

A THESIS
THE STUDENTS' ENGLISH SPEAKING SKILL THROUGH CUE
CARDS MEDIA AT THE SECOND GRADE OF MADRASAH
ALIYAH DARUD DA'WAH WAL-IRSYAD KANANG



By

SURIANA
Reg. Num. 16.1300.118

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2023 M / 1444 H

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

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Thesis

**As Partial Fulfillment of the Requirement for the Degree
of Sarjana Pendidikan (S.Pd.)**

English Education Program

Submitted by:

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Reg. Num. 16.1300.118**

To

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SUPERVISORY COMMISSION APPROVAL

Thesis Title : The Students' English Speaking Skill Through Cue Cards Media at the Second Grade of Madrasah Aliyah Darud Da'wah Wal-Irsyad Kanang

Student Name : Suriana


Student Reg. Number : 16.1300.118

Study Program : English Education


Faculty : Tarbiyah

Basis for Supervisor Determination : Dean of the Faculty of Tarbiyah Decree Number: 437.19 Year 2020

Approved By:

Principal Supervisor : Wahyu Hidayat, Ph.D (.....) 

NIP : 19820523 201101 1 005

Co-Advisor : Dr. Magdahalena Tjalla, M.Hum. (.....) 

NIP : 19700320 200501 2 006

PAREPARE

Knowing:

Dean of the Faculty of Tarbiyah



Dr. Qurrah, M.Pd. 

NIP 19830420 200801 2 010

APPROVAL OF THE EXAMINING COMMISSION

Thesis Title : The Students' English Speaking Skill Through Cue Cards Media at the Second Grade of Madrasah Aliyah Darud Da'wah Wal-Irsyad Kanang

Student Name : Suriana

Student Reg. Number : 16.1300.118

Study Program : English Education

Faculty : Tarbiyah

Basis for Supervisor Determination : Dean of the Faculty of Tarbiyah Decree Number: 437.19 Year 2020

Date of Graduation : August 15th, 2022

Approved By:

Wahyu Hidayat, Ph.D.	(Chair)	(.....)
Dr. Magdahalena Tjalla, M.Hum.	(Secretary)	(.....)
Hj. Nurhamdah, S.Ag., M.Pd.	(Member)	(.....)
Drs. Ismail Latif, M.M.	(Member)	(.....)

Knowing:

Dean of the Faculty of Tarbiyah



Ismah, M.Pd.

NIP. 19830420 200801 2 010

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الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ
وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

In the name of Allah, The Beneficent and The Merciful

Alhamdulillahirabbilalamin. First of all, the writer would like to express her grateful to the lord Allah SWT. The highest and the master of the universe while the creator of the everything in the world who still lend the writer good health, blessing, mercy so she can finish her skripsi. Salam and Salawat always be sent to the prophet Muhammad saw. Peace be upon him. Who has guided us from uneducated person to be educated person.

This wonderful time, the writer wants to thank a lot to all people who have supported and helped her in finishing her skripsi as effective as she can. She realizes that without their support and help, she could not be able to finish her “Skripsi”. This opportunity, the writer would like to express very especial thanks to her beloved parents and family who have given an endless love, advice, support and praying to be success students ever.

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Finally, the writer realized that this skripsi cannot be considered perfect without critiques and suggestion. Therefore, hopefully, the skripsi will be useful for all of us and for the development of English teaching and learning, Aamiin.

Parepare, January 24th 2023
2nd Rajab 1444 H

The writer



Suriana

Reg Num. 16.1300.118

DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

Name : Suriana
Reg Num : 16.1300.118
Birthday date and place : Kanang, February 3rd 1999
Study program : English Education Program
Faculty : Tarbiyah
Thesis Title : The Student's English Speaking Skill Trough Cue
Cards Media at The Second Grade of Madrasah Aliyah
Darud Da'wah Wal-Irsyad Kanang.

Stated that herself conducted their skripsi, if it can be proved that is copied, duplicated or complied by other people, The degree that has been gotten would be postponed.

Parepare, January 24th 2023

The writer



Suriana

Reg Num. 16.1300.118

ABSTRACT

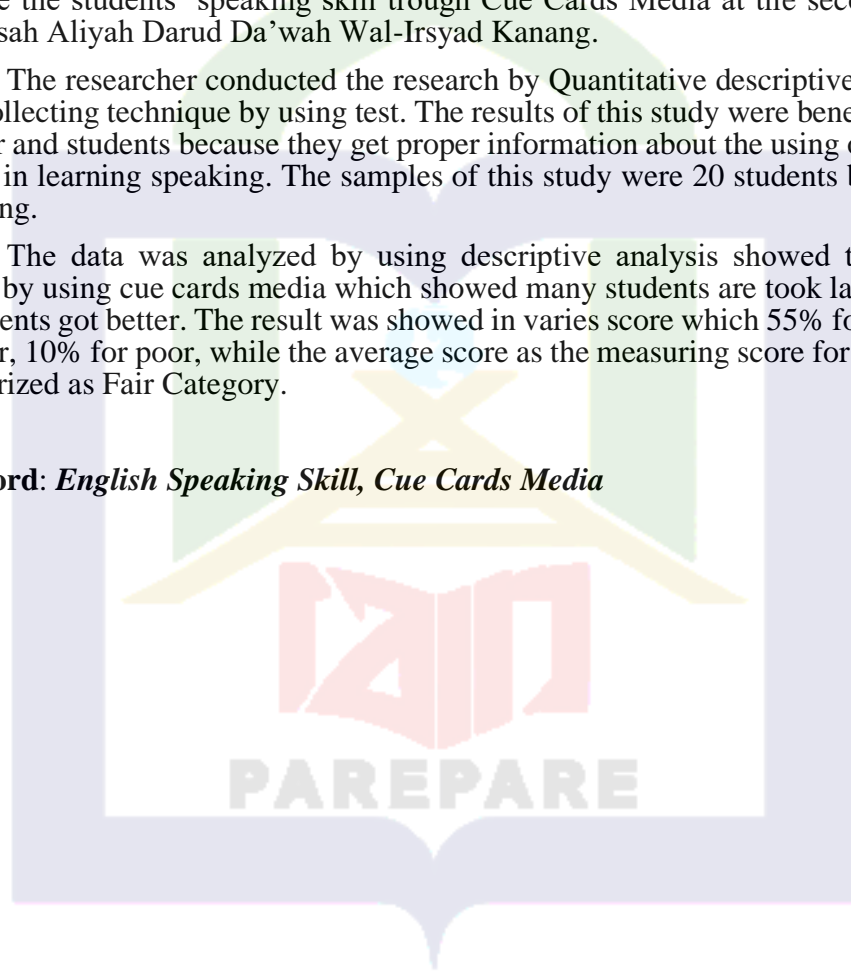
Suriana. *Students English Speaking Skill through Cue Cards Media at The Second Grade of Madrasah Aliyah Darud Da'wah Wal Irsyad (MA DDI) Kanang.* (Supervised by Wahyu Hidayat and Magdahalena Tjalla)

Cue card is one of the media in teaching. An array of definition of cue cards has given by expert in the field of English teaching card with picture and it has cue words to help the students initiate conversation. The purpose of this research was to analyze the students' speaking skill through Cue Cards Media at the second grade of Madrasah Aliyah Darud Da'wah Wal-Irsyad Kanang.

The researcher conducted the research by Quantitative descriptive design. The data collecting technique by using test. The results of this study were beneficial for the teacher and students because they get proper information about the using of Cue Cards Media in learning speaking. The samples of this study were 20 students by purposive sampling.

The data was analyzed by using descriptive analysis showed the student's ability by using cue cards media which showed many students are took lack, but some of students got better. The result was showed in varies score which 55% for good, 35% for Fair, 10% for poor, while the average score as the measuring score for 67,38 which categorized as Fair Category.

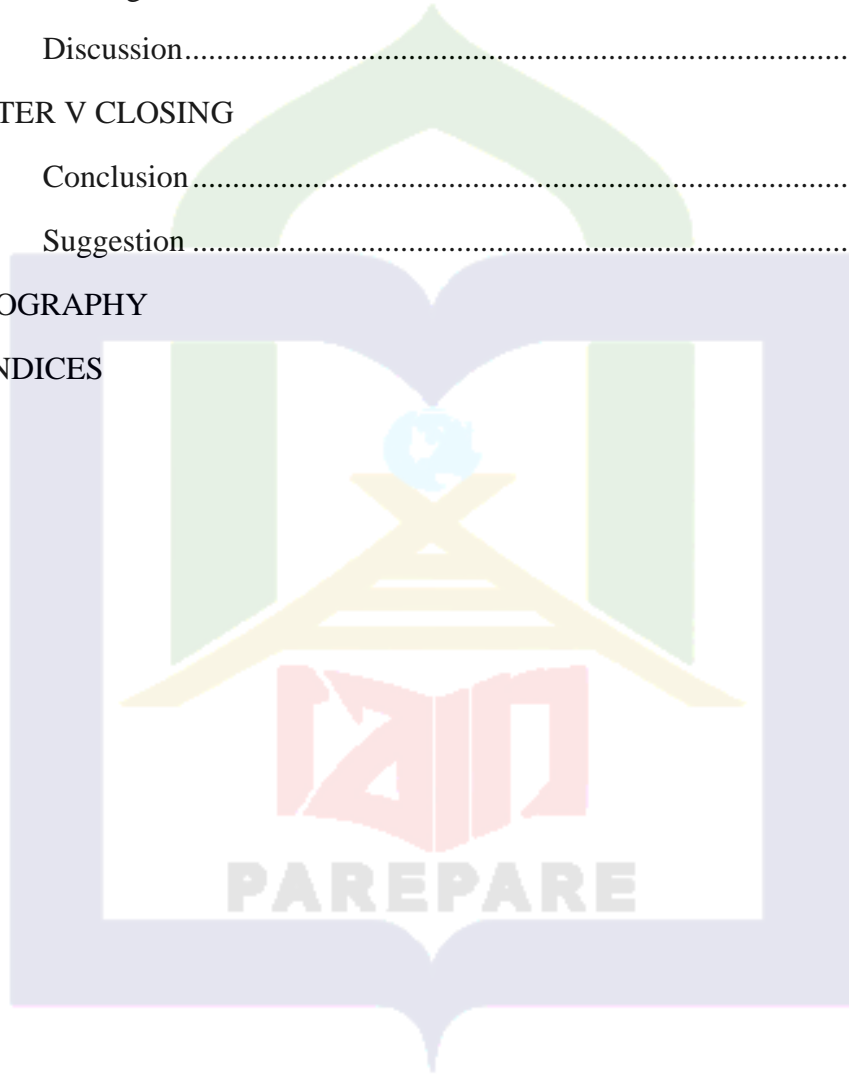
Keyword: *English Speaking Skill, Cue Cards Media*



