

## DEVELOPING CISAR (TWO-MODE CHAIN STORY CARDS) TO FACILITATE HYBRID LEARNING

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**Abstract:** *This research was conducted to develop learning media that can assist tenth graders in Indonesia in practicing speaking in English and improve their grammar knowledge, particularly when studying recount and narrative texts. The instructional media development was carried out using the R&D research design. The research began with investigating students' language learning difficulties by observing them in class and interviewing their teacher. This was then followed by product development, validation and tryout before the product was finalized. The research instruments used for developing and revising the media were field notes, expert validation sheets, and a questionnaire that measured the acceptability of the media. The products developed are 56 pieces of cards named CISAR (Chain Story Cards), one teacher manual, and one student manual. Based on the results of experts' validations, the media has met the accessibility and appropriateness criteria but required a few revisions to meet practicality requirements. Meanwhile, the small scale tryout results involving thirty-six tenth graders of a public senior high school in East Java, Indonesia, CISAR is feasible in its design, language, and has suitable material for the target users since the design considers age-appropriacy, the language is adjusted to the level of proficiency of tenth graders, and the materials follow the syllabus of tenth graders. However, improvements to the manual book were required to make the cards easier to use. Feedback given by the tryout participants confirms that the developed cards serve their intended purposes of helping tenth graders learn speaking and grammar.*

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### INTRODUCTION

Speaking is an essential language skill for effective communication. Through speaking, someone can express intentions and needs. As English is an international language, learners need to acquire communication skills to gain greater opportunities to participate in a global world. Furthermore, language learning success is often measured by how well learners perform conversations (Nunan, 1991). Besides, Brown and Yule (1984) say that usually, people are judged on their speaking competencies. Speaking ability is also advantageous for

learners when they want to find a job. In this modern era, candidates' performance at the interview is heavily measured to decide whether they will be selected or not. They may also need to prove themselves in debates or group discussions where oral communication skills become the focus. Moreover, when they have been accepted, later, they have to give many oral presentations for they need to promote the companies' products. Therefore, speaking skill plays a vital role. However, speaking is considered one of the most challenging language skills (McLaren et al., 2005).

According to the statistics published by the Indonesia Ministry of Education, only 35-38 percent of high school graduates continue their studies at university (Kemdikbud, 2021). It means that most of them will compete in job markets. Graduates with sufficient English competence will find it easier to find a job in this global era, for companies will likely hire those who can speak comprehensibly although their writing skills have not yet been perfect (Marisah & Robiasih, 2017). Thus, speaking is a skill that needs to be improved by using a proper method to encourage students. Kayi (2006) pointed out that teachers need to prepare speaking activities that create meaningful communication, not just require students to memorize the dialogue. Kurniatun et al. (2020) also said that teachers should allow students to practice their speaking. However, learners usually find it challenging to master speaking skills. Shyness, anxiety, and lack of confidence are the reasons behind the existence of reluctant learners. Many students feel less confident when asked to speak without prior planning. Some others are fearful of making mistakes because speaking needs grammar understanding. It is challenging for English learners to produce sentences spontaneously without knowing grammar or proper vocabulary (Srinivas, 2019).

Grammar often becomes a problem while it is essential for learning English. Grammar helps construct sentences and understand the meaning of utterances. Students with low grammar comprehension will have some restrictions while speaking. They lack knowledge of what they should say and might fail in expressing their real intentions. It is because speaking has a positive correlation with grammar (Zam Zam et al., 2021). A communicative grammar lesson is one of the best methods for teaching grammar as students will actively use the target language and do not need to learn grammar in isolation. A study conducted by Daloglu (2020) shows that students prefer grammar to be included as part of the lesson while learning other English skills. Based on AE American English (2016), the activities can be in games, role plays, or discussions that usually allow the students to practice in a more low-pressure manner. The task in this lesson will provide more opportunities for the students to communicate and practice their grammar.

It is important to keep track of activities that can get people excited and involved in speaking while also advancing grammar. Pair or group activities might help overcome the problem since learners get an opportunity to share their thoughts and ideas in a relaxing setting by interacting with their peers. It is supported by a study by Khonamri et al., (2020) that collaborative learning strategies influence students' language learning beliefs, making them see the process of learning as something exciting. Collaborative approaches also help students reduce anxiety and support the ongoing practice (Kamarulzaman et al., 2020). Learners will tend to try to speak more and produce many sentences. Studying with peers can increase self-confidence and reduce anxiety in communication (Shamsi et al., 2019). Students can guide, scaffold, and correct each other. Moreover, based on Saidalvi and Samad (2019), the feedback given by friends is proven to motivate students to improve their language performance. Collaborative learning allows them to communicate more and gives good social support, positively impacting students' self-esteem (Muttaqin, 2016).

