

## IMPROVING STUDENTS' SPEAKING SKILL USING CUE CARDS FOR GRADE VIII STUDENTS OF SMPN 1 PIYUNGAN

### MENINGKATKAN KEMAMPUAN BERBICARA MENGGUNAKAN *CUE CARDS* PADA SISWA KELAS 8 SMPN 1 PIYUNGAN

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#### Abstract

The aim of this study was to improve the students' speaking skill using cue cards for grade VIII students of SMPN 1 Piyungan. This study was classified into classroom action research which was conducted in two cycles with two meetings in each cycle. The main subjects of this study were 27 students of class VIII F at SMPN 1 Piyungan. The data were qualitative and quantitative in nature. The qualitative data were collected through observing the teaching and learning process, having interviews with the students, the English teacher, and the research collaborator, and distributing open-ended questionnaires to the students. The quantitative data were collected through assessing the students' speaking performances by using an assessment rubric. The qualitative data were analyzed by assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. There were several validity principles applied in this research. They were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Furthermore, to test the trustworthiness of the data, these three triangulation principles were implemented: time triangulation, investigator triangulation, and theoretical triangulation. The result of this study showed that the use of cue cards media successfully improved the students' speaking skill. The qualitative improvement could be seen from the students' performance in using situational cue cards. The cue cards stimulated the students to speak English. The students' motivation in learning English also improved. The qualitative findings were supported by the quantitative data results. The results of the students' speaking scores proved that the students' speaking skills improved. The students' mean scores improved from 41.12 in the pre-test to 81.58 in the post-test.

Kata kunci: speaking skills, improving, cue cards

#### Abstrak

Penelitian ini bertujuan untuk meningkatkan ketrampilan berbicara menggunakan *cue cards* untuk siswa kelas VIII SMPN 1 Piyungan. Penelitian ini dikategorikan sebagai Penelitian Tindakan Kelas yang mana dilaksanakan dalam 2 siklus dengan dua pertemuan di setiap siklusnya.

Subjek penelitian ini adalah 27 siswa kelas VIII F di SMPN 1 Piyungan. Data penelitian bersifat kualitatif dan kuantitatif. Data kualitatif diperoleh melalui observasi pada proses belajar dan mengajar, wawancara dengan para siswa, guru bahasa Inggris, dan kolaborator, dan memberikan kuisioner kepada para siswa. Data kuantitatif diperoleh melalui penilaian penampilan berbicara para siswa dengan menggunakan rubrik penilaian. Data kualitatif dianalisis melalui tahap mengumpulkan data, mengidentifikasi data, membandingkan data, membuat penafsiran, dan melaporkan hasil. Validitas penelitian diperoleh dari penerapan demokratis, hasil, proses, katalitik, dan validitas dialogis. Untuk menguji data agar terpercaya ada 3 prinsip yang diterapkan yaitu: triangulasi waktu, peneliti, dan teori.

Hasil dari penelitian ini menunjukkan bahwa penggunaan media *cue cards* berhasil meningkatkan kemampuan berbicara siswa. Peningkatan secara kualitatif dapat dilihat dari penampilan para siswa dalam menggunakan *cue cards*. *Cue cards* menstimulasi para siswa untuk berbicara bahasa Inggris. Motivasi para siswa dalam belajar bahasa Inggris juga meningkat. Hasil penemuan dari data kualitatif didukung oleh hasil dari data kuantitatif. Hasil nilai berbicara para siswa membuktikan bahwa kemampuan berbicara para siswa meningkat. Nilai rata-rata siswa meningkat dari 41.12 pada pre-test menjadi 81.58 pada post-test.

Keywords: ketrampilan berbicara, peningkatan, dan cue cards

## INTRODUCTION

English is the most commonly accepted language used by many people around the world. People who come from different countries usually use English as a means of communication. Because of that, English is an important language to be learned. In Indonesia, English is taught in many schools since junior high school until university level. Even in some elementary schools English has already been introduced to students. They are expected to be able to master English as their foreign language that eventually will be very useful to face challenges in global lives.

In English teaching and learning process, there are four main skills that have to be learned. Those skills are listening and reading which are classified as receptive skills, and speaking and writing that belong to productive skills. In this research, the researcher focuses on solving problems in speaking, because speaking is one of the requirement skills to master English. Through speaking, one can communicate with other people in order to share information.

