

**USING CUE CARDS MEDIA IN IMPROVING STUDENTS'
SPEAKING ABILITY**

*(A Pre Experimental Research at The Tenth grade of SMA
Muhammadiyah Limbung)*



A Thesis

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Makassar Muhammadiyah University in Partial Fulfillment of the
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MOTTOS

The are no sad
endings for those who
trust Allah

Great things never came
from comfort zones

In order to **SUCCEED** we
must first believe than we can
-Nikos Kazantzakis-

Never stop learning, because
life never stops teaching
-Thinkpoz-

ABSTRACT

EKA LISYA ROSALINDA. 2017. *Using Cue Cards Media in Improving Students' Speaking Ability (A Pre Experimental Research at the Tenth Grade of SMA Muhammadiyah Limbung)*. English Education Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Under supervisors **Ratna Dewi** and **Ilmiah**.

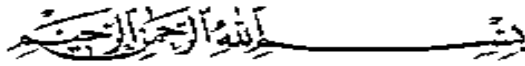
This research aimed to find out the improvement of students' Speaking Ability by the implementation of Cue Cards Media at the Tenth grade students of SMA Muhammadiyah Limbung that focused on students' fluency and accuracy.

The method of this research was a pre-experimental design that consisted of one group pre-test and post-test design class. The sample of this research was the Tenth grade students with the total number of subject were 35 students. The instruments of data collection for this research were pre-test and post-test.

The research findings indicated that the Tenth grade students of SMA Muhammadiyah Limbung were very low in speaking ability. But after treatment, their speaking ability were significantly improved. It was proven by the result of the mean score obtained by the students through pre-test was 3.90 which was classified as poor category and the mean score of the students in post-test was 7.21 which was classified as Average category. While the value of t-test was greater than the value of t-table ($5.79 > 2.032$). It was indicated that the Null Hypothesis (H₀) was rejected and the Alternative Hypothesis (H₁) was accepted. It could be concluded that the application of Cue Cards Media is effective to improve the students' speaking ability.

Keyword : *Cue Cards, Media, Teaching, Speaking*

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Finally, the writer realized that this thesis is still need suggestion and critics, but it is expected to be useful for us. Therefore, the improvement of this thesis is needed.

Makassar, November 2017
The writer

EKA LISYA ROSALINDA

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CHAPTER 1

INTRODUCTION

A. Background

As stated by Fachrurrazy (2011:79) Speaking is an active or productive skill. The target of speaking is an ability to express ideas freely and spontaneously. This ability cannot be easily acquired by the learners easily. Some of the learners are not able to speak fluently because they lack of vocabularies, ideas, and sometimes the way to express their ideas while speaking.

Speaking has various functions. One of them is describing object. The competences refer to the ability of a student to provide a detailed, vivid, word picture of a person, animal, place, or object. It means the speaker should explain orally a clear vision of the object.

The use of Cue Cards in teaching speaking is considered encourage the students to improve their speaking. Cue Cards are clearly visible, which can help the students to describe the object of speaking easily. According to Harmer (2007:178) pictures of all kinds can be used in a multiplicity of ways. For example, Picture in the form of cue cards that can be applied at any level.

In recent years applied researchers have become increasingly interested on the role of media in teaching speaking. For example, Ariati (2015:1) Carried out a study entitled “Improving Students’ Descriptive Speaking Competence by Using Cue Cards at the VIII 2 of Public Junior High School 03 Bengkulu City”. This study finds that the students’ descriptive speaking performance can be improved through cue card.

Other research in using cue card in speaking was done by Ambarini (2014:3); He carried out a study entitled “Using Cue Cards to Improve the Writing Ability of the Eight Grade Students at SMPN 1 Rembang in Academic year of 2013/2014. The result of the study shows the improvement on the students’ writing ability through cue card. The improvements include generating ideas, Vocabulary, text organization, and motivation.

Each of these previous studies has researched only on the use of cue cards media in improving students speaking ability. First, none of the studies has examined the use of cue cards media in improving students speaking ability especially on students’ fluency. Second, no studies can be found that use cue cards as a media to improve the students’ speaking ability that focus on students’ accuracy.

The purpose of the present field investigation is to find out the use of cue cards as a media to improve the students’ speaking ability especially on students’ fluency and accuracy. Specifically, the study will examine: (a) The effectiveness of using cue cards as media in improving the Students’ fluency in speaking (b) The effectiveness of using cue cards as media in improving the students’ accuracy in speaking.

B. Research Problem

Based on the problem above, the researcher formulated the research Problem as follows: “Does the use of Cue Cards Media improve students’ speaking ability?”

C. Research Objective

The objective of this research is to find out whether or not the use of Cue Cards as a Media can improve students' speaking ability.

D. Scope of the Research

The scope of this research is restricted on the use of Cue Cards Media to improve the students' speaking ability. In this case, the researcher will focus on fluency and accuracy.

E. Significance of the Research

The significant of the research are:

1. Teacher

The research is hoped to help the teacher in varying the strategy to improve the students' speaking ability. It is expect to give a new insight in increasing speaking ability through Cue Cards Media.

2. Students

Students will be more interested and enjoying. It is also expected the use of cue cards can guidance students insight in using media to practice their speaking.

3. Researcher

The result of this research hopes can develop the researcher experien knowledge in research on education and English teaching, especially for speaking.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

Some researches about Cue Cards media in teaching, performance have been conducted. The researches choose some literature as previous study that is close to the topic.

1. Shabrina (2014) carried out a study entitled “Improving the Speaking Skill of the Eighth Grade Students of SMPN 2 Kalasan Yogyakarta by Cue Cards In Academic Year 2013/2014 finds that using cue cards as teaching media improved the average of the students’ speaking score in the pre-test and post-test that improved from 42.65 to 69.68.
2. Farah (2012) carried out a study entitled “Improving the Students’ English Speaking Skills through Cue Cards Media”. The researcher dealt with the eighth grade students of Junior High School who afraid to speak in front of the class. The cue cards were used to improve the students speaking ability and their motivation to speak. The result of the researcher show that the implementation of cue cards as the teaching and learning media in the speaking class was successful to improve the students’ speaking ability.
3. Ambarini (2014); He carried out a study entitled “Using Cue Cards to Improve the Writing Ability of the Eight Grade Students at SMPN 1 Rembang in academic year of 2013/2014. The result of the study shows the improvement on the students’ writing ability through cue card. The improvements include generating ideas, Vocabulary, text organization, and motivation.

4. Budiastuti (2007) carried out a study entitled “The Use of Cue Cards In Teaching Spoken Descriptive Text”, The result of the study showed that using cue card as a teaching medium improved the average of the students’ speaking grade of the eighth year students of SMP 13 Semarang academic year 2006/2007 by 18.4 point, including students’ fluency (31.3 point), pronunciation (25.3 point), but unfortunately the grammar Aspect did not improve (-1.3 point).
5. Ariati (2015) carried out a study entitled Improving Students’ Descriptive Speaking Competence by Using Cue Cards at the Grade VIII 2 of Public Junior High School 03 Bengkulu City. The result of the study showed that the improvement can be proved by the increasing score. Another improvement was even students’ participation in speaking activity. The next was the high motivation in speaking. The last was students talked a lot in speaking class.
6. Elvita (2012) conducted a research “The Effect of Using Cue Card toward Students’ Speaking Ability “At Junior High School Al-Hidayah of Islamic Centre Boarding School Kampar. The result of the study showed the test was 13.493. So that, null hypothesis (ho) was rejected and alternative hypothesis (ha) was accepted.

Based on the findings above, the researcher can conclude that the use Cue Cards Media in teaching and learning from some researches above almost have the same result. The learning process more interesting, meaningful and the students can think creatively. The different of this research with the previous

findings, the researcher will use Cue Cards Media to improve the students' speaking ability that focus on fluency and accuracy.

B. Some Pertinent Ideas

1. The Concept of Cue Cards Media

a. Definition of Cue Cards Media

English teaching and learning process nowadays are commonly using many kinds of teaching media. As Gerlach and Ely in Shabrina (2014:22) define, the instructional media have a very wide scope, i.e. including human, material or studies that establish a condition that makes the learners to be able to acquire the knowledge, skills or attitudes. Cue card is one of the examples.

Shabrina (2014:23) state that cue cards media is one of the learning media to be used during the speaking activity. It focused on an action exercise where the students can involve and learn the content on the cue cards media. This kind of media is aimed to improve the students' intention to speak in front of the classroom. It can be used in some different ways: individually, pair work, and group work. It can also be functioned as small cards that have pictures or photos completed by words as the cues. It is supported by the experts' opinion about the cue card itself, it can be defined as the media that help the students when they deal with speaking activities.

Harmer (2007:180) states that cue cards are cards with words and pictures on them. He adds that students can use this kind of media in a pair or group work. He argues that cue cards will help students to speak up easily in the form of words or phrases even sentences when they are involved in a conversation.

The similar definition also stated by Bazo in shabrina (2014:23) who assess that cue cards are small photos or pictures that are stuck onto cards. They are flashcards with images. He adds that in making cue cards, we need collaboration between the Teacher and students. Traditionally, the teacher has been considered the only person who must make or provide materials for use in class. However, teaching materials can also be made by the students themselves as a class activity with the teacher's help.

b. The Use of Cue Cards Media

According to Allen, E. (1977:18) cue cards media can be used by both the teacher and the students. They range in size from 3x5 to $8\frac{1}{2}$ x 11— occasionally somewhat larger.

Ordinary 3x5 index cards may be used for single digit numbers and simple line drawing. The 4x6 are more suitable for longer numbers or words. Larger cards, perhaps of heavyweight construction paper or Manila paper, may be used to mount magazine pictures.

Again, the teacher must be sure that the cards are easily visible. Letters and digits must be large and legible.

Cue cards that are to be distributed to the students should be marked on both sides. For example, the teacher may have distributed index cards with letters symbolizing Spanish city (M-Madrid, T-Toledo, B-Barcelona, and so on). He or she might ask joe in Spanish to hold up his card and then ask another student to well where joe lives. All students should be able to read the letter on the card.

c. Classroom Activities by Using Cue Cards Media

Bazo (2013:1) lists some pair or group work activities in using cue cards media that can stimulate students in improving their speaking ability. Below is some pair or group activities:

The first activity is “guessing the picture”. This activity can be done in pairs. Teachers prepare 20 cards. Each pair takes a card with pictures of something or someone. One student takes and looks at it, without showing it to his or her partner. By asking “yes or no” questions, another student has to guess which picture it is. As the example, “is it an animal?”

The second activity is “do you remember”. This activity is similar to the previous one that is pair work activity. Teachers prepare 10 cards belonging to one or more semantic categories. Teachers need to write the instructions on cards, for example, and then the students have to follow those instructions. Both students have to do their own job that is one student holds the ten cue cards while another student tries to remember all the cards.

The third activity is “fast”. It is a kind of pair or small group activity. For These activity teachers prepare 20 cards. The students should take the prepared cards and place them face down in a heap. They have to pick a card up and look at it before they say the appropriate English words. They are supposed to give the right answer within three seconds. Students that get most points will be the winner.

