THE EFFECT OF CUE CARDS ON THE SPEAKING ABILITY OF THE EIGHTH GRADE STUDENTS OF SMPN 3 TAMBANG IN DESCRIPTIVE TEXT

Amellya Yusni, Dra. Hj. Atni Prawati, M.Ed, Dr. H. Marzuki, M. Ed, M.A
e-mail: amellya.yusni@yahoo.com, atniprawati05@yahoo.com, marzuki.england@yahoo.com
contact: +6282387357170

Student of English Study Program
Language and Arts Department Faculty of
Teachers Training and Education
Universitas Riau

Abstract: *This research is aimed to find out whether there is a significant effect of using cue cards on the speaking ability of the eighth grade students of SMPN 3 Tambang in descriptive text. This is a pre-experimental research conducted by using a pre-test – treatment – post-test design. This research used one group pretest-posttest design. The instrument used in this research was a speaking test in the form of a spoken descriptive text (monologue) for pretest and posttest. The population of this research was 229 of the Eighth Grade Students of SMPN 3 Tambang and the sample of this research is the students from class VIII.$_1$ which is total number of students of class is 33 students. The data of this research were collected by giving a speaking test in the form of a spoken descriptive text (monologue) for pretest and posttest to the students in which the students chose one of the topics about descriptive text and make a description orally. The collected data were analyzed by using t-test formula in SPSS 16.0. The results of data analysis showed the mean score of pretest was 55.79, and the mean score of posttest was 67.95. Based on the data analysis, it can be concluded that there is a significant difference between the pre-test and the post-test because the t-test observed was higher than t-table. In other words, the alternative hypothesis of this research was accepted and null hypothesis was rejected. It also meant that teaching speaking by using cue cards as media was effective to improve students' speaking ability in descriptive text for the eighth students of SMPN 3 Tambang especially students of class VIII.$_1$.*

Key Words: *Speaking Ability, Cue Cards, Descriptive Text*

PENGARUH CUE CARDS TERHADAP KEMAMPUAN BERBICARA SISWA KELAS DELAPAN SMPN 3 TAMBANG PADA TEKS DESKRIPTIF

Amellya Yusni, Dra. Hj. Atni Prawati, M.Ed, Dr. H. Marzuki, M. Ed, M.A
e--mail: amellya.yusni@yahoo.com, atniprawati05@yahoo.com, marzuki.england@yahoo.com
contact: +6282387357170

Mahasiswa Program Studi Bahasa Inggris
Jurusan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dengan menggunakan cue cards terhadap kemampuan berbicara siswa kelas VIII SMPN 3 Tambang pada teks deskriptif. Penelitian ini merupakan penelitian pra-eksperimental yang dilakukan dengan menggunakan desain pre-test - treatment - post-test. Penelitian ini menggunakan desain satu kelompok pretest-posttest. Instrumen yang digunakan dalam penelitian ini adalah tes berbicara dalam bentuk lisan teks deskriptif (monolog) pada pretest dan posttest. Populasi pada penelitian ini berjumlah 229 orang siswa kelas VIII SMPN 3 Tambang dan sampel pada penelitian ini adalah kelasVIII.$_1$ yang berjumlah 33 orang siswa. Data penelitian ini dikumpulkan dengan memberikan tes berbicara dalam bentuk lisan teks deskriptif (monolog) pada pretest dan posttest kepada siswa dimana siswa memilih satu dari topik tentang teks deskriptif dan membuat deskripsi secara lisan. Data yang terkumpul dianalisis dengan menggunakan rumus uji 't' pada SPSS 16.0. Hasil analisis data menunjukkan nilai rata-rata pretest adalah 55.79 dan nilai rata-rata dari posttest adalah 67.95. Berdasarkan analisis data, dapat disimpulkan bahwa ada perbedaan yang signifikan antara pre-test dan post-test karena t-test yang diamati lebih tinggi dari t-tabel. Dengan kata lain, hipotesis alternatif pada penelitian ini diterima dan hipotesis nol ditolak. Hal ini juga berarti bahwa mengajar berbicara dengan menggunakan cue cards sebagai media efektif untuk meningkatkan kemampuan berbicara siswa pada teks deskriptif pada siswa kelas VIII SMPN 3 Tambang terutama siswa kelas VIII.

Kata kunci: Kemampuan Berbicara, Cue Cards, Teks Deskriptif

INTRODUCTION

In Indonesia, English is taught as foreign language for elementary school to senior high school as compulsory subject. In English language learning, there are four skills that should be mastered by students, namely; listening, reading, writing and speaking. As Genc (2007) states when people learn a language, there are four skills that they need especially in order to complete communication. All of them are important especially speaking. As Nunan (1991) states from those skills, speaking is classified as productive skill which then become the most important skill to be learned.

