TEACHING SPEAKING DESCRIPTIVE TEXT USING CUE CARD AT SENIOR HIGH SCHOOL

Titin Nurhayatin
Susana

Abstract.

This research entitled "Teaching Speaking Descriptive Text Using Cue Card at Senior High School". The objective of the research was to Investigate whether The Use of Cue Card is effective or not in teaching speaking of descriptive text and to investigate how students' responses toward Cue Card in teaching speaking descriptive text to the tenth grade students' at senior high school. The subjects of this study were 60 students. The writer used quantitative method and quasi experimental design in this study. The population of this research is tenth grade students of SMAN 1 Beber. The sample of this research was two classes of tenth grade students of SMAN 1 Beber. 30 students as control class and 30 students as experimental class. The data were collected through test and questionnaire as the instrument of this research. The results of this research show that the use of cue card is effective in teaching speaking descriptive text. It was represented in the test hypothesis that $t_{account}$ 3.260 is higher than t_{table} 2.002. So the writer concluded that the use of cue card is effective in teaching speaking descriptive text effective at senior high school. The questionnaire also showed that the students gave positive response toward teaching speaking descriptive text using cue card at senior high school.

Keywords *: Cue Card, Speaking, Descriptive Text.*

Introduction

Speaking is very important to be mastered because it can be help us to communicate with others well. Speaking used as a communicate tool expressing the idea, feeling, accepting and transferring information to other people. In other words, is the activity for sharing the information. Speaking enables students to receive information from people by their conversation. English speaking skill is very important to be able to participate in the wider world of work. Speaking is an oral production in life. According to Thornbury (2005:1) "Speaking is so much a part of daily life that we take it for granted". When people speak, they give information and sharing information. However many people feel so hard to speak in English. In fact, the students face difficulties in speaking such as hardly to arrange the sentences, afraid of making mistakes, and less of motivation.

There are some problems in speaking at Senior High School. Most of students are still afraid to speak English in front of the class because students are not confident to speak using English and

they are lack of vocabulary. The students consider that English a hard foreign language, students are fear of making mistakes, especially in grammar. Thus, to make them have a courage in speaking English need huge motivation from the teacher. There are still many students asking question or answering teachers question used first language (mother tongue) rather than using English.

Most of students still feel anxious, shy and fear of making mistakes. This situation makes students have low achievement in speaking subject. In learning speaking activity, speaking has various functions, one of them is describing object. Descriptive text is one of the topics given to the tenth grade and it is the text that should be mastered by students. In speaking, descriptive text the students used is to tell the characteristics of something such as persons, things, or places. This text also gives the students to study how to describe something.

Based on the brief explanation above, there are some problems in speaking. However, there is a way to solve the problems; one of way is using cue card as media in teaching speaking. Cue card is not something new in English teaching. Harmer (2001:134) states that, "Cue card is card with words or the students to respond". Statement of The Problem

1. Is the use of cue card effective in teaching speaking?

2. How is the students' response about the use of cue card in teaching speaking?

Theoretical Review

Cue card Media are one of important things in teaching and learning process. Cue cards are one of media in teaching. There are definitions of cue card by experts in the field of English teaching. In line with this definition, Harmer (2001:134) states that, cue cards are cards with words and pictures on them, which is used to encourage the students to respond in pair or group work. From the definition above, cue words in cue cards help the students to describe someone or something else in the picture orally. Cue card also make the students speak up on the spot or particular word or phrases in a conversation or in sentence. It can be students active in learning speaking class. Besides, cue card can be used in work group in big classes and they are appropriate to use in the context of Indonesian teaching and learning classroom. This media is interesting, attractive, and it is easy to be made for both students and teacher. Cue cards can be one of ways to solve the problem of big classes.