Games can be adopted to encourage students. Playing a chain story game is one of the options. Students can creatively develop stories with their friends by playing this game to encourage them to speak. Uktolseja and Gaspersz (2019) claim that utilizing oral chain story activities makes students more confident. The teacher can make the game even more challenging by using story cards. Cards come in a wide variety, are simple to produce, and are entertaining to play. They are widely used as teaching aid. Having pictures and short information on both sides, story cards give a sense of simplicity and effectiveness. Picture cards create visuals that help students understand the topic better, leading them to make better descriptions and practice their speaking more (Ambarwati & Hayati, 2020). The teachers can also put some words which show grammar markers. Students will take turns in telling their stories based on what they get from the cards. They will perform their speaking skills and try to apply a good sentence structure at once. It will also help them master the basic competence in the recount and narrative chapters in which students should be able to create a story orally. The fact that students struggle to apply the language features while telling a story makes media development ever more important (Muliani et al., 2019).

The researcher took the initiative based on the language learning problems that happened in the field to create CISAR (Chain Story Cards), a set of story cards to help tenth graders improve their grammar and speaking skills. Unlike most of the card media that are used to learn vocabulary, CISAR enables students to practice speaking by employing multiple grammatical principles through creating stories. Also, a variety of stories based on contemporary problems might be created, such as those about the spread of hoaxes and

bullying. This teaching aid can help students achieve basic competencies when learning recount and narrative. One set of cards covers ten different grammar topics, presented separately in the cards. Each card contains grammar clues and pictures to help students progress their stories. The grammar items are chosen based on the grammar materials in the syllabus. Moreover, in response to the current situation where the education should be conducted in 'pandemic-friendly' formats, CISAR is available both online and offline so that it will be able to facilitate hybrid learning. Students can be provided with online or printed cards. These two types of cards work the same. By adapting to the new learning model, it is hoped that CISAR can support the continuation of learning and teaching during the pandemic.

The result of this study is expected to give a practical contribution to students, English teachers, and other researchers. First, the students will benefit from having chain story cards called CISAR to help them develop grammar and speaking ability when learning recount or narrative. Using the cards, students can practice their speaking and learn to apply the correct grammar while creating stories with their friends. Second, English teachers can utilize CISAR in their classes to help them develop the instructional process, especially in teaching grammar and speaking for the recount and narrative chapters. Third, other researchers may use this finding as a reference to develop English learning media for further research on a similar or related field.

## **LITERATURE REVIEW**

### **Cards in Language Class**

Cards are frequently used in language instruction. From kindergarten through adult education, teachers use this material, particularly for drilling. They can be used to acquire, practice, and review vocabulary and grammar knowledge as either a warm-up or as the primary exercise. Playing with cards is simple yet effective to make students more active in the class (Supriatin & Rizkilillah, 2018). Teachers can design so many activities with cards, especially group activities, that will attract students to engage. However, it is also possible to apply cards for creating enjoyable independent activities. Although cards are typically easy to use, they have a good content arrangement that combines words and pictures. Students are helped a lot by the pictures to visualize the words (Ayuningtias & Kareviati, 2021).

Applying cards in class doesn't require lots of preparation. Teachers can create their cards on paper or with online tools. Teachers may also use them in offline and online

settings to make them more accessible. Either printed or e-card will work the same. Moreover, ready-made cards are available anywhere on the internet. However, when making flashcards, it is better to stick to some principles in the learning process that teachers need to make learning media that can help students intake new information, store it in the brain, and create something new from it (Frank, 2020). In other words, the media should train memorization and promote creative thinking. The following advice should be heeded to make playing cards more effective for learning: (1) Combining pictures and words to make it more memorable since, based on the cognitive psychology theory, people tend to remember imagery lots better than words; (2) Using mnemonic devices to help students build a connection between information; and (3) Avoid giving too much information (Frank, 2020).

Commonly, a card is used to teach vocabulary to develop speaking skills. Syaifudin (2019) found that students speak more fluently after using cards to help them enrich vocabulary. A quite similar result can be seen from research conducted by Ulfiah (2013), which shows that students can describe something better with the help of vocabulary written in cards. Retnowati (2019) used cards for Q&A activity in Think-Pair-Share (TPS) method. The research gives positive results to the students' speaking skills development. Similarly, Aminudin (2017) succeed in enhancing students speaking ability after utilizing flashcards for short dialogue tasks. Unfortunately, most previous research tends to use flashcards for vocabulary reviews, memorizations, and Q&A only. Not many people utilize this media to teach language competence like grammar.