The fourth activity is “lucky you”. This activity is a pair work activity. Each pair needs at least 30 cards put in a non-transparent bag. The cue cards should belong to two semantic categories with 15 pictures each. The procedure is each

student in a pair chooses one of semantic categories first. One student puts his or her hand in the bags and takes a card out. She or he will get luck and can continue to play if the card that he or she takes belongs to the semantic category that she or he have chosen, and if the student can pronounce the appropriate English word for the card. However, if he or she makes mistake, her or his partner gets the next turn. The first student that collects all the fifteen cards for his or her chosen semantic category will be the winner. Teachers can also do variation to this play. They can fold the cards in half and pin the two halves together with a paper clip. As the cards are placed on the floor, teachers can use short canes with magnets as hook. The students have to “fish” for the cards.

Cue cards provide many kinds of activities that can support the English teaching and learning process. Teachers can also make their own cue cards and make the activities more attractive. Cue cards provide a framework of core activities which can be adapted or extended in different ways to stimulate both less and more able students.

d. The Reasons of Implementing Cue Cards for Teaching Speaking

Since English is considered as the second language, there are many difficulties that are faced by students during the learning process. In speaking, for example, students usually have problems in pronouncing correctly, organizing their idea and being reluctant when they speak in front of other people. To solve those problems, applying appropriate media is mostly recommended. Similarly, Azhar in Farah (2013:22) states that the purpose of using media is to motivate students during the learning process. Thus, when choosing media teachers should

recognize and understand their students' characteristics. It is also important for them to know their students' need.

Gerlach and Ely in Farah (2013:23) classify six categories of media in teaching:

1) Picture

Pictures can be in the form of large or small photographs or any object or events

2. Audio recording

Recording is made then saved on magnetic tape, disc, motion picture, and soundtrack.

This is the reproduction of actual event or soundtrack.

3. Motion picture

This medium is kind of moving color or black and white images. It is produced from live action or graphic representation.

4. TV

All types of audio video electronic distribution system that eventually appear on TV are included in it.

5. Real things, simulation, and model

These media refer to people, events, and objects that are demonstrated as real, which will be constructed with other media. They are not however, the substitution for the actual objects or events.

Based on the six categories above, picture is one of media in teaching. Harmer (2007:178) states there are many various types of pictures. They can be in the

form of flashcards, large wall pictures, cue cards, photographs or illustrations in a text book.

e. Advantages of using cue cards media

There are several advantages of using pictures in teaching English according to Harmer in Farah (2013:24):

- 1) Pictures really help to reduce preparation time. Sets of pictures can be re-used; especially it can be laminated, and can be used at any level in classes for kids, teenagers, exam classes and adults following general or business courses.
- 2) When it comes to using picture stories in class, the key point is not to limit teacher to typical class activities and writing exercises. Students need as much spoken English practice as they can get.

2. The Concept of Speaking

a. Definition of Speaking Ability

Speaking ability is one of the oral skills that plays very essential role in human intersection and communication. When people communicate their ideas, mind and feeling to other, they usually speak. Besides, speaking ability is known as oral play essential role in human interaction and communication when people communicate their ideas, mind, and feeling to the other. To ideal so far with the concept of the speaking ability, there is some definition of speaking as in the following:

- Fachrurrazy (2014:79) stated that Speaking is an activity or productive skill. The target of speaking skill is an ability to express idea freely and spontaneously.
- Scott Thornbury (1995:1) Defines Speaking is so much a part of daily life that we take it for granted.
- Katharine G. at all (2002:110) states that speaking is used in every routine social interaction.

b. The Elements of Speaking

1). Accuracy

BBC (2003:2) states that accuracy is an important component to pursue in communication. This refers to the speaker's ability to talk without making errors. Besides that, the speed and accuracy at which single word are identified is the best predictor of comprehension. More editions: there are three aspects of accuracy in speaking. Namely: pronunciation, vocabulary, and grammar.

a. Vocabulary

Thornbury (2002:13) states that Vocabulary is one language component which has an important role as well as four language skills namely; reading, writing, speaking, and listening. Without vocabulary, learners would face difficulties to understand what everyone talked about because the first step to learn English was memorizing vocabulary.

b. Pronunciation

According to Thornbury (2005:128) Pronunciation is refers to the candidate's ability to produce comprehensible utterances to fulfil the task requirements.

c. Grammar

Dykes (2007:5) state that grammar is a language to talk about language. It refers to the mechanism which language works when it is used to communicate.

1.) Fluency

According to BBC (2003:2) state that Fluency is being able to communicate your ideas without having to stop and think too much about what you are saying. Hornby in Nurjannah (2012:10) added that fluency is the quality or condition of being fluent. Fluency is highly complex notion relate mainly to smoothness of continuity in discourse. It includes considerations of how sentences are connected, how sentence patterns vary in word order and omit elements of structure and also certain aspects of the prosody of discourse.

c. The Principle of Teaching Speaking

According to Fachrurrazy (2014:80) there are some principles to keep when conducting speaking activities as follows:

- 1) Knows students' interests, aspirations and their language level. Students can speak much when the topic of speaking in in their interest, aspiration, or at their language mastery.
- 2) Invite a native speaker if possible, because he/she can be a model for speaking.
- 3) Enrich students experience with various speaking concepts, e.g. how to present ideas, to conduct a panel discussion or debate.

- 4) Encourage spontaneity, for most of speaking activities are spontaneous
- 5) Group students based on their ability and interest
- 6) Used small group to maximize students' involvement.

d. The characteristic of speaking

Richard in Rajab (2015:12) divided eight characteristics of a spoken language are 1) Clustering, 2) redundancy, 3) reduced forms, 4) performance variable, 5) colloquial language, 6) rate of delivery, 7) stress, rhythm and intonation and 8) interaction. Below is eight characteristics of spoken language:

1) Clustering

Clustering could be the process of organizing objects into groups whose members are similar in some way.

2) Redundancy

Redundancy is generally refers to any feature of a language that is not needed in order to identify a linguistic unit.

3) Reduced forms

Reduced forms are a form of making something smaller or less in amount, size, or degree. Sometimes in English reduced forms used in phrases and sentences.

4) Performance Variable

Performance Variable is One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our

“thinking time” is not silent; we insert certain “fillers” such as up, unwell, you know, like, etc. One of the most salient differences is in their hesitation phenomenon.

5) Colloquial Language

Colloquial Language is distinct from formal speech or formal writing it is the variety of language that speakers typically use when they are relaxed and not especially self-conscious.

6) Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, rhythm and intonation

This is the most important characteristic of English pronunciation, as will be explained below. The stress according to Jones in Rajab (2012:13) states the force of the breath with which a syllable is pronounced is called stress and intonation is thus quite independent of stress, with which it is sometimes confused by beginners and rhythm is the timing of events on a human scale; of musical sounds and silences, of the steps of a dance or the meter of spoken language.

8) Interaction

Interaction is a kind of action that occurs as two or more objects have an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect. Speaking a language is very difficult for learners because effective oral communication requires the ability to

use the language appropriately in social interaction. Diverse in interaction involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress and intonation.

e. Assessment of Speaking

Fachrurrazy (2014:82) Defines The assessment of speaking usually includes ideas/comprehension, fluency, diction (choice of words), accuracy (pronunciation, stress, intonation and grammar).

1) Accuracy

Brown in Jannah (2016:12) argues that accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. In teaching English speaking, the teachers have to explain to the students accurately (clear, articulate, grammatically, and phonologically correct) language and fluent (flowing and natural) language.

Accuracy is the state of being correct or exact and without error. The students do not make serious phonological errors, a few grammatical and lexical errors but only one or two major errors causing confusion.

2) Fluency

Brown in Jannah (2016:12) states that fluency is communicative language courses are an initial goal in language teaching. Besides, Fluency is an aspect that influence very much to the student's ability in speaking English. The teachers have to guide the students to develop to master it to be fluent in speaking. In this

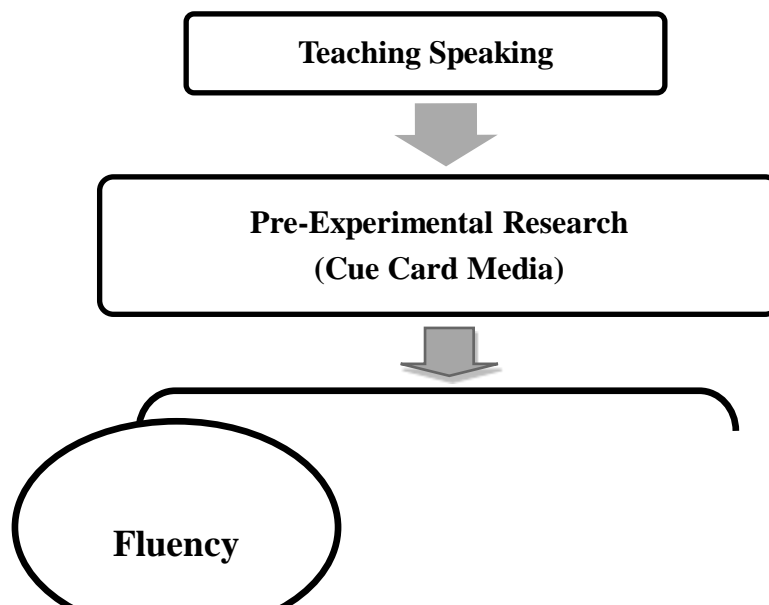
case, the student does not use too many unnatural pauses but succeed in conveying the general meaning and fair range of expression.

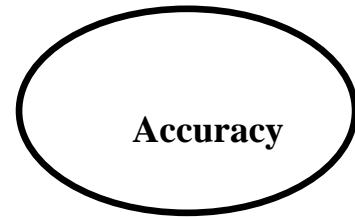
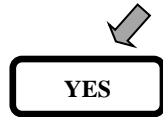
3) Comprehensibility

Clark & Clark in Jannah (2016:13) state comprehension has two common senses. In its narrow sense it denotes the mental processes by which listener take in the sound uttered by speaker and use to construct an interpretation of what they think the speaker intended to convey. In its broader sense it denotes the process by which the listener extracts the new information it conveys and store that information in stand the written in memory.

C. Conceptual Framework

The theoretical framework underlying of this research is present in the following diagrams:





In this conceptual framework, the students face many problems in learning English. One of the crucial problems is their speaking ability that covers Fluency and Accuracy. Based on the problems above, the researcher will apply Cue Cards Media to outcome the problems. Cue cards could be one of the solutions for solving these problems. This teaching and learning media is expect to improve the students' motivation in the speaking class since it open wider opportunity for the students to practice speaking. The cue on the card can help the students to generate ideas to speak, while the picture gives the illustration. This would attract the students' curiosity and their intention to speak. While the pair or group working is also needed as a supporting technique to improve students' academic achievement as well as social skills.

However, some points in selecting appropriate cue cards are important. (Harmer in Ariati (2015:2) says that there are three qualities of cards that have to be considered by the teachers in choosing Cue Cards. First, cards need to be appropriate not only for the purpose in hand but also for the classes they are being used for. If cards are too childish, the students may not like them. Second, cards should be visible; the students can see the cards clearly. Last, cards have to durable. Therefore, the use of Cue Cards has to consider the time, visible cards,

and cards have to support the students learns easily. Furthermore, O'Malley and Pierce in Ariati (2015:2) state some qualifications for precise Cue Cards; pictures should be appropriate for the age and interest level of students. Pictures should be real people rather than cartoon characters in order to ensure appropriate perception. Besides, the picture must be free of cultural bias. And later on in the application, make sure the teachers give a sufficient time for students to examine, analyze and internalize the information given in the picture before speaking performance.

