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THE INFLUENCE OF USING Of USING OF CUE CARDS ON THE STUDENTS' COMPETENCE IN MAKING ORAL DESCRIPTION AT EIGHT CLASS STUDENTS OF MAKING *SMP NEGERI 3 SUMBERJAYA*

A THESIS

Submitted to English Education of IAIN Syekh Nurjati Cirebon
In Partial Fulfilment of the Requirement for Islamic Scholar
in English Education (S.Pd.I)

By

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2012

ABSTRACT

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Ega Diana Puspita : *The Influence of Using Cue Cards On The Students Competence In Making Oral Description at Eight Class Students of SMP Negeri 3 Sumberjaya*

Based on the research that has been done by the researcher in *SMP Negeri 3 Sumberjaya*, the researcher has found the data or information that there is a problem in their learning and teaching process. The problem was the student's difficulty in making oral description. Then, the researcher few media of learning is using cue cards and creates lesson plans that can imaking oral description easily. The purpose of this study is to know the influence of using of cue cards on the students' competence in making oral description.

According to Harmer Jeremy "cards are cards with words and pictures on them, which students use in pair or group work. Cue cards also make the students speak up on the spot or particular word or phrases in a conversation or in sentence. It can be concluded that cue cards make the students active in speaking".

The methodology of the research use quantitative research. Population is 251 and sample is 42, The Techniques of Collecting Data included observation, interview, test, questionnaire, The Techniques of Analyzing Data use t-test formula

The result of the test shows that the average score of the students' competence in making oral description before using cue cards O_1 variable is 64.71. The average score of the students' competence in making oral description after using cue cards as O_2 variable is 70. Based on the computation above by using t – test is known that the result of $_{t-test}$ (to) is 2.537.And and the significant 5% {0.05} so t_{-table} is 1.99. In this case, it is known that t_{-test} is bigger than t_{-table} (2.537 > 1.99). It means that Ha is accepted and Ho is rejected. So, is that there is positive and significant influence of using of cue cards on the students competence in making oral description

From the research that has been done, it is conclude that there is a significant the influence of using of cue cards on the students' competence in making oral description. This research recommended teachers to use cue cards as an alternative media in teaching speaking or making oral description

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PREFACE

Bismillahirrahmanirrahim,

Alhamdulillahirabbil 'alamin.....

In the name of Allah, the most gracious and the most merciful. All praises and thank fullness are given to Allah SWT lord of all creatures and universe, because of HIS permission the writer has been able to finish this thesis. May invocation and safety always be given to the prophet Mohammad SAW (Peace be upon Him), his companions, his families, and his companions, and his followers up to the end of the world.

The Thesis entitled in **"**THE INFLUENCE OF USING OF CUE CARDS ON THE STUDENTS' COMPETENCE IN MAKING ORAL DESCRIPTION AT EIGHT CLASS SUDENTS OF SMP NEGERI 3 SUMBERJAYA" This thesis is presented to the English Education Departement of *Syekh Nurjati* State Institute for Islamic Studies (IAIN) *Cirebon* in Partial Fulfillment to the Requirement for the Islamic Scholar Degree in English Education.

Grateful acknowledgements are due to a lot of people who have taken a part helped, supported, and advised the writer in constructing this thesis. Therefore, the writer would like to convey her sincere gratitude to: x

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2. Dr. Saefudin Zuhri, M. Ag, Dean of Tarbiyah faculty of IAIN Syekh Nurjati Cirebon.
3. Dr. Hj. Huriyah Saleh, M. Pd, the chairwoman of English Education Department of *IAIN Syekh Nurjati Cirebon*.
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11. My family and all of my friends who always give me support and motivation.

The writer realizes that this thesis is still far from being perfect, so the writer is widely open to receive any critic and suggestion to make her thesis better for reference. Finally, the writer hopes that this thesis would be useful for the readers and particularly for the writer and for English Education Department of the State Institute for Islamic Studies (IAIN) *Syekh Nurjati Cirebon*.

Cirebon, November 201

The`Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English as the International Language is very important in this era. English is not only as International Language but also as an instrument to penetrate science and technology because some books of science and technology are written in English. This is a reason why English is taught in Indonesia from Elementary to University.