### **Teaching Speaking and Grammar for EFL Students**

Speaking is an essential ability to develop, where fluency becomes a goal for language learners to successfully communicate. Unfortunately, speaking doesn't get much emphasis in class because reading and writing are typically used more in the teaching and learning processes. Based on Pakula (2019), the learning and teaching process usually focuses on textbooks that emphasize written language. Sometimes, students are only taught for tests, also in written form. Besides, there is a lack of knowledge on teaching speaking correctly. Teachers haven't put enough creativity when making media for speaking activities. Teachers should be aware of the engaging ways to teach each vocabulary word, its pronunciation, and its grammar in order to help students become more proficient speakers.

Furthermore, teachers should create a 'safe speaking environment' that will have significant effects on students' confidence (Thiriau, 2017). This concept is essential because

the typical blockers for learners are the fear of judgments, embarrassment, and the incapability to formulate English sentences at once, which usually results in speaking anxiety.

As grammar is what ensures that a sentence is understood clearly, it plays a crucial role in language learning. However, grammar instruction is frequently regarded as challenging and tedious. To ensure that pupils understand grammar and are motivated to learn, it is crucial to impart both knowledge and interest. To engage pupils, teachers might use an interactive teaching strategy. Through communicative activities, which let students actively use the language rather than just studying it in isolation, grammar can be taught in the best possible way. The assignment offers greater opportunities for interaction. This method supports the development of 'real-life' communications that combines accuracy and fluency (Brown & Lee, 2015).

## METHOD

### Research Design

The study employed R&D design involving four steps (Latief, 2019), i.e., conducting needs analysis, developing the media, getting expert validation, and trying out the product. This research used qualitative data from the expert judgements, which were treated as a basis of the product revision. The data were also collected from students' opinions to revise the developed product.

### Research Stages

There are four stages in R&D research design that can be described as follows:



Figure 1. R&D Flowchart

## 1. Conducting Needs Analysis

To examine the needs of the pupils and analyze the media that would need to be developed, a needs analysis was used. Additionally, research was conducted to determine which grammatical concepts students struggle with and which aspects of their speaking abilities needed to be strengthened in order to support the development of their communicative competence. The researcher watched the teaching and learning process and conducted interviews with English teachers. The researcher was able to identify the grammar and speaking skills that students struggled with by conducting interviews and observing students in class. This knowledge helped the researcher design lessons that students would find useful and interesting. Moreover, it helped the researcher plan the concept and activities included in the cards. Those data were presented in interview transcripts and field notes to be analysed.

After observing two classes for two meetings in a row, the researcher found that not many students speak up in class. The researcher almost always found that the same people dominate the process of the class discussions. Seven students actively spoke, while the rest 65 students were not engaged. Most of the students remained silent when they were invited to a discussion or Q&A. Sometimes, they preferred using the Indonesian language to answer a question. Anxiety and the lack of confidence are thought to be the reason behind this problem. Students feel uncomfortable speaking in public since they fear being judged, laughed at, or making mistakes. The teachers' interview shows that self-confidence is the students' most significant problem. The teacher assigned them to do a role-play to overcome this obstacle since collaborative learning has proven effective. However, role-play cannot always be used, for it takes a long time to do and needs quite a lot of preparation. Therefore, students need an alternative activity that can help them learn to speak more effectively.

From the observation, it was seen that the outcome was not very different. When asked to apply proper grammar to the sentences they had created, students lacked confidence. Although there was plenty of grammar instruction, there was not much opportunity for practice. As a result, they were unsure of which grammatical components to utilize in a certain circumstance. Students' failure to apply was caused by a lack of grasp of the grammar ideas, according to the results of the teachers' interviews. Tenses are thought to be the most challenging one by students. As a result, not all pupils are able to meet the established learning goal for grammar. The teacher gave the students many written exercises and discussions in response to this problem. However, this trick may help them do a test but not deal with a real-world situation. Students need to be engaged through relevant context to make their study process meaningful. Learning grammar in context

gives students a good chance to see how grammar structures work in sentences, enabling them to acquire the language nature that helps them understand the language better (Gester, 2019). They should be given more space to apply the grammar concepts while practicing their productive skills.

