

CUE CARD AS MEDIA FOR TEACHING SPEAKING IN SENIOR HIGH SCHOOL

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“Creativity and Innovation in
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BOOK 2

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COVER

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TABLE OF CONTENTS

FOREWORD	ii
LIST OF INTERNAL AND EXTERNAL REVIEWERS	iii
LIST OF INVITED SPEAKERS	v
LIST OF FEATURED SPEAKERS	vi
TABLE OF CONTENT	vii
LINGUISTICS AND EFL TEACHING: UNDERSTANDING WHAT EFL TEACHERS CAN BENEFIT FROM LANGUAGE THEORIES	1
I Ketut Warta	1
ARE VOCATIONAL COLLEGE STUDENTS PRAGMATICALLY COMPETENT?; AN EMPIRICAL STUDY TO THE DEVELOPMENT OF PRAGMATIC-BASED ENGLISH LEARNING MODEL	6
I M. Rai Jaya Widanta	6
I W. DanaArdika	6
I N. Rajin Aryana	6
Luh N. Chandra Handayani	6
CONTINUOUS PROFESSIONAL DEVELOPMENT INNOVATIVE WAYS: WHAT NEW ENGLISH TEACHERS CAN DO FOR LEARNING?	11
I.G.A. Lokita Purnamika Utami	11
AUTHENTIC ASSESSMENT ACTIVITIES IN 2013 CURRICULUM BASED TEXTBOOKS FOR JUNIOR HIGH SCHOOLS.....	20
Ida Isnawati	20
PRE-SERVICE TEACHERS' USE OF READING STRATEGIES IN THEIR OWN READINGS AND FUTURE CLASSROOMS	28
Ida Puji Lestari	28
NEEDS ANALYSIS IN DEVELOPING ENGLISH TEACHING MATERIALS FOR KINDERGARTEN STUDENTS	34
Iin Inawati	34
MODERN EDUCATIONAL TECHNOLOGY FOR THE 21ST CENTURY: ON THE APPLICATION OF TEACHING TOEIC FOR ENGINEERING STUDENTS	43
Ika Erawati	43
TEACHING ENGLISH THROUGH STORYTELLING IN A SHADOWS PUPPETS (WAYANG KULIT) SHOW	52
Ika Ismurdyahwati	52
Suhari	52
Suparman	52
SIMULTANEOUS WAY AND SUCCESSIVE WAY IN TEACHING GRAMMAR.....	55
Ike Dian Puspitasari	55
THE EFFECT OF MIND MAPPING TECHNIQUE IN IMPROVING STUDENTS' WRITING REPORT TEXT	60
Ilham	60
M. Fauzi Bafadal	60

AN ANALYSIS THE TYPES OF TEACHER TALK AND STUDENTS TALK IN SOCIAL SCIENCE TEACHING PROCESS OF MADRASAH IBTIDA'YAH INTERNATIONAL CLASS PROGRAM NURUL ULUM BOJONEGORO	68
Ima Isnaini Taufiqur Rohmah	68
THE INDONESIAN EFL LEARNERS' BELIEFS ABOUT LANGUAGE LEARNING AS THE PRELIMINARY STUDY FOR DESIGNING THE TEACHING STRATEGIES AND DEVELOPING TEACHING MATERIALS	76
Indah Fitriani	76
THE EFFECTIVENESS OF HANDPHONE ANDROID AS A TEACHING MEDIA IN READING ACHIEVEMENT IN SMK FARMASI MAHARANI MALANG	84
Indrawati Pusparini	84
ERROR ANALYSIS BASED ACTION RESEARCH: INVESTIGATING THE EFL LEARNERS' WRITING.....	89
Irawansyah	89
INTEGRATING QUANTUM LEARNING FRAMEWORKS TO WRITING PROCESS IN ENGLISH LANGUAGE TEACHING	97
Irfan Masrur	97
THE EFFECT OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TECHNIQUE IN ENHANCING READING COMPREHENSION ON EFL SECONDARY SCHOOL STUDENTS	104
Irma Savitri Sadikin	104
MAKING EFL READERS BECOME 'HIGH RISK-TAKERS' IN WRITING READER RESPONSE JOURNALS: A THEORY-INTO-PRACTICE APPROACH TO TEACHING LITERATURE TO INDONESIAN COLLEGE STUDENTS	111
Iskhak	111
Mursid Saleh	111
Ahmad Sofwan	111
Rudi Hartono	111
NOTE TAKING: A POWER OF RESPECTING OTHERS	118
Isna Indriati	118
COOPERATIVE LEARNING TECHNIQUES IN GRAMMAR LEARNING	127
Issy Yuliasri	127
A CHALLENGE FOR ENGLISH LEARNERS AND TEACHERS: STUDENTS' ENGLISH VOCABULARY KNOWLEDGE AND VOCABULARY LEARNING STRATEGIES	134
Istanti Hermagustiana	134
Anjar Dwi Astuti	134
DEVELOPING AND INTEGRATING PUBLIC SPEAKING MATERIAL WITH ISLAMIC VALUES FOR EFL IN INDONESIAN ISLAMIC HIGHER EDUCATION	141
Istiadah	141
Mira Shartika	141
Ulil Fitriyah	141
USING WEB-BLOG TO IMPROVE THE WRITING SKILLS OF THE STUDENTS OF SMKN KUDU	150
Itha Pujiarti	150
Ida Setyawati	150
METACOGNITIVE ORGANIC LANGUAGE APPROACH (MOLA): AN APPROACH TO TEACHING ADULT ESL STUDENTS IN A MULTILINGUAL CLASSROOM	156
Jesse C. Kus	156