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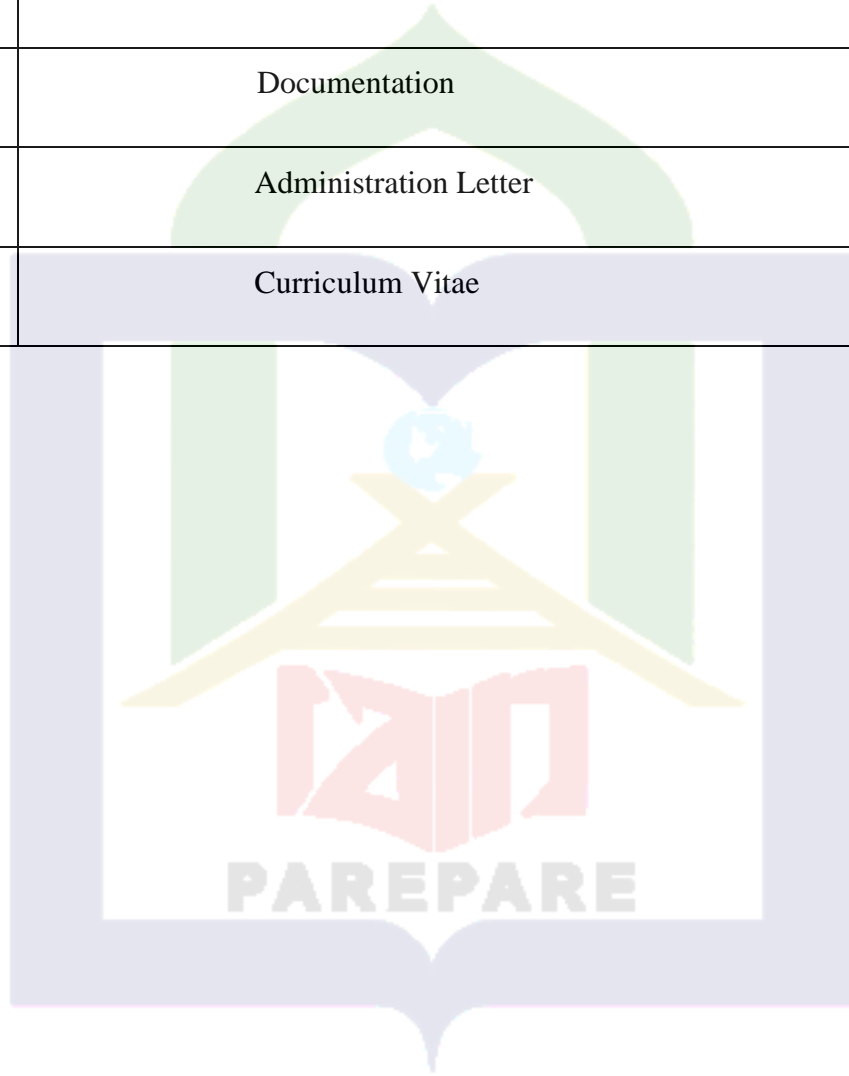
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CHAPTER I

INTRODUCTION

A. Background

Communication is an essential need for human being. Language as a means of communication has an important role to reveal an intention among people. Since language is important to communicate, it is not enough for students to learn words, phrases, and grammatical features if they want to produce language in their daily communication or to interact with others in English. Therefore, the most important thing that should be noticed in teaching speaking is how to activate all of language elements, such as vocabulary, grammar, and pronunciation, which students have to possess to communicate, since the main function of language is a means of communications. It means that the goal for students learning English speaking is that they are able to use language to communicate effectively and appropriately for life's requirements, both social and academic. As the necessity of the International language, English has become an important language in the world. Looking at this importance in this global era, speaking skill becomes one of the most important skills to be developed and enhanced as means of effective communication worldwide. In our country, English plays an important role in international communication and in the development of Education, Economic, Science, and Technology.

English as a foreign language plays an important role in Indonesia's curriculum. According to Kurikulum 2013, English becomes compulsory subject to learn from Junior High School to University. There are four major skills that must be learnt in English teaching and learning process. Those are receptive skills including listening and reading and productive skills including speaking and writing.

One of the productive skills which have high influences in social interaction is speaking. Speaking involves verbal communication and paralinguistic and non-linguistic elements of speech which enables someone to convey his/her meaning without any accompanying speech. For that reason, speaking is important for students to master. By mastering speaking, students can share ideas with well pronunciation.

Language is significant since it is a means of communication. Through language, people able to express their thought and feeling by using language. There are many language used by people in various parts of the world, one of them is English. Language is a system of arbitrary, vocal symbols which permit all people who have learned the system of that culture, to communicate or to interact.¹

Language is very important for human being in the world, because with language we can express our thought, feeling and idea. It used to communicate to get everything what they need and they do not know. As we know that English is an important language and it is an international language in the world. Language has the function for interaction. It means for communication include the student, they will not just learn words, phrases, and grammatical features but also want to produce language in their daily communication or to interact with other in the second language with the purpose of expressing feeling, ideas, information, opinion, and experience. Language also has the role important for us into daily life, without it everybody cannot communicate with the other. Especially in English language everybody feel easy for interact the international word.

Since the 1994 Curriculum being applied, Depdiknas has included English as the compulsory subject in all stages of education in Indonesia. All of the students are

¹ H. Douglas Brown. Principles of Language Learning and Teaching (Printed in the United States of America Prentice Hall Regents Englewood Cliffs, 1993), h.8.

expected to learn English. By acquiring English, students can communicate with other people around the world. However, the students are demanded to master English skills to have communication in English. There are four skills that should be mastered, namely listening, writing, reading and speaking skill.

Based on the paragraph above English as an international language is very important to the master almost all communication in the world used English. In the modern age, the communication carries paramount significant. The importance of communication skill is relatively tremendous. Those skills are awfully needed in each and every field of live for success, especially confronting the competitions in all aspects, whether in education, economic, politics, trade, and industry.

The communication skills comprise of two sorts of skill namely “receptive skill and productive skill”. Listening and reading are receptive skills while speaking and writing are productive skills. It is worth mentioning that both receptive and productive skills do not take place simultaneously.

Listening precedes speaking and reading precedes writing. Making the best use of receptive and productive skills deepens upon the high magnitude of determination. The skills may go astray if we do not make the best of them. In that event the success in life cannot be even thought of.

The students become scholars by utilizing their receptive and productive skills for the purpose, however, they should take benefit of the opportunities, now abundantly available around them. The written work of earlier generations can also be benefited. The ability to communication skills become even more critical as national affairs are transformed into the global affairs. One of the ways in communication is through speaking.

Speaking is one of the important and essential skills that must be practiced to communicate orally. By speaking people able to know that kinds of situations the world. People who have ability in speaking were better in sending and receiving information or message to another. Improving speaking ability, strategies, technique, method, material, and media are more confident and interest in learning speaking subject because they are many varieties and also give more opportunity to practice their English.

Speaking is a mean of oral activity that plays essential role in human interaction and communication when the speaker express their ideas, minds, and feeling to others through the sequence of sound, word, and sentence. If someone speaking they need enough vocabulary, grammar, pronunciation, and fluency as rule in forming the speaking.¹

Based on the paragraph above the researcher conclude that speaking is when someone sounding voice such as sound, word, sentence or whatever it that's speaking. There are many media the teacher will use to improve the students speaking skill, and cuecards is one of them. Cue card is interesting due to its simplicity and attractiveness. Besides inexpensive, the process of making it is not quite complicated. A teacher, sometimes, needs creativity to make the cards more attractive.

One of the solutions in language teaching is using media. Media offer effective, efficient and meaningful teaching and learning in the class. media have four general functions. The first function is media can help to simplify the teaching process. The second one is media can be the machines that allow the teacher to practice the principle of object teaching and illustrations. The third function is media help the students to

reduce the use of their mother tongue. Then, the last one is media can be the instruments of motivation to stimulate the teaching and learning process.

The researcher use the media to improve students speaking skill because as we know the importance of learning speaking is cannot be separated from everyday life, people used speaking to issue opinion, ideas and even lecturing in front of many people beside that, speaking also help us expend the communication network, improve career and it takes a lot of people and there are several impacts for students when they not learning speaking. First, they are difficult in speaking when talk to other, second is unknown to many people because not actively in speaking, third is lack of confidence in speaking and also they will difficult to find work in the future.

Cue card as the modification of picture has many advantages, one of which is that it is clearly visible. Thus, when students are asked to make a story and describe something in detail, cue cards can help them to produce the story or conversation easily. One way teach speaking successfully that can use to stimulate the students to speak is through cue cards.

Considering the benefit of cue cards media, the researcher was interested in identifying the students' speaking ability. Some teaching problems of speaking at Madrasah Aliyah Darud Da'wah Wal-Irsyad (MA DDI) Kanang was the students assumed that, they lost their attention in teaching activity and they lack of practice in speaking because they have limit vocabulary so, they not confidence to speak. Some of students get score 55 and it was very low and the standard of speaking score was 75, it was the score value after teaching by cue card.

This card basically already implemented to the students but some trouble a appears that the sides that sometimes the students feel bored to study English because

the teacher conduct find appropriate media in learning English process specially in speaking. After teaching by this cue card, their speaking get improvement based on the teacher argumentation.

The problem during the process of English teaching and learning also comes from the activity in the class. The activity during English teaching and learning is considered to be less attractive so that only few students are actively involved in it. It seems to be monotonous since the teacher often explain the materials theoretically with less practice. The teacher rarely employed some interactive activities such as games or role-play. In addition, there is only limited use of media to support the English teaching and learning process.

The process of English teaching and learning should be adapted to the primary goals according to the existing curriculum. It is very important to understand the problems encountered in the field so that in the future teacher can determine and decide effective teaching media, techniques, or strategies for making students learn effectively. From the statements above the researcher applied one of media. That is an interesting media and it could improve the students speaking ability, namely cue card. The media is the signed to create the students enjoy to learn with pleasant media.

Additionally, the students were less motivated in learning speaking because the monotonous classroom activities and there were no media in the teaching and learning process. During the teaching and learning process the English teacher only used students' worksheet (Lembar Kerja Siswa) in delivering the materials. Moreover, most of the time the students focused on reading dialogs, whereas teaching and learning process of speaking should give priority to students' to participate actively in speaking.

There are several studies about cue cards that have relation with speaking skill. The first study was a journal study written by Mora in 1994. The journal showed how cue cards could be used to give students practice speaking and writing English in daily situation. The second study was an undergraduate thesis written by Habsari in 2012. It was classroom action research which was used to know the effectiveness of the cue cards to teach speaking fluency in senior high school. The participants were the students of grade XI in senior high school. The third study was also an undergraduate thesis written by Kusumastuti in 2012. It was a study about students' perception on the use of cue cards in the speaking activity of the vocational students grade XI.

Teaching English with in appropriate media is an area of language teaching that many English teachers avoid. Based on the students' condition the class condition, the researcher intends to find a concrete data about the students score after teaching by cue card in teaching and learning of speaking through cue cards media, the activities of teaching conducting in the descriptive approach. This possibility had motivated that researcher to conduct a research under the title "Students English Speaking Skill Trough Cue Cards Media at The Second Grade of Madrasah Aliyah Darud Da'wah Wal-Irsyad (MA DDI) Kanang".

B. Research Question

Based on the background above, the researcher Question is formulate as follow:
How is the students' speaking skill trough cue cards media at the second grade of Madrasah Aliyah Darud Da'wah Wal-Irsyad Kanang?

C. Objective of the research

In relation to the research question mention previously, the objective of the research is formulate as follow: To analyze the students' speaking skill through cue cards media at the second grade of Madrasah Aliyah Darud Da'wah Wal-Irsyad Kanang.

