THE EFFECT OF USING CUE CARD TOWARD STUDENTS' SPEAKING ABILITY AT THE SECOND YEAR OF ISLAMIC JUNIOR HIGH SCHOOL AL-HIDAYAH OF ISLAMIC CENTRE BOARDING SCHOOL KAMPAR

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ABSTRACT

Fenny Elvita (2011) : "The Effect of Using Cue Card toward Students' Speaking Ability at the Second Year of Islamic Junior High School Al-Hidayah of Islamic Centre Boarding School Kampar".

Based on the preliminary research found that, some of the students are not able to pronounce English word accurately. Some of the students are not able to speak English fluently. Some of the students are not able to speak English in correct grammar. Some of the students do not use appropriate vocabulary in English, and some of the students are not able to comprehend in English accurately. To overcome these problems, the writer is interested to use cue card as a media to increase the students' score especially in speaking. The purpose of this research is to find out the effect of using cue card in speaking descritive text.

The design of this research is pre-experimental design. The writer took one group as sample; it was one group pre- test and post-test design. The research was carried out at Islamic Junior High School Al-Hidayah Islamic Centre Boarding School Kampar. It is located in Pekanbaru-Bangkinang 39 KM. It was conducted in July-September 2011. The subject of the research was the students of second Year of Islamic Junior High School Al-Hidayah of Islamic Centre Boarding School Kampar. The objective of this research was the effect of using cue card toward students' speaking ability. The population of this study was 102 and the sample was 30 students. The writer took cluster sampling.

The technique of collecting data, the writer used test. In test, the writer gave oral presentation test divided into two stages. The first was pre-test and it was given before using cue card. The second was post-test and it was given after using cue card.

In order to know the significant effect of using cue card toward students' speaking ability, the writer used scores of the pre-test and post-test. This scores were analyzed by using statistical analysis. The data was analyzed by using Paired Sampled T-test through using SPSS16.0 version and found that the result of the test was 13.493. So that, null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted.

The writer concludes that there is a significant effect of using cue card toward students' speaking ability at the second year of Islamic Junior High School Al-Hidayah of Islamic Centre Boarding School Kampar.

ABSTRAK

Fenny Elvita (2011) : "Dampak dari Penggunaan Kartu terhadap Kemampuan Berbicara Siswa Kelas Dua MTs Pondok Pesantren Islamic Centre Al-Hidayah Kampar".

Berdasarkan studi pendahuluan penulis, para siswa tidak mampu mengucapkan kata Bahasa Inggris dalam menguraikan sesuatu secara akurat. Para siswa tidak mampu untuk menguraikan sesuatu dalam bahasa Inggris secara lancar. Para siswa tidak mampu untuk menguraikan sesuatu didalam bahasa Inggris secara tata bahasa yang benar. Para siswa tidak mampu menggunakan kosakata yang sesuai dalam menguraikan sesuatu di bahasa Inggris. Dan para siswa tidak mampu memahami bahasa Inggris secara akurat. Untuk mengatasi permasalahan diatas, penulis tertarik menggunakan kartu sebagai media untuk meningkatkan nilai siswa khususnya dalam berbicara. Dan tujuan dari penelitian ini yaitu untuk menemukan dampak dari penggunaan kartu dalam berbicara teks deskriptif.

Desain dari penelitian ini adalah pre-eksperimental riset. Penulis mengambil satu kelas sebagai sampel; yaitu desain satu kelas pre-test dan post-test. Penelitian ini dilaksanakan di MTs Pondok Pesantren Islamic Centre Al-Hidayah Kampar yang berlokasi di Pekanbaru-Bangkinang 39 KM. Penelitian ini dilaksanakan pada bulan Juli-September 2011. Subjek dari Penelitian ini adalah para siswa MTs MTs Pondok Pesantren Islamic Centre Al-Hidayah Kampar. Objek dari penelitian ini adalah untuk mencari dampak dari penggunaan kartu terhadap kemamapuan siswa dalam berbicara. Populasinya berjumlah 102 siswa dan sampelnya berjumlah 30 siswa.

Dalam pengumpulan data, teknik yang digunakan adalah test. Didalam test, peneliti menggunakan Oral presentation test dan itu dibagi dalam dua tahap. Pertama, pre-test yang dilaksanakam sebelum menggunakan kartu dan kedua, post-test yang dilaksanakan setelah menggunakan kartu.

Untuk mengetahui dampak penggunaan kartu terhadap kemampuan berbicara siswa, peneliti menggunakan nilai pre-test dan post-test. Nilai-nilai ini dianalisa secara statistik. Data dianalisa dengan menggunakan Paired Sampled T-test melalui SPSS versi 16.0. Dan ditemukan hasil tesnya yaitu 13.493. Itu berarti Ho ditolak dan Ha diterima.

Ini dapat disimpulkan bahwa adanya dampak dari penggunaan kartu terhadap kemampuan berbicara siswa kelas dua MTs Pondok Pesantren Islamic Centre Al-Hidayah Kampar.

فيّنّ إلفيتا (2011) : عنوان هذا البحث هو "

الثانوية معهد المركز الإسلامي الهداية

لإتحاد التربية الإسلامية   ."

استنادا إلى دراسة أولية من الكتاب ، والطلاب ليسوا قادرين على نطق الكلمات الإنجليزية في وصف الأشياء بدقة .الطلاب ليسوا قادرين على الإنجليزية بطلاقة .الطلاب ليسوا قادرين على وصف شيء في اللغة الإنجليزية هي صحيحة نحويا .الطلاب ليسوا قادرين على استخدام المفردات المناسبة لوصف شيء ما في اللغة الإنجليزية .والطلاب ليسوا قادرين على فهم اللغة الإنجليزية بشكل دقيق . لمشاكل المذكورة أعلاه ، والكتاب المهتمين في استخدام البطاقات كوسيلة لتحسين درجات .والغرض من هذا البحث هو اكتشاف أثر استخدام

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تم تصميم هذه الدراسة ما قبل التجريبية البحوث.   كعينة تصميم   .هذه البحوث التي أجريت في الثانوية معهد المركز الإسلامي الهداية لإتحاد التربية الإسلامية كمبار   بيكانبارو – بنجكيننج كلو مترا 39. أجري البحث في يوليو تموز وسبتمبر 2011 .موضوع هذه الدراسة هو طلاب   بمدرسة الثانوية معهد المركز الإسلامي الهداية لإتحاد التربية الإسلامية كمبار. وكان الهدف من هذه الدراسة لمعرفة أثر استخدام البطاقات .بلغ عدد سكانها 102 طالبا وعينة من 30   .