IMPLEMENTING LOCAL WISDOM FOR SHAPING STUDENTS' MORAL IN ENGLISH LANGUAGE TEACHING CLASS TO FACE ASEAN ECONOMIC COMMUNITY ERA	163
Joesasono Oediarti S.	163
MERITS OF EMPLOYING PAIR WORK STRATEGY IN EFL CLASSROOMS	170
Joni Alfino	170
M. Adnan Latief	170
Utami Widiati	170
DEVELOPING ESP MATERIALS BASED ON THE NATIONAL QUALIFICATION FRAMEWORK (KKNI)	176
Joyce Merawati	176
Sri Dewiyanti	176
MANAGING SELF-ASSESSMENT STRATEGY	183
Junie Darmaningrum.....	183
DEVELOPING "TOOLS" BOARDGAME TO ENRICH STUDENTS' VOCABULARY FOR AUTOMOTIVE PROGRAM STUDENTS AT SMKN 12 MALANG	188
Kartika Ajeng Anggraeni	188
Mardhian Narwanto Putro.....	188
THE APPLICATION OF 4/3/2 TECHNIQUE IN INCREASING STUDENTS' SPEAKING ABILITY AT THE THIRD SEMESTER OF ENGLISH STUDENTS AT THE UNIVERSITY OF BENGKULU	195
Kasmaini	195
Riswanto.....	195
CREATING MEANINGFUL READING ACTIVITIES BY INTEGRATING COLLABORATIVE STRATEGIC READING (CSR) WITH MIND MIRROR ACTIVITY	201
Khadijah Maming	201
THE EFFECTS OF DIALOGUE JOURNAL WRITING (DJW) IN ENGAGING AND EMPOWERING WRITING SKILL	211
Khairunnisa Hatta	211
Amaluddin	211
ANALYSIS OF RHETORICAL MOVES OF JOURNAL ARTICLES AND ITS IMPLICATION TO THE TEACHING OF ACADEMIC WRITING	227
Kheryadi.....	227
Muchlas Suseno	227
USING FACEBOOK TO IMPROVE THE STUDENTS' MOTIVATION AND SKILL IN WRITING NARRATIVE TEXT AT BATANGHARI UNIVERSITY, JAMBI	237
Khidayatul Munawwaroh	237
DEVELOPING MI-BASED ENGLISH COURSE BOOK FOR THE STUDENTS OF SECONDARY LEVEL	243
Khoiriyah	243
GRAMMAR BOOKS IN AN ISLAMIC COLLEGE: IMPROPER CONTENTS HIGHLIGHTED	252
Khristianto.....	252
Bayu Adi Laksono	252
ADAPTING TOPIC-BASED ACTIVITIES FOR UNDERGRADUATE LEARNER	256
Kusumarasyati.....	256
STUDENTS' PERCEPTIONS TOWARD THE USE OF EDMODO AS AN EFFECTIVE TOOL FOR LEARNING ENGLISH	261
Lailatul Kodriyah	261