D. Significances of the research

1. The Students

This study hopes bringing some advantages for the students to encourage their speaking skill.

2. The teacher

The goal of this study is to increase the prophecy of teaching English in speaking skill through cue card. Teacher does not only teach the language, but also provides kind of conducive situation in teaching and learning process, ask the student to contribute their mind by making their own chosen cue cards.

2. The researcher

It can help the researcher to improve her skill in making a research in increasing her knowledge especially about English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Previous Related Finding

Many researchers have reported to expose the identification of the student attitudes and interest in learning to make the teaching and learning process, more effective, especially in the teaching of speaking. Some of the researcher findings are cited concisely below.

The researcher has done by Muh. Ibrahim Leman stated than in his research “Improving Students’ Speaking Ability by Using ELTIS Pack” (to the Eight Class of MTs DDI Taqwa of Parepare in Academic year 2010/2012) that there is significant difference between the students speaking ability before and after being taught by using ELTIS resource pack. In which it was proved by the development of mean score from 4,361 on pre-test to 5,759 on post-test, while the T-test value (2,27)

The research has done by Muhammad Hayat in 2009 in his research “Using Authentic Materials to Develop Students’ Speaking Ability of Second Year of SMP Negeri Sendana” finding that after doing experiment the control class by teaching them Textbooks, their speaking ability in English have mean score 49,6. But students in the experimental group who are thought with authentic material, their speaking ability in English have mean score 62.

This is very different from the control group, the mean score of the students’ speaking ability in speaking ability in speaking English before and after doing experimental does not occur sense development that is 46,28 to 49,6. In the other

hand (in experimental group), occur a significant development of the students' speaking ability in speaking English (44,68 to be 62).

The research has done by Fatmawati in 2009 in her research "Developing the Student's Writing Ability through Card Sort at the Second Year Students of SMP Negeri Padang Mawalle" states that in t-test analysis showed the significant difference between pre-test and post-test. At the level of significant 0,05, degree of freedom (df) N-1, the hypothesis was accepted.

It was because the t-test value (13,06) was greater than t-table (2.030) the researcher had to conclude that there was a significant different between pre-test and post-test resulting teaching English writing skill through card sort. It mean that card sort in teaching students' English writing ability of second year students of SMP Negeri Padang Mawalle.

Looking at the finding of some researcher above, the researcher concludes that speaking can be achieved by using several media including cue cards, so the researcher has an interesting to conduct a research to improving students' speaking skill trough Cue Cards Media at the Second Grade of Madrasah Aliyah Darud Da'wah Wal-Irsyad Kanang.

B. Some Pertinent Ideas

1. Definition of Speaking

Many definitions about speaking have been proposed by language theorist. According to Nunan speaking is one of the fundamental language skill, it is considered as the most important of learning English as foreign language.² According to Chaney

² David Nunan, *Language Teaching Methodology* (Sydney: Prentice Hill, 1991), h. 14.

and T.L Burk Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.¹

The single most important aspect of learning the language is mastering speaking. Speaking can be described as the ability of students to express their ideas. By learning speaking, people generally, and students can learn or improve their ability related to mastery vocabulary, grammar, and pronunciation. Speaking is a tool communication and the important factor in learning and teaching language. Besides, speaking is the activity of presenting thought or ideas in spoken language.

Speaking in a second language has been considered the most challenging of the four skills given the fact that it involves a complex process of constructing meaning. This process requires speakers to make decisions about why, how, and when to communicate depending on the cultural and social context in which the speaking act occurs. Additionally, it involves a unique relationship between speakers and listeners that results in their interaction of producing and processing spoken discourse under time constraints. Therefore, the key role of the speaking skill in developing learners' communicative competence has also become evident since this skill requires learners to be in possession of knowledge about how to produce not only linguistically correct but also pragmatically appropriate utterances.

Speaking skill is the measure of knowing a language which involves mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation. Functions (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building). And social, cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers,

relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason. In speaking ability, the students or learners should be able to make themselves understood; using their current proficiency to the fullest and they should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication.

Speaking the verbal use of language to communicate with others its function is to convey message which lies in the structure and meaning of all language, whether this is written or spoken. Therefore, according to holiday speaking differs from written language in a number of respects. We can observe that spoken language has fewer full sentences and also less formal in the use vocabulary.

The goal of teaching speaking skill is communicative efficiency. To develop communicative efficiency in speaking, students can use a balanced activities approach that combines language input, structured output and communicative output. Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives students the material they need to begin producing language themselves. Structured output is designed to make learners/students comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Communicative output, the students'/learners' main purpose is to complete a task, such as obtaining information, developing a travel plan or creating a video. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

Speaking skill is the ability of the person to share the information to the other. In this study, speaking skill is the ability of students to share the materials to their friends in and out the classroom.

Speaking is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. “speaking is the oral mode”. It like the other skills in the oral mode. It like the other skills is more complicated than it seems at first and involves more than just pronouncing the word”. According Gillian brown and George Yule Speaking is to express the needs-request, information and service etc. Speaking also has the important role for human life with speaking everybody get express their thought, opinion, ideas and feeling. There for we can communicate well if the ability of speaking is not good.

According to Brown speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of attest-taker’s listening skill, which necessarily compromises the reliability and validity of an oral production test.³Harmer points out six reasons when two people are engaged in talking to each other. What are these reason.

- a. They want to say something. ‘Want’ is used here in general way to suggest that speakers make definite decisions to address other people.
- b. They have some communicative purposes. Speakers say things because they want something to happen as a result of what they say.
- c. They select from their language store. Speakers have an infinite capacity to create new sentences and in order to achieve this communicative purpose they will select (from the store of language they think is appropriate purpose).

³ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (United States of America: Longman, Inc., 2004), p. 140.

- d. They want to listen to ‘something’
- e. They are interested in the communicative purpose of what is being said. In general people listen to language because they want to find out what the speaker is trying to say.
- f. They process a variety of languages. Although the listener may have a good idea of what the speakers is going to say next, in general terms, he or she has to be prepared to process a great variety of grammar and vocabulary to understand exactly is being said.¹

When we ask the students to actively use the spoken language in the classroom we require them to take a part in a process which not only involves the knowledge of target forms and function, but also a general knowledge of the interaction between the speaker and listener in the order that meaning and negotiation of meaning are made clear. For example, listener may give the speaker feedback as whether or not the listener has understood what the speaker has just said. The speaker will then need to reformulate what was just said in order to get meaning across in the different way.

From the point of view of language learning and of intercultural communication, it is important to recognize that the individual who wishes to learn a new set of phonological and syntactic rules. Beside that the rules of speaking is the patterns of sociolinguistic behavior of the target language.⁴Based on some definition above, it can be taken some ideas that speaking is talking about oral communication which contains messages by people to another. Therefore, the researcher concludes that

⁴ Jack C. Richards and Richard W. Schmidt, *Language and Communication*(United States of America : Longman,1998), p.61

speaking is the way of how to make communication about whatever to explain something and to convey meaning.

2. The Components of Speaking

Every skill has a component to fulfill its needs. Speaking also needs many components. According to Vanderkevent, there are three components in speaking.¹

a. The speakers

Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

b. The listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

c. The Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

3. Problems Related to Speaking Activities

People as social beings are in need of interaction from one to another in their daily lives. Interaction among people can be carried out by using language as device of communicating, people use language differently according to their background; the place of origin, education, social group, generation and even occupation. They formulate their utterances with the goal of having their intentions recognized by the interlocutors. In social interaction, speaking seems to be an important component of a language usage which enables people to communicate and get along to each other.

Besides, speaking is also considered as the primary mode of communication because all humans learn to speak as a need to interact and to communicate their ideas, feeling, thoughts, as well as their wishes to the others.⁵

There are some problems faced in speaking activities, many problems faced in speaking activities are as follows:

1. Inhibition

Unlike reading, writing, and listening activities, speaking requires some real time exposure to an audience. Learners are often inhibited about trying to say a thing in a foreign language in the classroom, or shy of the attention that their speech attracts.

2. Nothing to say

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3. The low or uneven of participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by tendency of some learners to dominate, while others speak very little or not at all.

4. Mother-tongue use

In number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. If they are talking in small groups, it can be quite difficult to keep using the target language.

⁵ A. KaharuddinBahar, *Interactional Speaking a Guide to Enhance Natural Communication Skills in English* (Yogyakarta: TrustMedia, 2014), p.1.

The problem may also come from the teacher. She may give a little exercise to develop speaking skill. The students who learn about a new language will not learn to speak merely by hearing speech in class. The teacher would be in the position of controlling a set of strategies that would help the students improve their performance¹

Speaking is a crucial part of second language learning and teaching. Despite its importance, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. What is meant by "teaching speaking" is to teach ESL learners to :

1. Produce the English speech sounds and sound patterns
2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.⁶

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the

⁶Nunan, D. *Practical English Language* .(New York: McGraw Hill. 2003)

success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers' pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired

4. The factors of speaking

There are some factors in speaking that had to be considered by the speakers as follow:

a. Vocabulary

The vocabulary as one of the elements of language is important to study, because without enough vocabulary, the ability to communicate and convey cannot be established. Therefore, English teachers must have responsibility to use the material in teaching a foreign language. A vocabulary is defined as "all the words known and used by a particularly person". One of the extreme aspects that support in English is vocabulary. Hornby says that vocabulary is the total number of words in a language. It seems that vocabulary plays an important role in speaking. Those statements are supported by Nunan says that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structure and function of words which have learned.

a. Pronunciation

According to the Oxford, pronunciation is way in a language or particular word or sound is spoken.¹ Pronunciation refers how the word or sentences is spoken, or how the speaker utters the word.

This component is important because it will make misunderstanding if the speaker is wrong pronounce the word or sentence. Wrong pronouncing indicates wrong

meaning. According to Hornby, pronunciation is the way in which a word is pronounced.⁷ To make our communication accepted by our listeners, it is better for us to pronounce the words clearly, especially with the words that have most similar pronunciation such as head (hed), and hate (heit), and the word that has similar formation such as “read” in the regular (pronounced ri:d) and in the irregular (pronounce red).

c. Grammar

According to Brown the grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence.¹ In popular use, the term grammar describes what people—usually native speakers—ought or ought not to say or write. This is called prescriptive grammar because it prescribes correct usage.

Grammar is one of the components of speaking; it cannot be separated. Sometimes the people can misunderstand or cannot understand what the speaker intends to say if the speaker speaks without grammar at all. When speaking in English is to follow the basic rules of the English grammar. Rules like subject-verb agreement and the use of the past and present tense when speaking are essential things to learn in order to speak properly. So, it is very important to learn about grammar to be a master in speaking.

Grammar is one of the language components. Hornby says that grammar is the rules in a language for changing the form of words and combining them into sentences.⁸ By using correct grammar the listener will know when the action happens, where the action takes place, who is the audience, who is the speaker etc, although for the

⁷ Harmer, J. Practice of English Language Teaching. Edinburgh Gate: Longman.2001.

