

TEACHING SPOKEN DESCRIPTIVE BY USING CUE CARDS

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ABSTRACT

The research paper is entitled **Teaching Spoken Descriptive by Using Cue Cards** : A pre – experimental study done in the second grade of junior high school. This research was carried for implementing cue cards as the teaching media to improve students' descriptive speaking skill in class VIII F of MTs Negeri 1 Bandung. This research was focused on: (1) finding out the effectiveness of using cue cards in teaching spoken descriptive . (2) finding out the students' responses toward the use of cue cards in learning spoken descriptive. This research was implemented to 27 students (15 female and 12 male) registered in VIII F class. The pre-experimental design was employed in this research. Pre-test and Post-test as were applied the instruments. In the data analysis, the result of the pre-test and post-test was calculated by using Hatch & Farhady formula. Based on the result of the research indicated the progress of students' teaching spoken descriptive by using cue cards. Students in this class were not good in speaking performances could be affected by the lack of other English skills. The students made a lot of mistakes in grammar and were lack of vocabulary mastery. As the derived $t = -1.347$ does exceed the tabled critical value of $t=2.056$, at $p=05$ with $df=26$ ($1.347 < 2.056$). The result of the computation is lower than the tabled critical value. Therefore, H_0 is retained. This means that there is no significant difference in the students' score before and after the treatment using cue card. This also means that teaching spoken descriptive by using cue cards to the second grade of MTs Negeri 1 Bandung is not effective. Besides, the writer concludes from the questionnaires that all of students like in learning spoken descriptive by using cue cards. Students were interested in using cue cards and students speaking ability improved by using cue card media. It means the students response toward cue card media is good. So, the writer suggests that cue card is one of a good media for teaching learning process.

THE BACKGROUND OF THE RESEARCH

The speaking skill has a crucial role in learning English. Speaking is one of the important language skills that the students should acquire. However, speaking is not an easy skill to be mastered because it needs vocabulary, grammar, and a lot of practice. According to Zhang (2009, p.91) "speaking remain the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English". Based on the statement above speaking is not easy to master by learners.

Based on the writers classroom experience while teaching English, there were some problem that students often found in mastering speaking skill. One of learning the problem is the lack of motivation to practice English language in daily conversation, lack of confident in speaking English, and lack of vocabulary. These make students get difficulty to speak in English.

Students lack of motivation can be caused by the technique or method which is applied in teaching speaking skill that is not appropriate for the development of students' communication ability. Lack of confidence in speaking English, because nervousness and affraid of making mistake. This makes students unable to use and pronounce the vocabulary correctly in explaining something in English. Besides that the main problem in speaking skills is the lack of vocabulary. Therefore, to overcome these problems, the writer is

interested to use cue cards as a media to improve students' speaking ability. Harmer (2007) stated :

“That cue cards are cards with words and pictures on them, which students use in pair group work. By having cue cards in their hands, the students are able to speak up on the spot or particular word or phrases in a conversation or in sentence, and the visualization of cue words will make the speaking activity run better.”

While Mora (1994) defines “cue cards as a card with picture and it has cue words to help the students retell the sequence of events orally”.

Cue cards are selected by the writer for media in learning English, especially learning speaking. It is aimed at making students to be more active and creative in class. Cue cards are cheap and easy to create as learning media, teacher can also use innovative things with images that are appropriate for their students.

Spoken descriptive by using cue cards is chosen in this paper. Because the students of the second grade of this junior high school should master many kind of text such as recount text, narrative text and descriptive. Therefore, the writer only focuses on spoken descriptive. As Gerot (1994) states that descriptive is a kind of text which is aimed to describe a particular person, place, or thing. Thus, the writer believes that using cue cards in teaching spoken descriptive to the seventh grade students of junior high school will improve their speaking ability. Therefore, the writer chooses a teaching spoken descriptive by using cue cards as the title of this research.

LITERARY REVIEW

speaking

There are four skills that students should master at the end of their learning process they are listening, reading, writing and speaking. Among these four basic, speaking is considered to be the undervalued skills (Bygate, 1987). As stated by Nunan (2003) “speaking is the productive oral skill that consists of producing systematic verbal utterances to convey meaning”. By learning speaking students can improve their ability related to mastery vocabulary, grammar, and pronunciation. Language is learned to communicate and the most commonly used form of communication is speaking. So, it could be said that speaking skills should be considered the most important. According to (Fulcher: 2003:23) “Speaking is the verbal use of language to communicate with others”. Therefore, according to Halliday (in Fulcher, 2003:23).

Brown (2001) stated that speaking skill have two types, namely monologue and dialogue. Monologue is a conversation which is practiced without partner. The example of monologue is speech and it shows when someone said, the audience didn't answer, comment to the speaker. Monologue also can be classified into two parts and they are planned monologue and unplanned monologue. Meanwhile the second type of speaking is dialogue. Dialogue is a conversation between two people and there is communication between the speaker and the audience. The example of dialogue is debate.

In this paper, the writer use planned monologue. Students speak in front of the class with what they have planned and written.

Descriptive Text

Speaking activities in Junior high school curriculum is developed based on the text types taught in classroom. One of them is descriptive text which is aimed to describe a particular person, place, or thing. Description consist of describing parts, qualities, and characteristics. As Gerot (1995:208) states that descriptive is a kind of text which is aimed to describe a

particular person, place, or thing. This concept of descriptive text is transferred into speaking activities in the classroom. This activity is known as descriptive speaking. So, spoken descriptive is competence refers to the ability of a student to describe a detailed, vivid, word picture of a person, animal, place, or object.

