

**Improving Speaking Achievement by Using Cue Card as a  
Media to the Eleventh Grade Students of SMA Muhammadiyah  
6 Palembang.**



**UNDERGRADUATE THESIS**

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**by**

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## ABSTRACT

The objectives of this study were to find out: (1) whether or not there is a significant improvement on the eleventh grade students' speaking achievement who are taught by using Cue Card as a Media at SMA Muhammadiyah 6 Palembang before and after the treatment and (2) whether or not there is a significant difference on the eleventh grade students' speaking achievement between those who are taught by using Cue Card as a media and those who are not at SMA Muhammadiyah 6 Palembang. The Population of this study is 107. The sample of this study was 58 eleventh grade students of SMA Muhammadiyah 6 Palembang, which were divided into control and experimental groups, and each group had 29 students. The technique of selecting the sample was purposive sampling. To collect the data, each group was given a pretest and a post test. The data analyses used paired sample and independent sample t-test. The results of this study showed that (1) that the p-output (Sig. 2 tailed) was 0.000 and t-obtained was 4.547 at the significance level at 0.05 in two tailed testing with  $df=28$ . It means that there was significant improvement in students' speaking achievement after the students were taught by using Cue Card media, and (2) the t-obtained was 2.256 and p-output was 0.028 at the significance level 0.05 in two tailed testing with  $df=56$ . It means that there was significant difference on students' speaking achievement between those who were taught by using Cue Card media and those who were. The students who were taught by using Cue Card media showed better improvement, they were enthusiastic by the implementation of Cue Card, they practiced speaking more, and they could remember the lesson easily. In conclusion, The use of Cue Card Media can improve students' speaking achievement.

*Keywords: Improving, Speaking Achievement, Cue Card Media*

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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents: (1) background; (2) problems of the study; (3) objectives of the study; and (4) significance of the study.

#### **1.1 Background**

English nowadays has gained its popularity in the world. It is one of the international languages and widely used and learned all over the world (Tarone, 2005, p.1-2). In Indonesia, according to Richards (2007, p. 2), English has been taught as a foreign language for students of junior high school and senior high school as well as for university. As a foreign language, English plays an important role in the world. It means that the position of English in Indonesia is very urgent in education development.

In Indonesia, the teachers teach the language on the basis of 2006 curriculum called School-Based Curriculum. In this curriculum, the aim of English at senior high school level is to develop four components of language skills. Zhang (2013, p. 834) states that “the four skills (reading, writing, listening and speaking) naturally appear together in every English class, even in EFL context”. Moreover, there are receptive and productive skills in English (Harmer, 2007, p. 265). Receptive skills are the ways how people acquire the meaning from the discourse that they see or hear, and this kind of processing is applied in reading and listening (Harmer, 2003, p. 199). The productive skills are those which enable language learners to communicate meaning

effectively to others. The processes of production are speaking and writing (Cooper, 2015, p. 1).

In relation to those four skills, speaking is one of other skills which should be mastered. Speaking is used when someone wants to communicate message with others orally. Brown (2004, p. 140) defines speaking as a productive skill that can be directly and empirically observed. Those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. Rebecca (2006, p. 144) states that speaking is the first mode in which children acquire language. It is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact. Speaking is one way to communicate which ideas and thought delivered through message orally. Furthermore, according to Gert and Hans (2008, p. 207), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. In conclusion, speaking is used when someone wants to communicate message, ideas, and thought with others orally.

Nowadays, along with the strengthening position of English as a language for international communication, the teaching of speaking skill has become increasingly important in the English as a second or foreign language (ESL/EFL) context. The teaching of speaking skill is also important due to the large number of students who want to study English in order to be able to use English for communicative purposes.

This is apparent in publication of Richards and Renandya (2002, p. 201) where they state, “A large percentage of the world’s language learners study English in order to develop proficiency in speaking”. Thus, teaching speaking is an important part of the second language learning. Richards (2008, p. 19) argues that the main goal of teaching speaking should be to 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. Moreover, every student should have the opportunity to speak freely in order to develop his/her speaking skill.

Speaking is one of the important language skills that the students should acquire. Speaking skill has the central role in intellectual, social and emotional development and it is one of success supporting in learning all subjects. By having speaking skills, the students can express and share their ideas, participating in social interaction and having analytical ability and imaginative ability. According to Richards (2006), the mastery of speaking skill in English is a priority for EFL students. Students consequently often evaluate their success in Learning as well as the effectiveness of their English class on the basic of how well they feel and improve in their spoken proficiency (Richards, 2006). Therefore, it is important to learn speaking because speaking is a primary mode of communication and a person who has the ability to speak well would be able to communicate effectively with others.

However, speaking is not an easy skill to be mastered because it needs vocabulary, grammar, and a lot of practice. Zhang (2009, p. 91) Argues that speaking

remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996, p. 121), there are many factors that cause difficulty in speaking, and they are as follows: (1) inhibition: students are worried about making mistakes, fearful of criticism, or simply shy; (2) nothing to say: students have no motive to express themselves; (3) low or uneven participation: only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all; and (4) Mother-tongue use: learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

In fact, speaking skill of Indonesia people is not good enough. English First English Proficiency Index (EFI, 2015) reported average level of English language skill in some countries, and it is reported that English speaking skill in Indonesia is in the rank of 32 from 70 participating countries. Based on EF EPI, Indonesia is in medium level (52, 91) (okezone, 2005). It means that the quality of English speaking skill in Indonesia has to be improved.

In relation to these problems, a preliminary study was conducted at SMA Muhammadiyah 6 Palembang through interview with the students and English teacher to know the student's problems in speaking skill. It was found that the students had problem in learning speaking. The students were difficult to speak in front of class because they were not confident. Most of students got bored in learning speaking class because it was not interesting. The activities of the students in the class were

boring such as discussing some topics, making the conversation and reading materials in front of class. To make it worse, the students had poor vocabulary so that they could not talk much about the topic.

Considering these problems, one of the solutions of the students' problems in speaking is the use of media in teaching speaking. Gerlach and Ely (1980, p. 241) define media as any person, material or event that establishes conditions which enable learners/students to acquire knowledge, skills, and attitudes. A suitable media can help the students improve their speaking. Wachidah (2012, p. 1) states that some media in the teaching speaking skill is intended to make the teaching process easier and to help can be used the student speak up. Shrivastava (2015, p. 48) states that media have a crucial role in teaching English effectively and in more interesting way. Media provide huge information, they motivation students to speak and help them integrate listening, reading, talking and writing skills, through various kinds of activities.

In relation to the benefits of media use in classroom, Cue Cards can be used as media in teaching speaking. Mora (1994, p. 36) argues that Cue Cards media can be used to give students practice speaking or writing English in real situation. Feresten (2012, p. 1) explains that Cue Cards look like note cards. In the card, the students or teachers write key words that can give clues for other students. Cue Cards are card with words written on them that help speakers remember what they have to say. Based on Nulty (2012, p.1-2), they are used by the host on television, especially in talk show. They may have all of the scripted dialogues for a comedy sketch or

monologue. Therefore, the person who reads this card can remember what they should tell. In Cue Card, there are some cues that guide the students to speak English. When students read the cues, they can remember what they should talk. They just answer or explore the cues in the card. Littlewood (1981) declares that cues are devices such as printed items, which help determine the content of what the learners say.

If the teacher is creative, Cue Card will be good media to improve students' speaking achievement. Teacher can choose the trending topics, so students are interested and they want to speak up, and at least they want to tell about their options. (Mora, 1994, p. 36) says "Cue Card can be used to give students practice in speaking and writing English in real situation". (Wachidah, 2012, p. 3) states that the use of cue card is able to motivate the students in learning speaking. These activities will improve students' speaking achievement, and train them to think critically and creatively. In summary, when they read the cues in the card, they will not get confused to find the idea to talk about the topic.

Therefore, teaching speaking using cue card can solve the problem faced in speaking class and make students speak more fluently and accurately in short period of time. The most important part of this media is that cue card which consists of three stages: giving the clue, description of the situation and performing section. Mora (1994, p. 36) states that the activities are intended for students at the intermediate level and have to have basic knowledge of the target language (English). Therefore,

this media is appropriate for the eleventh grade students of Muhammadiyah 6 Palembang.

Concerning about the use of Cue Cards in teaching speaking, Shabrina (2014) reported there was a significant improvement on students speaking ability of the Eight Grade students of SMP Negeri 2 Kalasan Yogyakarta through the use of Cue Cards. The Second, Utami (2013) reported there was a significant difference on students speaking ability of the Eleventh Grade students of SMA Muhammadiyah 6 Palembang through the use of cue cards.

In accordance with the explanation and problems describes above, Cue Cards use to teach speaking to the eleventh grade students of SMA Muhammadiyah 6 Palembang was conducted in this research. Therefore, the title of this study is “Improving Speaking Achievement by Using Cue Card as a Media to the Eleventh Grade Students of SMA Muhammadiyah 6 Palembang.