It is known that English is international language which is used around the world. The main function of it is for interaction and communication, which can be done in spoken or written form. There are many books written in English that sometimes some people do not understand.

According to Brown (2000: 5), a language is used for communication. Learning it means able to communicate in that language. There are a number of other general points that are worth making about language. First, human language is not only a vocal system of communication. It can be expressed in writing, with the result that it is not limited in time or space. Secondly, each language is both arbitrary and systematic. Based on Crystals` statement (1994: 2) language is a result of the normal process of education and social development.

Oxford learner`s dictionary explains the language by explaining in the some of explanations, there are: language is system of communication in speech and writing use by people of particular country, l 1 ge is the use by humans of a system of sounds and words to communic s particular style of speaking or writing, language is a way expressing ide using movements, symbols and sounds, and language is system of symbol d to operate a computer.

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Al Khuli states that language is an arbitrary system of vocal symbols used to communicate ideas, and express feelings among the numbers of a certain social community. As a matter of fact, there are exactly a lot of experts of language in the world of education. However, there are rarely among of them give the meaning or definition about language. And this is becoming a little bit difficulty for the writer to explain the definition of language. The writer is of the opinion that language is a sequence of sounds produced by the organs of speech for expressing feelings and ideas which function as an instrument of communication between or among people.

According to Crystal (1994: 10-13) there are seven functions of language, they are: emotional expression, it means taht language is the instrument to show our feelings. Social interaction, it is an instrument to interact and it helps to interact with the other people, the other people, the other culture, the other tribes, and the other nation. Power of sound is the effects of sounds have on the users or listeners. The control of reality is one of the functions of language taht has role as the control matter or reality which matter is supposed to represent. Recording the facts; this functions of language is represented by all kinds of record keeping, such as historical records, geographical surveys, business accounts, scientific reports, parliamentary acts, and public data bank. It is essential domain of language use, for the availability of this material guarantees the knowledge-base of subsequent generations, which is a prerequisite of social development. The instrument of thought, in here people often feel the need to speak their thoughts aloud. If asked why they do it, they reply that it helps their concentartion. The expression of identify; such language is hardly informative to those who use it, but it plainly has an important role in fostering sense of identity.

English is one language in the world which is used by many people. To know about English deeply people learn it from the kindergarten, elementary school to

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universities. People who want to know about English are suggested to know about their mother tongue and their own native spoken. Especially for Children, firstly they must know about their mother tongue and when we can guide them to know the other language (foreign language).

English in Indonesia has been taught as foreign language in formal school, English is taught from elementary school level until senior high school level as compulsory subject. It means the students have nine years opportunity to learn English and they are expected to master it. In English language learning, there are four skills that should be mastered by Indonesian students. Those are listening, speaking, reading and writing.

In the research focused in speaking skill. Brown (2001:88) stated that speaking is one of important skills in language learning in the classroom. It is used twice as often as listening and the most used skill, it means that students should be good in speaking because speaking is used more than listening. Therefore, speaking skill is taught in school included junior high school. The Eight class students in first semester should be able to express oral spoken and short monologue in making oral description to interact surrounding. The student should be able to express meaning in simple short monologue used in oral language variety accurately, fluently and understandably to interact with surrounding in making oral description.

Considering the importance of speaking, students should be good in speaking mastery. In fact, most of Indonesian students face so many barriers when they try to express something in English, especially in speaking. The problems of speaking are difficulty to arranged sentence, limited vocabulary, pronunciation error, fear of making mistake, and lack of motivation. Nunan (19931;128) stated that there are some

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challenges in teaching oral skill in classroom namely lack of motivation. Get students to speak, and used of the first language.

According to Thornbury (2005;112), some aspects are involved within the process of speaking. The first aspect is the process of conceptualization and formulation. In conceptualization, three aspects are involved, namely discourse types, topics, and communicative purposes, whereas formulation stage the choice of strategy in using certain level of discourse and vocabulary. The second aspect is the process of articulation, where by a speaker production an utterance by using his/her organ of speech. The third aspect is self-monitoring and repair. Self-monitoring happens at the same time the other three aspects (conceptualization, formulation and articulation). If it happens in the stage of articulation, it will make a speaker make correction or repair his/her utterance. The fourth aspect is automaticity which involves the used of fixed chunks and the use of memorized utterance at the stage of formulation. The fifth aspect is fluency of the speaker. The last aspect is managing talk. This aspect involves the ability of taking turn in interaction. In the text of the research, five aspects were assessed as scoring spoken technique such as pronunciation, vocabulary, fluency, accuracy, and organization of oral description.