في مجال جمع البيانات، والتقنية المستخدمة هي المراقبة والاختبارات . الملاحظات ، وكتاب استخدام المشاهد لمراقبة الكيفية التي أجرى الباحثون أبحاثهم . الاختبارات ، استخدم الباحثون اختبار وعرض شفوي قسمت إلى مرحلتين . الاختبار قبل المغادرة قبل استخدام بطاقة والثانية ، بعد تجارب أجريت بع   .

لتحديد تأثير استخدام البطاقة على قدرة الطلاب التحدث ، واستخدم الباحثون اختبار وقد تم تحليل هذه القيم من الناحية الإحصائية .وقد تم تحليل البيانات باستخدام عينات المقترنة ر اختبارات من خلال إصدار .SPSS 16.0 5572   To   Tt 2 04   5.   2 76) هذا يعني أن رفض هو وقبلت ها.

ويمكن استنتاج أن تأثير استخدام البطاقات يتحدث إلى قدرة الطلاب في الصفوف بمدرسة الثانوية معهد المركز الإسلامي الهداية لإتحاد التربية الإسلامية كمبار.

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CHAPTER I

INTRODUCTION

A.   The Background of the Problem

Speaking is one of the four language skills that need to be mastered by students who learn English as foreign language. Besides that, speaking is the activity of presenting thought or ideas in spoken language. Chaney in Hayriye Kayi[1] says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. The aim of speaking is to convey information to others. So, there is feedback whenever the information sent. Speaking is a key to communication. For the students, the ability of English speaking is an important measurement of academic success.

There are four skills where the students should master it all the end of their learning process, they are listening, reading, writing and speaking. Among the four skills, speaking is one of important skills in learning language that should be taught the students to improve oral communication.

Islamic Junior High School Al-Hidayah of Islamic Centre Boarding School Kampar is one school using school based curriculum (KTSP) as the guide English as process of learning. In this school, the base competence of learning genre in the standard competence of speaking is to express the meaning monologue accurately, fluently, and acceptably by using the variation of oral

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[1] Hayriye Kayi. 2006. "Teaching Speaking: Activities to Promote Speaking in a Second Language". *(*The Internet *TESL Journal, Vol.XII, No.11)* Retrieved on Feb 7 2011. http://iteslj-org/Articles/Kayi-Teaching Speakng.html.

production for the text of narrative, report, analytical exposition, and descriptive.**²**

One of the texts that should be mastered is descriptive text. To reach school based

curriculum (KTSP), there were some strategies have been done by the teacher

such as discussion, guessing games, asking the question and giving responds.

However, in reality the students cannot speak well especially in describing thing.

It can be described as the following phenomena:

1. Some of the students are not able to pronounce English word accurately.

2. Some of the students are not able to speak English fluently.

3. Some of the students are not able to speak English in correct grammar.

4. Some of the students do not use appropriate vocabulary in English.

5. Some of the students are not able to comprehend in English accurately.

Based on the phenomena, the writer is interested to research by using cue card.

In order to improve students' speaking ability, teacher needs the media that will be used to build schemata for the students through cue card. Garlach and Ely in Arsyad define media is as any person, material or event that establishes conditions which enable learners/students to acquire knowledge, skills, and attitudes.³ Media in teaching are tools that can stimulate the students' feeling,

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² Syllabus of MTs Pondok Pesantren Islamic Centre Al-Hidayah Kampar 2009/2010.
³ Azhar Arsyad. *Media Pembelajaran* (Jakarta: PT. RajaGrafindo Persada, 2011). p.3

mind, intention, interest, and motivation. So that the teaching and learning process can run optimally. One of media is cue card

Cue card is introduced as one of the teaching media. Cue card is card with words or picture used to encourage the students to respond in pair or group work.[4] Cue card is used to give students practice speaking English in real situation[5]. Cue card as the modification of picture has many advantages, one of which is that it is clearly visible. Thus, when students are asked to describe something/someone in detail, cue cards can help them produce the description easily.

Based on the description above, the writer interested in carrying a research entitled **The Effect of Using Cue Card toward Students' Speaking Ability at the Second Year of Islamic Junior High School Al-Hidayah of Islamic Centre Boarding School Kampar.**

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

[5]. Edmundo Mora. "Using Cue Cards to Foster Speaking and Writing". (Colombia: *English Teaching Forum*, 1994). Retrieved on Feb 82011. http;//iteslj-org/journal/Mora-Cue Cards.html. p. 36

B.   The Definition of the Term

1. Effect

Jack C. Richard and Richard Schmidt define that Effect[6] is a measure of the strength of one variable's effect on another or the relationship between two or more variables. When a writer rejects the null hypothesis and concludes that an independent variable had an effect, an effect size is calculated to determine how strong the independent variable's effect (e.g. presence or absence of a bilingual programmed) was on the dependent variable (e.g. academic performance). Effect size is often used as a common metric to make research result comparable across studies as it puts studies on the same scale.

Hornby[7] said that effect is a change procedure by an action or cause as define. It means that effect is an activity that can change caused by something.

2. Cue Card

Cue Card is a few words or an action that give somebody the signal to say or do something, especially in a play[8]. Cue card is used to give students

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[6] Jack C. Richard & Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics.* (London: Pearson Education Ltd, 2002) p. 175
[7] Hornby. *Oxford Advanced learner's Dictionary of Current English, Second Ed. (Oxford* University Press Oxford, 1995) p. 369
[8]. Hornby. *Ibid.* p. 134

practice speaking English in real situation[9] which students are asked to describe something/someone in detail.

3. Speaking Ability

Speaking ability is the measure of knowing a language which involves mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation. Functions (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building). And social, cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.[10]

C. The Problem

1. The Identification of the Problem

The Identification of the problems in this research is going to be:

a. Why are some of the students not able to pronounce English word accurately?

b. Why are some of the students not able to speak English fluently?

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[9] Edmundo Mora. *Ibid,* p. 36.
[10] Kalayo Hasibuan & Fauzan Ansyari. *Teaching English as a Foreign Language.*(Pekanbaru: Alaf Riau Graha UNRI Press, 2007) p. 101

c. Why are some of the students not able to speak English in correct grammar?

d. Why do some of the students not use appropriate vocabulary in English?

e. Why are some of the students not able to comprehend in English accurately?

f. Why do the teachers seldom use media or visual aids in teaching speaking?

g. How is students' speaking ability before being taught by using cue card?

h. How is students' speaking ability after being taught by using cue card?

i. Is there any significant effect of using cue card toward speaking ability at the second year of Islamic Junior High School Al-Hidayah of Islamic Centre Boarding School Kampar?