CHAPTER III

RESEARCH METHODOLOGY

In this part, the researcher presents the research design, population and sample, research variable, research instrument, procedure of data collection and technique of data analysis.

A. Research Design

This research used pre-experimental design with one group pre-test and post-test design. The design was represented as follows:

Adapted from Emzir (2015:97)

Explanation:

O_1 : Pre-test (Before treatment)

X : Treatment

O_2 : Post-test (After treatment)

1. Pre-Test

The students were given Pre-Test before doing the treatment to know the prior knowledge and to find out the students' ability in speaking before teaching through Cue Cards Media.

2. Treatment

The students were given treatment six times, each meeting runs for 90 minutes.

Procedures of conducting treatment presented as follows:

➤ **Meeting 1-2**

At the first meeting, the researcher opened the lesson by saying salam and greeting to the students. Then, the researcher told them the detail of the teaching including the media, materials and the activities that were going to be used. Cue cards were used in delivering the materials about "Describing People". So the

researcher taught about description of people appearance, Characteristics, and then asked them to make an example of describing people. As addition, the researcher also taught them to pronounce the words correctly in describing people and told them to memorize it, so the students would easily remember all words.

The second meeting, before applying the cue cards media, the researcher gave cue response drill to the students to check the students understanding on the previous material. After that, the researcher showed them sample pictures of people appearances and told the rules of used cue cards. To make it clearer, the researcher also explained the sentence structure that would be used in the activity. In addition, in Introduction stage, the researcher demonstrated the game by using classroom English but mixed English with Indonesian because the students were still not familiar with the use of English. The researcher also gave the students chance to practice the game with their partner before the real game was started. After 40 minutes of practice, the researcher spread the cue cards and the students began to play the game. While they played the game, the researcher observed them from one pair to another.

During 40 minutes of practice, the researcher found that there was no significant improvement yet related to the students' speaking ability. However, in this activity, the students seemed to be more enthusiastic. They also look more enthusiastic in practicing the activity. The use of cue cards also helped them in memorizing and organizing the idea so that they could speak easily.

➤ **Meeting 3-4**

As the previous meeting, the researcher opened the lesson by saying Salam and greeting to the students. The researcher also did the same accompanying activities during the implementation of the third action. Cue cards were used in delivering the materials about “Describing Object”. In this case, the researcher taught them to discuss about describing object material with their pair, it included the definition of describing object, example etc. the researcher also taught them to pronounce the words correctly in describing object, so the students would easily remember the words.

The implementation of the action made them more active. They also seemed to be more enthusiastic in learning the materials. The researcher tried to catch their attention by asking them to mention objects around them. Then asked them to say something about the objects or things that they have mentioned. As the feedback, the researcher reviewed the essential vocabulary related to size and shape, for example round, square, big, small, thick, thin, long, short and tall.

Next, the researcher explained the students about simple structures. The sentences consisted of questions and answers to ask about shapes such as Q: Is it (round)? A: Yes, it is/No, it isn't And Q: Are they (round)? A: Yes, they are/No, they aren't. The detail explanation of sentence structures was expected to improve the students speaking ability in grammar and organization of sentence structure. It was because the indicators of speaking ability were focused not only on oral performance but also on grammar and the sentence structure accuracy.

At the four meeting, the researcher demonstrated the game by using the vocabulary and sentence structure that had been explained in the third meeting by

using classroom English, the researcher demonstrated the game to the students. Sometimes, mixed the language with Indonesian. After the demonstration finished, the researcher asked the students to practice the game by using cue cards media with their own pair. In this occasion, the researcher divided the students into 17 groups which consisted of pair students. They started to play the game, While the researcher observed them from one pair to another.

Compared to the previous meeting, there were improvements of each aspect. The improvement was on students' fluency and accuracy that refers the on pronunciation, grammatical and unnatural pauses. Moreover, during this meeting, the students also seemed to be more enthusiastic in learning English. They did more interaction with others. Since the sentence structure was similar to the previous, the students' grammar accuracy and sentence structure were better.

Before ending the lesson, the researcher took the time to give them feedback related to the materials that had been explained. The researcher also told them the way to read the phonetic transcription as they were still having problems with pronunciation. The researcher closed the lesson by saying Salam and Good morning. Then, the researcher left the classroom.

➤ **Meeting 5-6**

At the fifth meeting, the researcher opened the lesson at 07.25 Am, by saying Salam and good morning. The researcher also asked the students' absence. On that day, the researcher told the students that they would learn about the different topic area. In fifth meeting, the topic was about "Describing Animals". In this case, the researcher gave a chance to the students to describe their own favorite

animals. To add the students' vocabulary mastery, the researcher also reviewed the essential vocabularies that were related to the topic about animals, such as adjectives for describing animal and animal's parts.

At the six meeting, the researcher continued the next activity. The researcher spread cards with different pictures for each couple. The students played the game based on the rules that the researcher had explained before. The researcher began to observe the students' activity during the implementation of cue cards. Here, the researcher found significant improvements on some indicators of students speaking ability. It included student's fluency refers to the students' wide range of expression, unnatural pauses, smoothness and students' accuracy refers on students' pronunciation.

At the end of the activity, the researcher reviewed and summarized the materials that had explained. The researcher also asked about their impression of the six meeting. Then, the researcher closed the lesson by praying together, saying Salam and greeting students. Then, left the classroom.

3. Post-Test

After the treatment, the Post-Test was given to know how effective cue cards media used in improving the students speaking ability through the same procedure in Pre-Test.

B. Population and Sample

1. Population

The population of this research was the students at Senior High School of Muhammadiyah Limbung in academic year 2016/2017 that consisted of two classes “X MIA 1 and X MIA 2” each class consisted of 35 students. So, the total population was 70 students.

Table 3.1: Total number of the students

Class	Number of the students
X Mia 1	35
X Mia 2	35
Total	70

2. Sample

The researcher used purposive sampling technique to choose the sample of this research. The researcher chose the Class X at Senior High School Muhammadiyah Limbung, namely class X Mia 2 that Consisted of 35 students. So, the total of the sample was 35 students.

C. Research Variable

Related to variable, there were two variables in this research, namely dependent and independent variable, those were:

1. The use of cue cards media as independent variable
2. Students’ speaking skill as dependent variable.

D. Research Hypothesis

Based on the pertinent idea, the researcher formulated the following hypothesis:

1. Alternative hypothesis (H1):

In this research the alternative hypothesis (H1) Said that the use of Cue Cards Media was effective to increase the students' speaking ability.

2. Null Hypothesis (Ho):

In this research the null hypothesis (Ho) said that the use of Cue Cards Media was not effective to increase the students' speaking ability.

E. Research Instrument

The instrument used in collecting data was speaking test. In pre-test the students in order to speak about "My Favorite Things" to check their speaking ability before learning using cue cards media. In posttest, the students in order to speak about "My Classmate", the post-test was given to the students in order to check their speaking achievement after giving treatment through Cue Cards as a Media.

Table 3.2 Analytical scoring rubric adapted from Heaton (1988:100)

1. Fluency

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally

		by only one or two unnatural pauses.
Very Good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of time. Often has to search for the desired meaning. Rather halting delivery. Almost gives up making the effort at times limited.
Poor	2	Long pauses while he researches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

2. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two majors causing confusion.
Average	3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother-tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.
Very poor	1	Serious Pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered of any language skill and areas practiced in the course.

Adapted from (Heaton, 1988:100)

F. Technique of Data Collection

In collecting data, there were some steps applied by the researcher as follows:

1. Administrating a pre-test

Before carrying out the teaching, the pre-test was given to the students' through speaking test to assess the students' speaking ability. The result of pretest was compared with the result of posttest after doing the treatment.

2. Administrating a Post-test

After doing the treatment, the post-test was given to the students' through speaking test to assess the students' speaking ability. The posttest result was compared with the result of pre-test to find out the differences between both results and their progress.

G. Technique of Data Analysis

The data collected through the speaking test were analyzed and given a score based on the following criteria:

$$\mathbf{X \text{ Mean Score} = \frac{\text{total of students score}}{\text{highest score total}} \times 10}$$

- a. Calculating the mean score of the students' speaking test by using the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where: X : the mean score

$\sum x$: the sum of all score

N : the total numbers of students (sample)

Adapted from Gay (1981:298)

b. The result from the convert score put in this score classification:

Score	Classification
9.6 – 10	Excellent
8.6 – 9.5	Very good
7.6 – 8.5	Good
6.6 – 7.5	Fairly good
5.6 – 6.5	Fair
3.6 – 5.5	Poor
0 – 3.5	Very poor

Adapted from Depdikbud in Nurjannah (2016:32)

c. To Calculate the percentage of the students' score, the formula which was used as follows:

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

Where:

P = Percentage

F = the frequency

N = Number of sample

Adapted from Depdikbud in Nurjannah (2016:33)

d. Knowing improvement of the students' ability, the researcher used percentage technique.

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Where:

P = percentage of the students'

X1= the first mean score

X2= the second mean score

Adapted from Sudjana in Jannah (2016:33)

- e. To know the significant of differences between the score of the pretest and the posttest the researcher calculated the value of the test by using the following formula :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\frac{\sum D}{N})^2}{N(N-1)}}$$

Where:

t = Test of significance

D = Test differences between two scores compared

\bar{D} = The mean of differences scores

$\sum D$ = The sum of D scores

$(\sum D)^2$ = The square of D scores

N = the total number of students

Adapted from Gay (1981:331)

- f. The criteria for the hypothesis testing as follows :

Table 3.3 Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
t-test < t-table (1)	Accepted	Rejected
t-test > t-table (2)	Rejected	Accepted

Table 3.3 shows that the t-test value (1) was smaller than t-table value. It means the null hypothesis was accepted, while the alternative hypothesis was rejected. T-test value (2) was bigger than t-table value. It means the null hypothesis was rejected while the alternative was accepted.

RESEARCH FINDING AND DISCUSSION

In this part, the research presented the findings and discussion. The findings deal with the students means score in pretest and posttest, improvement and frequency while discussion deals with the classification of the students' fluency and accuracy.

A. Findings

The findings of this research deal with the students' score. There were several sections that would be explored. They were the mean scores, students' pretest and posttest score on fluency and accuracy, the improvement, the t-test value, and hypothesis testing. These findings describe as follows:

1. Mean Score of the Students' Speaking Ability Before and After Using Cue Cards Media

Below was the students mean score in fluency and accuracy category, the researcher presents the mean score of students' speaking ability in pretest and posttest. It can be seen clearly based on the following table that showed:

Table 4.1 Mean Score of the Students' Speaking Ability in Pretest and Posttest

No	Indicators	Mean Score	
		Pre-Test	Post-Test
1	Fluency	3.57	6.81
2	Accuracy	4.24	7.62
Final score		3.90	7.21

Table 4.1 shows the statistical summary of the students' mean score in fluency and accuracy in pretest and posttest. In fluency variable the mean score of pretest was 3.57 and in accuracy variable were 4.24, after calculating fluency and accuracy score of the students pretest, the researcher got the students speaking score in pretest was 3.90. While the students' mean score in fluency and accuracy in posttest, in fluency variable the mean score of posttest was 6.81 and in accuracy variable were 7.62, after calculating fluency and accuracy score of the students' posttest, the researcher got the students speaking score. The mean score of the students' speaking posttest was 7.21. It means that the mean score of the students' speaking of posttest was higher than the mean score of pretest. Thus, it can be concluded that the implementation of the cue cards media was effective to develop the students 'speaking fluency and accuracy.

