PROVIDING MORE OPPORTUNITIES OF SPEAKING PRACTICES FOR THE EIGHTH GRADE STUDENTS OF SMP N 9 YOGYAKARTA USING CUE CARDS IN THE ACADEMIC YEAR OF 2017/2018

PENYEDIAAN KESEMPATAN LATIHAN BERBICARA BAGI SISWA KELAS VIII SMP N 9 YOGYAKARTA MENGGUNAKAN CUE CARDS PADA TAHUN AJARAN 2017/2018

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Abstract

The aim of this research was to provide more opportunities of English speaking practices for the eighth grade students of SMP N 9 Yogyakarta by using cue cards in the academic year of 2017/2018. This research was categorized as an action research. It was conducted in two cycles. Each cycle was done in two meetings. The subjects of this research were 31 students of class VIII D of SMP N 9 Yogyakarta. The research procedures were reconnaissance, planning, acting and observation, and reflecting. The data obtained were qualitative and quantitative data. The qualitative data were gained from classroom observations and interviews with the English teacher and the students. The qualitative data were in the form of field notes and interview transcripts. Meanwhile, the quantitative data were gained through assessing the students' speaking performance by using a scoring rubric. The assessments were conducted twice, before the action was implemented and at the end of every cycle. The qualitative data were analyzed by assembling the data, coding the data, comparing the data, building interpretation, and reporting outcomes. Meanwhile, the quantitative data were analyzed by using descriptive quantitative analysis. The result of this research showed that the use of cue cards could improve the students' speaking skills in some aspects such as grammar, vocabulary, fluency, pronunciation, and performance. It is found that the students became more confident in speaking English. The accompanied actions also helped improving students' interest in learning English. The findings were also supported by the improvement of students' speaking scores in some aspects from pre-test and post-test, such as grammar improved from 1.61 to 2.16, vocabulary improved from 1.76 to 2.42, fluency improved from 1.27 to 1.55, and pronunciation improved from 1.53 to 2.10.

Keywords: action research, speaking practice, cue cards

Abstrak

Tujuan dari penelitian ini yaitu untuk memberikan kesempatan latihan berbicara Bahasa Inggris yang lebih banyak bagi siswa kelas VIII SMP N 9 Yogyakarta dengan menggunakan cue cards pada tahun ajaran 2017/2018. Penelitian ini termasuk dalam penelitian tindakan kelas (PTK). Penelitian ini dilakukan dalam dua siklus. Masing-masing siklus terdiri dari dua pertemuan. Subjek penelitian ini adalah 31 siswa kelas VIII D SMP N 9 Yogyakarta. Prosedur penelitian terdiri dari rekonaisans, perencanaan, tindakan dan observasi, dan refleksi. Data yang didapatkan berupa data kualitatif dan

kuantitatif. Data kualitatif diperoleh dari observasi kelas dan wawancara dengan guru Bahasa Inggris dan para siswa. Sementara itu, data kuantitatif diperoleh melalui penilaian berbicara siswa dengan menggunakan rubrik penilaian. Penilaian dilaksakan dua kali, sebelum penelitian dan di akhir setiap siklus. Data kualitatif dianalisis dengan cara mengumpulkan data, memberkian kode, membandingkan data, membuat interpretasi, dan melaporkan hasil penelitian. Sementara itu, data kuantitatif dianalisis menggunakan analisis kuantitatif deskriptif. Hasil penelitian ini menunjukkan bahwa penggunaan cue cards *dapat meningkatkan kemampuan berbicara siswa pada beberapa aspek, seperti penguasaan tata bahasa, kosakata, kelancaran, pelafalan, dan penampilan. Para siswa menjadi lebih percaya diri dalam berbicara menggunakan Bahasa Inggris. Tindakan-tindakan pendamping juga membantu meningkatkan minat siswa dalam belajar Bahasa Inggris. Hasil penelitian juga didukung oleh peningkatan nilai berbicara siswa saat* pre-test *dan* post-test *dalam beberapa aspek, seperti tata bahasa meningkat dari 1,61 menjadi 2,16; kosakata meningkat dari 1,76 menjadi 2,42; kelancaran meningkat dari 1,27 menjadi 1,55; dan pelafalan meningkat dari 1,53 ke 2,10.*