## 2. Developing the Media



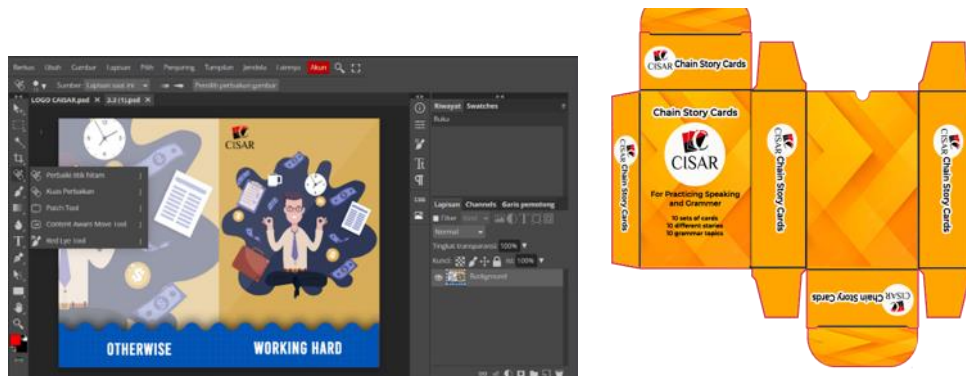
**Figure 2. CISAR**

The researcher collected data obtained from the needs analysis. Referring to the interview data that students tend to be more enthusiastic about practicing their speaking skills when doing storytelling activities in the form of role-playing, the researcher decided to develop speaking and grammar learning media, including storytelling activities. This media is expected to facilitate students who find it challenging to learn speaking and grammar skills.

The researcher developed CISAR, which stands for Chain Story Cards. The product name was inspired by the activity done by playing the cards. CISAR facilitates students to create a chain story and apply specific grammar rules. CISAR's development began with a literature review process to see and analyse various cards that have been developed in previous research. This step is intended to examine the drawbacks of the previous cards used in the language class and look for gaps to improve them. After the researcher got a clear concept of the card, the second step was to make the raw design of the product. At this stage, the researcher paid attention to designing the card's purpose, function, and aesthetic aspects. It is expected that the cards would help study, but they also have pleasing qualities that encourage students to learn. For the card content, the researcher selected ten kinds of grammar topics adopted from the syllabus and ten kinds of stories that students can develop based on their creativity. Each story chosen has its moral messages that can be taken advantage of. CISAR combined the task of learning grammar and speaking to provide students with context-based speaking activities. It is an essential issue for contextual



speaking giving a more concrete depiction of how real-life communication works (Ilosvay & Ilosvay, 2014).



**Figure 3. Editing Process**

Meanwhile, in terms of design, the researcher used five kinds of design. The icons in the card, pictures, and font styles have considered age-appropriate. The third step was to realize the design plan using *Photoshop* and *Photopea* applications.

### 3. Expert Validation

The experts validated the products to know whether they had been developed properly. They gave opinions on the language, the design, and the content. Feedbacks or judgements from the expert were in the form of qualitative data, which were analysed and used as the guide of the basis revision of the product.

### 4. Trying Out Process

The research was conducted in one of the public senior high schools in East Java. The subjects of this study were tenth graders. This research involved 36 students that were chosen randomly. By administering the random sampling technique, students with different proficiency levels were accommodated so that researchers could obtain a variety of perceptions about the product. Since the population was limited, the researcher could also monitor the implementation of the product in more detail.

The researcher needed students' feedback after the product was tried out. The results were used for revising the product. A questionnaire with a Likert scale and open-ended questions was distributed to the students. These encompassed inquiries on the material suitability, the product applicability, design and language, and the effect students could feel after using CISAR. The result of Likert-scale and open-ended questions were treated differently. According to Sugiyono (2013), the quantitative data from the Likert scale can be analysed as follows:

1	2	3	4
Very Poor	Poor	Good	Very good

After that, the percentage of Likert-scale results was counted using the Likert-scale formula presented below:

$$P = F/N \times 100\%$$

P : percentage

F : number/frequency of answers

N : number of respondents

**Figure 4. Likert-scale Formula**

The result percentage described whether the product had been well developed or needed more improvement. Here is the score description guide:

≤ 20	21-40	41-60	61-80	81-100
Very poor	Poor	Fairly	Good	Very good

## RESULTS AND DISCUSSION

### Results

#### The CISAR



**Figure 5. CISAR's Logo**

CISAR (Chain Story Cards) is a set of online cards that can help students improve their grammar and speaking ability. One set of cards accommodates ten grammar topics, and every topic is represented in 5-6 pieces of cards that can be played in the group. Since the grammar materials are primarily taught in the first and second grades of senior high school, the grammar items chosen for the cards are also adapted from both syllabuses. Therefore, students can get a variety of grammar items.

