

**TEACHING SPEAKING ON LOCAL VACATION EXPERIENCE
USING CUE CARDS**

AN ARTICLE

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Abstract

This research was aimed to know whether or not there was a significant improvement on the eighth grade students' speaking achievement who were taught by using Cue Cards as a teaching medium. This research was carried out through pre-experimental design that consisted of one-group pre-test post-test. The sample of this research was the eighth grades students of SMP N 22 Pontianak. The number of students was 29. The technique of selecting the sample was cluster random sampling. The tool of collecting the data included oral test which was divided into two stages, pre-test and post-test. The score of pre-test and post-test were analyzed by using t-test and the effect size. The result of t-test was 3.568 and the effect size was 0.64. This indicates that the effect is moderate. The writer concludes that there is a significant effect of using Cue Cards in teaching speaking at the second year of SMP N 22 Pontianak.

Keywords: Speaking, Cue Cards, Pre-experimental design.

INTRODUCTION

The speaking skill has a crucial role in learning English. The students have to be able to use the target language in a proper way. A lot of practice is one of the basic steps in successful speaking. However, there is a very contrast situation that happens in the school of SMP Negeri 22 Pontianak. Based on the information the writer obtained from the English teacher in that school, the writer found some problems faced by the students. They have low motivation in learning and lack of English knowledge. This situation causes students less interested in learning English. Students pay less attention to the teacher in learning process.

The problems above show the teacher should make a learning process become enjoyable and innovative to build students' participation toward the lesson. In addition, not only the teacher's teaching style, but also teaching medium supports better learning. A teaching media helps success in learning English as long as the students are

participating to the lesson actively. Using media is one of the steps that teacher can apply to facilitate the process of learning in delivering materials. It can stimulate students' mind, motivation, feeling and interest. The existence of media can make the process of studying more enjoyable. One of the media that teacher mostly used is picture. Harmer (2001) states that there are some types of picture as a medium in teaching, they are motion picture and still picture. A motion picture includes film, cartoon movie, others (animate objects), whereas still picture includes flash cards, wall picture, and cue cards.

In this research, the writer was interested to use cue cards as a media in teaching and learning process. Cue card is a card with words or pictures on it that is intended to help students to describe someone or something. The students can produce more vocabularies and speak English easily by seeing the clue in the pictures. Conderman & Hedin (2011) state that Cue Cards help students monitor their

performance. Cue Cards were used to facilitate students of the way how they speak well orderly. This medium guided them to build spoken language at certain matter or topic which make them concentrate on one topic.

Referring to the implementation of cue cards in learning activity, the similar research was conducted by Ariati (2015). She applied cue cards to improve students' speaking descriptive competence. She focused on whether the cue cards could improve students' descriptive competence and to determine the factors involved. She found that there was improvement on students speaking performance and the factors that influence those things were the students' English proficiency, thinking ability of students, and the students' attitude along the learning process. Another research also conducted by Sudrajat & Wijaya (2016) that say the use of Cue Cards increased the amount of time to speak in the target language by doing pair work or group work. Besides, students are able to increase their ability to cooperate and communicate with their friends.

This media help the teacher to deliver the materials easier. The pictures in the Cue Cards make the materials clearer with the guidance in the form of questions. As Patesan & Balagiu (2018) states that visual aids make the materials to be taught clearer and make students more creative in developing their deep thinking. During a learning process, Cue Cards helped them to speak and to think. The students were engaging to use their thinking ability while seeing the pictures in which the process of linking their experience that represented on the cards into spoken language. The role of teacher was providing the relevant media and instructed them how to use the media. The rest of the time, students have to complete the task and created their own language in front of the teacher. Teaching use of visual support increased independent completion for each student (Cohen & Demchak, 2018). The students were given the time to complete the task and finished their performance by themselves.

Furthermore, to support the students' need to learn speaking English, School Based

Curriculum (KTSP) provides speaking as one of the English skills that must be taught in junior high school. School based curriculum (KTSP) is also used at SMP N 22 Pontianak as guidance in teaching and learning process. In reference to the School-Based Curriculum (KTSP) proposed by the ministry of National Education in 2006, there are three main aspects known as competence, standart of competence and basic competence. The syllabus is developed based on the curriculum. The syllabus is developed into the standard of competence and basic competence. Then the teacher develops each of those based on the school potential, learners' background, social and cultural background, and the like.