Kata kunci: penelitian tindakan kelas, latihan berbicara, cue cards

INTRODUCTION

English is a language widely used in the world. Millions of people learn English because of the need for better career and communication with other people in the entire world. There are two main kinds of motivation in learning a foreign language. They are instrumental and integrative motivation.Instrumentally, someone learns a foreign language for operational purposes, while for integrative purposes, he/she tries to identify and understand the attitudes and the world view of the community which uses that language variety (Broughton, et al., 1980:5).

Speaking is one of the most important skills in learning a language because human need to communicate with others. Good speaking skills can bring many advantages. Learners' success in speaking class can be seen when they can express their ideas, feelings, or simply just converse with others using the language they learnt.

Many learners have difficulties in speaking English inside or outside of the class. They are afraid of making mistakes in saying English sentences. This also happened to the students of grade VIIID of SMP N 9 Yogyakarta. They tended to keep silent when the teacher asked them to answer or ask a question. They were afraid if they

made mistakes. They also rarely did speaking practices.

The use of media could be a good reason to reach the students' learning goals. In this case, the teaching and learning process in grade VIII D of SMP N 9 Yogyakarta rarely used any media besides a laptop and an LCD projector. The students also liked to work on the worksheets as the practice. For the speaking practice, the students only practiced reading a dialogue given by the teacher.

Considering these conditions, the researcher offers a solution to provide more opportunities of English speaking practices by using cue cards as the teaching and learning media for eighth grade students of SMP N 9 Yogyakarta. Cue card is an interesting media because it is simple. The teacher and students can use their creativity in making the cue cards.

Based on the observation and interviews with the English teacher and the students of grade VIII D of SMP N 9 Yogyakarta, there were some problems found in the English learning and teaching process. The first problem was students' low motivation. Students were not confident to speak in English during the English teaching and learning process. They were afraid of making mistakes. The second problem was about students' anxiety related to students' vocabulary mastery, grammar, and pronunciation. They were having difficulty when they tried to utter some unfamiliar words. Most of them mispronounced the words and did not know the meaning of those words. The last problem was related to the teaching media and the activities. Media were rarely used in the teaching and learning process.

The students would not get the opportunity to participate during the lesson because of the lack of media used in the teaching and learning process. Since the teacher rarely used variety of media, it would also cause a monotonous activity during the lesson. Considering the problems above, the objective of this research was to provide more opportunities of English speaking practices for the eighth grade students of SMP N 9 Yogyakarta by using cue cards.

RESEARCH METHODOLOGY

This research is an action research. The aim of the research was to provide more opportunities of speaking practices for grade VIII of SMP N 9 Yogyakarta by using cue cards. This research followed the steps proposed by Kemmis and Mc Taggart in Burns (2010: 7). They were reconnaissance, planning, action and observation, reflection.

There were two kinds of data: qualitative and quantitative data. The qualitative data were obtained from the observation and interviews. Meanwhile, the quantitative data were collected by using tests. The quantitative data were in the form of students' score in the pre-test and post-test.

The researcher analyzed the data both qualitatively and quantitatively. In qualitative analysis, the data were analyzed by adapting the process of analyzing data by Burns (1999: 157). Those processes are assembling the data, coding the data, comparing the data, building interpretations, and reporting outcomes. Meanwhile, the quantitative data were analyzed by comparing the means of the students' speaking performance scores.

To validate the data, the researcher used five kinds of validities. The data validities of this research were based on Anderson, *et al.*, in Burns (1999:161-162). They are democratic validity, outcome validity, catalytic validity, process validity, and dialogic validity. Meanwhile, to gain the trustworthiness of the data, the researcher used triangulation. In this research, the researcher used two kinds of triangulation. They were time triangulation and investigator triangulation.