2. The Limitation of the Problem

Based on the identification of the problem, the writer will limit the problems from this research to the context of the effect of using cue card toward students' speaking ability at the second year of Islamic Junior High School Al-Hidayah of Islamic Centre Boarding School Kampar. The writer limits the

material and uses cue card in teaching descriptive text at the first semester. The writer chooses descriptive text because the set of the problems can be found is only descriptive text.

3. **The Formulation of the Problem**

Based on the limitation of problem above, these research questions are formulated as follows:

1. How is speaking ability of students before being taught by using cue card?

2. How is speaking ability of students after being taught by using cue card?

3. Is there any significant effect of using cue card toward students' speaking ability at the second year of Islamic Junior High School Al-Hidayah of Islamic Centre Boarding School Kampar?

D. **The Reason of Choosing the Title**

1. The writer wants to obtain the students' speaking by using cue card and identify the use of cue card in teaching speaking ability at the second year of Islamic Junior High School Al-Hidayah of Islamic Centre Boarding School Kampar.

2. The writer is able to conduct this research because the time and place of the research are suitable for the writer.

3. The title of this research is relevant to the writer as an English education student.

4. As long as the writer knows, this title has never been researched by the other researchers in State Islamic University of Sultan Syarif Kasim Riau.

E.   The Objective and Significance of the Research

1.   The Objective of the Research

Generally, the objective of this research is to find out the answer of the problems and state purposes clearly. There are objectives to be researched in this research that are:

1.   To find out speaking ability of students before being taught by using cue card.

2.   To find out speaking ability of students after being taught by using cue card.

3.   To find out whether there is significant effect of using cue card toward students' speaking ability at the second year of Islamic Junior High School Al-Hidayah of Islamic Centre Boarding School Kampar.

2. The Significance of the Research

Theoretically, this research finding is expected to support the existence of the theories on the second or foreign language learning and acquisition. Practically, this research finding is expected to give the positive contribution and information to the researcher herself as a researcher conducting and acquiring her knowledge especially in the field of educational research is that on English language teaching research. Besides, this research finding is also expected to provide the students and the teacher of English of Islamic Junior High School Al-Hidayah Islamic Centre Boarding School Kampar, especially with the information of their learning. Finally, this research finding is also to provide the readers or those who are concerned to the process of English language teaching and English language learning with the information of both theories and practices informatively.

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. The Nature of Speaking Ability

There are four skills for students should master at the end of their learning process; they are listening, speaking, reading, and writing. Speaking is a language skill through which someone can express ideas or information to other people. According oxford speaking is expressing your opinion openly.[1] According James and John, speaking is demanding in that it requires production of language knowledge under severe time pressures[2]. It therefore requires a lot of practice.

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

Speaking in a second language has been considered the most challenging of the four skills given the fact that it involves a complex process of constructing

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[1] Oxford Learner's Pocket Dictionary. P. 414.
[2] James a. Coleman & John Klapper. *Effective Learning & Teaching in Modern Languages.* (London & New York: Routledge, 2005) p.55

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

According to Nunan, the successful oral communication involves developing:

a) The ability to articulate phonological features of the language comprehensibly;

b) Mastery of stress, rhythm, intonation patterns;

c) An acceptable and interpersonal skills;

d) Transactional and interpersonal skills;

e) Skills in taking short and long speaking turns;

f) Skills in the management of interaction;

g) Skills in negotiating meaning;

h) Conversational listening skills (successful conversations require good listeners as well as good speakers);

i) Skills in knowing about and negotiating purposes for conversations;

j) Using appropriate conversational formulae and fillers.[3]

Based on the theories, we know that speaking is one of parts to transfer the information embedded in meaningful contexts and use the knowledge of these contexts to comprehend and use correctly.

Speaking ability is the measure of knowing a language which involves mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation. Functions (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building). And social, cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.[4] In speaking ability, the students or learners should be able to make themselves understood; using their current proficiency to the fullest and they should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication.

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[3] David Nunan. *Designing Tasks for the Communicative Classroom.* (New York: Cambridge University Press, 1989) p. 32

[4] Kalayo Hasibuan & Fauzan Ansyari. *Ibid.* p. 101

The goal of teaching speaking skill is communicative efficiency. [5] To develop communicative efficiency in speaking, students can use a balanced activities approach that combines language input, structured output and communicative output. Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives students the material they need to begin producing language themselves. Structured output is designed to make learners/students comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Communicative output, the students'/learners' main purpose is to complete a task, such as obtaining information, developing a travel plan or creating a video. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

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

Brown[6] argued that there are five types of similar categories apply to the kinds of oral production that students are expected to carry out in the classroom. They are imitative, intensive, responsive, interactive, and extensive.

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[5] Kalayo Hasibuan & Fauzan Ansyari. *Ibid.* p. 102

[6] H. Douglas Brown. *Language Assessment Principles and Classroom Practice.*(California: Longman, 2003) p. 141

1. Imitative

A first type of speaking performance is the ability to simply parrot back a word or phrase or possibly a sentence. While, this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

2. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

3. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and /or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information

or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistics conventions.

5.   Extensive (monologue)

Extensive oral production tasks include speeches, oral presentation, and storytelling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

2. The Components of Speaking Ability

There are five aspects that have great influence toward speaking ability:

a. Vocabulary

One of the extreme aspects that support in English is vocabulary. Hornby[7] says that vocabulary is the total number of words in a language. It seems that vocabulary plays an important role in speaking. Those statements are supported by Nunan[8] says that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structure and function of words which have learned.

b. Grammar

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[7] Hornby. *Oxford Advanced Learner Dictionay of Current English.* (Oxford University Press, 1955) p. 1331

[8] David Nunan. *Second Language Teaching and Learning.* (Canada: Henle Publisher, 1999) p. 117

Grammar is one of the language components. Hornby[9] says that grammar is the rules in a language for changing the form of words and combining them into sentences. By using correct grammar the listener will know when the action happen, where the action take place, who is the audience, who is the speaker etc, although for the beginners, they are not forced to speak with the correct grammar. Using the correct grammar makes someone know the real meaning of the sentence.

c. Fluency

Speaking is an activity of reproducing words orally. It indicates that there is a process of exchanging ideas between speaker and listener. According to Hornby[10], fluency is able to speak or write a language of perform an action smoothly or expressed in a smooth and accurate way. In speaking, someone needs to speak fluently in order to make someone easy to understand what he or she said.

d. Pronunciation

According to Hornby, pronunciation is the way in which a word is pronounced.[11] To make our communication accepted by our listeners, it is better for us to pronoun the words clearly, especially with the words that has most similar pronunciation such as head (hed), and hate (heit), ant the word that has

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[9] Hornby. *Ibid.* p. 517
[10] Hornby. *Ibid.* p. 427
[11] Hornby. *Ibid.* p. 928

similar formation such as "read" in the regular (pronounced *ri:d*) and in the irregular (pronounce *red*).

    e. Comprehension

According to Hornby, Comprehension is the power of understanding or an exercise aimed at improving or testing one understands of a language (written or spoken).[12] It indicates that in comprehension the speaker and the listener have to understand what the intended meaning of the speaker when he or she says something.