There are some words with the grammar marker on one side and a picture on another side of CISAR. The words show what grammar item should be applied, while the picture can guide the story content. The grammar topics that are covered are as follows:

1. Conjunction (how to use *if only, unless, though, since, whereas*)
2. Correlative conjunction (how to use *both...and, not only...but also, either...or, neither...nor, so/such...that*)
3. Cause effect conjunction (how to use *due to, therefore, so that, otherwise, consequently*)
4. Countable/uncountable (how to use *a lot of, a few, little, many, much*)
5. Passive voice (how to make passive sentences in *simple past, past continuous, and past perfect*)
6. Conditional (how to make *conditional sentences* type 1, 2, and 3)
7. Pronouns (how to use the *subject pronoun, object pronoun, possessive adjective, possessive pronoun, and reflexive pronoun*)
8. Adjective clause (how to use *who, which, whom, whose, where*)
9. Tenses (how to make sentences in *simple past, past continuous, and past perfect*)
10. Tenses (how to make sentences in *simple present, present continuous, and present perfect*)

In terms of story topic selection, not only did the researcher present narrative stories but also stories based on social issues. By introducing those topics, it is expected that students will learn from context and become more aware of their surroundings. Context is important because it relates to the student's learning experience, which shapes short or long-term memories when the new language is presented, thereby increasing the likelihood that the language will be remembered (Garside, 2019).



Figure 6. Fiction and True Story-Based Stories

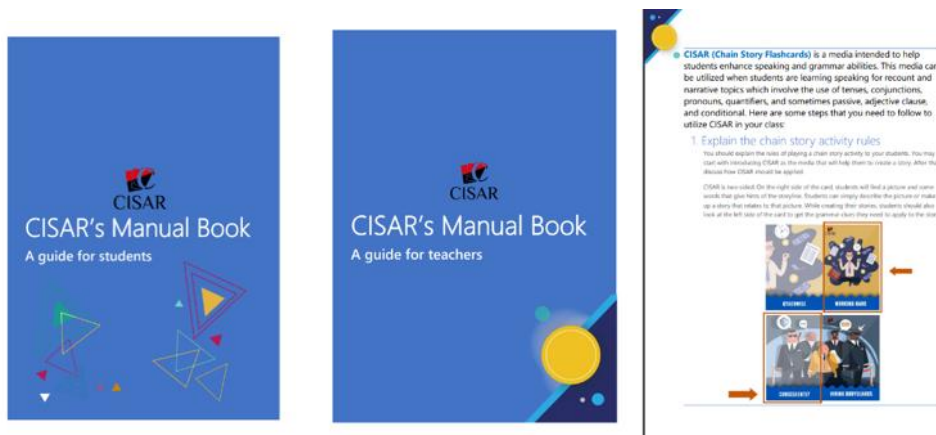
Although the students are given clues that lead to a certain topic, they can always use their creativity to develop the story. The cues give direction on how the story should

flow, but students have the freedom to put their ideas and change the moves. As a result, it will allow for a broader interpretation of the topics presented and allow students to create multiple stories based on the same theme.



**Figure 7. Two Sides of CISAR**

CISAR has two sides. The right side of CISAR contains pictures and some words which indicate the storyline. Students can create stories by describing pictures or telling something related to pictures. The pictures on one card and the other cards are interconnected. Therefore, students should finish all 5 or 6 cards to form a complete story. While on the left side of the card, there are instructions for grammar items that students in their stories must use. They should apply the instructed grammar to at least, one of the sentences will be made. Students can scaffold each other to implement and correct the grammar use.



**Figure 8. CISAR's Manuals**

To make it easier for users to understand how to administer and use CISAR, these cards are equipped with manual books for students and teachers. The manual book for teachers contains the steps that the teacher must follow to apply the media in the class,

while the manual book for students contains how to use CISAR for chain story activities. The student's manual has more pictures to simplify the directions and make it more understandable.

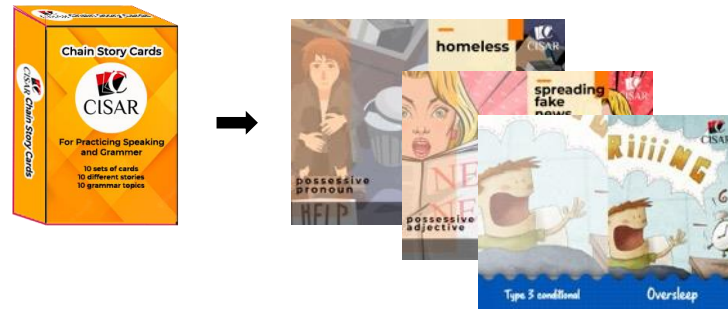


Figure 9. A CISAR Set

Overall, one package of CISAR contains 56 pieces of cards and two manual books. Those cards are divided into ten-card sets with different story topics. The grammar topics in the story are drawn from five materials in the first grade and five materials in the second grade of Senior High School. CISAR is available both online and offline to aid hybrid learning. Online cards are in PNG images, whereas offline ones are printed and laminated. These two types of cards work exactly the same.