## **1.2 Problems of the Study**

Based on the background of the study, the problems of the study are formulated:

1. Is there any significant improvement on the eleventh grade students' speaking achievement who are taught by using Cue Card as a media at SMA Muhammadiyah 6 Palembang before and after treatment?
2. Is there any significant difference on the eleventh grade students' speaking achievement between those who are taught by Cue Card as a media and those who are not at SMA Muhammadiyah 6 Palembang?

### **1.3 Objectives of the Study**

Based on the research problems of the study, the objectives of the study are to find out:

1. To find out whether or not there is a significant improvement on the eleventh grade students' speaking achievement who are taught by using Cue Card as a media at SMA Muhammadiyah 6 Palembang before and after the treatment.
2. To find out whether or not there is a significant difference on the eleventh grade students' speaking achievement between those who are taught by using Cue Cards as a media and those who are not at SMA Muhammadiyah 6 Palembang.

### **1.4 Significance of the Study**

The result of this study hopefully will be useful for the students at SMA Muhammadiyah 6 Palembang to improve their speaking achievement by using Cue Cards as a media. Then, the result of this study will give alternative media for the teachers in teaching and learning English process especially in speaking class. For the writer, this study can add her knowledge and it is expected to give contribution to enlarge the her experience of conducting an educational research. Furthermore, this study is expected to be able to give other researchers sources or references of the media that can be used for improving or developing students' speaking achievement, expand their general knowledge, and help them in developing their research in the same field.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents: (1) the nature of speaking (2) the concept of speaking; (3) the elements of speaking; (4) types of classroom speaking performance; (5) teaching speaking; (6) teaching media; (7) the concept of Cue Card; (8) advantages of Cue Card; (9) teaching speaking by using Cue Card; (10) previous related study; (11) hypothesis; (12) criteria of hypotheses testing; and (13) research setting.

#### **2.1 The Nature of Speaking**

There are many definitions of speaking that have been proposed by some experts in language learning. Brown (2001, p. 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers. Richards and Renandya (2002, p. 204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation.

Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown (2007, p. 237) comments that social contact in interactive language

functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages. It can be concluded that speaking is a productive skill that communicate the conversation and it can be done not only orally but also by body language.

It is important that everything we wants to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across. To support those definitions of speaking, there are the micro skills of oral communication from Brown (2001, p. 271):

1. Produce chunks of language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English, stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices-pauses, fillers, self-corrections, hack tracking-to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

9. Produce speech in natural constituent – in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to situations, participants, and goals.
13. Use appropriate registers, implicature, pragmatics conventions, and other sociolinguistics features in face – to – face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

## **2.2 The Concept of Speaking**

Speaking is one of the most important and essential skills that must be practiced to communicate orally. By speaking, people are able to know what kinds of situations in the world. Speaking is a part of productive skill in English Language Teaching. Its function is to convey written and spoken message which lies in the

structure and meaning of all language. According to Hornby (2005, p. 1467) stated that speaking is to be able to use a particular language. Speaking is a natural skill, which the human began to develop in the first year of life. According Bailey (2005, p. 2), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. According to Cameron (2001), speaking is an active use of the language to express meaning so that people can make sense of them.

In the real condition, students can practice their speaking skill in their daily activities. It will improve their self-confidence because they practice it every day. The ability of students to speak will improve if they want to practice it. Learning by doing is the concept of being master in speaking. Scoot (2005, p. 90-91) divides the criteria for speaking tasks, they are:

1. Productivity, a speaking activity needs to be maximally language productive in order to provide the best conditions for autonomous language use.
2. Purposefulness, often language productivity can be increased by making sure that the speaking activity has a clear outcome, especially one which requires learners to work together to achieve a common purpose. For example, the aim of having to reach a jointly agreed decision can give a discussion more point and encourage the participation of all members.
3. Interactivity, activities should require learners to take into account the effect they are having on their audience. If not, they can hardly be said to be good preparation for real life language use. Even formal, monologue speaking task such as talks and

presentation of interaction should be performed in situations where there is at least possibility of interaction, example: where there is an audience present, one which can demonstrate interest, understanding, and even ask questions for make comments at the end.

4. Challenge, the task should stretch the learners so that they are forced to draw on their available communicative resources to achieve the outcome.

5. Safety, while learners should be challenged, they also need to feel confident that, when meeting those challenges and attempting autonomous language use, they can do so without to much risk. The classroom should provide the right conditions for experimentation, including a supportive classroom dynamic and non judgmental attitude to error on the part of the teacher. Also, learners need to be secure in the knowledge that the teacher like a driving instructor will always be there to take over if things get seriously out of hand.

6. Authenticity, speaking task should have some relations to real life language use. Based on explanation above, speaking is activity of communication between speaker and hearer with spoken language that involves producing and receiving and processing information.

### **2.3 The Elements of Speaking**

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. According to Heaton, 1990, p. 70-71), Either four of five components are generally recognized in analyzing the speech process:

- a. Pronunciation (including the segmental features-vowels and consonants and the stress and intonation patterns). As stated by Harmer (2007, p. 343), if students want to be able to speak fluently in English, they need to be able to pronounce the phonemes correctly, use the appropriate stress and intonation patterns and speak in connected speech.
- b. Grammar  
Bygate (1997, p. 3) states that it is obvious that in order to be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary.
- c. Vocabulary  
As we know, vocabulary is the basic element in a language. Folse (2004, p. 2) comments that vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms.
- d. Fluency  
In simple terms, fluency is the ability to talk freely without too much stopping or hesitating (Riddell, 2001, p. 118). Meanwhile, according to Gower et al (1995, p. 100), fluency can be thought of as the ability to keep going when speaking spontaneously.
- e. Comprehension  
The last speaking element is speaking comprehension. Comprehension is discussed by both speakers because comprehension can make people get the information they want. Comprehension is defined as the ability to understand

something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

## **2.4 Types of Classroom Speaking Performance**

Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. Brown (2004, p. 140) describes six categories of speaking skill area. Those six categories are as follows:

### a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, the students get opportunity to listen and to orally repeat some words.

### b. Intensive

This is the students speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading the instructions, etc.

### c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small

talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

## **2.5 Teaching Speaking**

Teaching is a process of giving guidance to the students to reach the goals. Teaching is also known as “instruction”. Teaching is an interactive process between the teacher and the students and among the students themselves (Kimatafsirah, 2003, p. 2). According to Brown (2007) defines teaching as showing or helping someone to

learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

Speaking English is the main goal of many learners. Many learners regard speaking skill as the measure of knowing a language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. The goal of teaching speaking skill is communicative efficiency. In addition, speaking is the ability to express, to convey one's idea or feeling. Teaching speaking means teaching the students how to use the language to express their ideas or thoughts. The best way to teach speaking is to get the students to interact to each other and work in groups. Demonstrate to the students that their language abilities are valued and accepted. Introduce the practice of idea collection prior to beginning tasks such as writing or problem solving, and then provide an opportunity for the students to share ideas and expand their existing knowledge by building on each other's contribution (Life Treasure Foundation, 2004, p.1).

Brown (2001, p. 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably and competently. In addition, he states that the benchmark of successful acquisition of language is always demonstrated of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Furthermore, according to Nunan (2003) teaching speaking is to teach English language learners to produce English speech sounds and sound patterns, use words

and sentence stress, intonation patterns and the rhythm of the second language, select appropriate words and sentence according to the proper social setting, audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments and use the language quickly and confidently with few unnatural pauses which is called fluency.

Kayi (2006) state teaching speaking is very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the 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' pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to the students more active in the learning process and at the same time make their learning more meaningful and fun for them.

From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in a conversation. Brown (2001, p. 275-276) states that there are seven principles for designing speaking techniques.

- a. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based on interaction, meaning, and fluency.
- b. Provide intrinsically motivating techniques.
- c. Encourage the use of authentic language in meaningful contexts.
- d. Provide appropriate feedback and correction.

- e. Capitalize on the natural link between speaking and listening.
- f. Give students opportunities to initiate oral communication.
- g. Encourage the development of speaking strategies.

According to Nunan (2003), there are some principles for teaching speaking.

Some of which are explained as follows;

1. Give students practice with both fluency and accuracy

At the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.

2. Use group work or pair work

To improve students' speaking, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. It is important for language teachers do not take up all the time. Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during the lesson. In this way, the students will get chance to interact and practice the language with other students.

According to Thornbury (2007, p. 40), the process of developing speaking skill consists of three stages:

1. Awareness – learners are made aware of features of target language knowledge,
2. Appropriation – these features are integrated into their existing knowledge-base,

3. Autonomy – learners develop the capacity to mobilize these features under real-time conditions without assistance.

## **2.6 Teaching Media**

Media can also be said as any devices that help the teacher to make things being learnt and discussed in the classroom clearer. According to Mursyidto (2014, p. 18) Media intend to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. In the teaching and learning process, media is the teachers' way to communicate with the students. It does not only helping the teacher to communicate and send a message to the students but also to give some responses so the students can carry out meaningful learning experience. According to Sanaky (2010, p. 5) said that the media are different types of components or learning resources in the learning environment to stimulate learning to learn. Learning media is a tool that serves and is used to convey the message of learning.

The purposes of learning media as a tool in the learning process are follows:

- a. Facilitate the learning process in the classroom
- b. Improving the efficiency of the learning process
- c. Keeping relevance between learning materials with the purpose of learning, and
- d. Concentration helps the learning in the learning process.