3. The Factors Influencing Speaking Ability

Speaking skills are important part of curriculum in language teaching. Without speaking, teacher cannot achieve the good proficiency in English. In teaching speaking, it cannot be separated from grammar, vocabulary and pronunciation.

There are four factors influencing speaking ability:

a.   Anxiety in Speaking

Anxiety in speaking is one of many factors that influence speaking ability because of anxiety students cannot express their ideas through speaking.

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[12] Hornby. *Ibid.* p. 235.

According Spielberger in Brown, defined anxiety as the subject feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.[13] In the same source, anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry.[14] It can be concluded that anxiety in speaking even becomes the big barriers for students in speaking. But, the teachers can organize and solve the problem of anxiety; the ability of students in speaking can be optimized.

    b.   Speaking Environment

Environment of student also becomes a factor influencing speaking. Environment where students live or grow up can help enhance the ability in speaking. If students live in environment where they can get opportunity to speak, ideally in a classroom setting they are able to deliver their idea in front of other.

    c.   Teaching Strategy

Kalayo says that in the communicative model of language, teaching instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situation.[15] To help the students develop the ability to produce grammatically, correct, logically connected sentences that are appropriate to specific context, and to do using acceptable (that is comprehensible) pronunciation.

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[13] H. Douglas Brown. *Principles of Language Learning and Teaching 5Ed.* (San Francisco: Longman, 2007). P. 161
[14] H. Douglas Brown. *Ibid.* p. 161
[15] Kalayo Hasibuan and Fauzan. *Op.cit.* p. 101

d.   Media

Media also gives influence toward the development of someone ability in speaking. It is supported by Hamidjojo in Arsyad that media as mediation is used to convey the ideas and opinions to receiver.[16] It can be concluded that using media takes important role in developing students' speaking ability.

4. Media

Media comes from Latin "Medious". It is plural from of "medium". It means that mediates someone to the source of message[17]. According Syaiful and Aswan, media is human being, thing, or event which enable the students get knowledge and skill.[18] The media used in teaching process are usually that ones that suit the materials. Media are guides to help the students become active viewers and procedures of media. In this media, the students take in a vast number of visual and verbal messages. Instead of passively accepting these messages, the student can learn to question, analyze, and assess what they see and hear.

According Hamlik in Arsyad says that using of media in learning and teaching process can raise a desire and new interest, can raise a motivation and a stimulus in learning process, and moreover, take the influences of psychologies to the students.[19] The using of media in orientation learning will help the effectiveness in learning process and deliver the message and the content at the

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[16] Azhar Arsyad. *Ibid.* p. 4

[17] Azhar Arsyad. *Ibid.* p. 3

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

[19] Azhar Arsyad. *Op.cit,* p. 15

time. Besides, raise the students' motivation and interest, media in learning process can help the student to increase the comprehension of message, supply the interesting of data, enable the interpretation of data and stuff the information. In other words, media in teaching are a tool that can at least stimulate the students' feeling, mind, intention, so that the teaching and learning process can run optimally.

a. The Function of Media

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

According Sudjana in Syaiful & Azwan,[20] the function of media are:

1) To optimize the teaching-learning process. Media in educational field function as the helper to take the advantages of the situation going on in the classroom to be more effective.

2) To integrate the whole of teaching situation. It means that media in teaching is one of the elements that should be always improved by the teacher.

3) As not only an instrument tool that used just to complete the teaching and learning process but also to awake the students' positive response, attitude, interest to what they are doing.

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[20] Syaiful Bahri Djamarah & Aswan Zain. *Ibid.*p. 134

4) To speed up teaching and learning process and to help students catch what a teacher is explaining about.

5) To optimize teaching and learning process.

b. The Advantages of Media

According sudjana & Rivai in Arsyad[21], the advantages of media in teaching and learning process. They are:

1) Instruction will draw the students' attention, so that it can grow learning motivation.

2) Instruction materials can clarify its meaning.

3) Enable students to master the target of better instruction.

4) The teaching method will vary, not solely as verbal communication through word saying by teacher, so that the teacher are not boring and the teacher do not run out of energy.

5) Students will be involved actively in the study, because not only listening breakdown of teacher, but also other activity like perceiving, doing, demonstrating, and others.

It is clear that media have a very important role to increase students' speaking ability. The effectiveness of teaching and learning process greatly depends upon the media used in learning activities.

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[21] Azhar Arsyad. *Media Pembelajaran* (Jakarta: PT. RajaGrafindo Persada, 2011). p. 25

c. The Kinds of Teaching Media

There are many kinds of learning media. They are:[22]

1) Visual media: graphic, diagram, chart, draft, poster, pocket card, comic, cartoon.

2) Audio media: radio, tape recorder, language laboratory, etc.

3) Projected still media: slide, over head projector (OHP), strips, etc.

4) Projected motion media: film, television, video (VCD, DVD, VTR), computer, etc.

Based on the explanation above, there are many kinds of media can be used in teaching speaking. One of them is graphic media. Graphic media is classified the visual media has function as the distribution a message which symbols to give interest and give illustration a fact[23]. One of kind of graphic media is picture. According Harmer, picture can be in the form of large wall picture, photographs, and cue card[24].

There are also some types of electronic and printed media. They are:[25]

a. Broadcasting, in its narrow sense stands for radio and television.

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[22] Azhar Arsyad. *Ibid.*pp. 33-34

[23]Admin.2009. "Berbagai Jenis Media Pembelajaran". Retrieved on Sept 03 2011.http://iteslj-org/Articles/Jenis Media.html

[24] Jeremy Harmer. *Op.cit.* p. 134

[25]Globex World News. "Types of Mass Media". Retrieved on Sept 03 2011.http://iteslj-org/Articles/Mass Media..html.

b. Various types of discs or tapes. In the 20th century, these were mainly used for music and soon followed by video and computer.

c. Film, most often used for entertainment, but also for documentaries.

d. Publication which in its narrow sense refers to paper, books, magazine, and newspaper.

e. Video games which have developed into a mass from of media since cutting-edge devices such as the play station.

f. Internet which has many functions and presents both opportunities and challenges.

g. Mobile phones, often called the 7th Mass Media, used for rapid breaking news, short clips of entertainment like jokes, horoscopes, alerts, games, music, and advertisement.