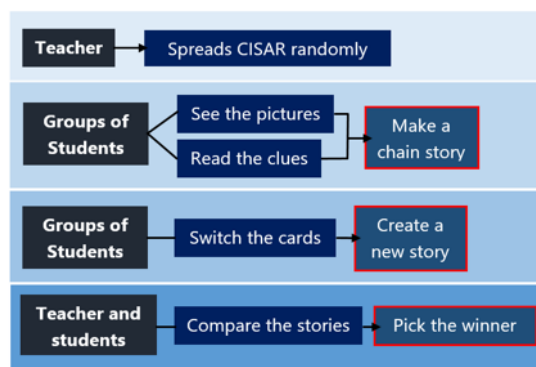


Figure 10. How to Play CISAR

The teacher should divide the students into groups to play the cards. Each group contains six members at most. Group members are given different cards with specific pictures and words on them, and they can use the clue to make up the stories. The member should take a turn in telling their story orally. Each of them is given some time to think before continuing the story forwarded to him/her since the story must be connected until it becomes a complete story. Every member should contribute some sentences for developing the story. The teacher has the right to estimate the minimal amount of sentences that need to be made by the students. After finishing one story, the member can switch the

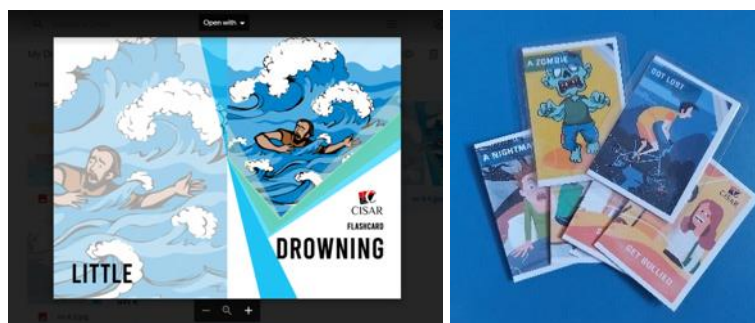
cards with another member or group to make a different version of the story. The group in which the members can apply the correct grammar and create the most interesting story may get a reward from the teacher.

The researcher tested the cards on 36 students randomly selected from one of the public senior high schools in East Java. The researcher followed the implementation steps as stated in the teacher's manual. Students were also provided with a student manual to help them understand the instructions. The following are the steps of the CISAR tryout process:

1. The researcher provided instructions for using CISAR

First, the researcher introduced CISAR and its benefits. Next, the researcher provided a CISAR overview for a chain story activity. The researcher delivered instructions in online classes through Google Meet and video recordings to facilitate students who were unable to attend the meeting. After the instructions were delivered, the students were divided into six groups with six students each. Although the manual book for students has been prepared, an oral explanation to use the cards is still needed to anticipate misunderstandings.

2. The researcher distributed CISAR and student manuals



**Figure 11. Online and Printed CISAR**

After the students knew their respective groups, the researcher shared a Google Drive link containing 10 CISAR folders and the student manual. Students were instructed to check the cards to choose the story they wanted and read the student manual to ensure they understood the steps they should follow.

3. Discuss with the group

Each member proposed which set of cards he/she wanted for the chain story activity. However, only 1 set of cards would be used based on the group agreement. Each team usually had specific reasons before choosing the card set. 4 teams considered the difficulty

level of grammar. In comparison, the other two teams chose cards based on the storyline that was considered interesting. The most chosen flashcard was card number 9, where students had to apply past tense, past continuous, and past perfect tense in the story with the theme 'Plastic Surgery's Gone Wrong'. The reason behind choosing this card was because the tenses listed on the card are the grammar materials they had just learned in the recount text chapter, and they learned them again during the narrative text chapter. Meanwhile, the other card variations chosen were card numbers 7, 8, and 10, which assign students to use pronouns, adjective clauses, and tenses properly. After the cards were selected, students discussed determining the distribution of cards. Students were given the freedom to choose the cards and organise the group so that they could explore their ideas and learn to respect other people's opinions.

Before recording the stories they made, students discussed and created stories in teams. Each student contributed sentences according to the card he/she was responsible for. Other students listened and provided input if needed. Students helped and corrected each other to develop one complete story.

#### 4. Students carried out a chain story activity using CISAR

After the division of tasks within groups was complete, students recorded their chain story activities. Each member in the group performed at least three sentences to develop the story. However, some of them took the initiative to develop the story by contributing four or more sentences. Students could understand the instructions for using CISAR quite clearly. They managed to make a story according to the clues listed on the right side of the card, and most of them were able to apply the requested grammar well. Errors in using grammar usually lie in the improper application of perfect tenses. Some sentences that should be conveyed using past tense were represented by the past perfect. In addition, some students forgot to complete nouns with determiners.

#### 5. Assessing student performance

Researchers conducted an assessment of the students' performances. The assessment was taken based on several considerations, including fluency, pronunciation, accuracy, and creativity. All the groups could creatively develop the story. However, the fluency and accuracy aspect was still a major problem. From a total of 36 students, there are only seven fluent students. Meanwhile, 70% of students could apply grammar well.