In learning English especially in speaking, students often faced some problems in speaking English. Based on the writer's observation during teaching and learning process in the classroom, the writer found that there were some problems that faced by eighth grade students of SMPN 3 Tambang in speaking English. First, students were having problem with their confidence to speak English because they hesitate to speak or on the other words the students felt ashamed or afraid of making mistake during speaking English. Second, most of students were still passive to speak English because the lack of vocabulary, so that they couldn't produce English sentences correctly or they couldn't arrange sentences in English. Third, students often worried to speak English because their pronunciation was not good which made they couldn't convey their ideas into the target language fluently or on the other words they couldn't pronounce the language correctly. Fourth, the students were not enthusiastic and not courage enough to involve in the speaking learning process. Harmer (2001) states students reluctant to speak because they are shy and worried about speaking badly.

Considering the problems that faced by the students in speaking, the best ways to achieve competencies and skills are through students' training and experience in teaching process by practicing the language as much as possible. As Harmer (2001) states that speaking is a productive skill, in which students require the ability to produce spoken language by themselves. So that, the writer finds out an effective solution in order to solve the students' problems on speaking skill by implementing cue cards as the learning media. Harmer (2007) states that cue cards are cards with words and pictures on them. The reason of why the writer chooses cue cards as learning media to teach students in a spoken descriptive text because cue cards is expected to be the media to attract and help students to speak English easily and cue cards can be used to give students an opportunity to practice their speaking skill in order to convey their ideas into the target language. As Harmer (2007) states that cue cards will help students to speak up easily in the form of words or phrases even sentences when they practice their language in real context or situations in which they can use it to communicate their ideas.

Based on the problems that have been identified above, the writer is interested in conducting a study entitled The Effect of Cue Cards on the Speaking Ability of The Eighth Grade Students of SMPN 3 Tambang in Descriptive Text. In this research, the writer wants to find out the effect of cue cards as the learning media on the speaking ability of the eighth grade students of SMPN 3 Tambang especially in a spoken descriptive text because through cue cards as learning media can help students to produce the description easily in order to describe something/someone in detail in the form of a spoken (oral) descriptive text.

RESEARCH METHODOLOGY

This research was conducted at the eighth grade students of SMPN 3 Tambang in the academic year 2016/2017 which is located on Jl. Tuanku Tambusai no.30 Desa Kualu Kecamatan Tambang. The data were collected from 3rd November up to 25th November 2016. The population of this research is the eighth grade students of SMPN 3 Tambang in the academic year 2016/2017 which total numbers of the whole students are 229 students. The sample of this research is class $VIII._1$ of SMPN 3 Tambang which is the number of students of class is 33 students.

The instrument used to collect the data was a speaking test. The procedures consisted of several stages; Firstly, the writer prepared a speaking test to the students. Secondly, the writer asked the students to choose one of the topics about descriptive text and then they tried to make a short description about the topic that they chose orally in English. Thirdly, the writer was collected the result of the speaking test in the form of voice recording. Fourthly, the student's speaking test in the form of voice recording was given to the three raters. The last was the writer collected the score of the students by calculating and dividing into three parts. To know the final score of the students, the writer added all the scores of thee raters, then the writer calculated the average scores of the students.

Table 1.1 Blue Print of the Speaking Test

Pre-Test	Post-Test
My Mother	Basuki tjahaja Purnama (Ahok)
A Rabbit	An Elephant
My Classroom	My School
My shoes	My Dictionary

The data were analyzed by using statistical analysis. In order to compare the results of students' speaking test through the pre-test and post-test, the t-test was used by employing SPSS 16.0. The researcher discovered the complete results including the mean, variance and how the accuracy the data of the test. The researcher chooses t–test to compare the differences of students' scores in the pre-test and the post-test.

The classification of students' scores by Harris (1974) was used to score students' speaking ability and classify students' scores in pre-test and post-test.

Table 1.2 the Classification of Students' Speaking Score

No	Test Score	Level of Ability
1.	85 – 100	Excellent
2.	70 - 84	Good
3.	55 - 69	Average
4.	40 - 54	Poor
5.	0 - 39	Very poor

Adapted from Harris (1974)

THE RESEARCH FINDINGS

The data were collected by giving a speaking test (oral test) in the form of a spoken descriptive text to the students individually in which the students chose one of the topics about descriptive text and make a description orally. The research conducted eight meetings where two meetings for pre-test and post-test and six meetings for the treatment. The pre-test was given at the beginning of the research to find out the students' speaking ability before the treatment and the second test was given after the treatment had been applied. After analyzing the data, the significant difference between two means, the test of significance, and the difference of the average scores between the pre-test and the post-test were found.