It has been often remarked that visual media can be a powerful means of teaching and optimize the learning process. The reason why then cue card can a powerful means of teaching is because it will be easier for students to describe someone or something in detail which cue card as a picture in teaching media.

5. The Context of Cue Card in Teaching Speaking.

Cue card is one of Media used in teaching and learning process. Cue card is small photo or picture into a card. According to Harmer, cue card is card with

b. Various types of discs or tapes. In the 20th century, these were mainly used for music and soon followed by video and computer.

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word or picture used to encourage the students to respond in pair or group work[26].

Thus, when students are asked to describe something or someone in detail, cue

card can help them produce the description easily. According to Mitchell in Turk,

the use of cue card gives the impression that the speaker has organized his/her

subject and knows so much about it that he/she needs only to be reminded what to

discuss next. These cards hold considerable information, and they do not terrify an

audience as much as a great sheaf of paper does. Further, they can be managed

with one hand and do not rustle in a microphone. Finally, they give the audience a

visible cue whenever the speaker turns to a new topic.[27]

Besides, cue cards also known as note card, with word written on them

that help students remember what they have to say[28]. Cue card as note card is the

main way in which the content and structure of the talk can be controlled. Without

note cards, most talks are formless ramblings. With note cards can be an orderly

set of points, with clear sequence and coherence which the students can rely on.

Cue card is interesting due to its simplicity and attractiveness. Besides

inexpensive, the process of making it is not quite complicated. Cue cards are more

for learning as a problem solving process, and an aid while the person develops

awareness of antecedents and options during and after high risk situations.

Cue card is sometimes known 5' x 3' or 8' x 5' postcards or index cards,

which contain pointers to remind students what they are talking about. According

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

[27] Christoper Turk. *Effective Speaking: Communicating in Speech.* (Prancis: E & FN Spon, 2003) p. 94

[28] Team coco Podcast. 2011. "Cue Card, in the International Dictionary of Broadcasting and Film" .Retrived on 22 April 2011, 11.00 a.m http://iteslj-org/Articles/Cue Card.html

to Mulyana, students use cue card enable to remind them what to say,[29] which cue cards should consist of keywords, key facts, thoughts, and headings, not full sentences.

The positives for using cue cards are smaller than a full size script and therefore can be held unobtrusively in one hand. Because you are not using a stand, you are not blocked off from your audience. This means you are free to meet them. You can use a lot of eye contact and direct your speech where you wish. And because you are not following a word-for-word script, you are free to be more spontaneous.[30]

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

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[29] Yayan G.H. Mulyana. *A Practical Guide English for Public Speaking; Edisi Revisi.* (Jakarta: Kesaint Blanc, 2009). P. 71

[30] Wormeli, R. 2011. "Cue Cards; How to Make and Use Them Effectively." Retrieved on 23 April 2010, 09.15 a.m. http://iteslj-org/Articles/Cue Card..html

According Turk there are several advantages of using cue card in teaching speaking:[31]

1. Cue card makes the students easier to refer to, both while preparing the talk, and in the heat of the moment.

2. Cue card gives the audience hope and confidence when see a rapidly diminishing pile of thick cards, rather than a sheaf of large, thin paper, which never seems to get any smaller.

3. Cue card is its stiffness. Cards are much easier for nervous fingers to hold; paper is flexible, and acts like a sounding board for every shake and tremble of the hands.

4. Cue card can easily be shuffled into a new order, and the ones which are not needed discarded.

6. The Relationship between Cue Card and Speaking Ability

Speaking is a tool of communication to convey the ideas, messages and feeling to audience. Some students can use English; they learn English especially speaking at the second year of Islamic junior high school. In fact, they cannot speak English well because some of the students are afraid of making mistakes in speaking, they seldom to speak because they have lack of vocabulary, they are not confident to convey the message, they are not brave to look the eye's friends, and they still read the full sentences in the scripts. In addition, brown says communication apprehension arises from learners' inability to adequately express

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[31] Christoper Turk. *Effective Speaking: Communicating in Speech.* (Prancis: E & FN Spon, 2003) p. 95

mature thoughts and ideas.[32] It means that students who cannot express the idea because they cannot get key points when they speak. In addition, Turk says a good cue card as note card is to ensure that you do not forget what you intend you say.[33] It means using cue card helps students to get keywords, facts, names, individual points, figure or quotations that you want to ensure you get right in speaking ability.

7. The Procedures of Cue Card in Teaching Speaking

The procedures of cue card in teaching speaking are as follows: [34]

a. Demonstrate the idea by describing something and asking the class to identify what teacher has described.

b. Rather than allowing the learners to call out, ask them first to tell their neighbors what they think you have described. Then ask for suggestions from the class.

c. Ask one of the more confident learners to take one of the word cards at random from your hand. He or she must describe the meaning of the word on the card so well that others can identify what it is.

d. Give each learner a card and instruct them to prepare a written description of the word on the card. This task is ideal for homework.

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[32] H. Douglas Brown. *Principle of Learning and Teaching.* (San Fransisco: Addison Longman Wesley, 2000) p. 150

[33] Chistopher Turk. *Ibid.* p. 91

[34] Andrew Wright, et.al. *Games for Language Learning.* (New York: Cambridge University Press, 2006). pp. 29-30.

e.   Ask all the learners to stand up, mill about, read their description to five other learners, and note down how often their listener can accurately identify the thing described.

f.   Ask some or all of the learners to read out their descriptions to the whole class.

B.   The Relevant Research

The research has been contributed by:

1.   Dairi Ilham (2009) in her project entitled "The Use of Audio Visuals and Poster and Charts as Media In English Teaching and Learning at MTs Muallimin Bangkinang Barat."[35] He found that Audio Visual, Poster, and Charts as media can increase students' motivation in teaching and learning English at MTs Muallimin Bangkinang Barat. Furthermore, the research conducted by the writer, has a difference. The writer used cue card as media to increase speaking ability the second year of Islamic Junior High School Al-Hidayah Islamic Centre Boarding School Kampar which enable student to describe someone/something in detail.

2.   Yasir Amri (2005) in his project entitled "The role of interlocutors to students speaking achievement at the faculty of education and teachers

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[35] Dairi Ilham. "The Use of Audio Visuals and Poster and Charts as Media In English Teaching and Learning at MTs Muallimin Bangkinang Barat". (Pekanbaru: Unpublish, 2009).

training of English education department of UIN Suska Riau."[36] The writer chose him because he found that there was a significant correlation between the role of interlocutors and students speaking achievement. The research has a difference with the writer. The writer used cue card as a media to know the significant effect of using cue card toward speaking ability of students and not achievement.