FINDINGS AND DISCUSSIONS

This research was conducted in two cycles. Each cycle consisted of planning, action and observation, and reflection.

During the observation in the teaching and learning process, the researcher found several problems in class VIII D. Those problems were narrowed into five problems. They are: (1) the students were not confident to speak in English, (2) the students often mispronounced some

English words, (3) the teacher did not always use media in the teaching and learning process, (4) the teacher often used PowerPoint in the teaching and learning process, and (5) the students rarely did speaking activities.

Based on the discussion with the collaborator, there were some actions that might be effective to solve the problems. Those actions were: (1) using classroom English in the teaching and learning process, (2) using cue cards as the media in the teaching and learning process, and (3) giving feedback and appreciation to the students. The actions were implemented in two cycles. Each cycle had the same steps consisting of planning, action and observation, and reflection.

To collect the data, the researcher, the students, and the collaborator worked together. The collaborator acted as the observer. She observed the teaching and learning process during the research.

Based on the reflection of Cycle 1, the speaking activity by using cue cards got a positive response. The students were excited in doing the activity. They understood the cues easily. However, there were still some passive students during the teaching and learning process. There were some students who still used Indonesian during the lesson, too. Several aspects also still needed some improvement such as pronunciation, fluency and grammar.

To overcome the problems existing in Cycle 1, the researcher conducted the second cycle. There were two new actions added in Cycle 2. They were giving audio-visual input and giving pronunciation drill. The aim of these solutions was to provide the students with various language inputs and the opportunity to practice speaking.

There were some improvement on students' speaking skills, confidence, motivation, and participation during the teaching and learning process in the second cycle. Since the actions were successfully implemented, the researcher and the collaborator decided to end the research.

After reflecting on the implementation of the actions, the researcher found that cue cards

improved the students' confidence and motivation to be more active in speaking during the teaching and learning process, because cue cards provided a help for the students in generating their idea, so they knew what to do or what to say in the teaching and learning process. Moreover, cue cards also improved the students' vocabulary mastery. They provided some vocabulary that the students have not known before. It is in line with what Mora (1994) stated that cue cards can be used to give students a chance to practice speaking or writing English in real situations.

The actions were also considered successful by looking at the results of the pre-test and post-test. There was some improvement in each aspect of speaking such as grammar, vocabulary, fluency, and pronunciation. The following chart shows the comparison of students' speaking scores in the pre-test and post-test.
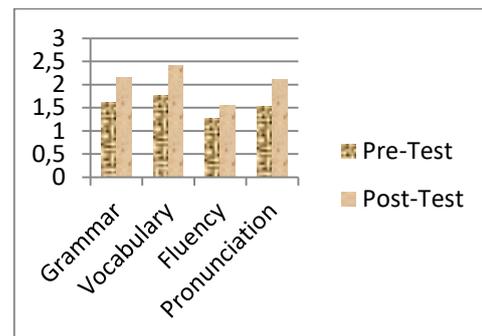
CONCLUSIONS AND SUGGESTIONS

According to the findings and discussions, it can be concluded that all of the implementations of the actions were successful in providing the opportunities of speaking practices for the eighth grade students in SMP N 9 Yogyakarta in the academic year of 2017/2018.

The use of cue cards as the teaching media was proven to be successful in helping the students having more speaking practices. By using cue cards, students were more confident to speak during the teaching and learning process. The cues in the cards helped them to generate their ideas. Therefore, by using cue cards as the media in the teaching and learning process, it would help the students having less anxiety and more confidence to

speak during the lesson. Furthermore, the accompanying actions combined with the use of cue cards in the teaching and learning process could help the students to improve their speaking skills and motivating the students to be more active in participating the lesson.

It is also important for teachers to provide various techniques and media to help their students building their confidence in joining the teaching and learning process. Cue cards can be used as the teaching media in the teaching and learning process by the teachers and the students in junior high school.

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