### ***What Experts Say about CISAR***

After being developed, CISAR cards and the manual books were validated by experts. Both validation processes included an assessment in terms of design, language, and content. These three aspects were chosen since they define the product's appropriateness and effectiveness. Product designs affect users' psychological responses, which entice them to use media (Hsu et al., 2018). Therefore, the experts should ensure that the design is compelling and suitable for the subjects' age. Next, the experts assured that the language had been adjusted to the subjects' level of proficiency. It is essential to provide proficiency-based learning to provide relevant learning opportunities that can engage all students (Vermont, 2017). In terms of content, the experts confirmed that the card contains activities that suited the goal of the card development of improving students' speaking and grammar abilities. Furthermore, the stories and grammar items were checked to see if they fit for learning recount and narrative and if they followed grammar materials in syllabuses.

Validation was carried out by two people who are experts in their fields. Neither the first nor the second validator provided any suggestions for improvement for the cards, which meant that the card was ready for testing in the learning and teaching process. However, manuals for teachers and students needed to be improved in terms of content so that the purpose of using cards can be clearly understood and the steps for using cards can be easily followed. Showing the learning purpose is the way to make students appreciate their learning experience more (Barile, 2018). On the other hand, giving clear instructions will avoid misunderstanding and help the activity flow. Students will clearly know what they need to do in class to meet the teacher's expectations and become less worried about their actions (Barile, 2018).

The expert also suggested that the researcher added information about which students' speaking and grammar competence would be enhanced throughout the chain story activity in the general card's description. In addition, for the teacher's guidebook, the first step should be clarified since the explanation about how to utilize the right and the left side of the cards to develop a story was not clear enough. After the experts revised and re-validated the manual books and the cards, the researcher distributed them in the school where the research was conducted.

### ***What Students Think of CISAR***

After carrying out the chain story activity using CISAR, students were asked to fill out a Google Form to review the learning media. The Google Form contains 11 Likert-scale



questions and one essay question. Aspects covered in Likert-scale questions include the card appearance or design, the ease of access, the quality of the story, the difficulty level of grammar, and the effects felt by students after using CISAR. While in essay questions, students are asked to express their opinion if they have any suggestions for improving CISAR.

**Table 3. Students' Assessment on CISAR (n= 36 students)**

Criteria	Scale							
	Strongly Agree		Agree		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>F</i>	%
The card design is attractive	32	88,9%	4	11,1%	-	-	-	-
The font style and size used are comprehensible and understandable	36	100%	-	-	-	-	-	-
The card is easy to access	36	100%	-	-	-	-	-	-
The card is easy to use	25	69,4%	6	16,7%	5	13,9%	-	-
The story that can be produced from the cards is interesting	22	61,1%	10	27,8%	4	11,1%	-	-
The grammar items chosen are challenging	24	66,7%	7	19,4%	5	13,9%	-	-
CISAR can help me learn and apply grammar	25	69,4%	11	30,6%	-	-	-	-
My grammar ability developed after using CISAR	24	66,7%	9	25%	3	8,3%	-	-
CISAR can give good materials for speaking	29	80,6%	7	19,4%	-	-	-	-
My speaking ability developed after using CISAR	28	77,8%	8	22,2%	-	-	-	-

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Learning grammar and speaking with CISAR is interesting	27	75%	9	25%	-	-	-	-
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Of the 36 students, 32 students chose the 'strongly agree' option for the statement which says that the CISAR design is attractive, while four chose the 'agree' option. Two students who offered design comments were unhappy with the font style and colour scheme. However, the average student compliments the card design in the essay answer column. In line with this, 100% of students chose the option 'strongly agree' that the words on the card can be read and understood. Based on those results, the researchers decided to make a few changes to the design to make the card more attractive.

All of the students chose the 'strongly agree' option for statements about ease of access. Meanwhile, in terms of ease of use, 25 said 'strongly agree', six said 'agree', and five said 'disagree'. Based on students' comments in the essay answer column, two students revealed that numerous processes must be completed before utilising CISAR, which can be perplexing at times. Therefore, researchers need to revise the CISAR manual book to make it easier to understand.

Twenty-two students said the story made from CISAR was very interesting, ten students said it was interesting, and four others said it was not interesting. It is also supported by the success of each group in developing a unique story. Even if several teams chose the same card, students could produce distinct storylines.