To see clearly the improvement of mean score of the students' speaking ability in pretest and posttest can be presented as the following chart:

Figure 4.1: The Improvement Percentage of the Students' speaking ability in Pretest and Posttest

2. Frequency and Percentage in Students' Speaking Ability

Below were frequency and percentage of the students' speaking ability that classified into frequency and percentage of the students' fluency in speaking and frequency and percentage of the students' accuracy in speaking.

a. Frequency of the Students' Fluency in Speaking

The following table was the frequency of the students' fluency score in speaking. There were variant score of the students pretest and posttest on fluency category, It can be seen clearly based on the following table that showed:

Table 4.2 Frequency of the Students' Fluency in Speaking

No	Score	Classification	Pre-Test		Post-Test	
			F	%	F	%
1	6	Excellent	0	0	0	0
2	5	Very Good	0	0	12	34.28
3	4	Good	1	2.85	14	40
4	3	Average	7	20	9	25.71
5	2	Poor	23	65.71	0	0
6	1	Very Poor	4	11.42	0	0
Total			35	100	35	100

Table 4.2 shows the frequency of the students' pretest and posttest score on students' fluency in speaking. There were variant score of the students' pretest on the table. In pre-test the table showed that from 35 students none of them (0%) classified into 'Excellent' category or got score 96-100 and also none of them (0%) classified into 'Very Good' category or got score 86-95, 1 of them (2.85%) Classified into 'Good' category or got score 76-85, were classified into 'Average' category or got score 66-75, 7 students (20%). were classified into 'Poor' category or got score 36-55, 23 students (65.71%), Classified into 'Very Poor' category or got score 00-35, 4 students (11.42%).

Table 4.2 also shows the frequency in posttest on students' fluency in speaking. There were variant score of the students' posttest on the table. In posttest the table showed that from 35 students there were none of the students (0%) classified into 'Excellent' category or got score 96-100, 12 students (34.28%) were classified into 'Very Good' category or got score 86-95, 14 students (40%) were classified into 'Good' category or got score 76-85, 9 students (25.71%) were classified into 'Average' category or got score 66-75, 0 students (0%) were classified into 'Poor' and 'Very Poor' category or got score 36-55, and 0-35.

The frequency of the students' score in Table 4.2 shows that the students can developed their fluency score in speaking. To see clearly the students' score percentage in pre-test and post-test of the students' speaking fluency can be presented as in the following chart:

Figure 4.2: The Percentage of the Students' Fluency in Speaking

Figure 4.2 shows the percentage of the students' fluency score, and there was a difference of percentage between pretest and posttest. The figure shows that the percentage of the student's fluency score is classified into 'Poor' and 'Very Poor'. Whereas the percentage of the students which is classified into 'Good' and 'Very Good' score was increased in post test.

b. Frequency of the Students' Accuracy in Speaking

Below it is the frequency of the students' accuracy score in speaking. There are variant score of the students pretest and posttest on accuracy category, It can be seen clearly based on the following:

Table 4.3 Frequency of the Students' Accuracy in Speaking

No	Score	Classification	Pre-Test		Post-Test	
			F	%	F	%
1	6	Excellent	0	0	0	0
2	5	Very Good	0	0	22	62.85
3	4	Good	3	8.57	11	31.42
4	3	Average	15	42.85	2	5.71
5	2	Poor	15	42.85	0	0
6	1	Very Poor	2	5.71	0	0
Total			35	100	35	100

Table 4.3 shows the frequency of the students' pretest and post test score on Students' Accuracy in Speaking. There were variant score of the students' pretest on the table. In pre-test the table showed that from 35 students none of them (0%) classified into 'Excellent' and 'Very Good' category or got score 96-100, and 86-95. 3 students' (8.57%) classified into 'Good' category or got score 76-85, 15 student (42.85%) classified into 'Average' category or got score 66-75, 15

students (42.85%) were classified into 'Poor' category or got score 36-55, 2 students (5.71) were classified into 'Very Poor' category or got score 0-35.

Table 4.3 also shows the frequency in posttest on students score in Accuracy category. There were variant score of the students on the table. In posttest, Table shows that from 35 students none of the students (0%) is classified into 'Excellent' category or got score 96-100, 22 students' (62.85%) classified into 'Very Good' category or got score 86-95, 11 students' (31.42%) classified into 'Good' category or got score 76-85, 2 students (5.71%) were classified into 'Average' category or got score 66-75, None of the students' (0%) were classified into 'Poor' and 'Very Poor' category or got score 36-55 and 0-35.

The frequency on Table 4.3 showed that the students can develop their speaking ability based on the students' score in Accuracy classification. To see clearly the students' score percentage in pre-test and post-test of the students' speaking ability in accuracy classification can be presented as the following chart:

Figure 4.3: The Percentage of the Students' Accuracy in Speaking

The figure 4.3 shows the percentage of the students' accuracy score, and there was different of percentage between pretest and posttest. We could see the percentage of the students' score that is classified into 'Poor' and 'Very Poor' category is none in posttest whereas in pretest there were 42.85% and 6%, while the percentage of 'Poor' and 'Very Poor' category was decreased in posttest, and the other difference could be in students' score that classified into 'Good' and 'Very Good' was increased in posttest whereas in pretest 'Very Good' was none.

3. Improvement on Students' Speaking Ability in Terms of Fluency and Accuracy

Below was the students' improvement in terms of fluency and accuracy, It can be seen clearly based on the following table that showed:

Table 4.4 Improvement on Students' Speaking Fluency and Accuracy

No	Indicators	Improvement (%)
1	Fluency	90.75 %
2	Accuracy	79.71 %
Final score		84.8%

Table 4.4 shows the statistical summary of the students' improvement in fluency and accuracy. In fluency, the improvement was 90.75 % while in accuracy 79.71 % with the improvement 84.8%. The improvement of the students' fluency and accuracy shows that the implementation of the cue cards media was effective to develop the students 'speaking ability, especially on students' fluency and accuracy.

4. Hypothesis Testing

To know the level of significance of the pre-test and post-test, the researcher used t-test analysis on the level of significance (α) = 0.05 with the degree of freedom (df) = N-1, where N = number of subject (35 students) then the value of t-table is 2.032. The t-test statistical, analysis for independent sample was applied. The following table shows the result of t-test calculation:

Table 4.5 The Result of t-test Calculation

Components	t-test value	t-table value
Speaking	5.79	2.032

Table 4.5 shows the t-test value for speaking ability was higher than t-table $5.79 > 2.032$. It means that there is significant difference of students' ability to develop speaking ability in the class before and after using cue cards media at the tenth grade students of SMA Muhammadiyah Limbung.

In addition, the Hypothesis was needed to find out whether the hypothesis was accepted or rejected. If the result of t-test was lower than t-table' value, the null hypothesis (H_0) will be rejected, and if the result of t-test was higher than the t-table' value, the alternative hypothesis (H_1) will be accepted.

In order to find out the degree of freedom (df), the researcher used the following formula:

$$df = n-1$$

$$df = 35-1$$

$$df = 34$$

For the level of significance (p) = 0.05 and $df = 34$, the value of the t-table = 2.032 The result t-test value of the speaking $5.79 > 2.032$.

From the result of the calculating, the total t-test value of the research is 5.79 with the degree of freedom (df) is 34 and the level significant 0.05, so the value of t-table is 2.032. It show that t-test value is higher than t-table ($5.79 > 2.032$).

The criterion of the test is used to refuse H_0 . If the t-test is higher or same with the t-table (t-test $>$ or $=$ t-table), it means H_1 is accepted and if t-test value is

lower than t-table ($t\text{-test} < t\text{-table}$) H_0 is rejected. The calculating shows that t-test value higher than t-table. It means that the students' achievement to develop speaking skill was better after taught by using cue cards media, so H_1 is accepted.

B. Discussion

In using cue cards media in speaking process, the researcher found that the mean score of fluency in pretest was 3.57 which is classified into 'Poor' category, Poor category explains that the students spoke with long pauses while searches for the desired meaning, frequently fragmentary and halting delivery. Almost give up making the effort at times, limited range of expression. While the mean score of accuracy in pretest was 4.24 that also classified into "Poor" category. After calculating fluency and accuracy score of the students pretest, the researcher got the students speaking score was 3.90.

After applying cue cards media, the mean score of fluency in posttest was 6.81 that classified into average category "Average" category means that the students made an effort for much of time. Often has to search for the desire meaning. Rather halting delivery. Almost gives up making the effort at times limited. While the mean score of accuracy in posttest was 7.62 that Classified into "Good", Good category means that although the students made an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning, Fair range of expression. After calculating fluency and accuracy score of the students' posttest, the researcher got the students speaking score was 7.21. Therefore, the

researcher indicated that there was a significant improvement in students' achievement after applying cue cards media.

In addition, there were variant score of the students' speaking frequency in fluency classification. First, in students' pretest showed that from 35 students none of the students were classified into 'Excellent' category who spoke without too great an effort with a fairly wide range of expression, Searches for words occasionally by only one or two unnatural pauses. Besides, none of them also classified into 'Very Good' category who spoke with made an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses. 1 student were spoke although made an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning, Fair range of expression. These were classified into 'Good' category. 7 students who made an effort for much of time, Often to search for the desire meaning. Rather halting delivery. Almost gives up making the effort at times limited. These criteria were classified into 'Average' category. 23 students spoke with long pauses while he researches for the desired meaning, frequently fragmentary and halting delivery. Almost give up making the effort at times, Limited range of expression. These criteria were classified into 'Poor' category. 23 students spoke with Full of long and unnatural pauses, Very halting and fragmentary delivery. At times gives up making the effort, Very limited range of expression. These criteria were classified into 'Very Poor' category.

In posttest, the students score showed that from 35 students there were none of the students spoke without too great an effort with a fairly wide range of expression, Searches for words occasionally by only one or two unnatural pauses. These criteria were classified into 'Excellent' category, 12 students made an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses, these criteria were classified into 'Very Good' category. 14 students who spoke although made an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning, Fair range of expression. These criteria were classified into 'Good' category, 9 students made an effort for much of time. Often has to search for the desired meaning, rather halting delivery, Almost gives up making the effort at times limited. These criteria were classified into 'Average' category, 0 students who spoke with long pauses while he researches for the desired meaning, frequently fragmentary and halting delivery. Almost give up making the effort at times, limited range of expression. These criteria classified into 'Poor' category, 0 students who spoke with full of long and unnatural pauses, Very halting and fragmentary delivery, at times and gives up making the effort, very limited range of expression. These criteria were classified into 'Very Poor' category. The frequency and percentage showed that the students can developed their fluency in speaking ability based on the content score.

The data also shows the frequency of the students pretest and posttest score in accuracy classification. There were variant score of the students accuracy in

speaking, in students' pre-test showed that from 35 students none of the students who pronounced only very slightly influenced by the mother-tongue, Two or three minor grammatical and lexical errors. These criteria were classified into 'Excellent' category. Besides, none of the students also pronounced slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct. These criteria were classified into 'Very Good' category. 3 students pronounced still moderately influenced by the mother-tongue but no serious phonological errors, A few grammatical and lexical errors but only one or two majors causing confusion. These criteria were classified into 'Good' category, 15 students who pronounced influenced by the mother-tongue but only a few serious phonological errors, several grammatical and lexical errors, some of which cause confusion. These criteria were classified into 'Average' category, 15 students pronounced seriously influenced by mother-tongue with errors causing a breakdown in communication, many 'basic' grammatical and lexical errors. These criteria were classified into 'Poor' category and 2 students Serious Pronounced errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered of any language skill and areas practiced in the course. These criteria were classified into 'Very Poor' category.