Problems of speaking appear when teaching speaking does not give many contributions to students speaking skill mastery. Most of English classes in Indonesia tend to use their mother’s tongue rather than practice English. An English Class should become a place for students to practice their speaking skill in English, but in fact most of Indonesian students did not practice it. The student rarely used English as communication during the class, even though in speaking class. The student in reluctant to speak in front of the classroom whereas another students only listen when his/her

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friend speak. According to this case, the researcher tries to find the reasons why the students do not speak in classroom.

Now days, teachers have to be creative and innovative in teaching and learning process. Teacher should pay attention on teachers' factors (teaching method, the use of visual aid, etc) and students' factor (motivation, relevant, material, facilities, etc.).

To improve students speaking skill, teacher should find the appropriate strategy of teaching of teaching speaking. It means that, teacher plays an important role to create interesting teaching and learning process based on teachers' factors and students' factor. Hamalik (1986) as citied in azhar (2009:56) states that media are used to motivate students in learning; it means that it is important for teaching finding appropriate media to teach his/her students especially in speaking. It is because media encourage students' motivation in their learning. Gerlach and Ely (1980:48) stated that "Media are any person, material or event establishes conditions which enable learners/students to acquire knowledge, skills, and attitudes". According to the definition, it can be concluded that media are not only text books but also people and school environment.

Cue card introduced as one of the teaching media. Cue card is card with words or picture on, which student use in pair or group work (Harmer, 2007:72). Cue cards have many advantages. Those are inexpensive, colorful, interesting and clearly visible. So that when the students are asked to describe something/someone in detail, cue card can help them to the description easily. According to Mora (1994) cue card is "a card with picture and it has cue

After observation of *SMP Negeri 3 Sumberjaya* at 30 July 2012 until 29 September 2012 found the problem there is the students feel difficult for understanding in making oral description. According to syllabus *SMP Negeri 3 Sumberjaya* that the basic competence is to say the meaning of the text orally and simple by using spoken

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languages fluently, accurately and interact with the environment. Based on the explanation above, the researcher is interested explore more deeply so the problem is resolved and students is expected to develop his skill in the use of cue cards in teaching oral description.

B. The Identification of the Problem

The problem in this research is classified into the following sections:

1. The Field of the research

   The field of the research of this thesis is speaking

2. The kinds of the problem

   The research approach of this thesis is quantitative approach

3. The main problem

   The main problem of this thesis is to describe using of cue cards on the students' competence in making oral description

C. The Limitation of the Problem

To limit the problem, the writer has divided it into three kinds of problem; they are students' understanding in speaking, the students' competence in making oral description and analyzing the data.

D. The Questions of the Research

1. How is the students' competence in making oral description before using cue cards?
2. How is the students' competence in making oral description after using cue cards?
3. Is there any positive and significant influence of using of cue cards on the students' competence in making oral description?

E. The Aims of the Research

The aims of the research are as follows:

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a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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1. To find out the data about the students' competence in making oral description before using cue cards
2. To find out the data about the students' competence in making oral description after using cue cards
3. To find out the data about positive and significant influence of using cue cards on the students' competence in making oral description.

F. The Use of the Research

The research product hoped to be able to increase the developing of language learning, especially increasing the students' competence in making oral description.

G. Operational Definition

1. The Definition of Cue Cards

Cue cards are one of media in teaching. An Array of definition of cue cards has given by experts in the field of English teaching (Mora, 1994: Harmer, 2007:174). The definition of cue cards in the research has been drawn from their work. Mora (1994) stated that cue cards is "a cards with picture and it has cue words to help the students initiate conversation". From the definition above, cue words in cue cards help the students describe something or someone in the picture orally.

2. The Definition of Competence

Speaking competence according to Guntur Tarigan is an ability to pronounce or to sound or to speech the articulacy sounds or words to express, to say, and to present the idea, opinion, and feeling. Speaking is form of human behavior which is using factor of physic, psychology, neurology, semantic, and linguistic extensively. Then it can be considered as the most important tool of people for social control.