⁸ Hornby, A. S. Guide to Patterns and Usage in English. London: Oxford University Press.

beginners, they are not forced to speak with the correct grammar. Using the correct grammar makes someone know the real meaning of the sentence.

d. Fluency

Fluency becomes one of the significant points to measure the speaking skill of the speaker in uttering a language. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

Speaking is an activity of reproducing words orally. It indicates that there is a process of exchanging ideas between speaker and listener. According to Hornby, fluency is able to speak or write a language of perform an action smoothly or expressed in a smooth and accurate way.¹ In speaking, someone needs to speak fluently in order to make someone easy to understand what he or she said.

e. Accuracy

Accuracy sees the Extent to which use correct grammar, idioms, phrases, sentence. Speaking accurate means that the students speaking without grammatical errors and vocabulary. Accuracy is focus on issues appropriate and the other formal factors.

Accuracy is closely related to precision show the same or similar result. The result of calculations or a measurement can be accurate but not precise: precise but not accurate; neither or both. A result is called valid if it is both accurate and precise.⁹

⁹ Cemink;s Voices, “*The Components of Speaking Ability*,”. <http://Bedebbahaterulezz.co.id/2012/08/the-components-of-speaking-ability>. Html (Online: accessed on Tuesday, 08 July 2020).

5. Successful in Speaking

According to Nunan there were some things that have to be master by the speaker if they want to reach on successful in speaking which involve developing.¹ Thing that need to be considered to successful in speaking, bellow:

- a. The skill point to articulate phonological features of the language comprehensibly. Means that when the people speak up between wide community or to another people that have different language or intonation, the someone have skill to articulate phonological features clearly and it is easily to understand.
- b. Mastery of stress, rhythms, intonation patterns. Stress is the empashis given to a specific syllable or word in speech, usually through a combination of relatively greater loudness, rhythm is mean that movement or procedure with uniform of relatively greater loudness. Rhythm is mean that movement or procedure with uniform or patterned resurrence of a beat, accent or the like and intonation patterns is the variation of our pitch, in the spoken language.
- c. An acceptable degree of fluency, It is mean that the skill to do something in a way that seems very easy or the skill to speak easily band smoothly.
- d. Transactional and interpersonal skills, Transactional is something related to a process or other action and interpersonal is the ability to communicate or interaction with other people.
- e. Skill in taking short and long speaking turns, Is a type of organization in conversation and discourse when participants speak one at a time in taking short and long speaking turns.

f. Skills in negotiating meaning, We seek to clarification and to show the structure of what we are saying, we often need to clarification when we are listening to someone else talk and it is very crucial for students.

g. Skills in knowing about negotiating purposes for conversations.

The skill to talk between two or more people in which tough, feelings, and ideas are expressed, question are asked and answered or news information is exchanged. Are going to say something whether it is.¹⁰Based on the explanation above, the researcher concluded that successful in speaking not just contain about they were going to say something whether it is opinion, feeling idea but also if we want to made a successful speaking the speaker should to know the role of speak, because we will meet and made a communication no just one people or just our family but many people would made communication with us.

6. The types of speaking

Speaking are classified into two types as follow:

a. Speaking in social context

Speaking in social context are categorized into two part those are:

1). Monologue

Monologue is a kind of speaking which is normally found in our social lives as in speeches, lectures, and news broadcasts. This commonly refers to a stream of speech will go on whether or not the hearer comprehends, the hearer must process the long

¹⁰ David Nunan, *Designing Task For the Communicative Classroom* (First Published; Great Britain Cambridge University Press,1989), p.32.

speech without interruption. Planned, as opposed to unplanned, differ in their discourse structure.

Monologue is speaking activity in which there is only one speaker speak. Delivering news, speech or sermon are kind of monologue. Dialogue is a speaking activity which there are two or more speaker speak. Interaction between two or more people in the school or market is categorize into dialogue. In addition, dialogue is more communicative than monologue.

Monologue is commonly differentiated as planned and unplanned monologue. Planned monologue is usually preceded by preparing some prewritten materials to be delivered (such as official speeches and news broadcasting). Then, unplanned monologue is usually a impromptu one way speaking (such as lectures and long story in conversation).

2). Dialogue

There are two kinds of dialogue, namely interpersonal dialogue and transactional dialogue.¹ Dialogue normally refers to an interactional discourse which involves two or more speakers. Dialogue can be subdivided according to the purpose of the speakers' interaction. when the interaction is conducted to promote social relationship, the exchange is then identified an interpersonal dialogue e.g. conversation.

b. The Type of Speaking in Classroom Context

1). Imitate speaking

A first type of speaking performance is the ability to simply parrot back a word or phrase or possibly a sentence. While, this is a purely phonetic level of oral

production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. Imitate speaking refers to producing speech by limiting language forms either phonological or grammatical. The kind of speaking focuses on the phonemic level of oral production (i.e. pronunciation) not meaning and requires listening just for the prompt.

In psycholinguistic theory people generally do not feel that the use of language is very difficult. Language usage can be done easily because they are habit and done repeatedly. A baby at the age of one and a half years will imitate the word heard by him without knowing the meaning that is spoken. The utterances of one word that imitated grow into utterances of two words and then eventually become complex sentences.

Furthermore, learners should often listen from native speaker speech by tape recorder, videos, or other and then practice it. This is done to try an intonation counter or to pinpoint a certain vowel sound. The purpose of imitate is not focus on the meaningful interaction, but for focusing on some particular element of language form.

2). Intensive speaking

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Intensive speaking is more than just repeating word by word. Intensives peaking can be self-initiated or it can even from part of some

pair work activity, where learners are going over to practice some phonological or grammatical aspect of language.

speaking is intensive speaking. It deals with the production of short stretches of oral language designed to demonstrate in a narrow band of grammatical, phrasal, lexical, or phonological relationships such as prosodic elements-intonation, stress, rhythm, and juncture. The examples of intensive speaking are sentence and dialogue completion, directed response task and the like.

3). Responsive speaking

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. Responsive speaking refers to the students' speech production in the classroom in the form of short replies or student-initiated question or comments. These replies are usually sufficient and do not extend into dialogues which can be meaningful and authentic. Question and answer task usually consist of a couple question are simple.

Responsive speaking, which is the third type of speaking, requires the speakers to be able to give the correct and expected answer of certain question verbally. This speaking can be used for interaction and test comprehension by in the limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

Responsive is very important in conversation because it can stimulate learners how to respond properly and correctly when someone gives a question or comment. A small example, when teacher asks "how are you today?" learners can respond with answer "pretty good, very well, fine or other" and can ask again the interlocutor like

“how about you?”. Therefore, speakers are stimulated to speak promptly. Usually this is done in response to a short conversation, making a simple request comment, and other.

4). Transactional speaking

Transactional speaking is conducted for the purpose of conveying and exchanging specific information. It can be viewed as an extended form of responsive speaking. Transactional speaking as a medium for transacting message is being spoken.¹¹

7. The Nature of Speaking

There are several reasons for people why they speak each other those are:

- a. They want to say something
- b. They has some purpose of communication
- c. They select from their language store

Those three reasons describe that speakers have social or personal reason to speak. What is said is potentially interesting or useful to the participants. The result is of intrinsic interest or value to the participants. Speaker achieves their aims. They get what they want such an information gap is filled, a problem is solved, a decision is reached or a social contact is made.

8. The Problem with Speaking Activities:

¹¹ KaharuddinBahar, *The Communicative Competence-Based English Language Teaching*,(Yogyakarta: TrustMedia, 2013), p. 19.

- a. Inhibition: learners that often inhibition about trying to say things in foreign language in the classroom: worried about making mistakes, fearful or critic or loosing face, simply shy of the attention that their speech attracts.
- b. Nothing to say: even if they are not inhibited, we often hear complain that they cannot think the guilty feeling that should be speaking.
- c. Low or uneven participation: only can talk at a time if they to hear, in large grope this means that each on will little talking me.
- d. Mother tongue, they may tend to use it, because it is easy and it feels unnatural speak to another in a foreign language and because they feel less exposed if they are speaking their mother tongue.¹

8. Characteristic of Spoken Language

There are some characteristic that must be achieved to make good performance of oral speaking.

- a. Difficulty in speaking is clustering. Here, fluent speech is not in the form of word by in the form phrase. By having such clustering, student can organize their output both cognitively and physically.
- b. Difficulty is speaking is redundancy. Its means though redundancy of language the student have an opportunity to make clearer meaning. From this feature of redundancy. Student can gain advantages for them selves.
- c. Difficulty in speaking is reduced form. Most of problem that appear in teaching spoken English are contractions, elisions, reduced vowels, etc. in this case if student do not learn colloquial contractions, their speaking sounds unnatural.

- d. Difficulty in speaking is performance variable. Occasionally when student speak to other. They, still produce kinds of hesitations phenomena, the speakers of native and not-native can be distinguished.
- e. Difficulty in speaking is colloquial language. Student are required to be familiar with colloquial language. They should have capability both in speaking and producing those aspects of colloquial language that is the words, idioms, and phrases.
- f. Difficulty in speaking is rate of delivery. In this characteristic of fluency. Teachers are supposed to help their student in achieving an acceptable speed together with other attributes of fluency.
- g. Difficulties in speaking is speaking are stress, rhythm, and its intonation convey important message.
- h. Difficulty in speaking is interaction. Student can learn the way they do conversational negotiation through creative ways of speaking skill.

9. Teaching Speaking

Teaching speaking ability is very important part in second language learning. The ability to communicate in second language clearly and efficiently contribute to the success of the learner in the school and success later in every phase of life. Therefore it is essential that language teacher pay get attention in teaching speaking should make various activities to promote speaking students, the teacher should motivate students to learn more about speaking some reasons speaking ability is very important in our life are through a speaking we can convey our ideas or minds, according to Panggih in the speaking ability.

First, speaking is ability or skill to understand the content of English text book and reference. Second, ability is to lectures delivered in English. Fourth. Speaking is to introduce Indonesian culture to other country. And the last, speaking is to communicate orally with foreign lectures or students.

There are many purposes and aim of speaking activity, someone speak relationship with friend at school, book store or on bus for getting information and knowledge like asking the new gossips, or for curiosity like speaking about sports etc. At least, speaking purpose do not mean only to asking and answer but also train our tongue to usual in English. From wide speaking activity the students will absorb more vocabularies that have a lot of benefit in communication interaction. This fact, of course shows that teaching speaking could have special interest and attention. We should exactly understand that the aim of teaching speaking ability is to improve and develop students speaking skill. Then, the teacher has to ensure his/her students that speaking learning process is the pleasure activity.

There are some principles for designing speaking techniques:

- a. Use techniques that cover the spectrum of the learners
- b. Provide intrinsically motivating techniques.
- c. Encourage the use of authentic language in meaningful context.
- d. Provide appropriate feedback and correction.
- e. Give students opportunities to initiate oral communication.
- f. Encourage the development of speaking strategies.

Some student think that speaking ability is difficult, however they do not like to follow the speaking lesson. It is might caused by kind of activities that do not make them interest. Some teachers did not give an activity that make them enjoy to follow

the speaking lesson. Actually there are many activities to promote the speaking ability that can be used by teacher to make their students speak up. Good speaking activities can and should be highly motivating. If all the students are participating fully and if the teacher has set up the activity properly and can then give sympathetic and useful feedback, they will get tremendous satisfaction from it.