Regarding grammar topics selected for the cards, 24 students agreed that they were 'challenging', seven students said the topics were very hard, and five students thought the topics were easy. However, based on the results of the chain story activity, most of the students could apply the requested grammar correctly. They occasionally helped each other to correct the grammar use. Twenty-five students found that using CISAR as a strategy to learn grammar was very helpful, while the other 11 felt it helped. After doing the chain story activity, 24 students strongly agreed that their grammar skills developed, nine students agreed, and three disagreed.

Twenty-nine students strongly agreed that CISAR could provide them with a good speaking topic, and seven other students agreed. Twenty-eight students strongly agreed that CISAR could help them improve their speaking skills and the eight others chose the 'agree' option. Finally, twenty-seven students strongly agreed, and nine students agreed that learning speaking and grammar with CISAR is engaging.

**Table 4. Examples of Cards' Design Before and After Editing**



Students also gave their opinion regarding CISAR and its manual book. Feedback was given concerning the design and content of the card. In terms of design, it was recommended to use several different font styles and colours on different cards to not feel bored. In terms of content, students suggested that the manual book provide sentence examples representing story-making based on CISAR so that they could easily understand the directions in the manual. The researcher considered these students' opinions, discussed them with those who helped the researcher design the card, and then implemented them to improve CISAR. There are four card bundles that the font designs have been modified. Composition, balance, proportion, and age-appropriate ideas were all considered when making the adjustments. The content of the students' manual has been modified as well.

## **Discussion**

When assessing CISAR, the question about the media's quality is as important as the question about the appropriateness of the media to the material. Based on Qomariah and R Sudiarditha's (2017) research, there is a strong connection between learning media quality, learning interest, and learning outcomes. Therefore, the quality aspects should be given greater attention since they are key points that might entice students to learn. Another crucial aspect when developing media is accessibility. This aspect is important because no matter how good a learning medium is, it will be meaningless if inaccessible. Moreover, during the pandemic era, where distance learning faces many challenges, teachers should make sure learning activities keep running but, at the same time, students do not feel burdened. Hence, teachers need to ensure that every learning medium is reachable and

convenient (Mujib & Yunita, 2021). Clear directions can make students engage more effectively and easily complete the assignment (Barile, 2018).

The activity to create stories through CISAR helps students think creatively. Students that practice creative thinking will discover a meaningful connection in their study, as evidenced by the consistent relationship between creativity and academic accomplishment (Mendis, 2018). After one student completes a part of the story, the student who gets the next turn will try to relate to the previous part. This process teaches students to respond to other people's sentences accordingly. It relates to one of the aspects of teaching speaking, where students should be allowed to organize thoughts in a meaningful and logical sequence (Nunan, 2003). These skills are needed in communication. Not only do students learn to understand their friends' sentences, but they also practice giving the appropriate response, which can contribute to students' basic interactive skills development. Besides, students tend to enjoy the learning process more when it includes working together and discussing with their friends. Peer feedback will encourage collaborative learning. In addition, students can also scaffold each other and learn to be peer tutors (AITSL, 2019).

Students found it beneficial to learn more about grammar applications through CISAR. The different grammar representations on each card make students focus on applying one grammar before moving on to another. Thus, students can learn to apply grammar slowly for repetitions, and exercises are essential (Hagen, 2020). The process of making stories was seen as an enjoyable experience. They shared ideas and corrected each other grammar so that they could create interesting stories to present in the video. The atmosphere became more relaxed because the discussion happened with peers, and students became more confident. Most of the students also thought that the story topics were quite current, which made them able to finish the task with ease. It is more exciting for the students to learn something relevant or relatable to their daily lives (Grafwallner, 2017).

Students were excited to have media for practicing speaking skills. With CISAR, students also felt that they had topics that could help them do speaking. Some of the stories in CISAR have topics and moral values that correlate to the problems in society so that students can learn to discuss issues in context. Contexts make language learning more meaningful, which can assist students in remembering what they learn both in short and long-term memory (Garside, 2019). In addition, the story's theme is also following the recount and narrative material. Although most of the students could not speak fluently, they tried their best to convey the stories they made. Students did not feel ashamed to speak

because they rehearsed with their group mates before performing their stories and inputted. Some students also approached the teacher when they had difficulties.

## CONCLUSION

CISAR is a learning media in the form of cards expected to help the first graders of high school improve their speaking and grammar ability. CISAR was developed based on the problems faced by students when studying recount and narrative materials, especially when they were required to demonstrate their skill to tell stories using relevant grammar correctly. Making CISAR goes through several stages, including expert validation, student assessment after the tryout process, and improvement of CISAR and its guidebooks. Based on the results of the tryout process, students' speaking and grammar skills improved. CISAR helped students learn grammar and practice speaking. The learning activity became interesting because the process tended to prioritize collaborative learning and peer coaching. Future research is expected to examine whether or not similar cards can also be used to learn speaking in other types of texts with a more diverse grammar.

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