C.   The Operational Concept

Operational concept is a main element to avoids misunderstanding and misinterpretation in scientific research because a concept is a diagram to operate the abstract from in this research plans to measure. In order to clarify the theories used in this research, the researcher would like to explain briefly about variables of this research. This research is the effect of using cue card toward students' speaking ability.

Therefore, in analyzing the problem in this research, there are two variables used, variable X is the using cue card in teaching speaking as an independent variable and variable Y is students' speaking ability as a dependent variable. The indicators are operationally conceptualized as follows:

Variable X: (The Use of Cue Card)

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[36] Yasir Amri. "The Role of Interlocutors to Students Speaking Achievement at the Faculty of Education and Teachers Training of English Education Department of UIN Suska Riau". (Pekanbaru: Unpublish, 2005)

1. The teacher asks the students to demonstrate the idea by describing something and ask to identify it.

2. The teacher asks the students to call out, ask them first to tell their neighbors what they think.

3. The teacher asks the students to take one of the word cards at random from your hand and the other students can identify what it is.

4. The teacher gives each student a card and instructs them to prepare a written description of the word on the card.

5. The teacher asks all the students to stand up, mill about, read their description to five other students, and note down.

6. The teacher asks some or all of the students to read out their descriptions to the whole class.

Variable Y: (The Students' Speaking Ability)

1.   The students are able to pronounce English word accurately.

2.   The students are able to speak English fluently.

3.   The students are able to speak English in correct grammar.

4.   The students are able to use appropriate vocabulary in English.

5.   The students are able to comprehend in English accurately.

D.   The Assumption and The Hypothesis

1.   Assumption

Teaching English by using cue card as a media is appropriate technique that can be used by teacher. The students use cue card can help them produce the description easily. It is assumed that teaching by using cue card as a media can develop students' speaking ability on descriptive text.

2. Hypothesis

H_o : there is no significant effect of cue card toward speaking ability at the second year of Islamic Junior High School Al-Hidayah Islamic Centre Boarding School Kampar.

H_a: there is a significant effect of cue card toward speaking ability at the second year of Islamic Junior High School Al-Hidayah of Islamic Centre Boarding School Kampar.

CHAPTER III

THE RESEARCH METHODOLOGY

A. The Research Design

The design of this research was pre-experimental design. Pre-experimental design is the designs that are simple and inexpensive to implement and exploratory in nature, but lack control groups to compare with the experimental group[1]. The writer used pre-experimental research because the writer tried to apply one of technique by using cue card to increase students' speaking ability by using one class called one group pre- test and post-test design[2]. The students were given pre-test before treatment. It was measured students' speaking ability before using cue card. And the students were given post-test after treatment. It was measured students' speaking ability after using cue card. In conducting this research, one class of second year students of Islamic junior high school Al-Hidayah Islamic Centre Boarding School Kampar was participated.

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[1] Graeme Keith Porte. *Appraising Research In Second Language Learning: A Practical Approach to Critical Analysis of Quantitative Reseacrh.*(Amsterdam:Jhon Benjamins,2002) p.241

[2] Louis Colten, et.al. *Research Methods in Education, sixth edition.* (London:Routldge, 2007) p.133.

The type of research in designed as follows:

TABLE III.1

RESEARCH TYPE

Group	Pre-Test	Treatment	Post-Test
E	T1	X	T2

Where : E   : Experiment Group

T1   : Pre-test to experiment group

T2   : Post-test to experiment group

X   : Treatment by using cue card

B.   The Time and The Location of the Research

The research had been conducted at Islamic Junior High School Al-Hidayah Islamic Centre Boarding School Kampar. It is located in Pekanbaru-Bangkinang 39 KM. It was conducted in July-September 2011.

C.   The Subject of the Research

The subject of the research was students of second year of Islamic Junior High School Al-Hidayah Islamic Centre Boarding School Kampar.

D.   The Object of the Research

The object of this research was the effect of using cue card in increasing students' speaking ability.

E.   The Population and The Sample

The technique sampling used in this research was cluster sampling. According to Gay and Petter Airasian say that cluster sampling is sampling in which group, not individually; it can be communities, school district and so on.[3] The population of this research was the second year students of Islamic Junior High School Al-Hidayah Islamic Centre Boarding School Kampar in 2011 academic year. It had 3 classes which 102 number of students. Based on the limitation of the research, so the writer took only one class; VIII 1 by using clusters by considering students' ability in mastering English was in the same level. In this class, there were 30 students as sample of the research.

TABLE III.2

**THE POPULATION AND SAMPLE AT THE SECOND YEAR
OF ISLAMIC JUNIOR HIGH SCHOOL AL-HIDAYAH ISLAMIC
CENTRE BOARDING SCHOOL KAMPAR**

No	Class	Population	Sample
1	VIII.1	30	30
2	VIII.2	37	-
3	VIII.3	35	-
	Total	102	30

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[3]Gay,L.R and Petter Airasian, *Education Research.6th* ed. (New Jersey: Von Hoffmann press, 2000). p. 389

F.   The Technique of Collecting Data

In order to get the data needed to support this research, the writer used test to collect the data on students' speaking ability in descriptive text. The test was oral presentation test and divided into two stages. The first was pre-test and it was given before the treatment. It was measured students' speaking ability before using cue card. The second was post-test and it was given after the treatment. It was measured students' speaking ability after using cue card.

According to Hughes,[4] there are some components that should be considered in giving students' score; they are accent, grammatical, vocabulary, fluency, and comprehension. They have typical scale where each component has asset of qualities/level to be rated and a series of possible rating. He describes the rating as follows:

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[4] Arthur Hughes. *Testing for Language Teachers.* (Cambridge University Press: 1989) p.111

TABLE III.3

ACCENT

Score	Requirement
1	Pronunciation frequently unintelligible
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
3	'Foreign accent' requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4	Marked 'foreign accent' and occasional mispronunciations which do not interfere with understanding
5	No conspicuous mispronunciation, but would not be taken for a native speaker
6	Native pronunciation, with no trace of 'foreign accent'.

TABLE III.4

GRAMMAR

Score	Requirement
1	Grammar almost entirely inaccurate phrases.
2	Constant errors showing control of very few major patterns and frequently preventing communication.
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
5	Few errors, with no patterns of failure.
6	No more than two errors during the interview.

TABLE III.5

VOCABULARY

Score	Requirement
1	Vocabulary inadequate for even the simplest conversation.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc).
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussions of any non-technical subject with some circumlocutions.
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.