Cue cards

In relation to teaching speaking, the use of teaching media to be important factor in teaching and learning process. Is that can give some benefits for the teachers and students. Media would help the learners to identify or describe someone or something. Gerlach and Ely argue that “Media is any person, material, or event that establishes condition which enable the learners to acquire knowledge, skills, and attitude” (1980). whereas according to Brown “Media is Tools or the physical things used by the teacher to facilitate the instruction” (1977:2).

In this research the writer will use an picture called Cue Cards. According to Harmer, “cue card is card with word or picture used to encourage the students to respond in pair or group work”. The writer hopes use cue cards can help adding elements of reality and motivate the students by bringing the slice of real life into the classroom.

Bazo (2007) adds that cue cards are small cards with photos or pictures in envelope. Cue cards can also be used in simple activities such as students work in pairs. In addition, Cue Cards are also clearly visible, which can help the students to describe the object of speaking easily and to reduce preparation time (Hammer, 2001). Cue cards need to be adjusted based on the purpose or the classes they are being used for. If cards are too childish, the students may not like them and cue cards should be visible and they have to be durable. Therefore, the use of cue cards has to consider the time, visibility, and significance in learning process (Harmer, 2001). Moreover, some qualifications for precise cue cards were those pictures should be appropriate for the age and interest level of students. Pictures with characters should show real people rather than cartoon characters in order to ensure appropriate perception (harmer, 2001).

RESEARCH METHODOLOGY

Research Design

In this research uses one group pre-test and post-test design. “there is no control group in the research” (Hatch & Farhady, 1981). The research is pre-Experimental design, the design as Follows:

Pretest	Treatment	Posttest
O1	X	O2

Pre-experimental design is the one group pretest – posttest design.in this approach, all the participans are first assigned to the experimental group. Then the group is observed at two time points. One observation in the form of a pretest is recorded before the intervention. A second observation is conducted in the form of posttest. Changes from the pretest to the posttest are the outcomes of interes, which are presumed to the result of the intervention.

Population and Sample

The population used of this study was second grade of MTs 1 Negeri Ciparay Academic Year 2019/2020. The average number of students of each class is 30. Due to the large number of second grade students, not to mention the time limitation, energy and finance, a sample of population was taken through random sampling technique. The sample for this research is 27 students, for all members of the population are taken to be a sample. The writer takes class VIII F which consisted of 12 boys and 15 girls.

Research Instrument

The appropriate instrument is needed when doing a research. There are oral test use for both test and questionnaire. In this pre-test according to Hatch and Farhady (1981) a pre-test is given before instruction or treatment begins. Pre-test was carried out in order to find out the basic data of the students proficiency in speaking skill. the test is given to the students before the treatment by using cue card. Posttest is used to find out the students ability after getting treatment. The students were given cue card posttest which is the same cue card as pretest, which are the students to look the cue card is effective in teaching spoken descriptive. The questionnaire for the english was expected to get data from the teaching preparation, material are used, and the ways to evaluate the students were conducted in teaching and learning activity. This is aimed to investigate the students responses of teaching spoken descriptive by using cue card. The questionnaire consists of ten question.

FINDING and DISCUSSION

The writer administered the test to the students who were appointed to be the sample on 20th august 2019 to 29th august 2019 and there were 27 students in VIII of MTs Negeri 1 Bandung. It was the pre-experimental research method, pre-test and post-test score administered and the treatments were also implemented.

From the table above, it could be explained that the result of the students pre-test was bad, because many students get the score below score of Minimum Master Criterion (KKM). Minimum Master Criterion score of English subject was 71. The lowest score of the pre-test was 20 (two student) and the highest score in the pre-test was 72 (two student). The mean of pre-test was 49.92. In other word, the students speaking skill of descriptive text had to be improved by gave them the treatment.

From the table above, it could be put forward that the result of the students post-test was nice. The lowest score in post-test was 24 (two student) and the highest score in post-test was 76 (two students). And the mean of post-test is 53.18

It meant that the score of students post-test score was under KKM because the criteria of minimum score of English subject was 70 even though there is an increase in the value of each student. Then the writer computed the data of pre-test and post-test in the following discussion.

As the derived $t = -1.347$ does exceed the tabled critical value of $t=2.056$, at $p=05$ with $df=26$ ($1.347 < 2.056$), therefore, H_0 is retained. This means that there is no significant difference in the students' score before and after the treatment using cue card. This also means that teaching spoken descriptive by using cue cards to the second grade of MTS Negeri 1 Bandung is not effective.

Besides, the writer concludes from the questionnaires that all of students like in learning spoken descriptive by using cue cards. Students were interested in using cue cards and students speaking ability improved by using cue card media. It means the students response

toward cue card media is good. So, the writer suggests that cue card is one of a good media for teaching learning process.

Conclusion

The purposes of this research are to know the effectiveness of cue card media to teaching spoken descriptive and to know the students response in studying spoken descriptive by using cue card.

The result of this research suggest that students speaking skill is improved after receiving treatment by using cue card. It can be seen from the score of post-test which higher than the score of pre-test. But, teaching spoken descriptive by using cue card is not effective because because in the result of the computation t test is lowes.

The result of questionnaire shows that students give positive responses of cue card media since it had positive effect on students speaking skill, such as improving their speaking skill. therefore, they were learning spoken descriptive using cue card media.

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