UTILIZING L2 MOVIES WITH L2 SUBTITLES TO ATTAIN L2 LEARNERS' SPEAKING SKILL	267
Lasim Muzammil	267
Nur Mukminatien	267
Mohammad Adnan Latief	267
Yazid Basthomi	267
RECYCLING TRADITIONAL SONGS INTO PEDAGOGIC SONGS AS LISTENING- AND PROJECT-BASED MATERIALS FOR ENGLISH YOUNG LEARNERS	274
Leonora Saantje Tamaela	274
WRITING SHORT ESSAY BY USING LITERARY-BASED INSTRUCTION: H.C ANDERSEN'S THE LITTLE MATCH GIRL	279
Lestari Setyowati	279
Sony Sukmawan	279
PROJECT AND TECHNOLOGY USED AS THE BRIDGE TO IMPROVE STUDENTS' LANGUAGE SKILLS ABILITY	287
Lia Agustina	287
TEACHER'S CREATIVE STRATEGIES IN DEVELOPING STUDENTS' SPEAKING SKILLS	292
Lia Novita	292
MULTICULTURAL ANALYSIS ON TEST OF ENGLISH FOR INTERNATIONAL COMMUNICATION (TOEIC) PREPARATION TEXTBOOKS DEVELOPED BY INDONESIAN AND NATIVE AUTHORS	297
Lies Amin Lestari	297
Luh Mas Ariyati	297
THE ILLOCUTIONARY ACTS IN UNDERSTANDING TOEIC SHORT CONVERSATIONS AND TALKS	304
Lilik Handayani	304
INTEGRATED TEACHING WRITING AND LITERATURE	312
Lina Mariana	312
Rika Riwayatningsih	312
TEACHING SPEAKING: DISCUSSION AS AN ACTIVITY TO PROMOTE SPEAKING	316
Lisa Septiany	316
STUDENT'S INTEREST TOWARD PEER FEEDBACK IN PARAGRAPH WRITING CLASS	320
Listiani	320
DESIGNING AN INTERACTIVE MEDIA FOR ADULT LEARNERS IN UNDERSTANDING PHRASAL VERBS FOR COMMUNICATION	325
Lusia Eni Puspandari	325
'WHAT'S NEXT?': A 'STORYLINE' APPROACH FOR OPTIMIZING STUDENTS' WRITING	334
Lulus Irawati	334
DESIGNING COMPUTER-BASED EXERCISES USING WEBLOG, HOT POTATOES SOFTWARE AND SKYPE MESSENGERS IN CREATING IDEAS TO FACILITATE INDEPENDENCE LEARNING OF READING COMPREHENSION FOR FOURTH SEMESTER ENGLISH EDUCATION DEPARTMENT WIJAYA KUSUMA UNIVERSITY	338
Lusy Tunik Muharlisiani	338
Anang Kukuh Adisusilo	338
Supeno	338

SPEAKING TEACHING STRATEGIES: A CHOICE OF NEEDS	346
Lutfi Istikharoh	346
A MODEL OF RESEARCH PAPER WRITING INSTRUCTIONAL MATERIALS FOR ACADEMIC WRITING COURSE: NEEDS ANALYSIS & TEXTBOOK EVALUATION	351
M. Ali Ghufron	351
QUESTIONS IN CLASSROOM INTERACTIONS: TYPES, LEVELS, AND STRATEGIES USED BY TEACHERS IN TEACHING READING	363
M. Zaim	363
PROMOTING EFL STUDENTS' ABILITIES IN WRITING DEFINITION PARAGRAPH THROUGH BLOGGING ACTIVITIES	370
M. Zaini Miftah	370
DEVELOPING MOLUCCAN CULTURE MATERIALS BY USING SCIENTIFIC APPROACH	380
Mansye Sekewael	380
THE USE OF DUOLINGO TO IMPROVE THE STUDENTS' VOCABULARY	388
Maria Cholifah	388
BENEFITS OF INDONESIAN GAMES IN BOOSTING UNIVERSITY STUDENT' ENGLISH GRAMMAR COMPETENCE: A CASE STUDY	397
Maryani	397
EVALUATING DEVELOPED LANGUAGE TEACHING MATERIAL	406
Mayuasti	406
USING READING LOG TO START AN EFFECTIVE READING HABIT	412
Mega Wati	412
IMPLEMENTING ENGLISH IS A TEACHER HERE (ETH) STRATEGY TO ENHANCE SPEAKING SKILL FOR THE EARLY SEMESTER STUDENTS OF ENGLISH DEPARTMENT	420
Meiga Ratih Tirtanawati	420
THE IMPLEMENTATION OF READING ENGLISH NEWSPAPER TO IMPROVE THE STUDENTS VOCABULARIES IN SMA UNGGUL DEL	427
Meri Kristina Siallagan	427
THE EFFECTIVENESS OF CLIL IN TEACHING VOCABULARY: A CASE STUDY	434
Michael Setiawan	434
BUILDING WRITING HABIT BY TELLING STORY ON DIARY	440
Miftahul Janah	440
SEMANTIC RELATION ANALYSIS FOR VOCABULARY ENRICHMENT IN EFL CLASSES	448
N. K. Mirahayuni	448
REFLECTION OF STUDENT-TEACHERS ON THEIR TEACHING PRACTICUM IN THE GRADUATE PROGRAM OF ENGLISH LANGUAGE TEACHING, UNIVERSITAS NEGERI MALANG	454
Mirjam Anugerahwati	454

