

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, formulation of the research problems, the objective of study, the significances of the study, scope and limitation, the hypothesis of the study, and definition of key terms.

A. Background of The Research

Speaking is one skill in English which have high influences in social interaction. Fulcher (2003: 23) defines speaking as the verbal use of language to communicate with other. Its function is to convey information or message to others in a certain language. Chaney in Kayi (2006: 1) defines speaking as the process of building and sharing meaning through the use of symbols in a variety context. It means someone needs to have a good speaking ability because it helps the speaker send a message to the listener and help the listener make sense of the message from speaker. With a good speaking ability, someone can be a communicative person. It is supported by the general statement of Federal State Educational Standard of the Secondary General Education 2010 that said oral speech competence is an essential component of communicative competence of students.

Speaking is the ability that is taken for granted. The ability to speak develop naturally through the process of communication when human socialize each other (Hall cited in Fulcher, 2003: 22). In fact, mastering speaking as second language is not easy. Many problems faced by students in the process of mastering speaking. Based on the researcher's observation in SMPN 1 Ngunut on July to September 2018, there are some features that make speaking become

a difficult language skill for the students. Some difficulties found are some of the students still not able to pronounce vocabulary accurately, some of the students still not able to speak fluently, some of the students still not able to speak in accurate grammar, and some of the students still not able to find idea about what to say.

More over the difficulty is not only caused by the rules of speaking such as consider to grammar, pronunciation, intonation and vocabulary, but also from students their-self such as having a high anxiety. Brown (2007: 161) states that anxiety is associated with feeling of uneasiness, frustration, self-doubt, apprehension or worry. Students are often to keep silent in the classroom activity because they are afraid of making mistake when they speak English.

To help students learn speaking easily and more effectively, teacher need an appropriate technique or media that can be used in the process of teaching and learning. In order to help the teaching and learning process of speaking, cue card is introduced as one of the teaching media.

Cue card is small card with picture(s) or word(s) on it that can be used on pair or group work (Harmer, 2001: 177). Its function to encourage students to respond. Cue card is interesting to help the teaching and learning process of speaking. It is cheap and the process to make it is not complicated. Teacher can take the pictures from magazine, draw it, or print it than stick on the card. One advantage of cue card is cue card can provide structure for student's deficit skill area or areas (Conderman and Hedin, 2015: 155). For examples as reminder for student who have short memory and it can provide structure for student who are unorganized. According to Mora (1994) cue card is a card

which contain clues. Teacher can use it to stimulate students' idea. With those idea, it can help the students to do speaking activities such as describing someone or something orally.

Some research about cue card have conducted by some previous researcher. First previous research had conducted by Elvita (2012). Although this previous study has the same focus, this research still important because both are different in the research design. This previous research had used pre-experimental research design while this research uses quasi experimental design which is better than pre-experimental design because it done the sampling by randomization. The next previous research had conducted by Budiastuti (2007) and Rahmawati (2017) who both of them focus on how the use of cue card to improve students' speaking ability while this research focus on the effect of using cue card towards students speaking ability.

Based on the description above, the researcher is curious to carry a research concerning to the use of cue card to teach speaking entitled The Effectiveness of Using Cue Card Toward Students' Speaking Ability of The Seventh Graders of SMPN 1 Ngunut Tulungagung.

B. Formulation of The Research Problems

Based on the background of study, there is a research question which appears in this study: Is Cue Card effective for teaching speaking the seventh graders of SMPN 1 Ngunut Tulungagung?

C. Objective of The Study

Based on the formulation on research problem, there is an objective which appears in this study: To know whether cue card is effective or not for teaching speaking the seventh graders of SMPN 1 Ngunut Tulungagung.

D. Significance of The Research

First, the result of this research is dedicated to inspire English teacher who wants to use a new innovation to teach speaking when they have the similar problem in teaching speaking.

Second, this can improve the reader's knowledge and new perspective in teaching and learning English exactly which focus on speaking skill.

The last, this research is expected to be beneficial for the next researcher who wants to conduct research about cue card. This research can be used as the source of their research and it can inspires them to improve the new finding by using cue card.

E. Scope and Limitation

This research is only conducted to the seventh graders of SMPN 1 Ngunut on academic year 2018-2019. The researcher takes two classes. One class as experiment group which is taught using cue card and the one as control group which is taught without using cue card.

The limitation of subject is English which focusses on speaking descriptive text in the second semester. Beside the researcher using cue card to improve students descriptive speaking ability. Cue card is small card with picture or

word on it to encourage students to respond. That is why the researcher limits the subject in descriptive text because describing something is identical with what students can see. By seeing the picture on the cue card students will be stimulated to describe something orally more fluently.

F. Hypothesis of The Study

1. Ha: Cue card is effective to teach speaking the seventh graders of SMPN 1 Ngunut Tulungagung.
2. H0: Cue card is not effective to teach speaking the seventh graders of SMPN 1 Ngunut Tulungagung.

G. Definition of Key Term

To avoid misunderstanding in this research, the researcher provides some definition of terms used in this research. Those are:

1. Effectiveness

Effectiveness is the degree to which something is successful in producing a desired result. The effectiveness in this research means the significant improvement of students' descriptive speaking score after taught by using cue card.

2. Cue card

Cue card is a small card with picture or word on it which can encourage students to respond and it can stimulate students' ideas.

3. Teaching

Teaching is a form of interpersonal influence that aimed to improve someone/another person's potential.

4. Speaking

Speaking is the process of building and sharing meaning through the use of symbols in a variety context that use to communicate with others.