3. The Definition of Oral Description

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Oral description is about speaking. This section describes what happens when people talk. For most of the time, we take language for granted. Young children appear to learn to speak without the intervention of parents or teacher. It just seems to happen naturally. When something goes wrong with speech – through deafness, Strokes, accidents – we begin to realize what a complex achievement it is. Someone learning or teaching English as a second language will also be conscious of the complexities of oral language.

In writing this section, we were very aware of the unsuitable of the written medium for discussing spoken language. It is much easier to describe syntax and morphology because these appear in the written form of the language, which is what books are design for writing involves no sound, the symbols are taken in taken in by the ear. It is very much harder, therefore, to convey spoken language because understanding depends on being able to hear different sounds, rhythms, and pattern of intonation. The examples need to heard rather than seen. This part of the book can deal with only some of the concepts and information about speech and suggest other elements to look for. A videotape, entitled oral language, accompanies this book. We were also aware that for most teachers, the study of oral language is completely new territory. We can assume that people know much about the mechanics of speaking. However, although the unfamiliarity of the content in this section might cause some initial alarm, the material is not intrinsically difficult.

Many teachers now have in their classrooms students, for whom English is a second language, it is important teachers understand about oral language.

Our grates use of language is in language in speaking. In the past, however, language study in school concentrated almost entirely on the written language. Because of this emphasis, the written form was often perceived as somehow superior,

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spoken language being regarded as a poor and imperfect reflection of writing. Some early school inspectors' reports record harsh criticism of students who did not pronounce every letter in a word or who used the based on false assumptions of how spoken English. Such criticism were based on false assumptions of how spoken English works. Spoken and written language are different. Although the rules of syntax described in the Grammar Toolbox apply to both spoken and written language, there are significant differences in their use.

H. The Framework of the Thinking

According to cameron speaking is one of the important skills in human. speaking is the active use of language to express meaning so that other people can make sense of them.

Indonesian students face difficulties in learning speaking. Nunan (1993:128) stated there are some challenges in teaching oral skill in classroom, namely lack of motivation, get student to the speak, and use of the first language. From the difficulties in teaching speaking above the students tend to use their mother tongue than English.

In light of the above, teacher have to choose appropriate media in teaching spoken. Hamalik (1986:) as cited in Azhar (2009:56) states that media are used to motivate students in learning. It means that is important for teacher in finding the most appropriate media to teach students especially in speaking because media encourage students motivation in their learning. Harmer (2007:92) stated that cards work really well if the teacher want the students to speak on the spot or use particular words or phrases in a conversation or in sentences. The teachers can write words on separate cads and then, after shuffling them, place them in a pile face down. When a students pick up the next card in the pack, he or she has to use the word in sentence. Therefore the students can

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describe something easily if teacher uses cue cards in teaching and learning process. Cue card help the students describe something and someone easily.

According Ahmad (2009:44) Descriptive is the characteristics of something. Additionally, Mark (2003: 26) states that factual description is describe as particular person, place or thing. A typical description has an opening paragraphs each describing one feature of the subject. There can also be a final conducting section that signals the end of the description. Oral description is a kind of oral which is aimed to describe a particular person, place, or thing. It also has the generic structure which is summarized as follows : (1) Identification which identifies phenomenon to be describe, and (2) Description which describes parts, qualities, characters.

According to Brown (2001:88) Teaching speaking is not separated from other objectives or skills. It means that when the teachers teach speaking. other skill like reading, writing, and listening will be involved in the process. Teaching speaking through the use of cue cards was conducted integrated with other skill like listening, reading, and writing. It is due to the activities before the students perform in making oral description. Based on the statement, the writer regard the positive the influence of using of cue card on the students understanding in making oral description at eight grade students' of SMP Negeri 3 Sumberjaya.

I. The Hypothesis of the Research

Ho : There is no a positive and significant influence of using of cue cards on the students' competence in making oral description at eight class students of *SMP Negeri 3 Sumberjaya*

Ha : There is a positive and significant influence of using of cue cards on the students' competence in making oral description at eight class students of *SMP Negeri 3 Sumberjaya.*

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