of the perceived benefits of using speaking cards.

Speaking Skill

Speaking is defined as the productive language skill through which learner's express ideas, feelings, and opinions orally in various communicative contexts. In EFL classrooms, speaking is considered an essential skill because it enables students to communicate meaningfully and interactively. According to Achekzai (2025), speaking skills can be developed through practice and participation in interactive learning activities. Students can improve their speaking ability by presenting ideas and interacting orally with others on various topics. Similarly, Wang (2024) explains that interactive learning activities can reduce students' anxiety and increase their participation during speaking practice.

However, speaking remains one of the most challenging skills for many EFL students. Rara Dewi Putri Rahmadani et al. (2024) found that students often experience a lack of motivation, shyness, limited vocabulary, and low self-confidence during classroom interaction. Furthermore, Ay Kaya & Ersanlı (2025) revealed that students' confidence and participation in speaking activities are strongly influenced by classroom interaction and learning activities. Therefore, teachers need to provide supportive learning environments and interactive activities that encourage students to communicate more confidently.

Teaching Asking and Giving Opinion

Asking and giving opinion is one of the speaking materials taught at the junior high school level because it encourages students to express ideas and respond to the opinions of others. Through this activity, students learn to communicate thoughts clearly and participate actively in classroom discussions. According to Achekzai (2025), speaking ability can be improved through active participation and oral interaction. In addition, Wang (2024) stated that interactive learning activities support students' confidence and participation during speaking practice. Therefore, teachers should provide meaningful and engaging speaking activities.

Speaking Cards as Interactive Learning Media

Speaking cards are interactive learning media containing questions, situations, or discussion prompts that encourage students to communicate orally with their classmates. Through speaking cards, students are provided with ideas and topics that help them participate more actively during speaking activities.

Previous studies reported positive impacts of interactive learning media in speaking instruction. Zega et al. (2023) found that interactive learning media increased students' interest and participation in speaking activities. Rusmi & Zulfitria (2026) also explained that interactive media improved students' motivation and engagement during speaking lessons. Specifically, Rachmalia & Hidayah (2024) found that talking cards increased students' participation and self-confidence during speaking activities. Similarly, Muthmainnah et al. (2025) reported that interactive learning media could improve classroom engagement and motivation. These findings indicate that speaking cards have the potential to support students' speaking participation and confidence.

Students' Responses toward Learning Media

Students' responses refer to students' perceptions, feelings, experiences, and reactions toward learning activities or instructional media used in the classroom. Understanding students' responses is important because students' perceptions may influence their engagement and participation during learning activities. According to Prasetya et al. (2025), positive perceptions toward interactive learning media can encourage students to participate more actively and confidently.

In speaking instruction, students' responses can be reflected through confidence, participation, enthusiasm, and willingness to communicate. Chrismaretta & Abrar (2024) found that collaborative speaking activities encouraged students to participate more actively during classroom discussions. Ay Kaya & Ersanlı (2025) also

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emphasized that supportive classroom interaction contributes to students' confidence and participation. Therefore, investigating students' responses is important to understand how learning media influence students' learning experiences.

Technology Acceptance Model (TAM)

This study adopts the Technology Acceptance Model (TAM) proposed by Davis (1989) as the theoretical framework to explore students' responses toward the use of speaking cards. TAM explains users' acceptance of learning media based on their perceptions and experiences.

According to Al-Nuaimi & Al-Emran (2021), TAM is effective in explaining students' engagement and acceptance toward educational technology because students' perceptions influence motivation and participation during learning activities. Similarly, Panergayo & Aliazas (2023) explained that TAM can be used to analyze students' experiences, attitudes, and behavioral intentions toward interactive learning media.

According to TAM, users' acceptance is influenced by four constructs: Perceived Ease of Use (PEOU), Perceived Usefulness (PU), Attitude Toward Using (ATU), and Behavioral Intention (BI). Perceived Ease of Use refers to students' perceptions regarding whether speaking cards are easy to use and understand. Perceived Usefulness refers to students' beliefs that speaking cards improve speaking confidence and participation. Attitude Toward Using reflects students' positive or negative feelings toward using speaking cards, while Behavioral Intention refers to students' willingness to continue using speaking cards in future learning activities. In this study, these four constructs served as the analytical framework for exploring and interpreting students' responses toward the use of speaking cards in teaching asking and giving opinions.