The benefits of learning media as a tool in the learning process are as follows:

- a. Teaching learning so that more attention can foster motivation to learn.
- b. Teaching materials will be quite vague, so as to better understand learning, and allow learning to master teaching purposes well.

- c. Learning methods vary not merely verbal communication through the spoken word narrative of teachers, learners are not bored, and teachers are not exhausted.
- d. Learners do activity learns more, because not only listen to the explanation of the teacher alone, but also other activities that do such as: observing, doing, demonstrate, and other.

Media have an important role in the teaching and learning process because they are the devices for transferring materials from teachers to students. However the teacher should select and think carefully about the appropriate media base on the students' need and the materials. In teaching and learning process, the use of media makes the learning become more interesting and can create good atmosphere. Furthermore, Smaldino, S.E, Lowther, D.L, Russell, J.D (2007, p. 12) explains five roles of media in teaching and learning process:

1. Thematic Instruction

Thematic instruction is known as the teachers' ways on organizing their instructions around topics. Elementary teacher in particular are integrating content and skills from many subjects. As the secondary level, teams of teachers from different content areas are working together to show the overlap to their course content.

These units provide a rich environment of focus within which learning takes places. A good theme must capture and hold students' attention, provide problem

solving experiences, support interdisciplinary activities, and include a variety of media and technology.

## 2. Portfolios

A portfolio is a collection of students' work that illustrates growth over a period of time. Portfolios often include such artifacts as students-produced illustrated books, videos, and computer multimedia projects. Students' ability to prepare mediated presentations that summarize their own understandings of thematic topic is central to the schooling experience under the concept of portfolios.

## 3. Distance Education

A rapidly developing approach to instruction worldwide is known as distance education. The distinguishing characteristic of distance education is the separation of the instructional team and students during learning. As a consequence, the course content must be delivered by instructional media.

## 4. Instructor-directed learning

A common use of media in an instructional situation is for supplementary support of the "live" instructor in the classroom. Certainly, good media can enhance and promote learning and support teacher-based instruction. Advance organized can be effective instruments for ensuring that media play their proper role as supplemental supporters of instructions.

## 5. Learner-directed learning

Media can be used effectively in formal education where a teacher is not available or is working with other students. Media are often "packaged" for this purpose;

objectives are listed, guidance in achieving objectives is given, materials are assembled, and self-evaluation guidelines are provided.

Based on the discussion above, it can be concluded that media play an important role in English teaching and learning process. Media are not only able to be the teacher's language but also help adding elements of reality and motivate the students by bringing the slice of real life into the classroom. Besides, media provide clear context, meaning and guidance that make students enthusiastic in learning English. It is clearly stated that media are very useful and really needed for the teaching and learning process.

The teachers have to be creative to select cards because not every card is appropriate with learning materials. Harmer (2007, p. 179) says that there are three qualities of cards that have to be considered by the teachers in choosing cue cards. First, cards need to be an appropriate not only for the purpose in a hand but also for the classes they are being used for. It means the cards must have a standard level for the class. If the cards are really childish, the students will dislike the activities. It will be the same condition if the cards are really difficult. Second, cards are visible. The students can see and know the instruction clearly. Last, cards have to be durable. The cards can use more than one times.

### **2.7 Concept of Cue Card**

Cue card is a card that has some sentences as cues. There are typically used in television broadcasts where they can be held of camera and are seen by the audience. Cue cards have largely fallen out of favor with modern broadcasts, being replaced by

the teleprompter, but many TV shows including sitcoms and reality shows, still use Cue card due to their mobility as teleprompter only allows the actor or broadcaster to look directly to the camera (Feresten, 2012, p. 1). In short, these activities will train them to think critically and creatively. The function of the cues is to guide the speaker when she/he speaks in front of the people or television. The host should improve and follow all the cues on the card.

Cue card look like note card with words written on them that speakers remember what they have to say. Sudrajad (2016) argues that cue card it may only contain brief notes and key terms. Nunan (2003) state that it usually is used to organize idea in presentation, you don't need to write a text but you just need to make some notes on cue card. According to Harmer (2007, p. 136) it is a small card which students use in pair or group work. Teachers put students in pair or groups and give them some cue card so that when a student's picks up the top cue card in a pile he or she has to say sentence that the card suggests. By using cue card students will be more interested in learning since they are able to link between the materials with the image or script.

From the explanation above, many people try to adopt the function of Cue Card in television to improve students' speaking achievement in the class. In the education, Cue Card one of media in teaching and learning process. According to Denning as a cited in Utami (2013, p. 12) states that A cue card or script is similar to a social story and may hold promise as an intervention because it is portable and concrete. Script have been used in two different ways; to teach appropriate

conversational skills topic that is typical for the age group, and should be written on the student's reading level.

Based on the quotation, Cue card can improve students' speaking ability with natural ways. Using Cue Card will be an interesting activity because students use a medium in the class. This is the examples of cue card that can be used in the class.

<p>Topic : Hobby</p> <p>Follow the cues in this card to ask the information about the topic!</p> <ul style="list-style-type: none"><li>• Describe it</li><li>• Why is it your hobby?</li><li>• Any advantage you have from it</li><li>• Is it a group hobby or</li></ul>
--

<p>Topic : Favorite Sportsman</p> <p>Follow the cues in this card to ask the informant about the topic!</p> <ul style="list-style-type: none"><li>• Why is he better than others?</li><li>• What would you like most about him?</li><li>• Any changes you would like to make him?</li></ul>
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(Source: [blog.knowledgeicon.com/wp../11/Cue-Cards-for-IELTS-Speaking.pdf](http://blog.knowledgeicon.com/wp../11/Cue-Cards-for-IELTS-Speaking.pdf))

## 2.8 Advantages of Cue Card

Using Cue Cards in the class can make students improve their achievement. Denning as a cited in Utami (2013, p. 12) Explains Cue Card will give a chance to interact with peers or small group and help the students to improve in understanding of how others may feel. According to Harmer (2007, p. 178) Cue Cards are cards with words and pictures on them, which students use in pair group work. It is clear if Cue Cards can make students interact with other students. In the class, students must discuss the clues with their friends in one team. They should combine one clue to others. When they interact, they can improve their speaking achievement. Every student can learn from their mistake or from their friends. It will be more effective rather than just sit and lean in the class. Not all the students will be interested in that activity but at least the teacher can make students speak English briefly.

In line with this definition, Harmer (2007, p. 180) states that card work really well if the students want the students to speak on the spot or use particular words or phrases in a conversation or in sentences. When they get a card and they discuss with the other members, they will speak in English spontaneous. Therefore, the students will be accustomed to speak English because they need to share their opinion about the topic with other members. It can be concluded that Cue Cards make the students active in speaking class.

Using Cue Cards in the class, the teacher will ask the students to perform based on the clues. The activity trains the students to speak in front of public to build their self confidence. Therefore, they will be accustomed to speak in front of many

people. Based on Slutsky and Aun as a cited in Utami (2013, p. 14) through public speaking, the speaker talent for speaking will increase automatically. It is clear if the public speaking will be the good way to improve speaking. To start this activity is not easy, so it will be better with speak up in front of the friends or class.

### **2.9 Teaching Speaking by using Cue Card**

Using Cue Card will be affective if the students are cooperative. They want to follow all the instructions to use Cue Card as a medium in speaking class. Mora (1994, p. 36) proposed seven steps of teaching speaking by using Cue Card.

- First step : The students are organized into pairs or small groups.
- Second step : The teacher gives one card per group.
- Third step : Teacher gives direction, introduces about the topics. The topic can use the pictures.
- Fourth step : Teacher give example about the exercise should be carried out.
- Fifth step : Teacher use cue words to help student initiate the conversation, the cue words may be given in scrambled order to challenge the students.
- Sixth step : While students work with their cue words, they should be encouraged to use the target language all the times.
- Seventh step : Students do conversation using the cue card with partner.
- Eight step : The activities are being timed. Time encouraged competition and motivation.

Therefore, the procedure of teaching speaking by using Cue Card that will be used by the researcher including pre-activity, whilst-activity and post-activity as follows:

**a. Pre-Activity**

1. The teacher greets the students.
2. The teacher checks the students' attendance.
3. The teacher gives some motivation based on the topic of study.
4. The teacher starts the lesson by reviewing the previous lesson.
5. The teacher explains the learning objectives in this chapter, and what the students will do to achieve these goals.

**b. Whilst-Activity**

1. The teacher explains what is the function of expressing greeting.
2. The teacher allows the students to ask some questions to check their understanding about the topic.
3. The teacher presents the students about Cue Card as a Media (what is Cue Card as a Media? What will the students do in this activity? What are the expectations by doing this activity?).
4. The teacher divides the students into pairs or small groups (4-5 students).
5. The teacher gives one card per group.
6. The teacher gives direction and introduces the topic.
7. The teacher gives the example about conversation in greeting.
8. The teacher uses cue words to help students initiate the conversation.

9. The students practice the conversation using cue card with partner or present in front of the class individually.
10. The teacher reminds the students to speak up their ideas and use the expression of greeting that they have learned.