TABLE III.6

FLUENCY

Score	Requirement
1	Speech is so halting and fragmentary that conversation is virtually impossible.
2	Speech is very slow and uneven expect for short or routine sentences.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
5	Speech is effortless and smooth, but perceptibly non-native in speech and evenness.
6	Speech on all professional and general topics as effortless and smooth as a native speaker's.

TABLE III.7

COMPREHENSION

Score	Requirement
1	Understand too little for the simplest type of conversation.
2	Understand only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3	Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4	Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5	Understand everything in normal educated conversation expect for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6	Understand everything in both formal and colloquial speech to be expected of an educated native speaker.

The speaking result was evaluated by concerning the five components and each component had score/level. The specific of the test is as follows:

TABLE III.8

THE SPECIFICATION OF THE TEST

No	Speaking Skill	The Highest Score
1	Accent	20
2	Grammar	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20

G.   The Technique of Data Analysis

In order to analyze the data of descriptive text, the writer used mean score to know the score of students before and after by using cue card. The following formula is a follows:[5]

$$Mx = \frac{\Sigma f X}{N}$$

Where Mx : mean score

fX : number of score

N   : number of students

The score was analyzed by using Paired Sampled T-Test.[6] Generally, the writer used SPSS version 16, 0 in analyzing statistical data.

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[5] Hartono.*Statistik Untuk Penelitian.* (Pekanbaru: Pustaka Pelajar, 2008) p.34

The T-table was employed to see whether or not there was significant effect between the mean score of both pre-test and post-test. Then, T-obtained value was consulted with the value of T-table at the degree of freedom (df).

$$(df) = (N_1 + N_2) - 2$$

Statistically hypothesis:

$$H_o = t_0 < t\text{-table}$$

$$H_a = t_0 > t\text{-table}$$

Criteria for hypothesis:

1. Ho is accepted if $t_0 <$ t-table or there is no significant effect of using cue card toward students' speaking ability.

2. Ha is accepted if $t_0 >$ t-table or there is significant effect of using cue card toward students' speaking ability.

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[6] Hartono. *SPSS 16,0 Analysis Data Statistika dan Penelitian.* (Pekanbaru: Pustaka Pelajar, 2010) p. 151.

H.   The Validity and The Reliability of the Test

1.   Validity

Validity refers to the appropriateness of a given test or any of its component parts as a measure of what it is purposed to measure. A test is said to be valid if it measures what to be measured. There are several types of validity namely; face validity, content validity, external validity, internal validity and construct validity. [7] Face validity relates to content validity, but assesses informally and/or intuitively whether the instrument appears to measure what it purports to measure. Content validity considers formally the extent to which a particular instrument measures accurately what it is claimed to measure. A group of experts would normally decide on this, focusing on the instrument's representativeness and comprehensiveness. External validity is of little value unless it has been preceded by adequate address of internal validity concerns, which give us confidence in the basic descriptive conclusions drawn from the data themselves. Internal validity is the extent to which the results of the study can be put down to the treatment applied rather than to the design of the study. It also reflects on the degree to which sound conclusions can be drawn about the results of the study. Construct validity describes the extent to which a particular instrument measures accurately constructs of interest that have been obtained theoretically.

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[7] Graeme Keith Porte. *Ibid.* pp. 232-233

The writer concluded that this research belongs to the content validity, because the test reflects to what the students have learned the contents of the curriculum.

2. Reliability

Reliability is a measure of how consistent repeated measurements are when performed under comparable conditions.[8] A test is said to be reliable if it can produce stable or consistent scores although the test is administered at different time. Reliability is a very important characteristic of a test. A test is not valid unless it is reliable. There are some factors which affect the reliability of a test, namely; the sample performance, the number of items, the administration of the test, the students' motivation and other factors beyond the control of the tester (such as student sickness etc).

The writer concluded that this research belongs to the inter-rater reliability. For estimating reliability, the independent test scores of two raters were used. This is usually the situation when the test is measuring component speaking ability or writing ability. In this research, the writer used inters raters to measure the reliability of the instrument. The writer used two raters in analyzing the test. They are Yasir Amri, S.Pd.I, M.Pd and Kurnia Budi Yanti, S.Pd. enable who measured the speaking ability of students accurately.

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[8] Graeme Keith Porte.*op.cit.* p.243

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation

The data of this research was gotten by the writer from pre-test and post-test. The data was collected through the following procedure:

1. The students got pre-test, asked them to do oral presentation of descriptive text after they got material of descriptive text by conventional way.

2. The students got post-test, asked them to do oral presentation of descriptive text after they got material of descriptive text by cue card

3. The speaking was recorded by the writer and backup into CD. Then it was collected to evaluate the appropriate of pronunciation, grammar, vocabulary, fluency, and comprehension.

4. The writer used two raters to evaluate the students' recorder. they were Yasir Amri, M,Pd and Kurnia Budi Yanti, M.Pd

1. **The Data Presentation of Pre-Test and Post-Test on Students'**
Ability in Speaking

Students	Pre-Test	Post-Test	Students	Pre-Test	Post-Test
Student 1	75	82	Students 16	60	68
Students 2	70	80	Students 17	72	63
Students 3	68	80	Students 18	68	70
Students 4	54	75	Students 19	63	68
Students 5	59	77	Students 20	54	63
Students 6	50	72	Students 21	59	70
Students 7	54	68	Students 22	68	68
Students 8	60	77	Students 23	68	65
Students 9	63	75	Students 24	59	65
Students 10	55	70	Students 25	54	72
Students 11	59	68	Students 26	59	68
Students 12	60	77	Students 27	68	68
Students 13	63	70	Students 28	55	72
Students 14	55	68	Students 29	68	68
Students15	59	75	Students 30	59	68

The data were obtained through the score of pre-test and post-test. The result of pre-test and post-test can be seen in the following table:

Table IV.1

The Statistics of Pre Test and Post Test

		Pre Test	Post Tes
N	Valid	30	30
	Missing	0	0
Mean		61.43	71.00
Median		60.33	72. 08
Std. Deviation		6.431	5.038

2. **Students' Ability in Speaking before Using Cue Card**

Table IV.2

THE DATA PRESENTATION OF PRE-TEST ON STUDENTS'

SPEAKING ABILITY

Pre-Test Score (x)	Frequency (f)	Fx
50	1	50
54	4	216
55	3	165
59	7	413
60	3	180
63	2	126
68	7	476
70	1	70
72	1	72
75	1	75
	N=30	fx=1843

Based on the table, it can be seen that there was 1 student who got score 50, 4 students who got score 54, 3 students who got score 55, 7 students who got score 59, 3 students who got score 60, 2 students who got score 63, 7 students who got score 68, 1 student who got score 70, 1 students who got score 72, and 1 student who got score 75. It can be seen that the highest score was 75, and the lowest score was 50. While, the total score before using cue card toward students' speaking ability (pre test) was 1843.