Hence, the teacher has to select all the material by referring to the objective of the curriculum and up to date issues in society or authentic materials provided in the society. Based on the syllabus for the eighth grade students at the second semester, the standard competence aspect includes expressing meaning in simple functional oral and short monologue text in the form of recount, and narrative to interact with the surrounding environment. While the basic competence aspect includes revealing the meaning in a simple short monologue by using a variety of spoken language accurately, fluently, and acceptable to interact with the surrounding environment in recount and narrative text.

By looking at the basic competence of speaking, the teachers are also able to know the scope of speaking material at school. The final goal of teaching and learning English as stated by the School-Based Curriculum is the studens can use the language in real communication

Regarding on the previous explanation, the writer focuses on the recount text as the material. Recount text is a text to retell events or experience in the past. The main characteristic of the text is using simple past tense. The writer chooses to retell an experience for the students especially retelling vacation experience. The writer choose to retell vacation experience because the text contains the materials of past tense suits in the syllabus and to cover the similarity of common

activity that mostly students do in holiday time is going vacation. The writer limits the vacation places only in Pontianak city area. This local place refers to the students' residence which also located in that city. It aims to facilitate the students to choose one of the famous places they ever visited in retelling their vacation experience. The writer asked to perform their speaking skill using that topic in teaching process.

Teaching speaking means teaching students how to use the language to express ideas or thoughts. According to Nunan (2003), there are some principles in teaching speaking, some of them are classified as; (1) Give students practice with both accuracy and fluency. It is important in involving students get practice the target language correctly or accuracy and fluency which is using language confidently without any hesitation. (2) Use pair or group work activity. To improve students speaking, they should be given enough opportunities to speak in the class. Teacher talk time should be less and students talk time should be more. Pair work and group work can be used to increase the amount of time that learners get to speak second language during the lesson. In this way, the students will get chance to interact and practice the language with other students.

Spoken language has the features of the way the speaker conveys the message. Brown (2001) classifies the spoken language into two main categories, they are dialogue and monologue. Monologue involves only one speaker in speaking. It can be subdivided into planned monologues (as an example in the form of speeches) and unplanned monologues (as an example in the form of lectures or telling stories). Then, dialogue involves two or more people in speaking. It also can be subdivided into interpersonal (maintain social relationship) and transactional (exchange of information). In this research, the writer set the students into both monologue and dialogue performance in the class. The students were divided into dialogue in pair work activity and doing monologue performance in individual activity. These types of classroom performance belong to transactional (performing speaking

in pair) and extensive (performing speaking in monologue).

Media is a very important aspect to support learning activity. It helps teacher to cover materials to be taught in the class. One of media that the teacher mostly used is picture. The use of picture is also suggested by Harmer (2001). He states that there are some types of pictures that can be applied in the classroom, they are motion picture and still picture. A motion picture includes film, cartoon movie, others (animate objects), whereas still picture includes flash cards, wall picture, and cue cards. According to Harmer (2001), Cue Card is a card with words or pictures on it, which are used to encourage the students to respond in pair or group work. He said that pictures can reduce preparation time and re-used. In addition, it can be used at any level of students such as for kids, teenagers and adults.

A teaching media is one of the strategies that the teacher applied in learning process. Knowing the students' characteristic and need is the first thing the teacher should do. Cue card is a medium that the writer uses to support teaching process and facilitate students to receive the materials. In addition, Brown (2000, p. 150) says "communication apprehension arises from learners' inability to adequately express mature thoughts and ideas". Students are sometimes unable to communicate with others in certain context because of they do not know what to say and how to say it. Turk (2003, p. 91) states "a good cue card as note card is to ensure that you do not forget what you intend you say". It means using cue cards help students to get keywords, facts, names, individual points or figure concerning what will they say or speak.