**c. Post-Activity**

1. The teacher asks the group to present their opinion about the problem in the cue cards that they have learned, discuss it together and give feedback to the whole class.
2. The teacher and students conclude the result of today's topic.
3. The teacher give some motivational word and encourage the students to practice speaking English as much as possible.
4. The teacher close the class.

**2.10 Previous Related Studies**

There are several previous studies that considered closely to the researcher's study. The first study was entitled "Improving the students' English speaking skills through Cue Cards Media to the Eight Grade Students of MTsN ROWOKELE Yogyakarta" written by Farah in (2013). The objective of the research is to improve the eight grade students' speaking sill of MTsN Rowokele before and after being taught by using Cue Cards Media. The result of the research shows that the use of cue cards in combination with other accompanying actions i.e. use of English classroom, listening activity and games improving students' speaking skill. The improvements includes the five aspects of speaking, namely, pronunciation (1.73), vocabulary

(1.71), grammar (1.56), fluency (0.98) and sentence organization of descriptive text. The similarity between her studies with the writer's study is independent by using Cue Cards and dependent is Speaking Achievement. However, the difference is in the population of the study. In the writer's study, the population of this study is eleventh grade students at SMA Muhammadiyah6 Palembang while in Listya study is eight grade students of MTsN Rowokele.

The second study was entitled "Improving the speaking skills of the eight grade students of SMP N 2 Kalasan Yogyakarta By Cue Cards in the Academic Year 2013/2014" by Shabrina in (2014). The purpose of this study was how Cue Cards can be implemented to improve the speaking skills of the eight grade students of SMP N 2 Kalasan. The results of the study is to show that the implementation of the cue cards in the English teaching and learning process of speaking is effective to improve the students' speaking skills. They made a good improvement fluency aspect during the speaking process. Moreover, their motivation and enthusiasm in learning English also improve. They speak English without much encouragement data shows the means of the students' speaking scores in pre-test and post-test that improve from 42.65 to 69.68. The similarity between her studies with the writer's study is independent by using Cue Card and independent is Speaking Achievement. However, the difference is in the population of the study. In the writer's study, the population of this study is eleventh grade students at SMA Muhammadiyah 6 Palembang while in Shabrina study is eight grade students of SMP N 2 Kalasan Yogyakarta.

The third study entitled “Using Cue Cards to Improve Sepaking Achievement of the Eleventh Grade Students of SMA Negeri 5 Palembang” done by Utami (2013). The objective of the study is to find out whether or not there is any significant difference in speaking achievement of the eleventh grade students of SMA Negeri 5 Palembang before and after being taught by using Cue Cards. The results of the study are that she investigated the significant difference by using Cue Card Media. The result showed that the mean score in experiment class was higher score than in control class, the implementation of Cue Card Media with active learning approach also positively affects on students’ learning outcomes and it makes the students to be more active. The similarities between her study with the writer’s study is in independent and dependent, the independent variable is Cue Cards and the dependent variable is about speaking. The population of this study is the eleventh grade students of SMA Muhammadiyah 6 Palembang while the population of Utami’s study is the eleventh grade students of SMA Negeri 5 Palembang.

The similarity between the researcher’s study (*Improving Speaking Achievement by Using Cue Card as a Media to the Eleventh Grade Students of SMA Muhammadiyah 6 Palembang*) and the researches above were on the use of Cue Card. In Farah, Shabrina, and Utami’s study has the same independent and dependent variables with the researcher’s study. The differences among the researcher’s study, Farah’s study, Shabrina’s and Utami’s study are in the population of the study. On the other hand, the researcher used Cue Card to improve students’ speaking achievement.

## 2.11 Hypothesis

The hypotheses in the following:

1. (Ha)<sub>1</sub>: there is a significant improvement on the eleventh grade students' speaking achievement who are taught by using Cue Cards method before and after the treatment at SMA Muhammadiyah 6 Palembang

(Ho)<sub>1</sub>: there is no significant improvement on the eleventh grade students' speaking achievement who are taught by using Cue Cards before and after the treatment at SMA Muhammadiyah 6 Palembang

2. (Ha)<sub>2</sub>: there is a significant difference on the eleventh grade students' speaking achievement between those who are taught by using Cue Cards and those who are not at SMA Muhammadiyah 6 Palembang.

(Ho)<sub>2</sub>: there is no significant difference on the eleventh grade students' speaking achievement between those who are taught by using Cue Cards and those who are not at SMA Muhammadiyah 6 Palembang.

## 2.12 Criteria of Hypotheses Testing

In criteria of testing the hypotheses, the result depends on the problems investigated. To test the hypotheses, the writer will use the 95% level of significant (0,05) at two-tailed test. To prove the research problems, the writer's hypotheses are determined based on the following criteria:

1. If the p-output (Sig. 2-tailed) is lower than 0.05 and t-obtained is higher than t-table (2.048), the alternative hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_o$ ) is rejected.
  - If the p-output (Sig.2-tailed) is higher than 0.05 and t-obtained is lower than t-table (2.048), the alternative hypothesis ( $H_a$ ) is rejected, and the null hypothesis ( $H_o$ ) is accepted
2. If the p-output (Sig.2-tailed) is lower than 0.05 and t-obtained is higher than t-table (2.000), the alternative hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_o$ ) is rejected.
  - If the p-output (Sig.2-tailed) is higher than 0.05 and t-obtained is lower than t-table (2.000), the alternative hypothesis ( $H_a$ ) is rejected, and the null hypothesis ( $H_o$ ) is accepted.

## 2.13 Research Setting

The writer conducted her research at SMA Muhammadiyah 6 Palembang that was located on Jl. Balayudha KM 4,5 Ario Kemuning, Palembang 30151. SMA Muhammadiyah 6 Palembang has been built since 1 Juli 1988/1989. The present headmaster of SMA Muhammadiyah 6Palembang is M. Erlan, S.pd.The total number

of the teachers and staffs of SMA Muhammadiyah 6 Palembang are 55 person. There are 18 civil servants, 32 honored teachers, 5 administration staffs.

This school has 12 Classrooms which are permanent building with total students in academic year 2016/2017 are 380 students. There are some facilities in this school, such as Musholla, library, canteen, science laboratory, multimedia laboratory, air conditioner, school health center, computer laboratory, and toilets. In addition this school has one headmaster room, two teachers room, and one administration room.

## CHAPTER III

### RESEARCH AND PROCEDURE

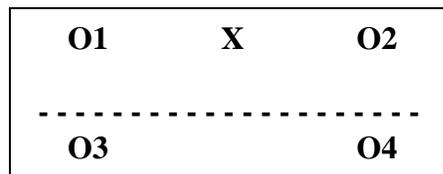
This chapter presents: (1) design of research; (2) variables of the study; (3) operational definition; (4) population and samples; (5) data collection; (6) data analysis.

### 3. METHOD AND PROCEDURE

#### 3.1 Design of Research

In this study, the researcher used quasi-experimental design. In this design, a popular approach to quasi-experiments, the experimental Group A and the control Group B are selected without random assignment. Both groups took a pretest and posttest. Only the experimental group received the treatment (Cresswell, 2013, p. 219). The experimental group was given treatments by using Cue Card as a Media, but the control group was not. This method was applied in 12 meetings including the pretest and posttest. After the treatment, the researcher gave the posttest which was exactly the same as the pretest.

Cohen (2007, p. 283) defines the figure of Pretest-Posttest Non-equivalent Groups Design as follows:



Where:

---- : The dashed line separating the parallel rows in the diagram of the non-equivalent control group indicates that the experimental and control groups have not been equated by randomization.

O<sub>1</sub> : Pretest in experimental group

O<sub>3</sub> : Pretest in control group

X : Treatment in experimental group using Cue Card Media

O<sub>2</sub> : Posttest in experimental group

O<sub>4</sub> : Posttest in control group

### **3.2 Research Variables**

There are two kinds of variables. They are independent variable and dependent variables. According to Cresswell (2013, p. 84), “A dependent variables are those that (probably) cause, influence, or affect outcome”. In addition, Cresswell (2013, p. 84) states, “Dependent variables are those that depend on the independent variables; they are the outcomes or results of the influence of the independent variables”.

In this research there are two variables, independent variable (X) and dependent variable (Y). The independent variable is Cue Card Teaching media (X) and dependent variable is the students’ speaking achievement (Y).

### **3.3 Operational Definitions**

The title of this study is “Improving Speaking Achievement by Using Cue Card as a Media to the Eleventh Grade Students of SMA Muhammadiyah 6

Palembang. The terms that need to be explained are improving, cue card teaching media, and speaking achievement.

Improving means the process of making better for something. In this study, the writer tries to improve the achievement of the eleventh grade students of senior high school Muhammadiyah 6 Palembang by using Cue Cards.

Cue Card is one of the alternative media to make the students want to speak up which the card has some sentences as cues for the students. The function of the cues is to remind and or guide the students to speak about the topic. Students should improve, answer, or combine every cues in the card by using their own sentences.

Speaking Achievement is the process of someone's ability to communicate with others to express their idea, opinion and feeling orally. In this study, the speaking skill will be measured by speaking test.