Previous Studies and Research Gap

Previous studies mostly focused on speaking achievement, classroom performance, and the effectiveness of interactive learning media in improving speaking ability (Chrismaretta & Abrar, 2024; Rusmi & Zulfitria, 2026; Zega et al., 2023). However, limited studies explored students' responses toward speaking cards through the perspective of TAM, particularly in teaching asking and giving opinion at the junior high school level.

Therefore, this study aims to fill this gap by exploring students' responses toward the use of speaking cards through students' perceptions, confidence, learning experiences, challenges, and behavioral intention to continue using speaking cards in future learning activities.

METHODS

This study used a qualitative descriptive design. Qualitative research is an approach that aims to explore and understand participants' experiences, perceptions, and responses toward a particular phenomenon. According to Creswell & Poth (2025), qualitative research focuses on understanding the meaning individuals or groups ascribe to social or human problems through detailed and in-depth data collection. In addition, Sugiyono (2022) explains that qualitative research is used to investigate natural conditions and produce descriptive data in the form of words, actions, and participants' experiences. This study used a descriptive qualitative approach because it aimed to explore students' responses toward the use of speaking cards in teaching asking and giving opinion. The study focused on students' perceptions, confidence, participation, and experiences during speaking activities using speaking cards.

This study was conducted at MTs Surya Buana. The participants of this study were 20 students of class VIII-B. Class VIII-B was selected based on the recommendation of the English teacher because the students still faced challenges in speaking English and needed more opportunities to practice their speaking skills. Therefore, this class was considered suitable for exploring students' responses toward the implementation of speaking cards because the students actively participated in speaking activities and had direct experience using the media.

All students in class VIII-B participated in the speaking activities and classroom observations during the implementation of speaking cards. However, for the interview session, the researcher used purposive sampling and selected five students as representatives. These students were chosen because they had direct experience and actively participated throughout the learning process, enabling them to provide relevant information regarding the use of speaking cards.

Prior to conducting the study, the researcher obtained permission from the school administration and the English teacher. The participants were informed about the purpose of the study, and their participation was voluntary. The researcher also ensured the confidentiality and anonymity of the participants' information throughout the research process.

The instruments used in this study were observation and semi-structured interview guidelines. Both instruments were developed based on the Technology Acceptance Model (TAM) proposed by Davis (1989), covering four constructs: Perceived Ease of Use (PEOU), Perceived Usefulness (PU), Attitude Toward Using (ATU), and Behavioral Intention (BI). These constructs served as the basis for developing the observation

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English Language Teaching

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e-ISSN 3032-2839
https://doi.org/10.26740/rt.v14i03.79338

indicators and interview questions. The interview questions explored students' perceptions regarding the ease of using speaking cards, their perceived benefits, learning experiences, attitudes toward the media, and intentions to continue using speaking cards in future learning activities.

Observation was conducted to identify students' participation, confidence, classroom interaction, and responses during speaking activities using speaking cards. A structured observation guideline was used with predetermined indicators, including students' willingness to participate in speaking activities, confidence in expressing opinions, interaction with peers, engagement during classroom activities, and responses toward the use of speaking cards. The observation was conducted throughout the implementation of the learning activities. During the observation, the researcher used field notes to record students' behaviors, classroom situations, and significant events. The field notes were organized into categories related to participation, confidence, interaction, and students' responses to facilitate data analysis.

In addition, semi-structured interviews were conducted to obtain deeper information about students' perceptions, feelings, and experiences regarding the use of speaking cards in learning asking and giving opinions. The interview questions were developed based on the TAM constructs and focused on students' perceptions of speaking cards, their confidence and participation during speaking activities, and the challenges they experienced. The interviews were conducted individually with five selected students and lasted approximately 10–15 minutes each. To ensure clear communication, the interviews were conducted in Bahasa Indonesia. With the participants' consent, all interviews were audio-recorded and subsequently transcribed for analysis. The interview transcripts were then reviewed and coded to identify themes related to students' acceptance and experiences in using speaking cards during the learning process.

The data were collected through classroom observation and interviews. The researcher observed the teaching and learning process during the implementation of speaking cards in speaking activities. The observation focused on students' participation, confidence, and classroom interaction involving all students in class VIII-B. After the implementation of speaking cards, five students representing each group were interviewed using semi-structured interview questions. The interviews aimed to explore students' responses, opinions, and experiences regarding the use of speaking cards in speaking activities.