Furthermore, Bazo (2007) said that cue cards are small cards with photos or pictures stuck onto

cards. Cue cards can also be used in simple activities such as students work in pairs. Form the definition above, it can be concluded that cue cards can be one of alternative media in teaching learning process. Cue cards is a picture on which has word on it as cue in learning. In addition, cue cards can be used in group work or pair work. Procedure Teaching Speaking

Using Cue Cards

We are so familiar with pictures. We can find many pictures in every corner of the street and in our daily live. There are some step to implemented of cue cards in teaching learning process:

1. The teacher prepares 10 cards.

2. The teacher gives the students guidance as to the sort of questions they should ask and the students work in pairs.

3. Student put the cue cards on the table and looks at the pictures for two minutes.

4. Then, the teacher turn the cards face down, and shuffle them.

5. The first students take a card and look at it, without showing it to his or her partner.

6. The partner has to guess which picture it is by asking questions.

7. The winner is the one who guesses the most pictures.

Speaking

Speaking is one of the important English language skill to be mastered to communicate with other people. So, it is very important in learning because speaking can help us to communicate with other people. As stated by Thornbury (2005:8) speaking is a speech production that become a part of daily activities with involves interaction. It is mean that speaking is one of way to communication to express ideas through words. Brown also add (2010:183) "speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test".

Descriptive Text

Descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Pardiyono (2007:34) state that description paragraph is a type of written text paragraph, has the specific function to describe about an object (living or non-living things) and the aim is giving description of the object to the reader clearly. In similarly Gerot and Wignel ((1994:208), as cited in Masitoh, 2015) also state that description

is the aspect of describing a particularperson, place or thing in social function of the text. There are some generic structures of descriptive text. Gerot and Wignell ((1994:208), as cited in Masitoh, 2015) state that the Generic structure of descriptive writing is: Identification which identifies phenomenon that will be describe. Description which describe parts, qualities, or characteristics of something or someone in detail. Language features descriptive text often used is Simple Present Tense.

Research Method

In this research the writer uses the quantitative as the approach of the research. Creswell (2008: 46) said that, quantitative research is phenomena collecting the data that collect the data or analyze the data by using mathematically as a quantification of statistics. The writer takes quasi experimental design using The Matching-Only Design which uses two groups; experimental group and control group. The first group is experimental group which uses cue card and second group is the control group that without cue card. To support the explanation, below is the design that is formulated by Fraenkel and Wallen (2012: 275):

The Matching-Only Pretest-Posttest Control Group Design

Treatment group	M_1	O_1	X	O_2
Control group	M_2	O_1	C	O_2

Note:
M1: Experimental Group Class
M2: Control Group Class
O1: Pre Test
O2: Post Test
X: Treatment
C: Not Receive Treatment

From the design above, that pre-test is given to both of the experimental and the control group. The treatment is given to the experimental group for several meetings. After the treatment, post-test is given to both the experimental and the control group. It was conducted in order to know whether or not the students who were treated by cue cards to achieve higher score than the students who were thought without cue cards. Treatment group M1 O1 X O2

Control group M2 O1 C O2The population of this research is SMAN 1 Beber At the tenth grade students. There are 8 classes and each class consist of 30 students. So the total number of the

population is 240 students.

Result and Discussion

The writer took 2 classes at the tenth grade as the sample, there are 60 students as the sample, 30 is students who join as experiment group and 30 students as a control group. The data were collected by giving test and questionnaire. The data acquired from the test indicated that are was an influence of students' result. *taccount* as the result of pre-test and post-test in experimental class and control class, and *ttable* as significant level for educational research. The writer compared *taccount* and *ttable* to accept the hypothesis. There is significant different scores between students in experimental class and control class after being given cue card in teaching speaking descriptive text. If *taccount > ttable*, the hypothesis was accepted. The result of post-test in experimental class was higher than the result of post-test in control class. It can be concluded that there is significance different between students score in experimental and control class after using cue card.

Based on the result of *taccount* 3.260 and *ttable* 2.002 we can obtain the difference is *taccount - ttable* the obtained difference is 1.258 we can see the effective size. The table above shows that it is strong effect in the classification of effective size. If scores of *taccount* more than 1.00 then it iscalled strong effect. The effect of treatment that the writer gave to the experimental class provides strong effect on the increase of students speaking skill descriptive text using cue card.

This research is also purposed to discover students' responses in learning writing using cue card. The result showed that almost the students had positive response of using cue card in learning speaking. Many students not have any difficulties in learning process using cue card and the media make students enthusiasm in learning English.