Based on the preliminary study that had been done by the researcher in SMPN 1 Piyungan, she found that there were some problems when students were asked to speak English in the class. They were extremely unconfident. They still tended to speak Indonesian during teaching and learning process. They were ashamed to practice to speak English even just a simple sentence since they were afraid of making mistakes. The lack of vocabulary and grammar mastery also became the reasons why they did not try to speak English. Moreover, they got confused in how to express their ideas in

English. They also had low motivation in learning English. Students still were not aware the importance of studying English. The media that used in the teaching and learning English were not varied. As the result, the students were getting bored in the teaching and learning process.

Based on the problems above, the researcher and teacher decided to improve the students' speaking skill using cue cards. The researcher use cue cards because of several reasons. First, cue cards can help students to speak up easily in the form of words or phrases even sentences when they are involved in a conversation.

Second, cue cards can motivate students to speak since it gives something to talk about so that students know what they suppose to say. Third, Cue cards increase the students' vocabulary mastery, pronunciation, and grammar accuracy by pre-teach, practice, or review the input text in the cue cards.

In this study, the researcher provided some cue cards which were contained clues in the form of pictures and phrases. As stated by Mora (1994) cue cards is a medium with pictures or words that contains clues. Those can stimulate students to do speaking activities such as describing someone or something based on the clues orally.

## RESEARCH METHOD

This research was classroom action research and conducted in SMPN 1 Piyungan Bantul. This school is located in Jl. Wonosari km 14, Srimulyo, Piyungan, Bantul, Yogyakarta.

In this study, the researcher followed four steps which are proposed by Kemmis and Mc Taggart in Burns (2010:8-9). Those steps are planning, action, observation, and reflection. The researcher can continue the first step, until the research findings suit the researcher. In this study, researcher invited the English Teacher and students of SMPN 1 Piyungan to work collaboratively, in order to improve students' speaking skill using cue cards.

## RESEARCH FINDINGS

The research data were qualitative and quantitative. Qualitative data were gained from classroom observations and interviews with the English teacher, students and collaborator, while quantitative data were gained from the students' pre – test and post – test.

Based on collected data, the researcher concluded there were problems that found in the classroom. The first problem was related to the students. They were unconfident to speak English. They tended to speak Indonesian during the teaching and learning process. They were getting confused in how to express their ideas. The lack of vocabularies and grammar mastery also became the reason they were afraid to speak English.

The second problem was related to the media. As already known, media are tools to help the students to have better understanding about the learning materials. In this case, media used by the teacher were less varied. It made the students not stimulated and motivated to speak English.

The last problem was the students' awareness about the importance of studying

English which was still low. Most of the students were not aware about its significance in their social and culture life. They thought that they studied English only to get excellent score in the National Examination but they did not realize that it will be very important to enhance their career opportunities.

According to the problems, the researcher and the collaborator categorized the actions based on the related problems, which is *using cue cards in every meeting, involving the students in speaking activities, and using classroom English during teaching and learning process.*

In this research, the researcher used P-P-P as the teaching method. In the presentation step, the researcher gave an example of short functional text and explained about that. In the practice step, the researcher gave situation cards to the students and asked them to practice it based on the clues given. In the las step, that is production step, the students make a dialogue by using their own content in order to develop fluency with the new pattern.

After conducting a reflection in each meeting, the researcher and the collaborator made a summary about the actions that implemented in cycle I and II. It was consisted of all actions that had been successfully implemented to improve the speaking skill.

The result of this study showed that the use of cue cards could improve the students' speaking skill. The students could generate their ideas easily. The students were more active and their vocabulary also improved. The improvements were supported by comparing the

mean scores of pre test and post test II. It was improved from 41.12 to 81.58.

## CONCLUSIONS AND SUGGESTIONS

According to the research findings the students' speaking skill had been improved through the use of cue cards. The students' performance result showed that their skill was improved.

Before the actions conducted, the students' mean score for all aspects was 41.12. During the research, the researcher conducted progress test which the result was 63.70. At the end of the research, the researcher conducted the last test and the result was 81.58. It showed that the students score improved. The gained score was obtained from the comparison between the pre – test and post – test II mean score is 40.46.

After conducted the research, the researcher would suggested that the English teacher have to consider the students' needs to provide an appropriate media. One of media that can be used

is cue cards. Teachers can use those media to teach speaking. The teacher can make the cue cards in the form of situational cards or pictures cards with the clues on it so that the students can understand what they are going to do. The roles of teacher as a prompter, participant and feedback provider also must be done by the teachers so that the teaching and learning process are going well.

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