The interview data were analyzed using thematic analysis proposed by Braun & Clarke (2006). First, all interview recordings were transcribed verbatim. Second, the researcher repeatedly read the transcripts to become familiar with the data. Third, initial codes were generated by identifying meaningful statements related to students' experiences and responses toward the use of speaking cards. Fourth, similar codes were grouped into broader themes. Fifth, the themes were reviewed and refined to ensure that they accurately represented the participants' responses. Finally, the themes were defined and interpreted using the Technology Acceptance Model (TAM), particularly the constructs of Perceived Ease of Use (PEOU), Perceived Usefulness (PU), Attitude Toward Using (ATU), and Behavioral Intention (BI). The findings were then presented descriptively to explain students' responses toward the implementation of speaking cards in teaching asking and giving opinions.

RESULTS AND DISCUSSION

Based on the analysis of interview data conducted with the participants, several significant findings were obtained regarding students' perceptions toward the implementation of speaking cards in speaking activities. The analysis was conducted using the Technology Acceptance Model (TAM), which focuses on four main aspects: Perceived Ease of Use (PEOU), Perceived Usefulness (PU), Attitude Toward Using (ATU), and Behavioral Intention (BI). The interview results showed that students generally had positive perceptions toward the use of speaking cards in the classroom.

In the first stage, all interview responses were transcribed and analyzed through the coding process of thematic analysis. Initial codes were generated from meaningful statements and later grouped into broader themes. The coding process identified several keywords and patterns which were later grouped into themes. This process aimed to ensure that the interpretation accurately represented the participants' original responses and minimized researcher bias. The details of the coding results and themes can be seen in Table 1

Table 1
Coding Results and Themes

Interview Focus	*Codes / Keywords*	*Theme*	*Students' Responses*	*Students*
Ease of using speaking cards	Easy to understand	Ease and Challenges	"The speaking cards were easy to understand."	S1
	Easy to express opinions		"It helped me share my opinions"	S2
	Fear of grammar mistakes		"I am afraid of making grammar mistakes."	S3

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Volume 14 Number 03 Year 2026, pg 50-58
e-ISSN 3032-2839
https://doi.org/10.26740/rt.v14i03.79338

	Difficulty making sentences		"I am confused about making sentences."	S4
	Difficulty constructing sentences		"I am confused about arranging sentences."	S5
Influence on students' confidence and	Increased confidence	Confidence Improvement	"I become more confident."	S1
	Reduced anxiety		"I am not afraid to speak anymore."	S2
Participation	Speaking confidence		"I dare to speak in front of the class."	S3
	Active participation		"I become brave to give opinions."	S4
	Public speaking confidence		"I learn to speak confidently in front of many people."	S5
Students' perception toward speaking cards	Fun, interesting, enjoyable	Positive Learning Experience	"Cool and fun."	S1
	Enjoyable learning		"It is fun because we don't need to write."	S2
	Fun activity		"I like it because it is fun."	S3
	Positive impression		"Awesome."	S4
	Positive evaluation		"Very good."	S5
Future use of speaking cards	Willingness to reuse	Behavioral intention	"I really want to using speaking cards again"	S1
	Enjoyable learning preference for speaking cards		"Yes, because it is fun"	S2
	Positive acceptance		"I want to use it again because it is not boring"	S3
	Intention to continue		"Yes, I like it"	S4
	Willingness to reuse		"I agree, I want to"	S5
			"I would like to use speaking cards again"	S1

The classroom observation findings also supported the interview results. During the implementation of speaking cards, most students actively participated in group discussions. Compared to the beginning of the lesson, more students voluntarily expressed their opinions, interacted with their classmates, and demonstrated greater confidence when speaking in front of the class. The observations also revealed that although some students were still hesitant due to limited vocabulary and grammatical knowledge, they remained actively engaged in the speaking activities.

Perceived Ease of Use (PEOU): Ease and Challenges in Using Speaking Cards

Based on the classroom observations and interview data, students perceived speaking cards as an easy-to-use medium for speaking activities. The prompts and guiding questions provided on the cards also helped students express their opinions and participate more actively in classroom discussions. Several students stated that speaking cards assisted them in conveying their ideas and responding to the discussion topics.

One student stated, "The cards helped me express my opinion" (S2). Another student explained that speaking cards made it easier to generate ideas during speaking practice. These responses indicate that speaking cards supported students in organizing their thoughts and participating more actively in speaking activities.