Harmer (2001) lists the advantages of using pictures in teaching English. By using cue cards in the classroom, teacher can save time effectively. Picture reduces the long explanation by the teacher and easy to remember. It is easy to be found in any places as like in the magazines, newspaper, internet and others. Then, it can be used many times or re used. Teacher can use this media at any level of students or courses. Also, students will motivate to learn and not getting bored during

the class activities. Last, it gives students a chance to speak the language a lot with the appearance of ideas by seeing the picture.

In order to support learning activity, Buttner (2007) explains the procedure of using Cue Cards in teaching speaking. He states there are two main activities of the procedure, they are; making the Cue Cards, and application. From those procedure of teaching speaking by using cue cards as being stated, the writer followed all the steps that being instructed, however there is a step was in modified especially on application activity to suit the materials that the writer applied.

Based on the explanation above, the writer intended to test the significance of the Cue Cards media to teach students' speaking skill on local vacation experience. This variable used measurement technique to measure students' speaking skill. The writer used oral test performance to measure students' speaking skill. This performance were taken twice, in pre-test and post-test. The result of oral test performance was assessted using the scoring rubric to get the numerical data of the research.

The result of numerical data or the score of students' performance was calculated into formulas in order to know students' achievement in speaking skill. This variable showed the significant effect of Cue Cards media in teaching speaking skill on local vacation experience based on the calculation result using t-test and effect size formula. The qualification number of t-test and effect size result determine whether the media are effective or not to be applied in teaching and also to know how significant this medium can be said effective by seeing the qualification of effect size.

METHOD

The writer conducted a pre-experimental design. Pre-experimental design is referred to as a single group pretest-posttest. Pre-experimental study is the research procedure that has no control group. In a study employing the design a single group of subjects is observed, the treatment is administered and the group is observed again after treatment. The effect of the treatment is judged by the change

in observed scores between the pretest and posttest.

According to Cohen (2000, pp. 212-213) the procedure of conducting of this research is described below.

Table 1: One Group Pre-Test And Post-Test Design

<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>
O ₁	X	O ₂

O₁ is pre-test; it is given before treatment is applied. This purpose of this test is to know the condition of students' ability in speaking before treatment. **X** is considered as treatment given. In treatment, the teacher taught speaking with cue card. **O₂** is post-test that is conducted to know the achievement after treatment was given.

The population of this research was the eighth grade of students of Junior High School 22 Pontianak. There are five classes of eighth grade in SMP N 22 Pontianak, which consists of 125 students. Because of that, the population is 125 students. From the total number of eight grade students, the writer decided to take one class as the sample in this study. In this research, the writer used cluster random sampling. The sample of this research is taken by class D, which is consists of 29 students.

The writer used the measurement technique to collect the data. The data is gathered by using speaking test twice. First, it is used in the pre-test to collect the data before the treatment is held in order to know the student's pre conditions. Second, it is used in the post-test to collect the data after the treatment is given. The term of the test for both pre test and post test was in oral test. Students talked about their experience related to local vacation in both pre-test and post-test. The writer chose oral test in speaking in order to assess students' accuracy (pronunciation, vocabulary and grammar) and fluency (speech rate).

In order to know the appropriateness of a given test of what it is purposed to measure, the writer used content validity which concerns

the relationship between the test item and the course objectives. In other words, the content validity always concern whether the test has good representative of the material that have been learnt or not. In this research, the result of validity can be shown by test items that the writer used to assess students' speaking skill such as pronunciation, grammar, vocabulary, and speech rate. Those aspects of speaking was used in both pre-test and post-test which the content represent the course objectives that being applied.

In order to know the consistent of students' performance, the writer used inter-rater reliability in gathering the score. The result showed there is stability and consistency of students' performance or the score between the first scorer and the second scorer. This comparable condition performs how consistent the measurement of what to be measure.

In gathering the score, the writer used scoring rubric to score students' pre-test and post-test. After that, the data was analyzed by using test and effect size formula. The t-test was used to know the test significance of the interval pre-test and post-test. Then, the effect size is used to measure the effectiveness of the treatment. After calculating the effect size, the writer classified the result according to table of specification of Cohen, Manion, & Morrison, (2007, p. 521).