### **3.4 Population and Sample**

#### **3.4.1 Population**

“Population is a group of individuals who have the same characteristics.” (Cresswell, 2012, p. 142). The population of this study is 107 students, they are eleventh grade students of SMA Muhammadiyah 6 Palembang in second semester in the Academic Year of 2017/2018. The number of the population is 107 students as shown in the following table;

**Table 1****The Population of the Study**

<b>NO</b>	<b>CLASS</b>	<b>TOTAL STUDENTS</b>
1	XI IPA A	24
2	XI IPA B	25
3	XI IPS A	29
4	XI IPS B	29
<b>TOTAL</b>		<b>107</b>

*(Source: SMA Muhammadiyah 6 Palembang)*

**3.4.2 Sample**

According to Cresswell (2012, p.142) "Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population." In this study, the researcher chose XI IPS A and XI IPSB with 58 students as the sample to observe of the study by using purposive sampling method. In addition, According Fraenkel, Wallen & Hyun (2012, p.100) purposive sampling is different from convenience sampling in that researcher do not simply study whoever is available but rather use their judgment to select a sample that they believe, based on prior knowledge, will provide the data they need.

The sample of the study was taken from eleventh grade students of SMA Muhammadiyah 6 Palembang. This grade was chosen because the teacher recommended and since they had the same characteristics and they had some Basic English (specific purpose). Based on the consultation that has been done by the researcher in the preliminary study in SMA Muhammadiyah 6 Palembang, the English

teacher recommended two classes in which can be used for the research, XI IPSA & XI IPSB. The experimental group was chosen from the class which has the low mean score from the pretest, while another class with higher mean score from the experimental group became the control group. The following table shows the number of sample of this study.

**Table 2**  
**The Sample of the Study**

No	GROUP CLASS	MALE	FEMALE	TOTAL
1	XI IPSA (Control group)	12	17	29
2	XI IPSB (Experimental group)	13	18	29
<b>TOTAL</b>				<b>58</b>

### 3.5 Data Collection

In technique for collecting the data, it presents tests, research instrument, and research treatments. They are further illustrated as follows:

#### 3.5.1 Test

The technique used by the researcher to collect the data was test. Based on Arikunto (2010, p.223), test is a series of questions or exercises used to find out the students skill, knowledge, intelligence, and attitude of an individual or group. In this study oral test was used and given to measure the students' speaking achievement before and after the treatment. The students were given some clue and they spoken out about Giving Opinion. The students came to the front of the class and talk within 1-3 minutes about his/her Giving Opinion. The researcher recorded the students' talk

by using video recording. Test was taken from the syllabus in Curriculum KTSP 2006 about Expressing Opinion. The purpose of the test was to know the result in teaching by using Cue Card as a Media. There were two kinds of test to give the students, pretest and posttest. The purpose of giving them was to know the progress of students speaking ability scores before and after treatment.

### **1. Pretest**

The pretest was done before the treatment was given. The pretest was administered to control and experimental group to know students' English speaking achievement before treatment. The purpose of given pretest to the students was to know the ability of the students in learning speaking before the speaking was given through Cue Card as a Media.

### **2. Posttest**

The posttest was administrate to control group and experiment group after pretest and treatment to know students' English speaking ability scores after treatment. The result of this test was compared to the result of pretest in order to know the effect of teaching speaking through Cue Card as a Media to the students' speaking achievement. From the posttest, the researcher was able to get the data that could be used to measure the students' progression taught by using Cue Card as a Media.

### **3.6 Research Instrument Analysis**

Research Instrument was designed for students' pretest and posttest activities. The test which were used for students' pretest and posttest was the same as it is given

for students' posttest activities. The instruments that were analyzed and checked are validity and reliability.

### **3.6.1 Validity Test**

“Validity is the development of sound evidence to demonstrate that the intended test interpretation (of the concept or construct that the test is assumed to measure) matches the proposed purpose of the test” (Creswell, 2012, p.164). Fraenkel, Wallen, and Hyun (2012, p. 147) argue that validity is the most important idea to consider when preparing or selecting an instrument for use. The important point here is to realize that validity refers to the degree. The important point here is to realize that validity refers to the degree to which evidence supports any inferences. The inferences should be appropriate, meaningful, correct, and useful. In this study the writer used Construct Validity and Content Validity

#### **3.6.1.1 Construct Validity**

According to Brown (2004, p. 25) states that construct validity is a major issue in validating large-scale standardized test of proficiency. The construct validity of this study involve two types, They were items for pretest and post-test and lesson plans for experimental group.

After constructing the instrument related to some aspects measured, then it is consulted to achieve some expert judgments from at least three validators to evaluate whether the components of the instrument were valid or not to be applied in research activities. There were some characteristics for expert judgments or validators, such

as: (1) English educational background, (2) English lecturer, and (3) minimum score TOEFL 500.

In relation to the statement above, the writer asked the lecturer of English Education Study Program at UIN Raden Fatah Palembang as validators in this study. There were three validators to validate the research instruments and lessons plan. Based on the assessment carried out by validator I, II, and III, the result analysis of instrument and also lesson plan could be used with some revision. From the validators, it could be assumed that the instrument and lesson plan were appropriate to apply in this research.

#### **3.6.1.2 Content Validity**

According to Anderson (1975, p. 460), content validity refers to the extent to which the test we are using actually measures the characteristics or dimension we intend to measure. For achieving a high degree of the content validity, the researcher devised a topic in accordance with the objectives of the test that was to measure students' speaking achievement. The result analysis in content validity is described in table of specification test. In the table of specification test, it include objectives, materials, test indicators, type of test and the total items. It was formulated based on the syllabus and English books for Eleventh grade students. Then, the researcher asked three experts from three lecturers in UIN Raden Fatah Palembang to check the appropriateness of the content of the test. The table of specification test was displayed in Table 3.

**Table 3**  
**Table of Test Specification**

Objectives	Indicator	Item	Number of Item
The students are able to express transactional conversation and formal interpersonal and continuity in daily life context.	Using speech act in delivering opinion.	Speak up about Giving Opinion and interests in pair	1
Total			1

### 3.6.2 Reliability

According to Frankle, Wallen & Hyun., (2012 p. 154) state that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. Reliability test is measured whether research instruments used for pretest and posttest activity is reliable or not. Cohen, Manion (2007, p. 146) state a reliable instrument for a piece of research will yield similar respondents over time.

The scores of reliability are obtained from tryout analysis which is done once using the instruments test at Senior High School Muhammadiyah 1 Palembang. The researcher held the try out to give to the non sample students. The result of the tryout could be used to measure reliability of the test, and it could be carried out to the

school where the tryout analysis was different from the school where the research study was done. The function of the tryout was to determine the extent to which it discriminated between individuals who were different. Thus, the test which has been designed was to represent the sample of tests.

To find out the reliability of the test, inter-rater reliability was applied. Inter-rater reliability is the degree of agreement among raters. There were three raters in scoring the students' speaking test. These raters do the scoring for the students' pretest and posttest. Brown (2004, p. 20) states that inter-rater reliability is common occurrence for classroom teachers because of unclear scoring criteria, fatigue, and bias toward particular "good and bad. Inter-rater reliability is the degree of agreement among raters. There are three raters in scoring students' speaking test from UIN Raden Fatah Palembang.

The scoring system that used in this study was speaking scoring rubric suggested by Brown (2004, p. 172-173). There were five components that should be scored those pronunciation, fluency, grammar, vocabulary, comprehension. The highest score in each aspect was 5, while the lowest score was 1. According to Frankel and Wallen (1990, p. 134) the reliability should be at least 0,70 and preferably higher. Therefore, it could be stated this instrument was considered reliable for this research.

The score of the students' speaking test was calculated by three raters. Then the three raters sets of score are calculated by using Spearman Rank Order Correlation

(Rho) formula by Hatch and Lazaton (1991, p. 453) to find whether or not the instruments are reliable. The formula is as follows:

$$\rho = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

Where:

$\rho$  : Spearman rank-order correlation (Rho)

$d^2$  : Different score

$N$  : The number of the students

$$1 - \frac{6(461)}{26(26-1)} = 1 - \frac{2766}{17550} = 1 - 0,15760684 = 0,84 \text{ (Reliable)}$$

The test would be reliable if the result of the data measurement was higher than 0,70. According to Fraenkel and Walen (1990, p. 136), for the purpose a rule thumb is that the reliability should be at least 0.70 and preferably higher. Therefore, it could be stated this instrument was considered reliable for this research (can be seen in appendix 2).

### 3.7 Data Analysis

In analyzing the data, t-test is used to find out the significance difference for both group and significance improvement in experiment class, t-test is used to compare two means. The data were analyzed by using the Statistical Package for Social Science (SPSS) type 19.0. Moreover, the researcher used and described some techniques as follows :

## **1. Data Description**

In data description, there are two analysis to be done. They are; (1) distribution of frequency data and (2) descriptive statistic.

### **a. Distribution of Data Frequency**

In distribution of frequency data, the students score, frequency, percentage are achieved. The distribution of frequency data are for from students pretest scores in control group, students posttest scores in control group, the students pretest scores in experimental group, and students posttest scores in experimental group. Then, the distribution of frequency data is displayed in a table analysis.