However, some students still experienced challenges during the implementation of speaking cards. The difficulties they encountered were mainly related to language production, such as fear of making grammatical mistakes and difficulty constructing sentences. One student explained, "I am afraid of making grammatical mistakes" (S3), while another student stated, "I get confused when constructing sentences" (S4).

These findings suggest that although most students perceived speaking cards as a helpful and relatively easy-to-use learning medium, some still encountered challenges during their use. These challenges were primarily associated with students' language proficiency, particularly their vocabulary and grammatical competence, rather than with the speaking cards themselves. From the perspective of the Technology Acceptance Model (TAM), these findings reflect Perceived Ease of Use (PEOU), which proposes that learners' acceptance of a learning medium is influenced by the extent to which they perceive it as easy to use during the learning process.

Perceived Usefulness (PU): Confidence Improvement

The second finding revealed that speaking cards helped students improve their confidence in speaking English. Several students reported that they became more confident to speak in front of the class and express their opinions

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English Language Teaching

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e-ISSN 3032-2839
https://doi.org/10.26740/rt.v14i03.79338

after using speaking cards. In addition, they felt more willing to participate in speaking activities.

For example, Student S2 stated, “I am no longer afraid of speaking,” while Student S3 said, “I am brave enough to speak in front of the class.” Another student explained, “I became more confident to express my opinion" (S4). These responses indicate that speaking cards supported students in building their speaking confidence and reducing their anxiety during classroom interactions.

This finding is related to Perceived Usefulness (PU) in the Technology Acceptance Model (TAM), as students believed that speaking cards were beneficial in improving both their speaking ability and self-confidence. The use of speaking cards also encouraged students to participate more actively in classroom discussions.

Attitude Toward Using (ATU): Positive Learning Experience

Based on the findings, students perceived speaking cards as an enjoyable and engaging learning medium. Most participants reported that the use of speaking cards made speaking activities more enjoyable and less monotonous. They also felt more relaxed and enthusiastic during the learning process because the activities differed from conventional classroom methods.

This finding is reflected in students' responses, such as “It was cool and fun” (S1), “It was enjoyable because we did not have to write” (S2), and “I liked it because it was fun” (S3). These responses indicate that speaking cards created a positive classroom atmosphere and made students enjoy participating in speaking activities.

From the perspective of the Technology Acceptance Model (TAM), this finding reflects a positive Attitude Toward Using (ATU), as students demonstrated positive emotional responses toward the implementation of speaking cards in the classroom.

Behavioral Intention (BI): Intention to Continue Using Speaking Cards

The findings revealed that students expressed a willingness to continue using speaking cards in future speaking activities. Most participants indicated that they would like to use speaking cards again because they found the learning process more enjoyable, engaging, and less monotonous than conventional classroom activities.

Several students explicitly expressed their intention to continue using speaking cards in future lessons. One student stated, “I really want to use speaking cards again” (S1). Another explained, “Yes, because it is fun” (S2). Similarly, one participant said, “I want to use them again because they are not boring” (S3). Other students also showed positive acceptance by stating, “Yes, I like them” (S4) and “Yes, I agree. I want to use them again” (S5).

These responses indicate that students not only had positive experiences during the implementation of speaking cards but also demonstrated a willingness to continue using this learning medium in future speaking activities. From the perspective of the Technology Acceptance Model (TAM), this finding reflects Behavioral Intention (BI), which refers to students’ intention and willingness to continue using a learning medium based on their previous learning experiences and perceptions.

Overall, the findings indicate that students had positive responses toward the use of speaking cards in speaking activities. Based on the interview data, four major themes emerged: Perceived Ease of Use (PEOU), Perceived Usefulness (PU), Attitude Toward Using (ATU), and Behavioral Intention (BI). These findings suggest that speaking cards can serve as an effective learning medium to support students' speaking activities by creating a more enjoyable learning environment, improving students' confidence, and encouraging active participation in the classroom.

The first finding showed that students perceived speaking cards as a learning medium that was easy to use and helpful in speaking activities. Several students also reported that speaking cards helped them express their opinions, generate ideas, and participate more actively in classroom discussions. However, some students still experienced challenges, such as generating ideas, constructing sentences, recalling vocabulary, and avoiding grammatical mistakes during speaking activities. This finding reflects Perceived Ease of Use (PEOU) in the Technology Acceptance Model (TAM), which explains that users’ acceptance of a learning medium is influenced by the extent to which the medium is perceived as easy to use (Davis, 1989). The findings indicate that although speaking cards facilitated speaking activities, students still required sufficient language proficiency and practice to communicate effectively. This finding is consistent with Rahmadani et al. (2024), who reported that students often experienced difficulties related to vocabulary mastery and expressing ideas during speaking activities. Therefore, teachers should provide additional support, such as vocabulary preparation and sentence examples, to maximize the implementation of speaking cards.