2. The Concept of Media

Media is one of teaching components which are involved in teaching learning process. It is strongly suggested that the teacher makes teaching media to help the delivering material in the classroom. By using media during the teaching learning process, hopefully the teacher will be able to motivate the students to learn and understand the material. Harmer stated that media or teaching aid is used by language teachers to explain language meaning and construction, engage students in topic, or as the basis of a whole activity.¹²

From what Harmer stated, researcher concluded that the use of media is significant as it would help the students in understanding and learning the lesson. In addition, media have a purpose that is to capture and sustain the student's interest and attention and they can give more impression conveying and explaining information, messages, ideas, and other things. However, it will enrich the foreign language teaching if the teacher notices basic things as follow: media should be inexpensive, media should be appropriate with the instructional, media should be appropriate with the material that will be taught, media should be appropriate with the learner's characteristics, and media should be interest the student's attention.

¹² Jeremy Harmer. *The Practice of English Language Teaching*. (Cambridge: Longman, 2001), p. 134.

Media comes from Latin “Medious”. It is plural from of “medium”. It means that mediates someone to the source of message. According Syaiful and Aswan, media is human being, thing, or event which enable the students get knowledge and skill.¹³ The media used in teaching process are usually that ones that suit the materials. Media are guides to help the students become active viewers and procedures of media. In this media, the students take in a vast number of visual and verbal messages. Instead of passively accepting these messages, the student can learn to question, analyze, and assess what they see and hear.

According Hamlik in Arsyad says that using of media in learning and teaching process can raise a desire and new interest, can raise a motivation and a stimulus in learning process, and moreover, take the influences of psychologies to the students.¹³ The using of media in orientation learning will help the effectiveness in learning process and deliver the message and the content at the time. Besides, raise the students’ motivation and interest, media in learning process can help the student to increase the comprehension of message, supply the interesting of data, enable the interpretation of data and stuff the information. In other words, media in teaching are a tool that can at least stimulate the students’ feeling, mind, intention, so that the teaching and learning process can run optimally.

a. The Function of Media

Media in teaching is the tool that can stimulate the students’ feeling, mind, interest, and motivation, so that the teaching and learning process can run optimally.

¹³ Syaiful Bahri Djamarah & Aswan Zain. Strategi Belajar Mengajar. (Jakarta: PT. Rineka Cipta, 2006) p. 120

According Sudjana in Syaiful & Azwan, the function of media are:¹

1. To optimize the teaching-learning process. Media in educational field function as the helper to take the advantages of the situation going on in the classroom to be more effective.
 2. To integrate the whole of teaching situation. It means that media in teaching is one of the elements that should be always improved by the teacher.
 3. As not only an instrument tool that used just to complete the teaching and learning process but also to awake the students' positive response, attitude, interest to what they are doing.
 4. To speed up teaching and learning process and to help students catch what a teacher is explaining about.
 5. To optimize teaching and learning process
- b. Kinds of Media

There are various kinds of media we can find in the media to teach are classified in the six general categories, such as:

1). Picture

Picture consists of photographs or any object or events, which may be larger or smaller than the object or event it represent.

2) Audio Recording

Recording is made on magnetic tape, disc, motion picture and soundtrack. There is reproduction of actual even or soundtrack.

3) Motion Picture

A motion picture is a moving image in color or black and white produced from life action or from graphic representation.

4). TV

This category includes all types of Audio Video Electronic distribution system which eventually appear on TV monitor.

5). Real Things, Simulation, and Model.

Include people, events, object, and demonstration real things as constructed with other media, are not substituted for the actual object or event.¹⁴By using the media, there will be a variation in the teaching and learning process. It makes students enjoy the teaching and learning process.

Students will feel bored if the teacher only uses the explanation when presenting the material during the teaching and learning process. Students will not feel bored if the teacher uses media in teaching and learning process. They feel that there is a variation in it.

C. The Concept of Cue Cards

1. Definition of Cue Card

There are many kinds of media that are commonly used in English teaching and learning process. One of them is cue cards. Teachers can use cue cards as the media to help students in improving their speaking skills abilities. According to some experts, cue cards can be defined as teaching media that help students when they deal with speaking activities.

¹⁴ <http://universityofibnkhaldunbogor-indonesia.blogspot.com/2011/07/improving-students-ability-of-story.html>. Accessed February 14, 2022.

Cue cards as supportive media in teaching and learning process can be used in some different ways; individually, pair work, and group work. Cue cards can also be functioned as small cards that have pictures or photos completed by words as the cues.

Media is one of important things in teaching and learning process. Cue card is one of the media in teaching. An array of definition of cue cards has given by expert in the field of English teaching. Mora states that cue cards is “a card with picture and it has cue words to help the students initiate conversation”.¹

Cue card is one of Media used in teaching and learning process. Cue card is small photo or picture into a card. According to Harmer, cue card is card with word or picture used to encourage the students to respond in pair or group work.¹⁵ Thus, when students are asked to describe something or someone in detail, cue card can help them produce the description easily. According to Mitchell in Turk, the use of cue card gives the impression that the speaker has organized his/her subject and knows so much about it that he/she needs only to be reminded what to discuss next. These cards hold considerable information, and they do not terrify an audience as much as a great sheaf of paper does. Further, they can be managed with one hand and do not rustle in a microphone. Finally, they give the audience a visible cue whenever the speaker turns to a new topic.¹

Besides, cue cards also known as note card, with word written on them that help students remember what they have to say.¹⁶ Cue card as note card is the main way in which the content and structure of the talk can be controlled. Without note cards, most

¹⁵ Jeremy Harmer. *The Practice of English Language Teaching*. Third Ed. (London: Longman, 2001) p. 134

¹⁶ Team coco Podcast. 2011. “Cue Card, in the International Dictionary of Broadcasting and Film”. Retrived on 22 April 2011, 11.00 a.m [http://iteslj-org/Articles/Cue Card.html](http://iteslj-org/Articles/Cue%20Card.html)

talks are formless ramblings. With note cards can be an orderly set of points, with clear sequence and coherence which the students can rely on. Cue card is interesting due to its simplicity and attractiveness. Besides inexpensive, the process of making it is not quite complicated. Cue cards are more for learning as a problem solving process, and an aid while the person develops awareness of antecedents and options during and after high risk situations.

The positives for using cue cards are smaller than a full size script and therefore can be held unobtrusively in one hand. Because you are not using a stand, you are not blocked off from your audience. This means you are free to meet them. You can use a lot of eye contact and direct your speech where you wish. And because you are not following a word-for-word script, you are free to be more spontaneous.¹

Cue card is as a media that can help establish the condition for the students to identify or describe someone or something in learning process. Cue cards are very important in helping learners to acquire a foreign language. Cue cards also make it easy to add new material, since a whole new card can be prepared, and slipped in between the others. Cue cards are easy to carry around. They can be fitted into a pocket. Cue card is easier to hold, and you will not find yourself fumbling with trembling sheets of paper which show an unconquerable attraction for the floor, and blow about in breezes from any open window. So, using cue card in learning process has many advantages.

From the definition above, cue words in cue card help the students describe something or someone in the picture orally or in the card sentences. In line with this definition, Harmer states that cue cards are cards with words and pictures on them, which students use in pair or group work.¹⁷

¹⁷ Harmer J, *The Practice of Language Teaching* (rev. Ed) London: Person Longman. p 134

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. Besides, cue cards can be used in work group in big classes and they are appropriate to use in the context of Indonesian teaching and learning classroom.

cue card as a medium with pictures or words that contains clues. Teacher can use it to teaching speaking in order to stimulate students' idea. Those stimulation help students to do speaking activities such as describing someone or something from the clues orally. It can be conclude that cue cards are small cards with words or pictures that contain clues. Cue cards can be used in individual, pair work, and group work. Cue Cards can attract the students' interest to participate actively in teaching and learning process of speaking.

Furthermore, Bazo adds that cue cards are small cards with photos or pictures stuck onto them. Cue cards can also be used in simple activities such as students work in pairs.¹ From the definition, 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 card can used in pair work or group work. cue cards have characteristic and different uses in teaching and learning process.

Cue Cards (small cards that students use in pair or group work). It can be applied in teaching in the classroom especially in writing. It means that Cue Card is an image that can be formed on a card that students use in pair or group work and can be used by the teacher in the process of learning to write in class.

Harmer stated that Cue Cards can be made in various ways. We can take pictures from magazines and stick them on Cards. We can draw them. And also we can buy a reproduction, photographs, and posters from shops or we can photocopy them from a variety of sources. It means there are some ways that can help the teacher to get Cue Cards media, such as we can take pictures from magazines, draw them, also buy reproduction, photographs, and posters from shops or we can photocopy them from a variety of sources. It is very helpful to the teacher to teach which uses Cue Cards in the classroom.¹⁸

a. Selecting cue cards in teaching and learning process

The Teacher has to select appropriate media. The teachers have to be creative when they want to select cards, because not every card is appropriate with learning material. Harmer states that there are three qualities of cards that have to be considered by the teachers in choosing cue cards.

First, cards need to be appropriate not only for the purpose in hand but also for the classes they are being used for. If cards are too childish, the students may not like them. Second, cards should be visible. The students can see the cards clearly. Last, cards have to be durable. Therefore, the use of cue cards has to consider the time, visible cards, and cards have to support the students learn easily.¹

For example:

Cue cards are cards that consist of some different pictures, words, symbols and cues with different meanings according to the situation on the card. The cue cards are used to stimulate the student to arrange the words, pictures and the cues on the card to become a sentence and make the student easy to express ideas and opinions. Make the student

¹⁸ Jeremy Harmer, *The Practice Of English Language Teaching* (Cambridge: Longman Ed.3, 2001), P.134

easy in expressing ideas, the most pay attention on cue cards and star to speak based on the cue, picture, symbol and word/sentences on the cue cards.

2. The Reasons of Implementing Cue Cards for Teaching Speaking

Since English is considered as the second language, there are many difficulties that are faced by students during the learning process. In speaking, for example, students usually have problems in pronouncing correctly, organizing their idea and being reluctant when they speak in front of other people.

To solve those problems, applying appropriate media is mostly recommended. Similarly, Hamalik in Azhar states that the purpose of using media is to motivate students during the learning process. Thus, when choosing media teachers should recognize and understand their students' characteristics. It is also important for them to know their students' need.¹⁹ So, this media very interest to use in teaching specially in speaking English.

Below are various examples of Cue Cards media :

a. Cue Cards based on Cue

Describe a terrible/ horrific experience that you had.
You should say:

- **when it happened**
- **who were with you**
- **what happened**
- **and explain why it was so horrific/terrible**

¹⁹ Syaiful Bahri Djamarah & Aswan Zain. Strategi Belajar Mengajar. (Jakarta: PT. Rineka Cipta, 2006)



b. Cue Cards based on Picture



c. Cue Cards based on Word

Transformation

- Pollution
- Gasoline
- Variouse
- Roads jammed

- Except bicycle

Fruits

- Sour
- Good health
- Many vitamin
- In the mountain

d. Cue Cards based on Symbol



Picture 2.1

3. Advantages and disadvantages of cue cards

Zarefsky states note cards, which go under the name of cue cards in this study, are printed texts or pictures on thin card boards. It contains speaking outlines which are usually used by the speaker to deliver the speech. Note cards are very effective for

speaking.¹ “They are practical ways to use in a speech because they are compact, studier, and less distracting.