### **b. Descriptive Statistics**

In descriptive statistics, number of sample, the lowest score, the highest score, mean, standard deviation, and standard error of mean are obtained. Descriptive statistics were obtained from students' pretest and posttest scores in control and experimental group.

## **2. Prerequisite Analysis**

Prerequisite analysis was an analysis which is done before testing the research hypotheses. It measured whether or not they obtained data from students' pretest and posttest scores in both groups (experiment and control) was normal and homogeny.

### **a. Normality Test**

Normality test was used to measure the obtained data was normal or not. According to Flynn (2003, p.17) states that a higher than 0.05 indicate that the data are non-normal. In measuring normality test, the writer used *I- Sample Kolmogorov*

*Smirnovin* SPSS version 19.0 program. The normality test was used to measure students pretest and posttest scores in control and experimental groups. Then, the result analysis in measuring the normality test of the students pretest scores in control and experimental groups.

**b. Homogeneity Test**

Homogeneity test was used to whether the obtained data were homogeneous or not. According to Flynn (2003, p. 18), the data can be categorized homogenous whenever it is higher than 0.05. the homogeneity test was used to measure students' pretest and posttest scores in both groups (experimental and control). In measuring homogeneity test, Levene Statistics in SPSS program software version 19.0 was used.

### 3. Hypotheses Testing

In measuring the significant improvement and significance difference on students' speaking achievement by using Cue Card as a Media, as follows:

1. In measuring a significant improvement, paired sample t-test was used for testing students' pretest and posttest in experimental group. The significant of improvement is accepted whenever the p-output (Sig. 2-tailed) is lower than 0.05 and t-obtained is higher than t-table (2.048), while the significant improvement is rejected when the p-output (Sig. 2-tailed) is higher than 0.05 than t value is lower than t table (2.048).
2. In measuring a significant different, independent sample t-test was used for testing students' posttest scores in experimental group and posttest in control group. The significant difference is accepted whenever the p-output (Sig. 2-tailed) is lower than 0.05 and t-obtained is higher than t-table (2.000). While the significant difference is rejected when the p-output (Sig. 2-tailed) is higher than 0.05 than t-value is lower than t-table (2.000).

## **BAB IV**

### **FINDINGS AND INTERPRETATIONS**

This chapter presents: (1) findings and; (2) interpretations.

#### **4.1 FINDINGS**

This study deals with the title “Improving Speaking Achievement by using Cue Card as a Mediator for the eleventh grade students of SMA Muhammadiyah 6 Palembang”. The findings of the study are to present: (4.11) data descriptions; (4.12) prerequisite analysis, and (4.13) results of hypothesis testing.

##### **4.11 Data Descriptions**

In data description, frequency distributions and descriptive statistics in the form of scores were obtained from students’ pretest and posttest in the experimental and control groups.

###### **4.1.1.1 Distribution of frequency data**

In distribution of frequency data, the students’ scores, frequency, and percentage were got from the students’ pretest and posttest scores in control group and students’ pretest and posttest scores in experimental group. They are presented as follows:

### 1) Students' Pretest Scores in Control Group

In distribution of data frequency, it was found the interval score, frequency and percentage. The result of the pretest scores in control group is described in table 4 below:

**Table 4**

**Frequency Data of Students' Pretest Scores in Control Group**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	2	6.9	6.9	6.9
	44	2	6.9	6.9	13.8
	48	10	34.5	34.5	48.3
	52	6	20.7	20.7	69.0
	56	4	13.8	13.8	82.8
	60	3	10.3	10.3	93.1
	64	1	3.4	3.4	96.6
	72	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

Based on the table above, it was found that there were two students (6.9%) who got 36, two students (6.9%) who got 44, ten students (34.5%) who got 48, six students (20.7%) who got 52, four students (13.8%) who got 56, three students (10.3%) who got 60, one student (3.4%) who got 64, one students (3.4%) who got 72.

Furthermore, there were 5 categories of students' speaking score. The classification of speaking categories students' pretest score in control group can be seen from the following table below:

**Table 5**  
**The classification of Speaking Categories Students' Pretest Score in Control Group**

<b>The range of Score</b>	<b>Number of Students</b>	<b>Percentage</b>	<b>Speaking Categories</b>
86-100	-	-	Excellent
71-85	1	3.4 %	Good
56-70	8	27.5	Average
41-55	18	62.1	Poor
0-40	2	6.9	Failed

Based on the table above, it was found that the total number of sample was 29 students. There was one student (3.4%) in Good category, eight students (27.5%) in Average, eighteen students (62.1%) in Poor category, two students (6.9%) in Failed category.

## **2) Students' Posttest Scores in Control Group**

In distribution of data frequency, the result of the posttest score in control group is described in Table 6 bellow:

**Table 6**  
**Frequency Data of Students' Posttest score in Control Group**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	1	3.4	3.4	3.4
	41	2	6.9	6.9	10.3
	43	1	3.4	3.4	13.8
	44	2	6.9	6.9	20.7
	45	1	3.4	3.4	24.1
	48	4	13.8	13.8	37.9
	49	3	10.3	10.3	48.3
	51	1	3.4	3.4	51.7
	53	2	6.9	6.9	58.6
	56	3	10.3	10.3	69.0
	57	1	3.4	3.4	72.4
	59	1	3.4	3.4	75.9
	60	2	6.9	6.9	82.8
	61	1	3.4	3.4	86.2
	63	1	3.4	3.4	89.7
	64	1	3.4	3.4	93.1
	69	1	3.4	3.4	96.6
	71	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

Based on the table above, it was found that there were one students (3,4%) who got 36, two students (6.9%) who got 41, one students (3,4%) who got 43, two students (6.9%) who got 44, one students (3,4%) who got 45, four students (13.8%) who got 48, there students (10,3%) who got 49, one students (3,4%) who

got 51, two students (6.9%) who got 53, there students (10,3%) who got 56, one students (3.4%) who got 57, one students (3.4%) who got 59, two students (6.9%) who got 60, one students (3.4%) who got 61, one students (3.4%) who 63, one students (3.4%) who got 64, one students (3.4%) who got 69, one students (3.4%) who got 71.

Furthermore, there were 5 categories of students' speaking score. The classification of speaking categories students' pretest score in control group can be seen from the following table 7 below:

**Table 7**  
**The classification of Speaking Categories Students' Posttest Score in Control Group**

<b>The range of Score</b>	<b>Number of Students</b>	<b>Percentage</b>	<b>Speaking Categories</b>
86-100	-	-	Excellent
71-85	1	3.4 %	Good
56-70	11	37.6%	Average
41-55	16	55%	Poor
0-40	1	3.4%	Failed

Based on the table above, it was found that the total number of sample was 29 students. There was one student (3.4%) in Good category, eleventh students (37.6%) in Average, sixteen students (55%) in Poor category, one students (3.4%) in Failed category.

### 3) Students' Pretest Scores in Experimental Group

In distribution of data frequency, the result of the pretest scores in experimental group is described in Table 8 below:

**Table 8**

#### Frequency Data of Students' Pretest Scores in Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32	2	6.9	6.9	6.9
	36	2	6.9	6.9	13.8
	40	4	13.8	13.8	27.6
	44	3	10.3	10.3	37.9
	48	3	10.3	10.3	48.3
	52	6	20.7	20.7	69.0
	56	2	6.9	6.9	75.9
	60	5	17.2	17.2	93.1
	68	1	3.4	3.4	96.6
	76	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

Based on the table above, it was found that there were two students (6.9%) who got 32, two students (6.9%) who got 36, four students (13.8%) who got 40, three students (10.3%) who got 44, three students (10.3%) who got 48, six students (20.7%) who got 52, two students (6.9%) who got 56, five students (17.2%) who got 60, one students (3.4%) who got 68, one students (3.4%) who got 76.

Furthermore, there were 5 categories of students' speaking score. The classification of speaking categories students' pretest score in control group can be seen from the following table 9 below:

**Table 9**  
**The classification of Speaking Categories Students' Pretest Score in Experimental Group**

<b>The range of Score</b>	<b>Number of Students</b>	<b>Percentage</b>	<b>Speaking Categories</b>
86-100	-	-	Excellent
71-85	1	3.4 %	Good
56-70	8	27.5%	Average
41-55	12	41.3%	Poor
0-40	8	27.6%	Failed

Based on the table above, it was found that the total number of sample was 29 students. There were one student (3.4%) in Good category, eight students (27.5%) in Average, twelve students (41.3%) in Poor category, eight students (27.6%) in Failed category.