In posttest, the students' score shows that from 35 students there still none of the students who Pronounced only very slightly influenced by the mother-tongue, two or three minor grammatical and lexical errors. These criteria were classified into 'Excellent' category, 22 students were pronounced slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances

are correct. These criteria were classified into 'Very Good' category, 11 students who pronounced still moderately influenced by the mother-tongue but no serious phonological errors, A few grammatical and lexical errors but only one or two majors causing confusion. These criteria were classified into 'Good' category, 2 students were pronounced influenced by the mother-tongue but only a few serious phonological errors, several grammatical and lexical errors, some of which cause confusion. These criteria were classified into 'Average' category, none of the students were pronounced seriously influenced by mother-tongue with errors causing a breakdown in communication, many basic grammatical and lexical errors. These criteria were classified into 'Poor' category and also none of the students were Serious Pronounced errors as well as many basic grammatical and lexical errors. No evidence of having mastered of any language skill and areas practiced in the course. These criteria were classified into 'Very Poor' category. The frequency showed that the students can develop their speaking ability based on the students' score in Accuracy classification.

The improvement on students' speaking ability in terms of fluency and accuracy shows that in fluency classification, the improvement of the students was 90.75 % while in accuracy were 79.71 % with the improvement 84.8%. The improvement of the students' fluency and accuracy shows that the implementation of the cue cards media was effective to develop the students 'speaking ability, especially on students' fluency and accuracy.

The findings on the implementation of cue cards media in teaching speaking of the tenth grade in SMA Muhammadiyah Limbung, is in line with the study

which are conducted by some researchers. First, Shabrina (2014) shows that using cue cards as teaching media improved the average of the students' speaking score in the pre-test and post-test that improved from 42.65 to 69.68. Besides, the study also done by Farah (2012) show that the implementation of cue cards as the teaching and learning media in speaking class was successful to improve the students' speaking ability.

After comparing the result of this research and previews research findings, the researcher concludes that the use of cue cards media was effective to be applied. The result of the research also showed that the students' speaking mean score in the pre-test was improved in the post-test. It was indicated that the use of Cue Cards Media gave contribution in improving the students' speaking ability.

Based on the result, it shows that t-test value was higher than t-table. It can be conclude that Alternative Hypothesis (H_1) is accepted. So, the researcher concludes that there is significant improvement in improving the students' speaking ability by the application of Cue Cards Media at the tenth grade students of SMA Muhammadiyah Limbung.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions based on the findings and discussions of the data analysis.

A. Conclusions

Based on the findings and discussion in the previous chapter, the researcher takes conclusion as follows:

1. The implementation of Cue Cards Media in teaching speaking skill is effective to improve the students' speaking fluency and accuracy at the tenth grade students of SMA Muhammadiyah Limbung. It is proven by the students' mean score of fluency in post-test which is greater than their mean score of fluency in pre-test ($6.81 > 3.57$) and the improvement of the students' speaking skill is 90.75%, While in students' mean score of accuracy in post-test is greater than their mean score of accuracy in pre-test ($7.62 > 4.24$) and the improvement of the students' speaking accuracy is 79.71 %.
2. Based on the hypothesis testing, the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_1) is accepted. It is proven by the t-test value of students' speaking skill (5.79) which is greater than the t-table value (2.032). The weakness of this research is that Cue Cards Media is not easy to be implemented for the students. It needs time and patience including good approach to lead the students in the learning process.

B. Suggestions

Relating to the motivation of the students', the writer puts forward some suggestion as follows:

1. The English teacher should apply Cue Cards Media in teaching English subject especially in speaking as one way in teaching speaking which can help students to develop and explore their ideas from one topic.
2. Motivating the students in learning, the teacher should give more attention to their profession as a teacher in this case the teacher should give more attention to the students' interest and understanding the students' need. So, the students can be motivated in learning.
3. The teacher should be more creative and innovative to choose strategy in teaching English especially in developing speaking fluency and accuracy, so that the students will be more interested and motivated to study English.
4. Generally, teacher should create various activities to make students easy in teaching English, so learning process will be running well, (Interesting, active, lively, and not boring).
5. This research studies the using of Cue Cards Media in teaching speaking. It is hope that the result of this research can be used as additional reference for further research in different content that will give contribution to teaching English for students.

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APPENDICES

APPENDIX A

The instrument of Pre-Test

Name	:
Class	:

Students' Number :

WORKSHEET

TEST OF SPEAKING (Pre-Test)

Topic of the test : My Favorite Things

Time Allotment : 2-5 minutes

Instruction:

Describe one of your favorite things!

The instrument of Post-Test

Name	:
Class	:
Students' Number	:

WORKSHEET

TEST OF SPEAKING (Post-Test)

Topic of the test : My Classmate

Time Allotment : 2-5 minutes

Instruction:

Describe one of your classmate!

MANUSCRIPT OF THE STUDENTS' PRE-TEST AND POST-TEST

➤ Pre-test

S-3

My favorite bag

I have many bags, but I mostly wear black bag when I was in the first grade of school. Black of bag I bring to school because I feel comfortable to use.

S-11

My favorite guitar

Assalamu alaikum wr. Wb.. Before I describe my favorite things, let me introduce myself, okay my name is muh. Alfian yahya. Okay my favorite thing in the home is guitar. Why I say guitar? Because I like to play guitar. I'm happy listen the voice and the melody of the guitar. my guitar color is black. Thank you...

S-15

My favorite helm

I have a lot of helm, but I always use my favorite helm, it is blue color my father gives me last year. Since then, I always use this helm and I like this helm. I always use it carefully because I don't want to break it.

S-19

My favorite drawing book

I have one favorite drawing book that my mother bought me, I love to draw and I ask my mother to buy a picture book and finally I'm very happy because it was a picture book.

S-22

My favorite doraemon doll

My name is harianti, my favorite doraemon doll, I have doraemon doll, this is my favorite doraemon doll, it also that my brother give me last year. This doraemon doll, white and blue, I like to put it on my bed every day, every day I clean it and always bought while sleeping.

S-26

My favorite song

I hope you always remember my voice. I have a favorite song. I like listen music, but I have one my favorite song. I like to listen this Paton robes song the soundtrack of naruto next generation song, I always listen this song everywhere and anytime.

S-28

My favorite pencil

I have my favorite thing in the house good, it is pencil good, give of someone, and i got from someone. It is made of bump. That's really cute. Thank you...

S-33

My favorite doll

My name is St. lutfiah ahmad, my favorite doll. I have one favorite doll that my mother gives me yesterday in my birthday. I like the doll because its big size enough, I will keep it.

S-35

My favorite sweater

I have maroon sweater and I like bring it travel anywhere. I don't want my friend borrow that swatter because I like it very much.

➤ **Post-test**

S-11

Assalamu alaikum wr. Wb

Hello my friend...

Good morning...

I hope you okay in this morning, and then I will describe my best friend. His name is abizar idris, his nick-name is abi, I don't know what the meaning of abizar but he is my best friend and he is always kidding to me, and sometimes he is crazy but that okay, it's funny. Okay he is clever and then he is handsome and he has black hair and he has plat nose and I like his nose. His tall is about 165 cm, maybe. He lives in sugitangnga. His hobby is reading a book, and his favorite subject is mathematic subject. His favorite food is noddle. He was born on 24 september 2001. Okay and the last he has brown skin. Maybe until here, the description of my friend, and I want to say good bye, and see you, and I hope you'll okay tomorrow.. Wassalamu alaikum wr. wb..

S-19

Assalamu alaikum wr. Wb

I want to describe one of my best friend, his name is ashari agus munandar, he has black hair, he is sharp nose, he has cute smile, he is my best friend and handsome like me. He lives in manjalling city. Thanks wassalamu alakum warahmatullahi wabarakutu.

S-21

I want to describe one of my friends, her name is ummi kalsum. She is my friend, she has beautiful eyes and cute and lives at cambaya city.

S-23

I want to describe one of my friends, her name is harianti, she is short, beautiful and nice people. She lives at cambaya.

S-26

Hi. ... I'm abizar idris, and i want to describe muhammad alfiyan yahya, I don't know who, and what the meaning of yahya but he is my friend, my best friend. He has cute smile and i like his smile. He has black hair, round eyes, and he has flat nose. I think his tall is about 158; he is my friend in difficult and happy time. His hobby is playing guitar, and he is like to listen to the music. He was born at 24 September 2001. Alright, maybe until here, good bye, and wassalamu alaikum wr. wb. See you, salaam pbb.

S-33

Assalamu alakum wr. Wb

I want to describe one of my best friend, her name is rika reskiyanti, she is diligent and passion. She has black hair and sharp nose, she is my friend, beautiful girl and she is short.

APPENDIX B

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	:	SMA Muhammadiyah Limbung
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	X / I
Alokasi Waktu	:	4 x 45 menit
Topik Pembelajaran	:	Describing People
Pertemuan Ke-	:	1-2

A. Standar Kompetensi

Berbicara

- 10.** Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

- 1.1** Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima

dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, descriptive, dan news item.

C. Indikator Pencapaian Kompetensi

- ✓ Mengetahui cara mendeskripsikan seseorang dengan benar dan tepat.
- ✓ Mengetahui cara menyampaikan deskripsi seseorang dengan pasih/lancar.

D. Tujuan Pembelajaran

- ✓ Siswa dapat mendeskripsikan seseorang dengan benar dan tepat.
- ✓ Dalam mendeskripsikan seseorang, Siswa dapat mengungkapkan dengan cara yang pasih/lancar.

E. Materi Pokok

1. Describing People

Describing people adalah mendeskripsikan seseorang dan merupakan bagian dari descriptive text. Untuk menggambarkan seseorang, diperlukan kosakata untuk mempermudah dalam membuat kalimat. Menggambarkan seseorang (people) bisa dari Characteristics (sifat) dan Physical Appearance (penampilan fisik).

a. *Characteristics (Sifat)*

- | | | | |
|--------------|---------------------------------------|---------------|-----------------|
| - clever | : pintar | - lazy | : malas |
| - diligent | : rajin | - kind | : baik hati |
| - nice | : menyenangkan | - intelligent | : cerdas |
| - patient | : sabar | - smart | : cerdas |
| - talented | : bertalenta | - attracted | : menarik |
| - cheerful | : ceria | - helpful | : penolong |
| - happy | : senang | - hard worker | : pekerja keras |
| - easy going | : tenang, segala sesuatu dibuat mudah | - pretty | : cantik |

- | | | | |
|----------|---------|-------------|----------|
| - honest | : jujur | - handsome | : tampan |
| - cute | : manis | - beautiful | : cantik |

Example of Dialogue:

Raka : What is your opinion about Rania? (Apa pendapatmu tentang Rania?)

Rika : Rania is beautiful. She is very smart. (Rania cantik. Dia sangat pandai.)

Dina : What is your opinion about Raka? (Apa pendapatmu tentang Raka?)

