

## IMPROVING THE SPEAKING SKILL OF THE TENTH GRADE STUDENTS THROUGH ONLINE CUE CARD

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### Abstract

The aim of this research was to know whether there is a significant effect of using cue card on students' speaking skill after applying cue card of students at the tenth grade of SMAN 12 Kabupaten Tangerang. This research is quantitative method, 80 students as the sample which taken nonrandom by using quasi experimental research non-equivalent control group design. Students' test were used by the researcher to collect the data. The hypotheses data was tested using formula of t-test, it was known that between experimental and control class in speaking skill got  $-t_{count} < -t_{table} (-6,509 > -2,002)$  with sig = 0,000 < 0,05, so it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted it means there is significant difference used cue card on the students' speaking skill at the tenth grade of SMAN 12 Kabupaten Tangerang, because the condition of students in experimental class are active and had many opinions during the learning. Besides that they more easily to increase students' speaking skill by using cue card than control class only used conventional method.

**Keywords:** Cue Card, Learning Media, Online Card, Speaking Skill

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### 1. Introduction

In this day and age, the use of a second language after the mother tongue is very much needed, especially English. In Indonesia, English learning must have a goal, namely to develop students' language both in pronunciation and in writing. According to Lamb (2002), "English is an international language that it is the most widespread medium of international communication." It means that, "English is the international language which is the most extensive international communication medium." This statement implies the importance of learning a second language after the mother tongue or a foreign language, either in writing or in speech.

In learning languages, especially English, students must master the four English skills, namely listening, speaking, reading and writing. Among these skills, speaking is considered the most complex skill and has many activities and exercises. Moreover, in the present era, during a pandemic like this, many students only communicate little with their English teachers or many teachers only provide writing and reading exercises. So that speaking skills are difficult to develop both in class or online.

According to Learning (2015), speaking is a process of activity carried out by living things by building and sharing meaning through the use of symbols verbally and non-verbally in various life contexts. The purpose of

speaking is to convey information that will be given to the other person or the interlocutor. thus, there is feedback received from whenever information is provided or sent to listeners. Speaking is the key to communication between individuals or between groups. For students, the English proficiency obtained is one of the benchmarks for student success in carrying out their academics.

Speaking English is very important, students still experience difficulties in mastering speaking. Based on the results of online observations made by the author with one of the English teachers at SMAN 12 Kabupaten Tangerang, via WhatsApp messages in November 2020, the teacher mentioned some of the problems faced by the remainder. In the speaking English. First, the lack of motivation of English speaking students is due to lack of self-confidence, or it can be said that students are shy about speaking in front of the class or communicating with each other using English. Second, schools only focus on writing and reading skills. This is because the number of exercises that the teacher gives to prepare for final assignments or (national exams) makes students spend more time on reading practice and only answers questions so that they speak less and are better with less confidence in students speaking in front of the class or communicating. use English with classmates. These activities make students limited in producing words and less confident when speaking in English. Third, students find it difficult to understand how to speak English properly and correctly. most of them have difficulty speaking this is shown by the test results given by the teacher, it turns out that they have a low score and there are even some students who do not take the speaking

score due to the fact that ignorance of speaking. The last factor is that the teacher does not find the right and fast method to provide speaking learning material. These problems indicate that the teaching and learning process of English at SMAN 12 needs to provide more speaking practice or a lot of daily communication using English, not just reading and writing. and based on the factors above, the biggest problem is how to choose the right and fast method for students so that students don't feel bored and can understand the learning that is conveyed because students get bored quickly when using traditional methods.

SMAN 12 Kabupaten Tangerang has a speaking score criterion of at least 60. The speaking score data obtained by class X students include; the highest score is 100, the middle value is 50 and the low score is 10. The comparison of these values is very significant. This is due to the inequality of students in the class. There are students who are active in taking the speaking class, there are also students who are not interested in taking the speaking class until they get a bad score or don't get a score at all. This can be seen when giving tests for class X in SMAN 12 Kabupaten Tangerang.