Like in a speech, cue cards were very practical to use in some speaking activities. It has simple forms that will not disturb the speakers in doing the speaking activities. According to Sayer, using cue cards in some speaking techniques like role-plays and diagram is a good combination of techniques to help the students practice speaking.²⁰ Cue cards can help the students to produce utterances in their conversation without writing the whole dialogue. In line with agrees that cue cards can be used in teaching speaking. Cue cards can help the students to create meaningful interaction by giving questions and responses in the spontaneous way.

Media always come with two different sides that is advantages and disadvantages. The advantages of Cue Cards are as follows:

There are several advantages of Cue Cards first The use of the picture on the Cue Cards can give motivate to the students” Cue Card media are very simple, Cue card is interesting due to its simplicity and attractiveness and according to easy to produce and use.

1. Pictures really help to reduce preparation time. They can be re-used laminated, and used at any level in classes for kid, teenagers, exam classes and adults following general or business courses.
2. When teacher and students come to using picture stories in class, the key point is not to limit them to typical class activities and writing exercises. Student need as much spoken English practice as they can get.

Meanwhile, the disadvantages of Cue Cards are as follows:

²⁰ Bazo, Cue Cards: Some Ideas for Using Them in the Primary Classroom.(2007)

1. taking much time to prepare the media.
2. consuming much time in the implementation.
3. depending on teachers' skill in controlling classroom.

From the explanation above concludes that disadvantage of this media are spend a lot of time, still need much time to the students must look for small pictures from magazine. It is decrease effective if used the Cue Cards in straight activity without preparation. It means to use media of Cue Cards you have to really prepare well.

4. The Procedures of Cue Card in Teaching Speaking

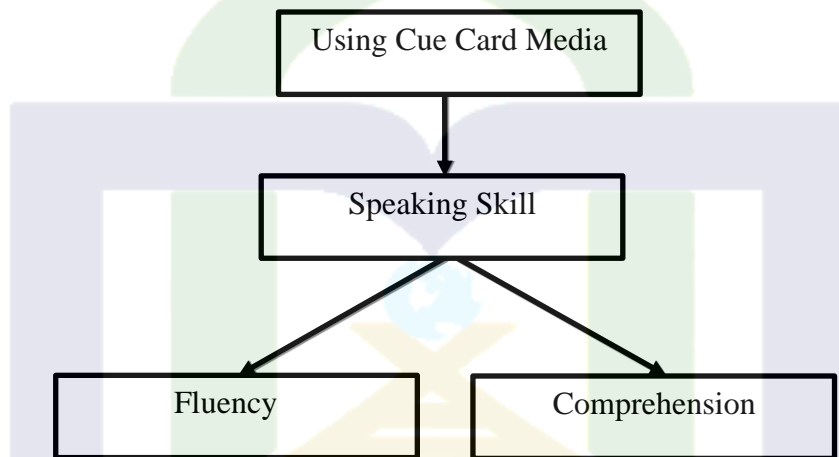
The procedures of cue card in teaching speaking are as follows:

- a. Demonstrate the idea by describing something and asking the class to identify what teacher has described.
- b. Rather than allowing the learners to call out, ask them first to tell their neighbors what they think you have described. Then ask for suggestions from the class.
- c. Ask one of the more confident learners to take one of the word cards at random from your hand. He or she must describe the meaning of the word on the card so well that others can identify what it is.
- d. Give each learner a card and instruct them to prepare a written description of the word on the card. This task is ideal for homework.
- e. Ask all the learners to stand up, mill about, read their description to five other learners, and note down how often their listener can accurately identify the thing described.
- f. Ask some or all of the learners to read out their descriptions to the whole class.

D. Conceptual Framework

Framework is a picture of the pattern of relationship between concepts or variables in a horror manner which is a complete picture of the focus of research. The framework of thought is usually put forward in the form of a schematic chart.¹

To facilitate this research the writer makes the following framework of thought:



Picture 2.2 Conceptual Framework

This research consisted of quantitative research by following cue card media as the instrument, in the beginning of process, the researcher spread the oral test to found the students speaking skill, the instrument found out about their speaking skill through cue cards.

The most important elements in speaking on mastery is fluency and pronunciation. In contrast, after the researcher conductive a survey in Madrasah Aliyah Darud Da'wah Wal-Irsyad (MA DDI) Kanang.

The researcher face problem in teaching learning English. the student have low ability and speaking because their own line of vocabulary. The students are afraid of making mistake in speaking English.

E. Operational Defenition of variable

1. Speaking Skill

Speaking is a productive skill that can be directly and empirically observed, the types of the speaking which researched was intensive speaking.

2. Cue Cards

Cue cards is a card on which has word on it as cue in learning. In addition, cue card can used in pair work or group work. Cue cards have characteristic and different uses in teaching and learning process. The cue card consisted by some main theme than mention some of the explanation indeed, transportation and fruits.so, the research use the cue card based on word to stimulate the student to speak.

CHAPTER III

METODOLOGY OF THE RESEARCH

A. Research Design

This research used descriptive Quantitative design in order to answer the research question. Quantitative research describes the current status of an identified variable. These research projects are designed to provide systematic information about a phenomenon. Based on the explanation above, this research aims to know the student's speaking skill through cue cards media.

B. Location and Duration of the research

The location of this research was Madrasah Aliyah Darud Da'wah Wal-Irsyad Kanang, Sulawesi Barat. The duration of the research took 45 days in collecting and analyzing the data.

C. Population and sample

According to Hanlon and Large, a population is all the individuals or units of interest; typically, there is not available data for almost all individuals is a population.

The Population of this research was the eleventh grade students of Madrasah Aliyah Darud Da'wah Wal-Irsyad Kanang in academic year 2020/2021. But the researcher only took the eleventh grade as population in this research. There were four classes at the XI major which is consisted of 71 students. The total number of them can be seen in the following table.

Table: 3.1 The total Population of MA DDI Kanang.

No	Class	Total Student	Sample
1	MIPA I	22	6
2	MIPA II	20	6
3	IPS I	29	8
Total		71	20

(Source: Administration of MA DDI Kanang)

A sample is a subject of the individuals in a population; there is typically data available for individuals in samples. So that the researcher conclude that sample is part of the population that is the object researcher. In this research, the researcher used total sampling technique is the process of selecting a sample that is believed to the representative of a given population.

The sample of the research used this technique because it's able to choose a sample and give them chance to become a sample of this research. After use total sampling to second grade class became sample of this research 20 students.

D. Instrument of the Research

The writer used test for an instrument. The writer used for oral speaking test for the sample in order to get their speaking skill, the instrument is a tool for having proper data from the respondent as a subject of the research, the data reflected of every aspect which mention in previous term.

E. Procedures of Data Analysis

Several stages will be followed to analysis the data which conducted from the instrument as follow:

1. Scoring Students' Correct Answer

The data of the researcher's test result for the students' activity during the teaching-learning process analyzed by using the pattern as follow:

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The total number of question}} \times 100\%$$

Students only chose the best answers which are suitable to themselves. In analyzing the students' response, the writer used the following formula.

$$P = \frac{F}{N} \times 100\%$$

Questionnaire of this research used likert scale with five option namely very good, good, fair, poor dan very poor

2. Classifying the Students' Scoring

The data of students' result (test) analyzed by using descriptive statistic. Test will be conducted for checking the students' cognitive and psychometric about speaking skill. The students' score in the following criteria at the book that is written by Suharsimi and Arikunto that is modified as follow:

Table 3.2 The Classification of the Students Score

No	Score	Classification
1	85-100	Very good/Excellent
2	70-84	Good
3	55-69	Fair
4	25-54	Poor
5	0-24	Very poor ²¹



²¹Suharsimi Arikunto *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: BumiAksara, 2006)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research findings is the result of data which conducted from the instrument spreading by the researcher which referred to research question that are formulated in the first chapter. This part also presents the data processing of the students speaking skill by using cue card media at second grade of Madrasah Aliyah Darud Da'wah Wal-Irsyad Kanang.

The media is using for the object of the research, the teacher needs the cue card media that used to build schemata for the students through cue card. The researcher believes that media is as any person, material or event that establishes conditions which enable learners/students to acquire knowledge, skills, and attitudes while another concept that media in teaching are tools that can stimulate the students' feeling.

The researcher than explain according to the theory, this research used descriptive quantitative research which the process of answering the research question, Descriptive research is a research method that seeks to provide a systematic and careful with the actual facts and the nature of certain population which in aim to solve the actual problems faced now and collect data or information to be arranged describe, and analyzed. The research question answered by speaking test.

The section of the research, this researcher aim to identify the student's English speaking skill through Cue Card media at the second grade of Madrasah

Aliyah Darud Da'wah Wal-Irsyad Kanang. The researcher used speaking test in this research to answer the questions.

The researcher found the data of students' English speaking skill through Cue Card media at the second grade of Madrasah Aliyah Darud Da'wah Wal-Irsyad Kanang as explained that: The students' speaking skill at the second grade is teaching and learning process. The researcher take Cue card as one of the media in teaching. The researcher sums that an expert in the field of English teaching. Mora states that cue cards is "a card with picture and it has cue words to help the students initiate conversation in their speaking activities.

The researcher showed the result data below:

Table 4.1 The Students Score

Students	Students Score	Category
1	61.67	Fair
2	46.00	Poor
3	62.67	Fair
4	40.00	Poor
5	68.00	Good
6	63.33	Fair
7	56.33	Fair
8	75.33	Good
9	56.00	Fair
10	70.67	Good
11	77.00	Good
12	68.33	Good
13	75.67	Good
14	79.67	Good
15	75.33	Good
16	77.67	Good
17	77.67	Good

18	70.00	Good
19	73.67	Good
20	72.67	Good

Based on the result of the speaking score above, the researcher conducted the score based on the result of the students' speaking test which delivering on instrument of the research, the total of the student were 20 students which all done the test for the research.

The researcher showed the test to the informant which showed the students, this instrument concerning of valid data which also can be seen in proper data in appendix, the accumulation of the score classification can be seen below:

Table 4.2 The Accumulation of the Score Classification

No	Interval	Frequency	Percentage	Ability Category
1	85-100	0	0%	Very good/Excellent
2	70-84	11	55%	Good
3	55-69	7	35%	Fair
4	25-54	2	10%	Poor
5	0-24	0	0%	Very poor ¹

The accumulation above were the score accumulation based on the instrument of students category of their speaking after conducting the speaking test, it showed that:

The score of 0-24 is 0 student, it showed that, no student who get score in 0-24. The score of 25-54 are 2 student which presentation of 10% of 100%.

The score of 55-69 are 7 student which presentation of 35% of 100%. The score of 70-84 are 11 student which presentation of 55% of 100%. The score of 85-100 were 0 student which presentation of 0% of 100%.

The data above can be explained for the category of the result of the data getting from the test speaking spreading from the students. The category of the students can be seen below:

Table 4.3 The category of the students result

No	Sample	Students Result	
		Mean	SD
1	Female	40.00	10,84
2	Male	68.33	3,60

Based on the data above, the result of the students score may be seen on the category of the result, the data showed in average score for Class XI MIPA II is 67.38 which categorize for *Fair category*. This result may become the valid indicator before getting to the conclusion of the research.

The researcher also identified the accumulation score based on the sample . The data above can be explained for the category of the result of the data getting

from the test speaking spreading from the students. The category of the students can be seen below:

Table 4.4 The category of the students

No	Sample	Students Result				Category
		Mean	SD	Maximum	Minimum	
1	XI MIPA II class	67.38	7,22	79.67	40.00	<i>Fair</i>

The explanation above was from the result which gotten from the instrument, the instruments used in this research was speaking test, this instrument purpose to know the students' speaking test. This speaking test used by the researcher already fulfills to be valid data for this quantitative research.