The test results are presented by the writer to show the students' ability in each aspect of speaking. In speaking, the students were assessed in five aspects as stated by Harris (1974), they are: pronunciation, grammar, vocabulary, fluency and comprehension. The research presented the finding based on the data obtained from the three raters in order to make the data more objective, valid and reliable.

The finding shows there is a significant effect on students' speaking ability in descriptive text especially in the form of a spoken descriptive text by using cue cards as media. The students' improvement in speaking score is proved through their pre-test and posttest score. The comparison of their score is presented in the following table:

Table 1.3 Improvements in Each Aspect of Speaking in Pre-Test to Post-test

Aspects of Speaking	Average Score		Improvement
	Pre-Test	Post-Test	
Pronunciation	57.37	67.88	10.53
Grammar	46.00	55.00	9.00
Vocabulary	58.18	72.32	14.14
Fluency	56.00	68.02	12.02
Comprehension	62.02	77.17	15.15
Total	279.57	340.45	60.88
Average	55.79	67.95	12.15

Based on the result from the table above, the students' average score in all aspects of speaking had significantly increased. In addition, it can be concluded that applying Cue Cards on the students' speaking ability in Descriptive text gives a significant effect on the students' average score in each aspect of speaking.

The Result of T-test Table

In this research, "t" test formula was used to compare the pre-test and the post-test results in determining whether the hypothesis could be accepted and measuring whether the instruments in treatment could give an effect to the students' speaking ability or not.

In performing the pre-experimental research, hypothesis was required to see whether there is a significant difference after the activities was completely performed. The mean of the pre-test score (X) achieved by the Eighth Grade students of SMPN 3 Tambang was 55.79. Furthermore, when the treatment had been given to the students, the enhancement of students' speaking ability occurred.

The improvement could be seen in their mean score as shown in the posttest results (Y) which was 67.95. The margin of pretest and posttest achieved was 12.15. Aside from the enhancement score of pretest and posttest, in order that the hypothesis could be accepted, the result of "t" test formula was also required. The "t" test formula shown in table:

T table $= $ n-1 (α5%)
$\qquad = $ 33-1 (α5%)
$\qquad = $ 32 (α5%)
$\qquad = $ 2.042

Table 1.4 t-Tests Table

	Mean	N	Std. Deviation	Std. Error Mean
Post-test	67.9594	33	6.87663	1.19707
Pre-test	55.7997	33	8.46540	1.47364

Based on the table, the mean score of pre-test is 55.7997 and the post-test is 67.9594. The difference of the mean score between pre-test and post-test is 12.15. It can be concluded that there is a significant difference between pre-test and post-test. Standard deviation is a values spread in the sample, while standard error mean is an estimate of standard deviation. The Standard Deviation of pre-test is 8.46 and the standard error of mean is 1.47. Meanwhile, the standard deviation of post-test is 6.87 and the standard error of mean is 1.19.

Discussions

The result of the T-test table and the students' average score in each aspect of speaking showed enhancement of students' ability after applying "cue cards" as media in speaking activity. It can be seen that the correlation of using cue cards as media for the students' speaking ability is strong. The students' average score was increased from 55.79 to 67.95. It is because the use of cue cards as media for teaching speaking can motivate

students to speak as it gains the students' interest. The atmosphere of teaching and learning process in the class became more attractive because the students were enthusiastic to involve in the speaking activity.

According to the result, the lowest score of the aspects of speaking in pretest and posttest was grammar. In the learning process, students faced some obstacles in constructing the correct sentences based on an appropriate grammar. The reason why the students faced some obstacles in constructing the correct sentences based on an appropriate grammar because the lack of knowledge about using correct modal auxiliary, to be and verbs in the form of a simple present tense. So that, the students need more practice and the English teacher should explain more detail about the use of correct and appropriate grammar in teaching and learning process. Meanwhile, the highest score in pretest and posttest was comprehension. In this case, the students were easy to comprehend the material and the ideas even they made a mistake by saying the incorrect sentences.

Furthermore, the aspects that have significant different in the post-test are vocabulary and comprehension. In this case, the students could comprehend the material and the ideas easily because the writer explains the material to the students by using cue cards as media in the learning process. It makes them easy to comprehend the material and not feel bored with the material since the topics are various. Also, in the learning process, the writer teaches students new vocabularies that help them in making a sentence by using the new vocabulary. It can be stated that students enjoy and not feel bored when learning English by using cue cards as media for teaching speaking especially spoken descriptive text.