Conclusion

Based on the aim of research questions which is to find out the using cue card is effective in teaching speaking descriptive text. The result of the research shows that students who were taught by using cue card were very effective. The writer has explained before that if *taccount* is higher than table , so the hypothesis (Ha) is accepted. But if *taccount* is lower than *ttable* , so the hypothesis (Ha) is rejected. In this research, *taccount* result from both result of pre-

test and post-test in experimental class and control class is higher than *ttable*. The result in chapter 4 the writer found that *ttable* shows the result of 0,975 with df 58, so the value table is 2.002 and the result of *taccount* is 3.260. So, the use of cue card in teaching speaking is effective, because the result of *taccount* is higher than v so the alternative hypothesis is accepted. The writer concluded that the use of cue card in teaching speaking had benefits and it's effective in teaching speaking. From the result of questionnaire the writer find out most of students like teaching learning process using cue card. And than the students stated that cue card can helped students to speak up in English, and also the students feel happy and more interesting after using cue card.

From the data of questionnaire could be seen that the students liked learn speaking using cue card from the question more of students choose *yes* of each statement. This refers that teaching speaking descriptive text using cue card is effective and also more students gave positive response of cue card.

Bibliography

Bazo, Placido. (2007). *Cue Cards: Some Ideas for using them in the primary classroom*. The Internet TESL Journal, Vol. XIII, No. 3, 2007.

Brown, H. Douglas. (2004). *Language Assessment: Principles and Classroom* Practices. New York: Pearson Education, Inc.

Brown, H. Douglas. (2010*). Language Assesssment Principles and Clasroom Practices*. Second Edition. USA: Longman Pearson.

Cohen. (2007). *Research Method in Education.* Routledge, 270 Madison Avenue, New York,NY 10016.

Creswell, John W. (2008*). Educational Research. USA* : Pearson Education, Inc.

Fraenkel, J. R., & Wallen, N.E. (2009). *How to design and evaluate research in education seven edition*. New York: McGraw-Hill Inc.

Fraenkel, J. R., Wallen, N.E., & Hyun, H.H.. (2012). *How to design and evaluate research in education.* New York: McGraw Hill Companies.

Gerrot, Linda., & Wignell Peter. (1995). *Making Sense of Functional Grammar.*
Sydney: Antepodean Educational Enterprises.

Harmer, Jeremy. (2001). *The Practice of English language Teaching. Third Edition*. London: Pearson Education Limited.

Harmer, Jeremy. (2007). *The practice of Language Teaching. Fourth Edition*.

Edinburg: Pearson Education Limited.

Hayriye Kayi (2006). *Teaching Speaking: Activities to Promote Speaking in a Second Language*. University of Nevada.

Kothari. (2004). *Research methodology Methods and Techniques (second revised edition).* New Delhi: New Age International (P) Ltd.

Masitoh, Siti. (2015). *Improving Students' Ability In Writing Descriptive Text*

Using Genre Based Approach (Gba) At The Eighth Grade Students Of

Smp Islam Terpadu Fitrah Insani. ELTIN Journal Vol 3.

McMillan, James, H, and Schumacher, Sally. (2001). *Research In Education: A Conceptual Introduction.* United States: Longman.

Muijs, Daniel. (2004). *Doing Quantitative Research in Education.* London: SAGE publication.

Nunan, David. (2003). *Practical English Language Teaching.* New York:

McGraw-Hill Companies, Inc.

Pardiyono. (2007). *Pasti Bisa! Teaching Genre Based Writing*. Yogyakarta: CV.

Andi Offset.

Richards, Jack C. (2008). *Teaching Listening and Speaking From Theory to practice.* New York. Cambridge University Press.

Richards, J.C.,& Schmidt, R. (2010). *Longman Dictionary Of Language Teaching and Applied Linguistics (4th ed).* London: Longman (Person Education).

Thornbury, Scott. (2005). How to Teach Speaking. England: Education Limited.

Junaidi. (2010). *Titik Persentase Distribusi* t. http://junaidichaniago. wordpress.com.

Wachidah, Siti. Aminati (2012). *The Use of Cue Card in Teaching Speaking Descriptive Text to Seventh Graders at SMP Negeri 26 Surabaya.* Vol. 01

Nomor 01 Tahun 2012, 0 – 216.