The students' speaking performances were assessed using a scoring rubric proposed by David P. Harris as it is cited in Nurnia²². The rubric is shown in the following table:

No	Criteria	Scoring	Description
1.	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.

²² Martin Bygate, *Teaching and Researching Speaking*. London: Longman. 2000

		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
2	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions
		1	Cannot be said to understand even simple conversation
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.

4	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
5	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.

B. Discussion

This term present the data discussion which referring from the findings above, this discussion are present based on the findings and the researcher argumentation after analyzing the data in findings.

This section finds out the answer of the research question mentioned in first chapter, which asked about the students' speaking skill by cue cards media at the second grade of Madrasah Aliyah Darud Da'wah Wal-Irsyad Kanang. Based on the result of the data.

The researcher explained that cue card may introduce as one of the teaching media. Cue card is card with words or picture used to encourage the students to respond in pair or group work. Cue card is used to give students practice speaking English in real situation. Cue card as the modification of picture has many advantages, one of which is that it is clearly visible. Thus, when students are asked to describe something/someone in detail, cue cards can help them produce the description easily.

Another term explained also that speaking ability can become a measure of knowing a language which involves mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation. Functions (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building). And social, cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Speaking is a crucial part of the foreign language learning and teaching, because it can be used for the student to express their ideas oral in foreign language . Without speaking skill they will just keep silent. In order to speak well, they must practice their skill in everyday live. Therefore, the teacher should give students opportunity to practice their speaking skill by giving some more example or activities that put them into the real practice communication.

Speaking is also ability say articulations sound or words to express or to submit mind, in daily activities. People send and receive message through speaking. They give reports, idea, advise, instructions, complaint, apologize, agree, disagree, and so much means by speaking. The major goal or English learning is to enable students to communicate with other people by using English language being learned. The communication here means to talk to other people orally in spoken form. So what does speaking mean, it means a process using a language that is done by speakers by combining both codes and message.

Before the researcher explained more about the result of the data which really important in this research, the researcher firstly more explained about the nature of the speaking based on the teacher perspective that most important aspect of learning the language is mastering speaking. Speaking can be described as the ability of students to express their ideas. By learning speaking, people generally, and students can learn or improve their ability related to mastery vocabulary, grammar, and pronunciation. Speaking is a tool communication and the important factor in learning and teaching language. Besides, speaking is the activity of presenting thought or ideas in spoken language.

Even the researcher has explained more about the concept and the definition of the Speaking ability which become the measure of knowing a language which involves model such like (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation. Another function (transaction and interaction): or also knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building). and social, cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Many other arguments also that speaking ability concerning the students or learners in order to be able to make themselves understood; using their current cue card media as the fullest and they should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication.

The researchers measure the student's ability by using cue cards media. Based on the learning many students are took lack, but some of students got better. For the next researching, research did the test that applied Cue cards media the result was showed in varies. In test students speaking skill more increase because the research gave and applied to increase their speaking skill.

Teaching media in speaking subject become very important Media for determining it in teaching is the tool that can stimulate the students' feeling, mind, interest, and motivation, so that the teaching and learning process can run optimally.

The teaching speaking by cue cards media speaking means to teach students to produce the English based on the media used, and the rhythm of the second language, to select appropriate words and sentence according to the proper social setting, Based on result of the data analysis above show that use Cue cards integrate in fair category which showed after getting score of students' speaking skill, it can be seen on the table continually by using Cue cards media the mean score students' class XI MIPA II 67,38 for the score average.

The researcher thinks that, speaking become is another level of the students' in using of media in the class may become very essential for the students, Another concerning that the goal of teaching speaking skill is communicative efficiency. To develop communicative efficiency in speaking, students can use a balanced activities approach that combines language input, structured output and communicative output. Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives students the material they need to begin producing language themselves.

The speaking output is designed to make learners/students comfortable in produce word specific language speaking recently introduced for the students, sometimes in combination with previously learned items. Communicative output, the students'/learners' main purpose is to complete a task, such as obtaining information, developing a travel plan or creating a video. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

According to the theory that mostly the teacher generally did not agree toward speaking ability which becomes the ability of the person to share the information to the other.¹ In this study, speaking ability may become the ability of students to share the materials to their friends in and out the classroom.

It has been discussed that Cue Cards media as a medium with pictures or words that contains clues. It is useful when students do some speaking activities such as describing or something from the pictures orally in speaking. The similar definition is also stated by Harmer assessing that Cue Cards are Card with words and pictures on them. He adds that students can use this kind of media in a pair or group work. He argues that Cue Cards will help students to speak up easily in the form of words or phrase even sentence when they are involved in a conversation. In another way the researcher states that Cue Cards are small photo or pictures that are stacked onto the Cards.²³ Even in fact, mostly it stated different faced by the students. It is kind Flashcard with images. Both Teacher and students can make the cards by themselves or modify the card by adding some Picture, Photos even word.

Based on the some theory that more specific explained about the effective media used for the learner in foreign language is that, applying appropriate media is mostly recommended even in certain media are not showing great result. Similarly, Hamalik in Azhar states that the purpose of using media is to motivate students during the learning process, even not really got improvement.¹

Some arguments state that using Cue cards media is the picture-cued activities after a nonverbal means to stimulate speaking responses. It mean giving

²³ Jeremy Harmer. *The Practice of English Language Teaching*. (Cambridge: Longman, 2001),

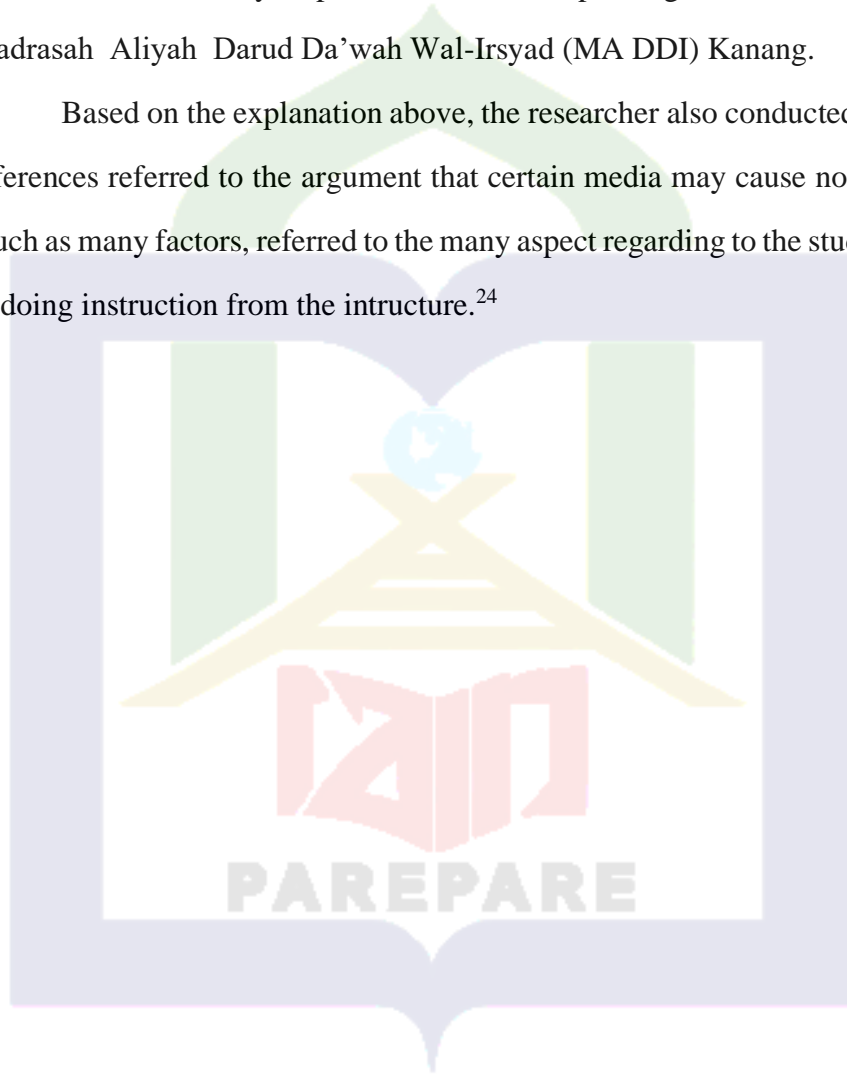
students picture really improve speaking students', it would be much easier for them to get idea from the pictures. When the students finally understand the picture, they would be able to generate ideas by themselves. Some of the problem cases in this sample of the research that, cue cards are not really described as words or pictures that are used to prompt or encourage learners to produce a particular language during a controlled practice activity/ drill. However, in this result of the study, the teacher only used Cue Cards with picture as the a element but not as media which supported the students speaking ideas, teaching and learning process, a picture is a valuable resource as it provides, a shared experience in classroom, a need for common language forms to use in the classroom, a variety of tasks, and a focus of interest for students. The picture can be in the forms of drawing, photographs, poster, slides, cartoon, graphs, and maps.

Teaching speaking skills by using Cue cards media at the second grade of Madrasah Aliyah Darud Da'wah Wal-Irsyad (MA DDI) Kanang, the students got fair score in their score speaking skills. Therefore, it could be stated that Cue cards media in teaching-learning of speaking have not solved the students' speaking problem and increase the students' speaking skill the second grade of Madrasah Aliyah Darud Da'wah Wal-Irsyad (MA DDI) Kanang. So, the assumed proposed in this research which says "the use Cue card media are the media which students' speaking skill is improved".

The teacher using cue cards media as media which speaking in hopes to improve the students speaking skills at second grade of Madrasah Aliyah Darud Da'wah Wal-Irsyad (MA DDI) Kanang. The amount of total sample is 20 students and the teacher uses Descriptive text (people, things, and animals). In teaching

speaking. By content, this research would focus on speaking, which consists of accuracy, fluency, and comprehensibility. Based on the all explanation about, the researcher may take some argumentation that the using of cue cards media as media which not really improve the students speaking skills at second grade of Madrasah Aliyah Darud Da'wah Wal-Irsyad (MA DDI) Kanang.

Based on the explanation above, the researcher also conducted some of the references referred to the argument that certain media may cause not effective as much as many factors, referred to the many aspect regarding to the students interest in doing instruction from the intructure.²⁴



²⁴ Harmer J, *The Practice of Language Teaching* (rev. Ed) London: Person Longman. p 178

CHAPTER V

CLOSING

A. Conclusion

Based on the findings and the result of the data analysis in the previous chapter, the conclusion is that Based on the findings and the result of the data analysis in the previous chapter that the researchers measure the student's ability by using cue cards media which showed many students are took lack, but some of students got better. The result was showed in varies score which 55% for good, 35% for Fair, 10% for poor, while the average score as the measuring score for 67,38 which categorized as Fair Category. Based on the all explanation about, the researcher may take some argumentation that the using of cue cards media as media which not really improve the students speaking skills at second grade of Madrasah Aliyah Darud Da'wah Wal-Irsyad (MA DDI) Kanang.