However, there are strengths and weaknesses that can be found during using cue cards as media for speaking activities.

The strengths are stated in the following:

1. Through "cue cards", the students are not afraid to express their ideas and use as many vocabularies as they can that are related to the topic given. The students share new vocabularies with their friends and develop their ideas through a collection of vocabularies they have for speaking activities.
2. Using *"cue cards"* encourages students to be more creative and also encourages students to speak easily because the use of cue cards as media are considered to be useful media since it contained pictures along with words as the cues. It could help students in constructing and expressing their ideas spontaneously and easily by looking directly on the pictures and the cues when they try to use the language orally.
3. During speaking activities using cue cards as media, the condition of class was not boring because the students not only work individually but also they work in groups (small group) and in pairs which encourages students' interaction in the classroom and also helped students improve their speaking ability.

On the other hand, the writer finds out the weaknesses of using "cue cards" as media in teaching speaking, such as:

1. The time for applying this media for teaching speaking was quite long. So, in applying this media for teaching speaking need too much time. Consequently, the writer had to manage the lesson plan and the time properly.
2. It was also difficult to engage the students with the situation that has been created.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

After analyzing the data of the research, it can be concluded that using cue cards as media for teaching speaking in the form of a spoken descriptive text gives a significant effect for students especially for the eighth grade students of SMPN 3 Tambang. Based on the research findings, using cue cards as media is effective to teach speaking since there is an improvement that the students made on speaking especially in the form of a spoken descriptive text. The result of this research shows that there is an improvement of students' speaking ability after taught by using cue cards which can be proved by the students' average score in each aspect of speaking namely: pronunciation, grammar, vocabulary, fluency and comprehension were increased from the pre-test to post-test.

The result of students' score in pre-test is 55.79 and it increased to 67.95 in the post-test. It means there is a significant difference between the result of a pre-test and the result of a post-test. The significance was also supported by the result of T-test (12.15) which was higher than the t–table (2.042). The value of the paired samples t-test was high which was 0,752 and it means that the correlation between cue cards and student's speaking ability is strong. Hence, the alternative hypothesis was accepted and the null hypothesis was rejected.

Moreover, the use of cue cards as media creates positive atmosphere in teaching and learning process in the classroom because the students are enthusiastic to involve in the speaking activity and motivate students to speak as it gains the students' interest. Therefore, the result of this research answered the research question that using cue cards gives a good effect on the speaking ability of the eighth grade students of SMPN 3 Tambang.

Recommendations

Concerning the conclusions above, it is suggested that the English teacher can use cue cards as one of teaching and learning media for teaching speaking especially in the form of a spoken descriptive text since it is proved that this media gives a significant effect for students' speaking ability. This media is also needed to apply in teaching speaking and/or teaching and learning process because the students are more active and enthusiastic in using the language to involve in the speaking activity.

It would be better for the English teacher to use cue cards as media for teaching speaking especially in the form a spoken descriptive text because this media effective to improve students' speaking ability and also motivate students to speak English since it gives students an opportunity to practice their speaking ability and they are not feeling bored in teaching and learning process in the classroom.

It is important for the English teacher to manage the time properly during the implementation of cue cards because it required too much time. Teachers' creativity is needed to create an interesting and clear situation in teaching and learning process by using cue cards for teaching speaking.

Based on the result of the data, the lowest score is grammar aspect. It is recommended that the teacher must also concern how to use appropriate and correct grammar while teaching speaking in the classroom. Furthermore, it is better for the English teacher to explain the way how to use an appropriate modal auxiliary, to be and verbs in the form of a simple present tense clearly. Also, the students need more practice in order to make them be able to construct the correct sentences based on an appropriate grammar in the form of a simple present.

REFERENCES

Genc, B. (2007). "*An Analysis of Communication Strategies Employed by Turkish-Speakers of English". Doctoral Dissertation*, The Institute of Social Sciences. Turkey: Department of English Language teaching, Cukurova University, Adana.

Harmer, J. (2001). *The Practice of English Language Teaching (rev. ed).* London: Longman.

Harmer, J. (2001). *The Practice of English Language Teaching.atiyepestel.files.wordpress.com/.../Jeremy-harmer-*...(accessed on April 14, 2016)

Harmer, J. (2007). *How to Teach English.* Cambridge: Pearson Education Limited.

Harmer, J. 2007. *The Practice of English Language Teaching (4th Edition).* Essex: Pearson Ed. Ltd.

Harris, David P. (1974). *Testing English as a Second Language*. New York: Mc. Graw – Hill, Inc.

Nunan, D. (1991). *Language Teching Methodology*. London: Prentice-Hal.