Table 2: Classification of Effect Size

Effect Size	Qualification
0-0.20	Weak Effect
0.21-0.50	Modest Effect
0.52-1.00	Moderate Effect
>1.00	Strong Effect

FINDINGS AND DISCUSSION

Findings

This research was conducted through pre-experimental study which has pre-test, treatment, and post-test. Pre-test was applied in the first meeting and the treatment was applied at the second, third and fourth meeting. The post-test was applied in the fifth meeting. The writer conducted pre-test in the first meeting

with the number of students was 29 students. All of the students were participated in the class. The writer asked students to talk about their vacation experience in their city with the instruction provided. Each students has given within 3 minutes to talk about their experience. The writer recorded the students' performance in oral test and being assessed by scoring rubric. For the first treatment, the students were asked to make their own cue cards that the cards were provided by the teacher. The writer asked students to talk about their experience in visiting one of the most famous tourist attractions in Pontianak city. On the second meeting, the teacher asked students to talk about their vacation of going to Museum. Then, the teacher asked students to talk about their vacation experience in visiting Taman Akcakya at the third treatment. In the last meeting, the students were asked to do oral test for the post-test. The students performance were recorded by the teacher and being assessed using scoring rubric. The number of students who participated in the post-test was 29 students.

The writer conducted pre-test to know students' basic knowledge related to the topic use. The students' score was obtained by using scoring rubric. Each student got the mark by calculating the aspects of speaking the writer use in table of specification. Also the post-test was conducted after doing the treatment. Similarity of calculation system was collected as in the pre-test. The pre-test aims to gather students' speaking score that shows the existence of learning progression.

There was a significant difference between pre-test and post-test. It is shown by the students' mean score of pre-test and post-test.

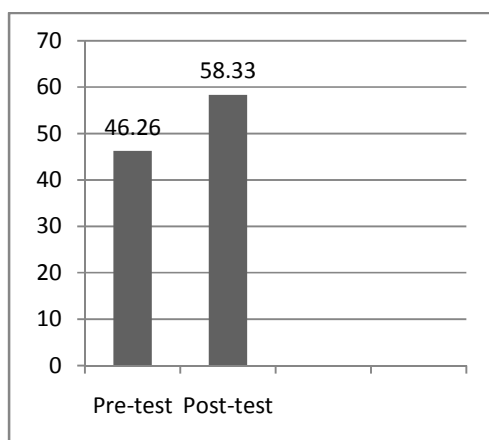


Chart 2: Students' Mean Score of Pre-test And Post-test

The total number of students was 29 students. The total score of pre-test was 1341.67 with mean score was 46.26. The total score of post-test was 1691.667 with mean score was 58.33. The mode of pre-test was 33.33 and the mode of post-test was 58.33. the median of pre-test was 45.83 and the median of post-test was 58.33. This analysis was calculated by comparing the result of post-test and pre-test score. The difference of post-test and pre-test result was used to know the significant of total number that the students got. This result is impacted on how much the media effects students speaking learning. It facilitates the writer to obtain the t-test result calculating the score using the formula.

From the computation of the t-test. The result shows that t is 3.568. Considering the degree of freedom of 28 and the level of significant on 0.05, the t -table of this condition was at 2.048. Thus makes the t -test $3.568 > t$ -table 2.048. In other words the result was higher than the t -value.

According to Cohen's table of qualification, the result of size effect computation showed that it has a moderate effect on students' speaking ability. The result showed in the computation on the effect size was 0.64 which is considered to be in the moderate effect according to Cohen's table of specification. The result showed that using cue cards is significantly improved students' speaking ability about local vacation

experience. The result showed that the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.

Discussion

The result of this research indicated that cue cards helped learner to develop their ideas as the key point they have seen was already there. It can be said that there is a relation between speaking ability and visual remembrance (cue cards). When students are allowed to see the objects (cue cards), they are engaged to speak what they want to say. As Turk (2003) says cue cards facilitate students to remember what need to say. However, this media could not be applied for all kinds of material because of its flexibilities. The process of making Cue Cards depended on the materials used by the teacher. In this research, the writer applied the Cue Cards media on recount text. This text explained the experience of students' vacation during holiday time with activities they did. The writer put the image to illustrate each moment they faced and provided relevant questions towards the pictures. In this context, the Cue Cards facilitated learners to tell their past experience systematically and arrange their own story in a proper way to suit provided questions made by the teacher. The main content of this media is providing the clues and it is quite hard to be applied on materials that could not be transforms into clues.