Fitria : Raka is handsome. He is very cheerful. (Raka tampan. Dia sangat ceria.)

b. *Physical Appearance (Penampilan Pisik)*

- | | | | |
|-----------------|-----------------------|--------------|-------------------|
| - sharp eyes | : mata tajam | - flat nose | : hidung pesek |
| - round eyes | : mata bulat | - mata sipit | : slanting eye |
| - pointed nose | : hidung mancung | - oval face | : wajah lonjong |
| - round face | : wajah bulat | - black hair | : rambut hitam |
| - blonde hair | : rambut pirang | - curly hair | : rambut keriting |
| - straight hair | : rambut lurus | - long hair | : rambut panjang |
| - wavy hair | : rambut bergelombang | - short hair | : rambut pendek |
| - dark skin | : kulit gelap | - white skin | : kulit putih |
| - thick lips | : bibir tebal | - brown skin | : kulit coklat |
| - smooth skin | : kulit lembut | - tall | : tinggi |
| - short | : pendek | - slim | : langsing |
| - fat | : gemuk | - thin | : kurus |
| - strong | : kuat | | |

Example of Sentence:

She is Julie.

Dia adalah Julie.

She has straight hair.

Dia memiliki rambut lurus.

Her hair is fairly black.

Rambutnya hitam bersinar.

She is very tall.

Dia sangat tinggi

c. *Contoh Kalimat:*

She is Julie.

Dia adalah Julie.

She has straight hair.

Dia memiliki rambut lurus.

Her hair is fairly black.

Rambutnya hitam bersinar.

She is very tall.

Dia sangat tinggi

d. *Example of describing people:*



Michael Douglas is a very famous and popular American actor. He is about sixty years old. He is a slim person and he is average height. He has got light brown eyes and short fair hair. His wife is a very beautiful British actress who is named Catherine Zeta-Johns, she has got green eyes and long straight black hair. They have got a daughter who is two years old. They all live in the United States of America.

e. *Cue cards:*

Guess the cue cards by using *yes or no* question with your partner. Than, mention the description on the cue cards!



Barack Obama

- Clever
- Hard worker
- Dark skin



Oki Setiana Dewi

- Beautiful
- Cute
- White skin

F. Metode Pembelajaran/Teknik:

Cue cards Media

G. Strategi Pembelajaran

Kegiatan	Langkah Pembelajaran	Alokasi Waktu
Awal	<ul style="list-style-type: none">➤ Menyapa siswa dengan mengucapkan salam dan menanyakan kabar siswa dalam bahasa Inggris➤ Menyampaikan materi dan tujuan pembelajaran yang ingin dicapai➤ Siswa diminta untuk mengingat hal-hal yang berkenaan dengan materi, Kemudian mendeskripsikannya.	
Inti	<p>Pertemuan Ke 1-2</p> <ul style="list-style-type: none">➤ Guru mengelompokkan siswa dalam bentuk pasangan (work in pair)➤ Setiap pasangan mendapatkan 1 kartu dengan gambar yang telah ditentukan.➤ Salah satu siswa dalam kelompok pasangan, diminta untuk melihat gambar pada kartu, sedangkan siswa lainnya akan menebak gambar "Quessing the picture" dengan menggunakan "yes or no" questions. <i>E.g: "Is it girl/boy?"</i>➤ Setiap pasangan menyimpulkan pendapat mereka mengenai Cue Cards yang telah berhasil ditebak.	

Akhir	<ul style="list-style-type: none"> ➤ Guru bersama siswa menyimpulkan materi yang sudah dipelajari ➤ Melakukan refleksi terhadap kegiatan yang sudah dipelajari dengan cara meminta salah seorang siswa untuk mempraktekkan kembali materi yang telah dipelajari, sedangkan siswa yang lainnya diminta untuk memberi komentar. ➤ Mengakhiri pembelajaran dengan mengucapkan hamdalah 	
-------	--	--

H. Sumber/Bahan/Alat

- Buku, Internet
- Kertas, Picture, Pensil Warna, Gunting, dll

I. Penilaian

1. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Mendeskripsikan seseorang dengan tepat dan pasih	Tes Lisan	Mendeskripsikan gambar	Describe the cue cards in front of class!

2. Instrumen Penilaian

Describe the cue cards using *yes or no question* with your partner. Then, perform your description in front of the class!

3. Pedoman Penilaian

a. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two majors causing confusion.
Average	3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother-tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.
Very poor	1	Serious Pronunciation errors as well as many 'basic' grammatical and lexical errors. no evidence of having mastered of any language skill and areas practiced in the course.

b. Fluency

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally by only one or two unnatural pauses.
Very Good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.

Average	3	Has to make an effort for much of time. Often has to search for the desired meaning. Rather halting delivery. Almost gives up making the effort at times limited.
Poor	2	Long pauses while he researches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

$$\text{X mean Score} = \frac{\text{the total of the students score}}{\text{Highes score total}} \times 10$$

- 1) Calculating the mean score of the students' speaking test by using the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where: \bar{X} : The mean score

$\sum x$: The total of the students score

N : Highes score total

- 2) The result from the convert score put in this score classification:

Score	Classification
9.6 – 10	Excellent
8.6 – 9.5	Very good
7.6 – 8.5	Good
6.6 – 7.5	Fairly good
5.6 – 6.5	Fair
3.6 – 5.5	Poor
0 – 3.5	Very poor

Makassar, Oktober 2017

Guru Mata Pelajaran

Mahasiswi

Nur Andriani, S.Pd
NBM. 1056259

Eka Lisy Rosalinda
Nim. 10535539113

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMA Muhammadiyah Limbung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / I
Alokasi Waktu : 4 x 45 menit
Topik Pembelajaran : Describing Object
Pertemuan Ke- : 3-4

B. Standar Kompetensi

Berbicara

10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

1.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, descriptive, dan news item.

C. Indikator Pencapaian Kompetensi

- ✓ Mengetahui cara mendeskripsikan benda dengan benar dan tepat.
- ✓ Mengetahui cara menyampaikan deskripsi benda dengan pasih/lancar.

F. Tujuan Pembelajaran

- ✓ Siswa dapat mendeskripsikan benda dengan benar dan tepat.
- ✓ Dalam mendeskripsikan benda, Siswa dapat mengungkap dengan cara yang pasih/lancar.

G. Materi Pokok

2.Describing Object

Descriptive text adalah sebuah text dimana gagasan utamanya disampaikan dengan cara menggambarkan secara jelas objek, tempat, atau peristiwa yang sedang menjadi topik kepada pembaca. Sehingga pembaca seolah-olah *merasakan langsung* apa yang sedang diungkapkan dalam teks tersebut.

Describing Object adalah mendeskripsikan benda dengan melibatkan kesan indera, berikut ciri-cirinya:

- ✓ Paragraf deskripsi menggambarkan sesuatu.
- ✓ Paragraf yang digambarkan dijelaskan secara sangat jelas dan rinci serta melibatkan kesan indera.
- ✓ Ketika pembaca membaca teks deskripsi, maka seolah-olah merasakan langsung apa yang sedang dibahas di dalam teks.
- ✓ Teks deskripsi menjelaskan ciri-ciri fisik objek, seperti bentuk, ukuran, warna, atau ciri-ciri psikis/keadaan suatu objek dengan rinci

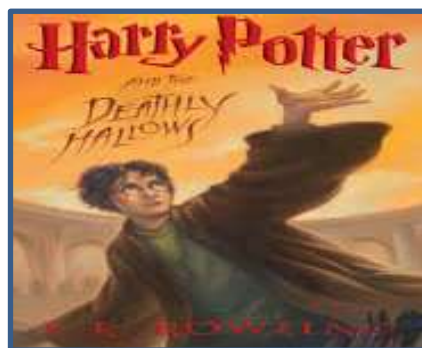
a. *Example of describing object:*

My Favorite shoes



I have a lot of shoes, but my favorite is a pair of sneakers. It is blue shoes that my mother gives me last year. I have been wearing these shoes when I can. I like these shoes because they are comfortable and they are also blue. I like blue. I always use my favorite shoes carefully, because I do not want to break it.

My Favorite Book



I love reading book. My favorite book is Harry Potter series. I have read all of the series. I love these books because they are so imaginative. The story is so amazing. When read the books, sometimes I imagine my self is studying at

Howard and learn magic. My favorite character of the book is harmony. She is cute and smart. I want to be like her.

b. Cue cards

Describing Classroom object!



Chair
 -Made of wood
 -brown
 -hard
 -smooth



Pencil
 -Made of wood
 -Red and black color
 -hard
 -smooth



Eraser
 -made from rubber
 -bendy
 -soft
 -small

G. Strategi Pembelajaran

Kegiatan	Langkah Pembelajaran	Alokasi Waktu
Awal	<ul style="list-style-type: none"> ➤ Menyapa siswa dengan mengucapkan salam dan menanyakan kabar siswa dalam bahasa Inggris ➤ Menyampaikan materi dan tujuan pembelajaran yang ingin dicapai ➤ Siswa diminta untuk mengingat hal-hal yang berkenaan dengan materi, Kemudian mendeskripsikannya. 	

Inti	<p>Pertemuan Ke 3-4</p> <ul style="list-style-type: none"> ➤ Guru mengelompokkan siswa dalam bentuk pasangan (work in pair) ➤ Setiap pasangan mendapatkan kartu dengan gambar yang telah ditentukan. ➤ Salah satu siswa dalam kelompok pasangan, diminta untuk melihat gambar pada kartu, sedangkan siswa lainnya akan menebak gambar "Quessing the picture" dengan menggunakan "yes or no" questions. <i>E.g: "Is it made of wood or not?"</i> ➤ Setiap pasangan menyimpulkan pendapat mereka mengenai Cue Cards yang telah berhasil ditebak. 	
Akhir	<ul style="list-style-type: none"> ➤ Guru bersama siswa menyimpulkan materi yang sudah dipelajari ➤ Melakukan refleksi terhadap kegiatan yang sudah dipelajari dengan cara meminta salah seorang siswa untuk mempraktekkan kembali materi yang telah dipelajari, sedangkan siswa yang lainnya diminta untuk memberi komentar. ➤ Mengakhiri pembelajaran dengan mengucapkan hamdalah 	

I. Sumber/Bahan/Alat

- Buku, Internet

- Kertas, Picture, Pensil Warna, Gunting, dll

J. Penilaian

1. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Mendeskripsikan benda dengan tepat dan pasih.	Tes Lisan	Mendeskripsikan gambar	Describe the cue cards in front of class!

3. Instrumen Penilaian

Describe the cue cards using *yes or no question* with your partner. After that, perform your description in front of the class!

4. Pedoman Penilaian

c. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two majors causing confusion.
Average	3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother-tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.
Very poor	1	Serious Pronunciation errors as well as many 'basic' grammatical and lexical errors. no evidence of having mastered of any language skill and areas practiced in the course.

d. Fluency

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally by only one or two unnatural pauses.
Very Good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of time. Often has to search for the desired meaning. Rather halting delivery. Almost gives up making the effort at times limited.
Poor	2	Long pauses while he researches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

$$\bar{X} \text{ Mean Score} = \frac{\text{the total of students score}}{\text{highes score total}} \times 10$$

3) Calculating the mean score of the students' speaking test by using the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where: \bar{X} : the mean score
 $\sum x$: the total of students score
N : highes score total

4) The result from the convert score put in this score classification:

Score	Classification
9.6 – 10	Excellent
8.6 – 9.5	Very good
7.6 – 8.5	Good
6.6 – 7.5	Fairly good
5.6 – 6.5	Fair
3.6 – 5.5	Poor
0 – 3.5	Very poor

Makassar, Oktober 2017

Guru Mata Pelajaran

Mahasiswa

Nur Andriani, S.Pd
NBM. 1056259

Eka Lisya Rosalinda
Nim. 10535539113

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMA Muhammadiyah Limbung

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : X / I
 Alokasi Waktu : 4 x 45 menit
 Topik Pembelajaran : Describing Animals
 Pertemuan Ke- : 5-6

C. Standar Kompetensi

Berbicara

10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

1.3 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, descriptive, dan news item.