In the study, the teachers can use any media to improve their speaking skills. According to Pardiyono (2006), "Speaking is one of the activities in communicating, stating that the most effective media for students' speaking is media that can help students remember." From this statement, the writer chose the cue card as a reminder for students to speak English. A cue card is a note card made to help students remember what to say. Using a cue card as a media so that they don't get bored and interested in learning to speak. use cue cards as a basic reference for

students in speaking and in conveying information. Based on the explanation above the researcher is inspired to conduct a research about using cue card to improve students' speaking skill.

## 2. Method

The research design of study is a descriptive quantitative using experimental design. The used of this experimental design to be carried out because the researcher want to know the possible cause and effect between the dependent variable and the independent variable. In this study the writer used quasi experimental as the research design because the sample was not taken randomly.

There are two variables in this study, namely the cue card media as the independent variable and the dependent variable is speaking skills. There are two classes in this research. The first class is called the experiment class because it will be given treatment using a cue card and the second class is called the control class, which is a class that is taught by using the usual teaching.

This research conducted at SMAN 12 Kabupaten Tangerang. The sample of this study are students in the second semester of class X IPS 2 and X IPS 4 in SMAN 12 Kabupaten Tangerang.

In this study, test is used as the research instrument. The writer used test to obtain data by giving 1 question with different topics to determine the students' speaking ability. The test was validated by the teacher to meet the content validity.

After collecting the data, the writer compared the results of the students' pretest and posttest after being treated by using cue cards. Then, the test of normality and homogeneity of the data

obtained was administered. It aims to determine whether the data obtained is normally distributed and homogeneous or not. After knowing that the data is normally distributed and homogeneous, the researchers test the hypothesis using SPSS to find out whether there is an effect of using cue cards on students' speaking ability. The statistical formula that must be answered is as follows.

The hypothesis in this study can be used by researchers to draw a conclusion. The hypothesis is formulated as follows:

H<sub>0</sub> (null hypothesis): There is no effect of using cue cards (X) on speaking skill (Y) in class X students of SMAN 12 Kab. Tangerang for the 2020/2021 school year.

H<sub>a</sub> (Alternative Hypothesis): There is an effect of the use of cue cards (X) on speaking skill (Y) in class X students of SMAN 12 Kab. Tangerang for the 2020/2021 academic year.

## 3. Finding

Based on an oral test given to the tenth grade students of SMAN 12 Kabupaten Tangerang, the writer analyzed the data on students' speaking scores in descriptive texts based on the statistical results of SPSS 22 pre-test and post-test, there were 336 differences. In the post-test, the minimum score was 52 and the maximum value was 80 with a mean 63.20 and the standard deviation is 7.907. It can be seen in the table 24.

Moreover, based on the statistical results, the hypothesis testing shows that H<sub>0</sub> is rejected and H<sub>a</sub> is accepted. It means there is a significant difference in the use of cue cards in improving students' speaking skill.

**Table 24 Descriptive Data Analysis**

	N	Min	Max	Sum	Mean	Std. Deviation
Pre-test Score	40	40	72	2192	54,80	9,157
Post-test Score	40	52	80	2528	63,20	7,907
Valid N (listwise)	40					

The use of cue card media which was applied to the experimental class and conversational teaching in the control class had a positive effect and revealed its contribution to the development of vocabulary in speaking skills. This can be proven by the results that show that there is an increase in student scores in the experimental class and the control class. The significant difference was due to the difference in condition and media of the two classes. Students in the control class had more difficulty memorizing the dialogue and how to convey it in front of the class.

#### 4. Conclusion

Based on the problem formulation, research objectives, hypothesis testing and analysis results, it can be obtained that the students' speaking skill scores in the experimental class also increased by applying the cue card. The post-test score is higher than the pre-test. After the post-test the average score in the experimental class was (63.20) higher

than the average score in the control class (54.50).

Statistical results expressed as part of hypothesis testing. This is obtained by analyzing the data through t-test calculations, this shows that  $H_0$  is rejected and accepted ( $t < -t_{table}$  ( $-6.509 < -2.022$ ) with Sig  $0.000 < 0.05$ ) which means there is a significant difference from the use of cue cards as learning media used in teaching in the experimental class. Post-test scores increased due to the use of cue cards when speaking a lot, students memorized vocabulary and students' self-confidence.

Based on the results above, it can be said that there is a significant effect of using cue cards on improving students' speaking skills in class X SMAN 12 Kabupaten Tangerang in the 2020/2021 school year.

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