#### **4) Students' Posttest Scores in Experimental Group**

In distribution of data frequency, the result of the post scores in experimental group is described in table 10 below:

**Table 10****Frequency Data of Students' Posttest Scores in Experimental Group**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37	1	3.4	3.4	3.4
	41	1	3.4	3.4	6.9
	45	1	3.4	3.4	10.3
	48	4	13.8	13.8	24.1
	51	1	3.4	3.4	27.6
	52	2	6.9	6.9	34.5
	53	1	3.4	3.4	37.9
	55	1	3.4	3.4	41.4
	57	3	10.3	10.3	51.7
	59	1	3.4	3.4	55.2
	60	1	3.4	3.4	58.6
	64	3	10.3	10.3	69.0
	65	1	3.4	3.4	72.4
	67	3	10.3	10.3	82.8
	68	1	3.4	3.4	86.2
	69	1	3.4	3.4	89.7
	71	1	3.4	3.4	93.1
	73	1	3.4	3.4	96.6
	75	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

Based on the table above, it was found that there was one student (3.4%) who got 37, one student (3.4%) who got 41, one student (3.4%) who got 45, four students (13.8%) who got 48, one student (3.4%) who got 51, two students (6.9%)

who got 52, one student (3.4%) who got 53, one student (3.4%) who got 55, three students (10.3%) who got 57, one student (3.4%) who got 59, one students (3.4%) who got 60, three students (10.3%) who got 64, one student (3.4%) who got 65, three students (10.3%) who got 67, one student (3.4%) who got 68, one student (3.4%) who got 69, one student (3.4%) who got 71, one student (3.4%) who got 73, one student (3.4%) who got 75.

Furthermore, there were 5 categories of students' speaking score. The classification of speaking categories students' pretest score in control group can be seen from the following table 11 below:

**Table 11**  
**The classification of Speaking Categories Students' Posttest Score in Experimental Group**

<b>The range of Score</b>	<b>Number of Students</b>	<b>Percentage</b>	<b>Speaking Categories</b>
86-100	-	-	Excellent
71-85	3	10.2%	Good
56-70	14	47.9%	Average
41-55	11	37.7%	Poor
0-40	1	3.4%	Failed

Based on the table above, it was found that the total number of sample was 29 students. There were three students (10.2%) in Good category,

fourteen students (47.9%) in Average, eleven students (37.7%) in Poor category, one student (3.4%) in Failed category.

#### 4.1.1.1.2 Descriptive Statistics

In descriptive statistics, number of sample, the score of minimal, maximal, mean, and standard deviation of mean are obtained. Descriptive statistics are got from the students' pretest scores in control group, students' posttest scores in control group, students' pretest scores in experimental group, and students' posttest scores in experimental group. They were presented below:

##### 1) Students' Pretest Score in Control Group

The result analysis of descriptive statistics of students' pretest in control group is described in Table 12 below:

**Table 12**

#### **Descriptive Statistic on Students' Pretest Score in Control Group**

	N	Minimum	Maximum	Mean	Std. Deviation
pre_con	29	36	72	51.45	7.538
Valid N (listwise)	29				

In descriptive statistics of students' pretest scores in control group, it showed that the total number of sample was 29 students. The minimum Pretest scores was 36, the maximum score was 72, the mean score was 51.45 and the standard deviation was 7.538.

## 2) Students' Posttest Score in Control Group

The result analysis of descriptive statistics of students' pretest in control group is described in Table 13 bellow:

**Table 13**

### **Descriptive Statistic on Students' Posttest Score in Control Group**

	N	Minimum	Maximum	Mean	Std. Deviation
post_con	29	36	71	52.48	8.638
Valid N (listwise)	29				

In descriptive statistics of students' pretest scores in control group, it showed that the total number of sample was 29 students. The minimum Posttest scores was 36, the maximum score was 71, the mean score was 52.48 and the standard deviation was 8.638.

## 3) Students' Pretest Score in Experimental Group

The result analysis of descriptive statistics of students' pretest in control group is described in Table 14 bellow:

**Table 14**

### **Descriptive Statistic on Students' Pretest Score in Experimental Group**

	N	Minimum	Maximum	Mean	Std. Deviation
pre_exp	29	32	76	49.66	10.611
Valid N (listwise)	29				

In descriptive statistics of students' pretest scores in experimental group, it showed that the total number of sample was 29 students. The minimum Posttest scores was 32, the maximum score was 76, the mean score was 49.66 and the standard deviation was 10.611.

#### 4) Students' Posttest Score in Experimental Group

The result analysis of descriptive statistics of students' pretest in control group is described in Table 15 below:

**Table 15**

#### **Descriptive Statistic on Students' Posttest Score in Experimental Group**

	N	Minimum	Maximum	Mean	Std. Deviation
post_exp	29	37	75	58.00	9.939
Valid N (listwise)	29				

In descriptive statistics of students' posttest scores in experimental group, it showed that the total number of sample was 29 students. The minimum Posttest scores was 37, the maximum score was 75, the mean score was 58.00 and the standard deviation was 9.939.

#### 4.1.2 Prerequisite Analysis

Before analyzing the data, prerequisite analysis has been done to see whether the obtained data was normal and homogen.

##### 4.1.2.1 Normality Test

In normality test, the total of sample. Kolmogorov Smirnov Z, significant, and the result were analyzed. The scores were got from: (a) students' pretest and

posttest score in control group and (b) students pretest and posttest score in experimental group. The data are considered normal whenever it is higher than 0.05.

**Table 16**  
**The Result of Normality in Pretest and Posttest in Control and Experimental Groups**

Variable	N	Mean	Std. Deviation	Kolmogorov-Smirnov	Result
Pretest Control	29	51.45	7.538	1	Normal
Posttest Control	29	52.48	8.638	0.750	Normal
Pretest Experimental	29	49.66	10.611	0.564	Normal
Posttest Experimental	29	58.00	9.939	0.758	Normal

### 1) Students' Pretest and Posttest Score in Control Groups

Based on the normality test of the students' pretest and posttest score in control group. It was found that the significance level of normality test of the students' pretest score in control group was 1 and posttest score was 0.750. From the result of the output, it could be stated that the obtained data is normal, because it is higher than 0.05. The statistics calculation of normality can be seen in table 14.

### 2) Students' Pretest and Posttest Score in Experimental Groups

Based on the normality test of the students' pretest and posttest score in experimental group. It was found that the significance level of normality test of the students' pretest score in experimental group was 0.564 and posttest score was 0.758. From the result of the output, it could be stated that the obtained data is

normal, because it is higher than 0.05. The statistics calculation of normality can be seen in table 14.

#### 4.1.2.2 Homogeneity Test

In homogeneity test, the total of sample. Kolmogrov Smirnov Z, significant, and the result were analyzed. The scores were got from: (a) students' pretest and posttest score in control group and (b) students pretest and posttest score in experimental group. The data are considered homogen whenever it is higher than 0.05.

**Table 17**

**The Result of Homogeneity in Pretest and Posttest in Control Group and Experimental Group**

	<b>Sig.</b>	<b>Result</b>
<b>Control Group</b>	0.220	Homogen
<b>Experimental Group</b>	0.920	Homogen

#### 1) Students' Pretest and Posttest Score in Control Groups

Based on the calculation result measuring homogeneity test to students' pretest and posttest score in control group. It was found that the significance level of homogeneity test of the students' pretest and posttest score in control group was 0.220. From the scores, it could be stated that the obtained data is homogen, because it is higher than 0.05. The statistics calculation of normality can be seen in table 15.

## 2) Students' Pretest and Posttest Score in Experimental Groups

Based on the calculation result measuring homogeneity test to students' pretest and posttest score in experimental group. It was found that the significance level of homogeneity test of the students' pretest and posttest score in experimental group was 0.920. From the scores, it could be stated that the obtained data is homogen, because it is higher than 0.05. The statistics calculation of normality can be seen in table 15.

### 4.1.3 Result Hypothesis Testing

#### 4.1.3.1 Measuring Significant Improvement on Students' Speaking Achievement taught by using Cue Card Media

To know the significant improvement, the paired sampe t-test was used for testing students' pretest and posttest in experimental group. The significant of improvement is accepted whenever the p-output (Sig.2-tailed) is lower than 0.05 and t-obtained is higher than t-table (2.048). While the significant of experimental group is rejected when the p-output (Sig.2-tailed) is higher than 0.05 than t-value is lower than t-table (2.048). The further calculation of the paired sample t-test was displayed in the table 18 below:

**Table 18**

#### Analysis Result in Measuring Significant Improvement on Students' Speaking Achievement Score Taught by Using Cue Card Media

Experimental Group (Pretest- Posttest)	Mean	Paired Sample t-test			Ho	Ha
		Df	T	Sig. (2-tailed)		
	8.345	28	4.547	0.000	Rejected	Accepted

From table 13, it can be seen that the p-output 0.000 and t-obtained 4.547 at the significance level  $p < 0.05$  in two tailed testing with  $df = 28$ . The p-output was  $0.000 < p\text{-value and } t\text{-obtained } 4.547 > 2.048$ . It can be concluded that the significant improvement was accepted because the p-output was lower than significant level 0.05 and the t-value was higher than 2.048. The result of hypothesis testing was the null hypothesis was rejected and the alternative hypothesis was accepted. It means that there was a significant improvement on the students' speaking achievement who are taught by using Cue Card Media.