C. Indikator Pencapaian Kompetensi

- ✓ Mengetahui cara mendeskripsikan binatang dengan benar dan tepat.
- ✓ Mengetahui cara menyampaikan deskripsi binatang dengan pasih/lancar.

H. Tujuan Pembelajaran

- ✓ Siswa dapat mendeskripsikan binatang dengan benar dan tepat.
- ✓ Dalam mendeskripsikan binatang, Siswa dapat mengungkap dengan cara yang pasih/lancar.

I. Materi Pokok

5.Describing Animals

<u>Adjectives for Describing Animals</u> -furry
--

<u>Animals Parts</u> -fur -mane -snout paw
--

<u>Other Vocabulary</u>	
-know	-quiet
-playful	-cage
-fish	-guinea pig
-aquarium	-mouse

a. Example of describing animals:



- I live in Africa
 - I'm the king of the jungle
 - I'm very dangerous
 - I eat meat
 - I've got sharp teeth and big body
- Which animal am I? (LION)



- I'm orange and white
 - I can swim
 - I live in the sea
 - I've got four fins
 - I haven't got legs or a tail
- Which animal am I? (FISH)



- ELEPHANT**
- I've got a big grey body, a long trunk, big ears and two tusks.
 - I live in grassland
- Which animal am I ?



- CAT**
- I've got a whiskers and a long tail
 - I've got four legs
 - I haven't got wings
 - I eat fish
- Which animal am I ?



- GIRAFFE**
- I live in grasslands
 - I've got a long neck.
 - I eat leaves from the trees

F. Metode Pembelajaran/Teknik:

Cue cards Media

G. Strategi Pembelajaran

Kegiatan	Langkah Pembelajaran	Alokasi Waktu
Awal	<ul style="list-style-type: none">➤ Menyapa siswa dengan mengucapkan salam dan menanyakan kabar siswa dalam bahasa Inggris➤ Menyampaikan materi dan tujuan pembelajaran yang ingin dicapai➤ Siswa diminta untuk mengingat hal-hal yang berkenaan dengan materi, Kemudian mendeskripsikannya.	
Inti	<p>Pertemuan Ke 5-6</p> <ul style="list-style-type: none">➤ Guru mengelompokkan siswa dalam bentuk pasangan (work in pair)➤ Setiap pasangan mendapatkan 3 kartu dengan gambar yang telah ditentukan.➤ Salah satu siswa dalam kelompok pasangan, diminta untuk melihat gambar pada kartu, sedangkan siswa	

	<p>lainnya akan menebak gambar “fast” dengan menggunakan “yes or no” questions. <i>E.g : “Is it an animal?”</i></p> <p>➤ Setiap pasangan menyimpulkan pendapat mereka mengenai Cue Cards yang telah berhasil ditebak.</p>	
Akhir	<p>➤ Guru bersama siswa menyimpulkan materi yang sudah dipelajari</p> <p>➤ Melakukan refleksi terhadap kegiatan yang sudah dipelajari dengan cara meminta salah seorang siswa untuk mempraktekkan kembali materi yang telah dipelajari, sedangkan siswa yang lainnya diminta untuk memberi komentar.</p> <p>➤ Mengakhiri pembelajaran dengan mengucapkan hamdalah</p>	

J. Sumber/Bahan/Alat

- Buku, Internet
- Kertas, Picture, Pensil Warna, Gunting, dll

K. Penilaian

1. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Mendeskripsikan binatang	Tes Lisan	Mendeskripsikan	Describe the cue

	dengan tepat dan pasih.		gambar	cards in front of class!
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4. Instrumen Penilaian

Describe the cue cards using *yes or no question* with your partner. Then, perform your description in front of the class!

5. Pedoman Penilaian

e. Accuracy

Classification	Score	Criteria
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f. Fluency

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Score	Classification
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5.6 – 6.5	Fair
3.6 – 5.5	Poor
0 – 3.5	Very poor

Makassar, Oktober 2017

Guru Mata Pelajaran

Mahasiswa

Nur Andriani, S.Pd
NBM. 1056259

Eka Lisy Rosalinda
Nim. 10535539113

STUDENTS' MATERIAL IN SPEAKING ACTIVITY

Quessing the cue cards by using *yes or no* question with your partner. Than, mention the description on the cue cards!



S-16 & S-19

LAUDIA CYNTIA BELLA

- ✓ Beautifull
- ✓ White skin
- ✓ Sharp nose
- ✓ Sweet smila
- ✓ Thick eyebrows
- ✓ Round eyes
- ✓ Red lips



S-7, S-10 & S-13

ALIANDO SYARIF

- ✓ handsome
- ✓ he has white skin
- ✓ nice smile
- ✓ Thick eyebrows
- ✓ tall
- ✓ pointed nose
- ✓ he has black hair



S-22 & S-29

ANDI ARSYIL

- ✓ he has black hair
- ✓ he has slanting eyes
- ✓ he has white skin
- ✓ he is tall
- ✓ sharp nose



S-8 & S-5

SYAHRINI

- ✓ Indonesian actress
- ✓ Singer



S-33 & S-30

BOBOHO

- ✓ white skin
- ✓ fat
- ✓ flat nose
- ✓ bald
- ✓ slanting eyes
- ✓ funny
- ✓ short
- ✓ greedy

S-4 & S-12

ROMA IRAMA



- ✓ Indonesian actress
- ✓ King of dangdut
- ✓ Talented



S-15 & S-14

LION

- I live in Africa
- I'm the king of the jungle
- I'm very dangerous
- I eat meat
- I've got sharp teeth and big body

S-17 & S-9

GIRAFFE



- I live in grasslands
 - I've got a long neck.
 - I eat leaves from the trees
- Which animal am I ?

S-34 & S-3

FISH

- I'm orange and white
 - I can swim
 - I live in the sea
 - I've got four fins
 - I haven't got legs or a tail
- Which animal am I? (FISH)



S-32 & S-20

CHAIR

- Made of wood
- Brown
- Hard
- Smooth



S-27 & S-18

ERASER

- Made from rubber
- Bendy
- Soft
- Small



S-21 & S-25

PENCIL

- ✓ Made of wood
- ✓ Red and black color

S-11 & S-26

JACKIE CHAN



- ✓ sharp nose
- ✓ white skin
- ✓ tall
- ✓ handsome
- ✓ strong
- ✓ From hongkong
- ✓ An actor in action/comedy movies
- ✓ Funny people
- ✓ Black hair



S-35 & S-28

BARAC OBAMA

- Black hair
- Sharp nose
- Slanted eyes
- Cute
- Brown skin
- handsome
- tall
- funny
- thin
- thick lips

No	Code of	Pre Test
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APPENDIX C

Calculating the Mean Score of the Students' Speaking Ability in Pretest

		Fluency		Accuracy		Final score
		Row score	Score	Row score	Score	
1	S-1	2	3.33	1	1.67	2.50
2	S-2	2	3.33	3	5.00	4.17
3	S-3	1	1.67	3	5.00	3.33
4	S-4	3	5.00	3	5.00	5.00
5	S-5	2	3.33	3	5.00	4.17
6	S-6	3	5.00	4	6.67	5.83
7	S-7	3	5.00	3	5.00	5.00
8	S-8	2	3.33	3	5.00	4.17
9	S-9	3	5.00	2	3.33	4.17
10	S-10	2	3.33	3	5.00	4.17
11	S-11	3	5.00	4	6.67	5.83
12	S-12	1	1.67	3	5.00	3.33
13	S-13	3	5.00	2	3.33	4.17
14	S-14	2	3.33	2	3.33	3.33
15	S-15	1	1.67	2	3.33	2.50
16	S-16	1	1.67	3	5.00	3.33
17	S-17	2	3.33	2	3.33	3.33
18	S-18	2	3.33	2	3.33	3.33
19	S-19	2	3.33	2	3.33	3.33
20	S-20	2	3.33	3	5.00	4.17
21	S-21	2	3.33	3	5.00	4.17
22	S-22	2	3.33	2	3.33	3.33
23	S-23	2	3.33	1	1.67	2.50
24	S-24	2	3.33	2	3.33	3.33
25	S-25	2	3.33	3	5.00	4.17
26	S-26	4	6.67	4	6.67	6.67
27	S-27	2	3.33	3	5.00	4.17
28	S-28	2	3.33	2	3.33	3.33
29	S-29	2	3.33	2	3.33	3.33
30	S-30	2	3.33	3	5.00	4.17
31	S-31	2	3.33	2	3.33	3.33
32	S-32	3	5.00	3	5.00	5.00
33	S-33	2	3.33	2	3.33	3.33
34	S-34	2	3.33	2	3.33	3.33
35	S-35	2	3.33	2	3.33	3.33
Total		75.00	125.00	89.00	148.33	136.65

1. The mean score of students' speaking ability in Pretest

a. Fluency classification

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{125.00}{35} = 3.57$$

b. Accuracy classification

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{148.33}{35} = 4.24$$

2. Speaking final score

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{136.65}{35} = 3.90$$

No	Code of Students	Post Test				
		Fluency		Accuracy		Final score
		Row score	Score	Row score	Score	
1	S-1	4	6.67	3	5.00	5.83
2	S-2	3	5.00	5	8.33	6.67

3	S-3	3	5.00	5	8.33	6.67
4	S-4	4	6.67	4	6.67	6.67
5	S-5	5	8.33	4	6.67	7.50
6	S-6	4	6.67	5	8.33	7.50
7	S-7	5	8.33	5	8.33	8.33
8	S-8	3	5.00	5	8.33	6.67
9	S-9	4	6.67	4	6.67	6.67
10	S-10	4	6.67	5	8.33	7.50
11	S-11	5	8.33	5	8.33	8.33
12	S-12	4	6.67	5	8.33	7.50
13	S-13	5	8.33	4	6.67	7.50
14	S-14	3	5.00	5	8.33	6.67
15	S-15	3	5.00	5	8.33	6.67
16	S-16	3	5.00	5	8.33	6.67
17	S-17	4	6.67	4	6.67	6.67
18	S-18	3	5.00	5	8.33	6.67
19	S-19	3	5.00	5	8.33	6.67
20	S-20	4	6.67	5	8.33	7.50
21	S-21	4	6.67	5	8.33	7.50
22	S-22	5	8.33	4	6.67	7.50
23	S-23	5	8.33	3	5.00	6.67
24	S-24	5	8.33	4	6.67	7.50
25	S-25	5	8.33	5	8.33	8.33
26	S-26	5	8.33	5	8.33	8.33
27	S-27	4	6.67	5	8.33	7.50
28	S-28	5	8.33	4	6.67	7.50
29	S-29	3	5.00	5	8.33	6.67
30	S-30	4	6.67	5	8.33	7.50
31	S-31	5	8.33	4	6.67	7.50
32	S-32	5	8.33	5	8.33	8.33
33	S-33	4	6.67	4	6.67	6.67
34	S-34	4	6.67	4	6.67	6.67
35	S-35	4	6.67	5	8.33	7.50
Total		143.00	238.33	160.00	266.67	252.53