This media help the teacher to deliver the materials easier. The pictures in the Cue Cards make the materials clearer with the guidance in the form of questions. As Patesan & Balagiu (2018) states that visual aids make the materials to be taught clearer and make students more creative in developing their deep thinking. During a learning process, Cue Cards helped them to speak and to think. The students engaged to use their thinking ability while seeing the pictures in which the process of linking their experience that represented on the cards into spoken language. The students were also thinking the chosen words to form sentences grammatically with the structure of past tense. In addition, their thinking ability was also related to pronouncing the words

correctly and forming the sentence systematically.

In order to support students' performance, the medium of Cue Card has a role to manage students' speaking performance. When the students were trying to speak the ideas in their mind, they have to explore the idea widely and this media help them to think the idea specifically. Conderman & Hedin (2011) state that Cue Cards help students monitor their performance. Cue Cards were used to facilitate students of the way how they speak well orderly. This medium guided them to build spoken language at certain matter or topic which make them concentrate on one topic.

The material of local vacation experience was used as the main topic for students' speaking performance and every series of experience story were included in the card. Meanwhile, as the picture in the card represented one of their experiences and followed by the next card that represented the other series related to the experience they had. The situation of holding their own cards and seeing the card whenever they started to speak depicts that the medium managed students to speak orderly as could be seen on each series of the cards. Each card contained the series of story that students choose to represent what is in their mind at that moment and what did they do.

The Cue Cards was containing a picture clue as a visual medium that was used by the students. The writer included visual medium in teaching process to support learning in the classroom. In the learning process, students were engaged to speak in the classroom by themselves on vacation experience topic. The situation of creating every language features did by the students and the medium of Cue Cards encouraged them becoming independent students. The role of teacher was providing the relevant media and instructed them how to use the media. The rest of the time, students have to complete the task and created their own language in front of the teacher. The use of visual aids in teaching increases independent completion for each student (Cohen & Demchak, 2018). The students were given the time to complete the task and finished their

performance by themselves. The ability of speaking performance by themself increased independent matter toward something. The students were not depending on other person in finishing the task and made them become a problem solver to themselves.

While teaching process happened in the class, students' performance regarding building each sentence in speaking was in various ways. Some students had finished their speaking within one minute, and the others finished it even less than one minute. In that case, thinking ability has a wide impact on speed duration in speaking. As Ariati (2015) says, one of the aspects influences improvement of speaking performance is thinking ability. The students have to think the experience, the language features and change it into past tense. Then, this media helped the students to present their performance in telling their vacation experience.

In this study, the writer faced some obstacles in applying Cue Cards. It took more time in the class because the students have to make their own cue cards (sticking each picture on available carton). Then the teacher has to make the class wider for sure in order it has enough space to form inside outside circle activity.

CONCLUSION AND SUGGESTION

Conclusion

Regarding to the result of the findings and discussion in the previous explanation, the writer has some points to put in the discussion to conclude the result of the finding in this experiment about teaching speaking about local vacation experience by using Cue Cards to the eight grade students of SMP N 22 Pontianak in academic year 2017/2018. The use of Cue Cards in teaching speaking about local vacation experience is proves to be statistically improve students speaking skill. The mean score of pre-test was 46.26 and for the post-test were 58.33. The interval score between pre-test and post-test were 350.00. The result had shown differences between the score of pre-test and post-test. It shows the development of student's speaking ability from pre-test to post-test. The effect size of

treatment was considered as “moderate effect” which the result was 0.64 according to Cohen table of specification.

Suggestion

Based on the result of the research, the writer would like to suggest some points regarding the result. The use of Cue Cards in teaching process is suggested for English teacher because it helps students in engaging their speaking skill and create good learning atmosphere in the classroom. Cue Cards can be used for informative clues learning material. As in this study, Cue Cards are applied to tell the past experience of students, especially the vacation experience. For other researchers, it is important to identify learning material before applying Cue Cards as a teaching medium, causes not all the teaching materials have information that can be insert into a clue form. It is suggested for other teachers to make the Cue Cards creatively because this medium is flexible and can be made by everyone.

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