B. Suggestion

Based on the research and discussion, researcher offer two points of ideas aimed to the teacher and researchers. These points were described as follow:

1. The teacher is a person who can influence the students speaking performance, so the teacher should provide a great technique in teaching, students' speaking skill must be better than previous semester by considering the best techniques.
2. The result of this research can be used for the research to identifying the students speaking skill and also for the next researcher who wants to doing an experimental class, by reading and understand the result of this research, they can done better research than this research.

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IAIN Parepare, 2020.



APPENDICES





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Jln. AmalBakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307,
Fax. (0421) 24404

PO Box909 Parepare 91100,website: www.iainpare.ac.id, email:
mail@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

NAMA MAHASISWA : SURIANA

NIM : 16.1300.118

FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS

JUDUL : THE STUDENTS' ENGLISH SPEAKING SKILL THROUGH CUE
CARDS MEDIA AT THE SECOND GRADE OF MADRASAH
ALIYAH DARUD DA'WAH WAL- IRSYAD KANANG

The researcher will collect the data by using test as the instruments of
data collection.

1) Test

A test is a tool or procedure use to find out or measure something in a predetermined
way and rules. Test is used to get data about the researcher of students learn, the test applied
to know that students prior of speaking after giving the test.

Test is use to help the process of the data collect so that intended purpose and
information of the data can be gained.

INSTRUMENT

- a. Please introduce your self!
- b. Please describe the cue card below!

<p style="text-align: center;">Chair</p> <ul style="list-style-type: none">• Made of wood• Brown• Hard• Smooth	<p style="text-align: center;">Pencil</p> <ul style="list-style-type: none">• Made of wood• Red and black color• Hard• Smooth
<p style="text-align: center;">Eraser</p> <ul style="list-style-type: none">• Made From Rubber• Soft• Small	<p style="text-align: center;">Book</p> <ul style="list-style-type: none">• Rectangular• Hard• To write something• Various
<p style="text-align: center;">Mobile Phone</p> <ul style="list-style-type: none">• Internet• Using Quota• Call Each Other• Advantage	<p style="text-align: center;">Transformation</p> <ul style="list-style-type: none">• Pollution• Gasoline• Various• Roads Jammed• Except Bicycle

Fruits	Tourism Place
<ul style="list-style-type: none"> • In the Mountation • Sour • Many Vitamin • Good Health 	<ul style="list-style-type: none"> • Swimming Pool • Vehicle • Foreigners • Ticket

- a. Please introduce your self!
- b. Please describe the picture below!

Giraffe	Lion
<ul style="list-style-type: none"> • Live In Grasslands • Have a Long Neck • Eat Leaves From the Trees 	<ul style="list-style-type: none"> • Live In Afrika • The King of the Jungle • Very Dangerous • Eat Meat
Fish	Elephent
<ul style="list-style-type: none"> • Orange And White Color • Swim • Live in the Sea 	<ul style="list-style-type: none"> • There is a Trunk • Wide and Big • Tail • Big Bodied

House	Capboard
<ul style="list-style-type: none"> • Wall • Door • Made of Wood • Roof 	<ul style="list-style-type: none"> • Rough or Smooth • Easily Wearthering • From Plants • Brown

Shoes	Pillow
<ul style="list-style-type: none"> • Has a Pedestal • For Walking • Oval Shaped • Rope 	<ul style="list-style-type: none"> • Feels Soft • Supple • Many Colour • Use in Bed


After examining the drafting of the student's thesis proposal in accordance with the title, it is essentially dement to have fulfilled the eligibility to be used in the research concerned.


Parepare, 9 Februari 2021

Mengetahui

Pembimbing Utama

Pembimbing Pendamping


Wahyu Hidayat, Ph.D
 NIP.198205232011011005


Dr. Magdahalena Tjalla, M.Hum.
 NIP.197003202005012006

Appendix 1 :Result Data

No	Name	Score
1	Am	61.67
2	Rt	46.00
3	Fr	62.67
4	Hu	40.00
5	Hum	68.00
6	Ar	63.33
7	Ad	56.33
8	Rn	75.33
9	Rd	56.00
10	Ui	70.67
11	Hk	77.00
12	Ac	68.33
13	Me	75.67
14	Jk	79.67
15	Af	75.33
16	Muh	77.67
17	Ft	77.67
18	Ay	70.00
19	Hs	73.67
20	Am	72.67

67.38

79.67
40.00



The rubric is shown in the following table:

No	Criteria	Scoring	Description
1.	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
2	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions
		1	Cannot be said to understand even simple conversation

3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
5	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, thought one is conscious of a definite accent.

		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.



Appendix 2 : Documentation Form



Appendix 3 : Administration Form





**SURAT KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 437/19 TAHUN 2020
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBİYAH

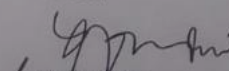
- Menimbang** : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;
- b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
- Mengingat** : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (SISDIKNAS);
2. Undang-Undang Nomor 12 Tahun 2012 tentang Perguruan Tinggi;
3. Undang-Undang Nomor 12 Tahun 2015 tentang Guru dan Dosen;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Keputusan Menteri Agama Nomor: 394 Tahun 2003 tentang Pembukaan Program Studi;
7. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
8. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
9. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan** : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor 139 Tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah;

MEMUTUSKAN

- Menetapkan** : a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;
- b. Menunjuk Saudara: 1. Wahyu Hidayat, Ph.D.
2. Dr. Magdahalena Tjalla, M.Hum.
- Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa:
- Nama Mahasiswa : Suriana.
NIM : 16.1300.118
Program Studi : Pendidikan Bahasa Inggris.
Judul Penelitian : *Improving the Students Speaking Skill Trough Cue Cards Media at the Second Grade of MA DDI Kanang Kabupaten Polewali Mandar.*
- c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;
- e. Surat keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan : Parepare
Pada Tanggal : 10 Februari 2020

Dekan,


H. Saepudin



PONDOK PESANTREN DARUD DA'WAH WAL-IRSYAD (DDI) AL-IHSAN KANANG
MADRASAH ALIYAH
KABUPATEN POLEWALI MANDAR

ALAMAT: Kanang, Desa Batetangnga Kec. Binuang Kab. Polewali Mandar Prov. SULBAR Phone (0428) 2410256-2410084

SURAT KETERANGAN

Nomor: B-013/MA.31.03.005/PP.00.6/01/2022

Yang bertandatangan dibawah ini Kepala Madrasah Aliyah DDI Kanang Kabupaten Polewali Mandar Provinsi Sulawesi Barat menerangkan bahwa:

Nama	: SURIANA
NIM	: 16.1300.118
Jenis Kelamin	: Perempuan
Instansi/Pekerjaan	: IAIN PAREPARE
Fakultas	: TARBIYAH
Jurusan/Prodi	: PENDIDIKAN BAHASA INGGRIS

Benar telah melakukan penelitian di Madrasah Aliyah DDI Kanang Kabupaten Polewali Mandar, pada bulan Desember 2021 sampai selesai dengan judul:

“THE STUDENT’S ENGLISH SPEAKING SKILL THROUGH CUE CARDS MEDIA AT THE SECOND GRADE OF MADRASAH ALIYAH DARUD DA’WAH WAL-IRSYAD KANANG ”

Demikian surat keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

PAREPARE

Kanang, 22 Januari 2022

Kepala Madrasah





PEMERINTAH KABUPATEN POLEWALI MANDAR
**DINAS PENANAMAN MODAL DAN
 PELAYANAN TERPADU SATU PINTU**

Jl. Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

REKOMENDASI PENELITIAN
 NOMOR : 503/850/IPL/DPMPTSP/XII/2021

- Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 54 Tahun 2011 tentang Pedoman Pemberitaan Rekomendasi Penelitian,
 2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar,
 3. Memperhatikan
 - a. Surat Permohonan Sdr SURIANA
 - b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-0852/Kesbangpol/B.1/410.7/XII/2021, Tgl. 16-12-2021

MEMBERIKAN REKOMENDASI

Kepada	Nama : SURIANA NIM/NIDN/NIP/NPn : 16.1300.118 Asal Perguruan Tinggi : IAIN PARE PARE Fakultas : TARBIYAH Jurusan : PENDIDIKAN BAHASA INGGRIS Alamat : BATETANGGA KEC. BINUANG KAB. POLEWALI
--------	---

Untuk melakukan Penelitian di MA DDI Kanang Kecamatan Binuang Kabupaten Polewali Mandar Kabupaten Polewali Mandar, yang dilaksanakan pada Bulan Desember 2021 sampai selesai dengan Proposal berjudul "THE STUDENT'S ENGLISH SPEAKING SKILL THROUGH CUE CARDS MEDIA AT THE SECOND GRADE OF MADRASAH ALIYAH DARUD DA'WAH WAL-IRSYAD KANANG"

Adapun Rekomendasi ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat.
2. Penelitian tidak menyimpang dari Rekomendasi yang diberikan.
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.
5. Surat Rekomendasi Penelitian akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Rekomendasi Penelitian tidak mentaati ketentuan-ketentuan tersebut di atas.
6. Rekomendasi penelitian ini hanya berlaku 6 bulan sejak diterbitkan.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar
 Pada Tanggal 17 Desember 2021

**KEPALA DINAS PENANAMAN MODAL DAN
 PELAYANAN TERPADU SATU PINTU**



Dr. MUJAHIDIN, M.Si
 Pangkat : Pembina Utama Muda
 NIP : 19660506 199803 1 014

Tembusan:
 Unsur Forkopinda di tempat.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Asaf Bakri No. 98 Kecamatan Parepare 91132 ☎ 0421 21307 Fax 24464
PO Box 909 Parepare 91100, website: www.iainparepare.ac.id, email: mail@iainparepare.ac.id

Nomor : B.3642/In.39.5.1/PP.00.9/12/2021
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Polewali Mandar
C.q. Kepala Kesatuan Bangsa dan Politik
di,-

Kab. Polman

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Suriana
Tempat/Tgl. Lahir : Kanang, 03 Februari 1999
NIM : 16.1300.118
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : XI (Sebelas)
Alamat : Kanang, Desa Batetangga, Kec. Binuang, Kab. Polman

Bermaksud akan mengadakan penelitian di wilayah Kab. Polman dalam rangka penyusunan skripsi yang berjudul :

"The Student's English Speaking Skill Through Cue Cards Media At The Second Grade Of Madrasah Aliyah Darud Da'wah Wal Irsyad Kanang"

Pelaksanaan penelitian ini direncanakan pada bulan Desember 2021 sampai bulan Januari Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 09 Desember 2021
Wakil Dekan I,

Dahlan Thalib



CURRICULUM VITAE

Suriana, the writer was born on Kanang, 03 February 1999 in Polman and West Sulawesi. She is the first child from four children in her family, her father's name is Sudirman, and Her mother's name is Rahmatia. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, she began her study on 2002-2004 at Tk Raudhatul Athfal, and graduated on 2004, while at the same year she study in SD 012 Kanang 2004-2010 and then continued her study in MTs DDI Kanang 2010-2013 and MA DDI Kanang graduated on 2016. Then continued hers study at Tarbiyah Faculty of IAIN Parepare and completed her study with the title "Students English Speaking Skill Trough Cue Cards Media at The Second Grade of Madrasah Aliyah Darud Da'wah Wal-Irsyad (MA DDI) Kanang"