The second finding showed that speaking cards contributed to improving students’ self-confidence. Most students reported that they became more confident to speak in front of the class, express their opinions, and participate in classroom discussions after using speaking cards. They also felt less afraid of making mistakes during speaking activities. This finding reflects Perceived Usefulness (PU) in TAM because students believed that

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https://doi.org/10.26740/rt.v14i03.79338

speaking cards were beneficial in enhancing their confidence and classroom participation. This result is consistent with Munjiana (2018), who found that talking cards improved students' confidence and participation during speaking practice. Similarly, Ay Kaya & Ersanlı (2025) emphasized that supportive classroom interaction contributes to students' speaking confidence. Therefore, speaking cards can serve as an effective learning medium to promote students' confidence and active participation in speaking lessons.

The third finding revealed that students had positive attitudes toward the implementation of speaking cards. Most students perceived speaking cards as an enjoyable and engaging learning medium that made the learning process more meaningful and less monotonous. They also reported that speaking activities became more interesting and enjoyable during the implementation of speaking cards in the classroom. This finding reflects Attitude Toward Using (ATU) in TAM, which suggests that positive attitudes toward a learning medium influence users' acceptance and participation (Davis, 1989). This finding is also consistent with Zega et al. (2023), who found that interactive learning media could increase students' interest and participation in speaking activities. Therefore, speaking cards can be considered an attractive learning medium that creates positive learning experiences in the classroom.

The fourth finding showed that students had positive intentions to continue using speaking cards in future learning activities. Most participants expressed their willingness to use speaking cards again because they perceived the activities as more enjoyable and less monotonous than conventional learning activities. This finding reflects Behavioral Intention (BI) in TAM, which refers to users' willingness and intention to continue using a learning medium based on their previous experiences and perceptions. Students' willingness to continue using speaking cards indicates that positive learning experiences and perceived usefulness contributed to stronger acceptance of the learning medium.

Overall, the findings demonstrate that speaking cards can support speaking instruction by creating positive learning experiences, improving students' confidence, and encouraging their willingness to participate in future speaking activities. Although several language-related challenges remained, students generally accepted speaking cards as a useful, enjoyable, and supportive learning medium for asking and giving opinion activities in junior high school EFL classrooms.

CONCLUSION

This study aimed to explore students' responses toward the use of speaking cards in teaching asking and giving opinion. The findings showed that students generally responded positively to the implementation of speaking cards during speaking activities. Based on the Technology Acceptance Model (TAM), students' responses were reflected through four constructs: Perceived Ease of Use (PEOU), Perceived Usefulness (PU), Attitude Toward Using (ATU), and Behavioral Intention (BI).

The findings showed that students generally perceived speaking cards as a helpful and relatively easy-to-use learning medium during speaking activities, although some students still experienced challenges related to generating ideas, constructing sentences, and avoiding grammatical mistakes. In addition, students perceived speaking cards as useful for improving their confidence and encouraging their willingness to participate in classroom discussions. Students also demonstrated positive attitudes toward the implementation of speaking cards by describing the learning activities as enjoyable, interesting, and less monotonous. Furthermore, most students expressed their willingness to continue using speaking cards in future speaking activities.

Overall, the findings suggest that speaking cards have the potential to create a supportive and interactive learning environment that encourages students' participation and improves their speaking confidence. This study contributes to English language teaching by providing insights into students' responses and learning experiences toward the use of speaking cards in EFL classrooms, particularly from the perspective of the Technology Acceptance Model (TAM).

This study has several limitations. First, the study was conducted in only one class consisting of 20 male eighth-grade students. Therefore, the findings may not fully represent the responses of students from different classes, schools, grade levels, or genders. In addition, the relatively small number of participants limits the generalizability of the findings. Future researchers are encouraged to involve a larger number of participants from different classes, schools, and demographic backgrounds to obtain more comprehensive findings. Furthermore, involving both male and female students may provide broader insights into students' responses toward the use of speaking cards in speaking activities. Finally, future studies may employ different research designs and explore the effectiveness of speaking cards across different educational levels and learning contexts.

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e-ISSN 3032-2839
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