3. **Students' Ability in Speaking after Using Cue Card**

Table IV.3

THE DATA PRESENTATION OF POST-TEST ON STUDENTS'

SPEAKING ABILITY

Post-test Score (x)	Frequency (f)	Fx
63	2	126
65	2	130
68	10	680
70	4	280
72	3	216
75	3	225
77	3	231
80	2	160
82	1	82
	N=30	**fx=2130**

Based on the table above, it can be seen that there were 2 students who got score 63, 2 students who got score 65, 10 students who got score 68, 4

students who got score 70, 3 students who got score 72, 3 students who got score 75, 3 students who got score 77, 2 students who got score 80, and 1 students who got score 82. It can be seen that the highest score was 82 and the lowest score was 63. While, the total score after using cue card toward students' speaking ability (post test) was 2130.

B.   The Data Analysis

1.   Students' Ability in Speaking before Using Cue Card

The data of students' pre-test scores were obtained from the result of speaking ability. The data can be described as follows:

Table IV.4

THE DATA ANALYSIS ON STUDENTS' ABILITY IN SPEAKING

BEFORE USING CUE CARD

Score (x)	Frequency (f)	Fx
50	1	50
54	4	216
55	3	165
59	7	413
60	3	180
63	2	126
68	7	476
70	1	70
72	1	72
75	1	75
	N=30	fx=1843

$$\text{Mean} \rightarrow Mx = \frac{\Sigma f X}{N}$$

$$= \frac{1843}{30}$$

$$= 61.43$$

Based on the table above, there was 1 student who got score 50 categorized into less, 4 students who got score 54 categorized into less, 3 students who got score 55 categorized into less, 7 students who got score 59 categorized into enough, 3 students who got score 60 categorized into enough, 2 students who got score 63 categorized into enough, 7 students who got score 68 categorized into good, 1 student who got score 70 categorized into good, 1 student who got score 72 categorized into good, and 1 student who got score 75 categorized into good. So, it can be concluded that mean score of students in speaking ability before using cue card was 61, 43 and categorized into enough.

2.   **Students' Ability in Speaking after Using Cue Card**

The data of students' post-test scores were obtained from the result of speaking ability. The data can be described as follows:

Table IV.5

THE DATA ANALYSIS ON STUDENTS' ABILITY IN SPEAKING

AFTER USING CUE CARD

Score (x)	Frequency (f)	Fx
63	2	126
65	2	130
68	10	680
70	4	280
72	3	216
75	3	225
77	3	231
80	2	160
82	1	82
	N=30	fx=2130

Mean → $$Mx = \frac{\Sigma f X}{N}$$

$$= \frac{2130}{30}$$

$$= 71.00$$

Based on the table above, there were 2 students who got score 63 categorized into enough, 2 students who got score 65 categorized into enough, 10 students who got score 68 categorized into good, 4 students who got score 70 categorized into good, 3 students who got score 72 categorized into good, 3 students who got score 75 categorized into good, 3 students who got score 77 categorized into good, 2 students who got score 80 categorized into very good, and 2 students who got score 82 categorized into very good. So, it can be concluded that mean score of students in speaking ability after using cue card was 71 and categorized into good.

3. **The Data Analysis on the Effect of Using Cue Card toward Students' Speaking Ability before Using Cue Card and after Using Cue Card.**

Based on the data above, the writer used mean score of pre-test and post-test. The score was analyzed by using Paired Sampled T-Test. The last formulation of the problems was necessary to be answered by using SPSS version 16.0.

Table IV.6

PAIRED SAMPLES STATISTICS

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	61.43	30	6.431	1.174
	Posttest	71.00	30	5.038	.920

The table IV.6 above shows that mean score of students' speaking ability before using cue card is 61.43 and standard deviation is 6.431. While, Mean score of students' speaking ability after using cue card is 71.00 and standard deviation is 5.038.

Table IV.7

PAIRED SAMPLES TEST

	Paired Differences							Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1 Pretest - Posttest	-9.567	3.884	.709	-11.017	-8.117	-13.493	29	.000

The output Paired Samples Test presents the result of analysis by using t-test. The output shows that the mean of test before and after using cue card is -9.567, the standard deviation is 3.884, and mean standard error is .709. The lower between them is -11.017, while the upper differentiation is -8.117. The result of the test is -13.493 with the df is 29 and the significance 2 tailed is 000.

It is guided to the score of t-test which compare t_0 with t_t, where df=29 is got (2.04) at the 5 % grade of significance and (2.76) at the 1% grade of significance. $t_0 = -13.493$ is higher than t_t at the 5 % grade of significance although 1 % grade of significance (2.04 < 13.493> 2.76). So that null hypothesis (Ho) is

rejected. If the score of significance 2-tailed (0.00)   0.05, it means that alternative hypothesis (Ha) is accepted.

The writer concludes that there is a significant effect of using cue card toward students' speaking ability at the second year of Islamic Junior High School Al-Hidayah of Islamic Centre Boarding School Kampar.

CHAPTER V

CONCLUSION AND SUGGESTION

A.   Conclusion

Based on the explanation in the chapter IV, finally the research about the effect of using cue card toward students' speaking ability at the second year of Islamic Junior High School Al-Hidayah of Islamic Centre Boarding School Kampar consist of the conclusions as follows:

1. Students' ability in speaking before being taught by cue card is categorized into enough.

2. Students' ability in speaking after being taught by cue card is categorized into good.

3. Based on the analysis by using Paired Sampled T-test through using SPSS16.0 version, it shows that there is a significant effect of using cue card toward students' speaking ability at the second year of Islamic Junior High School Al-Hidayah of Islamic Centre Boarding School Kampar. It can be said that H_0 is rejected and H_a is accepted. It shows that using cue card has positive effect toward students' speaking ability at the second year of Islamic Junior High School Al-Hidayah of Islamic Centre Boarding School Kampar.

B.   Suggestion

Based on the conclusion of the research above, it is known that cue card as media in teaching speaking can affect the speaking ability of students. So, cue card is one of the choices by English teacher in order to increase students' speaking ability. Besides, the teacher should use many ways to encourage the students to speaking as follows:

1. The teachers give support to students to speak English during teaching and learning process.

2. The teachers should know the new strategies to increase students' speaking by using interesting media like cue card.

3. The teachers can encourage students' awareness about the importance of speaking for their life.

4. The teacher should construct creative and enjoyable learning process for students.

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