Calculating the Mean Score of the Students' Speaking Ability in Posttest

1. The mean score of students' speaking ability in Posttest

a. Fluency classification

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{238.33}{35} = 6.81$$

b. Accuracy classification

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{266.67}{35} = 7.62$$

2. Speaking final score

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{252.53}{35} = 7.21$$

APPENDIX D

Frequency and Percentage in Students' Speaking Ability

A. Frequency of the Students' Fluency in Speaking

1. Pretest

a. Very Poor

$$F = 4, N = 35$$

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

$$P = \frac{4}{35} \times 100\% = 11.42\%$$

b. Poor

$$F = 23. N = 35$$

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

$$P = \frac{23}{35} \times 100\% = 65.71\%$$

c. Average

$$F = 7. N = 35$$

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

$$P = \frac{7}{35} \times 100\% = 20\%$$

d. Good

$$F = 1. N = 35$$

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

$$P = \frac{1}{35} \times 100\% = 2.85\%$$

2. Post Test

a. Average

$$F = 9. N = 35$$

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

$$P = \frac{9}{35} \times 100\% = 25.71\%$$

b. Good

$$F = 14. N = 35$$

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

$$P = \frac{14}{35} \times 100\% = 40\%$$

c. Very Good

$$F = 12. N = 35$$

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

$$P = \frac{12}{35} \times 100\% = 34.28\%$$

B. Frequency of the Students' Accuracy in Speaking

1. Pretest

a. Very Poor

$$F = 2. N = 35$$

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

$$P = \frac{2}{35} \times 100\% = 5.71\%$$

b. Poor

$$F = 15. N = 35$$

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

$$P = \frac{15}{35} \times 100\% = 42.85\%$$

c. Average

$$F = 15. N = 35$$

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

$$P = \frac{15}{35} \times 100\% = 42.85\%$$

d. Good

$$F = 3. N = 35$$

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

$$P = \frac{3}{35} \times 100\% = 8.57\%$$

2. Post Test

a. Average

$$F = 2. N = 35$$

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

$$P = \frac{2}{35} \times 100\% = 5.71\%$$

b. Good

$$F = 11. N = 35$$

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

$$P = \frac{11}{35} \times 100\% = 31.42\%$$

c. Very Good

$$F = 22. N = 35$$

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

$$P = \frac{22}{35} \times 100\% = 62.85\%$$

APPENDIX E

Improvement on Students' Speaking Ability in Terms of Fluency and Accuracy

1. Improvement percentage in students' speaking fluency

$$\begin{aligned} P &= \frac{x_2 - x_1}{x_1} \times 100\% \\ &= \frac{6.81 - 3.57}{3.57} \times 100\% \\ &= 90.75\% \end{aligned}$$

2. Improvement percentage in students' speaking accuracy

$$\begin{aligned} P &= \frac{x_2 - x_1}{x_1} \times 100\% \\ &= \frac{7.62 - 4.24}{4.24} \times 100\% \\ &= 79.71\% \end{aligned}$$

3. Improvement percentage in speaking final score

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$= \frac{7.21 - 3.90}{3.90} \times 100\%$$

$$= 84.8\%$$

Data Analysis of Students' Final Score

Code of Students	Pre-Test	Post-Test	Gain	D ²
	(X ₁)	(X ₂)	(X ₂ -X ₁)	
S-1	2.5	5.83	3.33	11.09
S-2	4.17	6.67	2.5	6.25
S-3	3.33	6.67	3.34	11.16
S-4	5	6.67	1.67	2.79
S-5	4.17	7.5	3.33	11.09
S-6	5.83	7.5	1.67	2.79
S-7	5	8.33	3.33	11.09
S-8	4.17	6.67	2.5	6.25
S-9	4.17	6.67	2.5	6.25
S-10	4.17	7.5	3.33	11.09
S-11	5.83	8.33	2.5	6.25
S-12	3.33	7.5	4.17	17.39
S-13	4.17	7.5	3.33	11.09

S-14	3.33	6.67	3.34	11.16
S-15	2.5	6.67	4.17	17.39
S-16	3.33	6.67	3.34	11.16
S-17	3.33	6.67	3.34	11.16
S-18	3.33	6.67	3.34	11.16
S-19	3.33	6.67	3.34	11.16
S-20	4.17	7.5	3.33	11.09
S-21	4.17	7.5	3.33	11.09
S-22	3.33	7.5	4.17	17.39
S-23	2.5	6.67	4.17	17.39
S-24	3.33	7.5	4.17	17.39
S-25	4.17	8.33	4.16	17.31
S-26	6.67	8.33	1.66	2.76
S-27	4.17	7.5	3.33	11.09
S-28	3.33	7.5	4.17	17.39
S-29	3.33	6.67	3.34	11.16
S-30	4.17	7.5	3.33	11.09
S-31	3.33	7.5	4.17	17.39
S-32	5	8.33	3.33	11.09
S-33	3.33	6.67	3.34	11.16
S-34	3.33	6.67	3.34	11.16
S-35	3.33	7.5	4.17	17.39
N=35	$\sum X_1 = 36.65$	$\sum X_2 = 252.53$	$\sum D = 115.88$	$\sum D^2 = 401.0396$

$$\bar{D} = \frac{\Sigma D}{N}$$

$$= \frac{115.88}{35}$$

$$= 3.31$$

$$\Sigma D^2 = 401.0396$$

$$\Sigma D = 115.88$$

$$N = 35$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

$$= \frac{3.31}{\sqrt{\frac{401.03 - \frac{(115.88)^2}{35}}{35(35-1)}}}$$

$$= \frac{3.31}{\sqrt{\frac{401.03 - 10.95}{35.34}}}$$

$$= \frac{3.31}{\sqrt{\frac{390.08}{-1190}}}$$

$$= \frac{3.31}{\sqrt{0.327}}$$

$$= \frac{3.31}{0.571}$$

$$= 5.79$$

APPENDIX F**Critical Value of t-table****Level of Significance for one-tailed test**

Df	.10	0.05	.01
1	6.314	12.706	63.657
2	2.920	4.303	9.925
3	2.353	3.182	5.841
4	2.132	2.776	4.604
5	2.015	2.571	4.032
6	1.943	2.447	3.707
7	1.895	2.365	3.499
8	1.860	2.306	3.355
9	1.833	2.262	3.250
10	1.812	2.228	3.169
11	1.796	2.201	3.106
12	1.782	2.179	3.055
13	1.771	2.160	3.012
14	1.761	2.145	2.977
15	1.753	2.131	2.947
16	1.746	2.120	2.921
17	1.740	2.110	2.989
18	1.734	2.101	2.878
19	1.729	2.093	2.861
20	1.725	2.086	2.845
21	1.721	2.080	2.831
22	1.717	2.074	2.819
23	1.714	2.069	2.807
24	1.711	2.064	2.797
25	1.708	2.060	2.787
26	1.706	2.058	2.779
27	1.703	2.052	2.771
28	1.701	2.048	2.763
29	1.699	2.045	2.756
30	1.697	2.042	2.750
31	1.695	2.039	2.744
32	1.964	2.037	2.738
33	1.692	2.034	2.733
34	1.691	2.032	2.728

35	1.689	2.030	2.723
40	1.684	2.021	2.701
50	1.671	2.000	2.660
60	1.658	1.980	2.617
120	1.645	1.960	2.576

APPENDIX G

The Students' Classification of the Pre Test and Post Test in Fluency Category

No	Code of Students	Pre Test (Row score)	Classification	Post Test (Row Score)	Classification
1	S-1	2	Poor	3	Average
2	S-2	2	Poor	3	Average
3	S-3	1	Very Poor	2	Poor
4	S-4	3	Average	4	Good
5	S-5	2	Poor	3	Average
6	S-6	3	Average	4	Good
7	S-7	3	Average	4	Good
8	S-8	2	Poor	3	Average
9	S-9	3	Average	4	Good
10	S-10	2	Poor	4	Good
11	S-11	3	Average	6	Excellent
12	S-12	1	Very Poor	2	Poor
13	S-13	3	Average	4	Good
14	S-14	2	Poor	3	Average
15	S-15	1	Very Poor	3	Average
16	S-16	1	Very Poor	2	Poor
17	S-17	2	Poor	3	Average
18	S-18	2	Poor	3	Average
19	S-19	1	Very Poor	2	Poor
20	S-20	2	Poor	3	Average
21	S-21	2	Poor	3	Average
22	S-22	2	Poor	3	Average
23	S-23	2	Poor	3	Average
24	S-24	1	Very Poor	2	Poor
25	S-25	2	Poor	3	Average
26	S-26	4	Good	6	Excellent
27	S-27	2	Poor	3	Average
28	S-28	1	Very Poor	2	Poor
29	S-29	2	Poor	3	Average
30	S-30	2	Poor	3	Average
31	S-31	2	Poor	3	Average

32	S-32	3	Average	4	Good
33	S-33	2	Poor	3	Average
34	S-34	2	Poor	3	Average
35	S-35	2	Poor	3	Average

**The Students' Classification of the Pre Test and Post Test in Accuracy
Category**

No	Code of Students	Pre Test (Row score)	Classification	Post Test (Row Score)	Classification
1	S-1	1	Very Poor	2	Poor
2	S-2	3	Average	4	Good
3	S-3	3	Average	4	Good
4	S-4	3	Average	4	Good
5	S-5	3	Average	4	Good
6	S-6	4	Good	5	Very Good
7	S-7	3	Average	4	Good
8	S-8	3	Average	4	Good
9	S-9	2	Poor	3	Average
10	S-10	3	Average	4	Good
11	S-11	4	Good	5	Very Good
12	S-12	3	Average	4	Good
13	S-13	2	Poor	3	Average
14	S-14	2	Poor	3	Average
15	S-15	2	Poor	3	Average
16	S-16	3	Average	4	Good
17	S-17	2	Poor	3	Average
18	S-18	2	Poor	3	Average
19	S-19	2	Poor	3	Average
20	S-20	3	Average	4	Good
21	S-21	3	Average	4	Good
22	S-22	1	Very Poor	3	Average
23	S-23	1	Very Poor	2	Poor
24	S-24	2	Poor	3	Average
25	S-25	1	Very Poor	2	Poor
26	S-26	4	Good	6	Excellent
27	S-27	3	Average	4	Good
28	S-28	2	Poor	3	Average
29	S-29	1	Very Poor	3	Average
30	S-30	3	Average	4	Good

31	S-31	2	Poor	4	Good
32	S-32	3	Average	4	Good
33	S-33	2	Poor	4	Good
34	S-34	2	Poor	3	Average
35	S-35	2	Poor	4	Good

APPENDIX H

DOCUMENTATION



CURRICULUM VITAE



Eka Lisya Rosalinda is the first daughter of marriage H. Kamaruddin and Hj. Sumarni. She was born on November 08rd , 1995 in Tobadak (West-Sulawesi). She has a brother and a sister. She graduated her school in 2007 at SDN Inpress Mahahe.

In the same year she continued her study at MTs. Husnayain Salulebbo and graduated in 2010. Then, she registered in SMAN 1 Model Marioriwawo Soppeng and graduated in 2013. In same year, She was accepted in English Education Departement, Muhammadiyah University of Makassar.