#### **4.1.3.2 Measuring Significant Difference on Students' Speaking Achievement between Posttest in Control and Experimental Groups**

To know the significant difference of the speaking achievement on the students who are taught by using Cue Card Media and those who are not, an independent sample t-test was used for testing students' posttest scores in experimental group and posttest in control group. The significant difference is accepted whenever the p-output (Sig. 2-tailed) is lower than 0.05 and t-obtained is higher than t-table (2.000). While the significant difference is rejected when the p-output (Sig.2-tailed) is higher than 0.05 than t-value is lower than t-table (2.000).The further calculation of the independent sample t-test was displayed in the table 19 below:

**Table 19**

**Analysis Result in Measuring Significant Difference between Control  
and Experimental Groups**

Posttest (Control and Experimental)	Mean	Independent Sample t-test			Ho	Ha
		Df	T	Sig. (2- tailed)		
	5.517	56	2.256	0.028	<b>Rejected</b>	<b>Accepted</b>

From table 14, it can be seen that the p-output was 0.028 and the value of t-obtained was 2.256 at the significance level  $p > 0,05$  in two tailed testing with  $df = 56$ , the critical value of t-table = 2.000 ( $2.256 > 2.000$ ). The significant difference is accepted whenever the p-output (Sig.2-tailed) is lower than 0.05 and t-obtained is higher than t-table (2.000), since the p-output was lower than 0.05 and the value of t-obtained was higher than the critical value of t-table, the result of hypothesis testing was null hypothesis was rejected and the alternative hypothesis was accepted. In short that there was a significant difference on the students' speaking achievement between the students who are taught by using Cue Card Media in experimental group and those students who are not in control group.

## 4.2 Interpretations

In order to strengthen the value of this study the interpretations are made based on the result of data analyses. According to the findings, there was a significant improvement on the eleventh grade students' speaking achievement who were taught by using Cue Card Media and there was a significant difference on the eleventh grade students' speaking achievement who were taught by using Cue Card media and those who were not.

In teaching speaking for high school students, an English teacher should be able to use the appropriate way in order to make the students be more enthusiastic and interested in speaking English. According to Nunan (2003, p. 54-55), there are some principles for teaching speaking, first is by giving the students practice with both fluency and accuracy, learners must be given opportunities to improve their fluency as well as accuracy. Second is by using group work or pair work, pair work and group work can be used to increase the amount of time that learners get to speak in the target language during the lesson. The use of group/ pair work of is in line with the use of cue card as Harmer (2007, p. 136) explains that cue card is a small card which students use in pair or group work. By using Cue Card students will be more interested. In learning since they are able to link between the materials with the image or script. It is clear if cue cards can make students interact with other students. When they interact, they can improve their speaking achievement. Every student can learn from their mistake or from their friends. It will be more effective rather

than just sit and lean in the class. Not all the students will be interested in that activity but at least the teacher can make students speak English briefly.

In this study, the researcher focused on the students' speaking achievement and Cue Card Media as the method in teaching speaking. Based on the informal interview with the students and English teacher in preliminary study, many problems were found in learning speaking. The students were difficult to speak in front of class because they were not confident. Most of students got bored in learning speaking class because it was not interesting. The activities of the students in the class were boring such as discussing some topics, making the conversation and reading materials in front of class. To make it worse, the students had poor vocabulary so that they could not talk much about the topic.

Then, the English teacher recommended two classes that had same speaking level, XI IPS A and XI IPS B. Based on the pretest result, the XI IPS A got the higher mean score than in XI IPS B. The mean score of pretest in XI IPS A was 51.45 while XI IPS B was 49.66. It was because the students were not used to speak English, the students felt shame to speak up in English in front of the class because they were afraid to make mistake. The students were also lack of vocabulary and it was hard for them to express what they wanted to say, When the students spoke in English, they tend to translate the words directly from Indonesia to English because they found it was easier and more natural to express themselves in their native language. It was relevant to the statement of Ur (1996, p.121) who explains that there are many factors that cause difficulty in

speaking, such as inhibition, nothing to say, low or uneven participation, and mother-tongue used.

Teaching speaking skill to students is not an easy task to do, the teacher should know how to make the students engage in the lesson, know the students' need and find the suitable teaching media. According to Brown (2001, p. 275-276), there are seven principles for designing speaking techniques, a teacher should use techniques that cover the spectrum of learner needs, provide intrinsically motivating techniques, encourage the use of authentic language in meaningful contexts, provide appropriate feedback and correction, capitalize on the natural link between speaking and listening, give students opportunities to initiate oral communication, encourage the development of speaking strategies. In this study, the researcher aimed to choose the experimental group which has lower mean score and the control group which has higher mean score. Besides, both classes had the same number of students.

First, the researcher gave the treatment by using Cue Card was given to experimental group while the control group was taught by their English teacher method(s). Based on the result of paired sample t-test on the pretest and posttest in experimental group, the t-obtained exceeded t-table and p-output was lower than p-value. It means that Cue Card Media can improve the students speaking achievement. The students were enthusiastic with Cue Card Media implementation in learning process, because it gave the students something new and it was fun. The students participated in experimental group learned actively in the class, they talked a lot and express what they want to say to their friends.

The students taught each other and did repetition so they remember what they had learned. Therefore, the students got higher score after the treatment. It is also strengthened by Harmer (2007, p. 180) who states that cue card work really well if the teacher want the students to speak on the spot or use particular words or phrases in a conversation or in sentences. When they get a card and they discuss with the other members, they will speak in English spontaneously. Therefore, the students will be accustomed to speak English because they need to share their opinion about the topic with other members.

The result is supported by the study conducted by Shabrina (2013) revealed that the implementation of the cue cards in the English teaching and learning process of speaking was effective to improve the students' speaking skills. The students made a good improvement a fluency aspect during the speaking process. Moreover, their motivation and enthusiasm in learning English were also improved. They spoke English without much encouragement. Data showed the means of the students' speaking scores in pre-test and post-test was improved from 42.65 to 69.68. Besides, Utami (2013) also indicated that the implementation of Cue Card Media was effective to improve the students' speaking achievement and 93% of students agreed that they liked the use of Cue Cards media in the instructional process. In the beginning the implementation of Cue Card Media, the students were confused at first but in the next meeting, they seemed enjoy the activity.

Second, based on the independent sample t-test on posttest results in experimental and control group, it was found than the t-obtained was higher than

t-table and p-output was lower than p-value. It means that there was a significant difference on the students who were taught by using Cue Card Media and those who were not. The implementation of cue card in experiment group made the students get more knowledge, know about new vocabulary and able to make simple sentences from it. The students also interacted with their peers to share their ideas and experience. They tried to use English to speak with their friends. According to Utami (2013, p. 12) cue Card will give a chance to interact with peers or small group and help the students to improve in understanding of how others may feel

The result was supported by Utami (2013). She investigated the significant difference by using Cue Card Media. The result showed that the mean score in experiment class was higher score than in control class, the implementation of Cue Card Media with active learning approach also positively affects on students' learning outcomes and it makes the students to be more active. And this result was also supported by Listya (2013). She investigated the significant difference by using Cue Card Media. The result showed that the mean score in experiment class was higher score than in control class, the implementation of Cue Card Media with active learning approach also positively affects on students' learning outcomes and it makes the students to be more active. Therefore, it can be inferred that using Cue Card Media can be considered as one alternative method that can be used in teaching speaking.

From the explanation above, it can be concluded that Cue Card Media was effective in improving speaking achievement by using Cue Card as a Media to the Eleventh Grade Students of SMA Muhammadiyah 6 Palembang.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents: (5.1) conclusions and; (5.2) suggestions based on the findings and interpretation in the previous chapter.

#### 5.1 Conclusions

Based on the findings and interpretations presented in the previous chapter, it can be concluded that based on the result of pretest to posttest, there was a significant improvement on the eleventh grade students' speaking achievement who were taught by using Cue Card Media and there was a significant difference on the eleventh grade students' speaking achievement who were taught by using Cue Card Media and those who were not at SMA Muhammadiyah 6 Palembang. The students who were taught by using Cue Card Media showed better improvement that can be seen from the result of the students in test. The students were enthusiastic with Cue Card Media implementation in learning process, they practiced more to speak English with their friendmates, the students also could remember the lesson they have learned easily because they did repetition. Cue Card Media can engage the students in learning process because it activates the Cue Card. It means that the use of Cue Card Media was very useful as one of the media on teaching speaking skill.

## 5.2 Suggestions

Based on the conclusions above and based on the research that had been done, the researcher would like to offer some suggestions to English teachers, the students of SMA Muhammadiyah 6 Palembang and for other researchers.

For the teachers, they should be able to develop strategy, method, or media as teaching aid to intrigue the students' willingness to study English, especially speaking. English teachers of SMA Muhammadiyah 6 Palembang can use Cue Card Media as an alternative media to improve students' speaking achievement. In teaching speaking, the teachers should implement the Cue Card Media into fun environment to make the students engage in the class. The teacher can use teaching aid such as pictures to introduce vocabularies or simple song to teach grammar or make the role-play situation to make students practice speaking English. The English teachers should encourage the students and give them more time to practice their speaking.

For the students suggested that becomes the students to be more active to express themselves to be more interested in speaking English. The students should increase their knowledge of English pronunciation, grammar, vocabulary, fluency, comprehension, and other aspects in speaking in order to have a good speaking and can be understood well by the listeners. The students should be brave to speak in front of class and practice English even in simple way. The students can also give idea The researcher wishes that in the future, the students could use Cue Card as their favorite media not only in learning English, but also other subjects.

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