QUIZ-DEMONSTRATION-PRACTICE-REVISION (QDPR) IN TEACHING LONG AND REDUCED ENGLISH VOWELS TO INDONESIAN EFL LEARNERS	459
Moedjito	459
TEACHING CRITICAL THINKING THROUGH EXPOSITORY TEXT TO ENHANCE STUDENTS' READING COMPREHENSION	464
Mokh. Arif Bakhtiyar	464
GESTICULATED TEACHING READING IN EFL CLASSES	472
Muchlas Suseno	472
THE PROBLEMS AND STRATEGIES IN LEARNING LISTENING COMPREHENSION	478
Muhammad Lukman Syafii	478
CUE CARD AS MEDIA FOR TEACHING SPEAKING IN SENIOR HIGH SCHOOL	486
Muhammad Saibani Wiyanto	486
THE EFFECT OF EFL LEARNER'S LANGUAGE ATTITUDE OF CODE SWITCHING AND LANGUAGE INTELLIGENCE ON VOCABULARY MASTERY	494
Mujiono	494
DEVELOPING TEACHING ENGLISH MODALITY MODEL BY APPLYING INTASC STANDARDS AT THE ENGLISH DEPARTMENT OF IKIP MATARAM	501
Muliani	501
Sofia Maurisa	501
Nurusshobah	501
THE INTEGRATIVE ENGLISH TEACHING AND LEARNING METHOD OF FIVE "R" FOR ESP LEARNERS	510
Nailul Fauziah	510
EXTENSIVE READING FOR ELEMENTARY SCHOOL STUDENTS IN INDONESIA: A CALL FOR TEACHERS	517
Nastiti Primadyastuti	517
Nicko Putra Witjatmoko	517
THE APPLICATION OF METALINGUISTIC CORRECTIVE FEEDBACK TO ENHANCE THE UNSIKASTUDENTS' ABILITY TO ELIMINATE GRAMMATICAL ERRORS IN WRITING (A Case Study of Students at University of Singaperbangsa Karawang)	527
Nia Pujiawati	527
Yousef Bani Ahmad	527
TEACHING WITH AND WITHOUT SYLLABUS: A CASE OF ENGLISH INSTRUCTORS IN TEACHING TEST OF ENGLISH AS FOREIGN LANGUAGE PREPARATION COURSE	531
Nicko Putra Witjatmoko	531
Nastiti Primadyastuti	531
SPEAKING QUALITY IN ENGLISH AND LEARNING STRATEGIES OF STUDENTS IN PONDOK PESANTREN DARULHIJRAHMARTAPURA	538
Nida Mufidah	538
INTEGRATING ENGLISH INDEPENDENT STUDY IN PRONUNCIATION COURSE	547
Nina Inayati	547

DEVELOPING BUSINESS ENGLISH COURSE MATERIALS FOR THE STUDENTS OF MANAGEMENT	555
Nina Sofiana	555
DEVELOPING LISTENING MATERIALS ON MONOLOGUE TEXT FOR EIGHTH GRADERS	561
Nine Febrie Novitasari	561
DEVELOPING ENGLISH MATERIAL FOR ISLAMIC EDUCATION DEPARTMENT	569
Ninik Suryatiningsih	569
PROMOTING SOCIAL MEDIA GROUP INTERACTION FOR STUDENTS' PRODUCTIVE SKILLS ENHANCEMENT	574
Ninit Krisdyawati	574
Nurfitriah	574
TEACHING ENGLISH LESSONS BY USING DRILLING ACTIVITIES IN AUDIO LINGUAL METHOD (ALM)	579
Nisa Mahbubah	579
DEVELOPING AUTHENTIC LANGUAGE MATERIALS BY UTILIZING THE LOCAL TOURISM RESOURCES	584
Noor Eka Chandra	584
LEARNING AND TEACHING ENGLISH USING QUIPPER SCHOOL FOR INDONESIAN LEARNERS	588
Novi Nur Lailisna	588
ENGLISH GRAMMATICAL ERRORS AMONGST THIRD GRADE STUDENTS IN KECAMATANBANJARAGUNGTULANGBAWANG LAMPUNG	593
Noviana Amelia	593
BLENDING CLASSROOM LEARNING AND DIGITAL LEARNING TO ACHIEVE OPTIMAL WRITING SKILL	599
Nur Alfa Rahmah	599
Afifah Linda Sari	599
THE SPEECH ACT USED BY THE MAJOR CHARACTER OF SHERLOCK TV SERIES "A STUDY IN PINK" (2010) AND ITS IMPLICATION IN ENGLISH LANGUAGE TEACHING	605
Nur Fatimah	605
Dyah Rochmawati	605
BROADCASTING VIDEO PROJECT TO PROMOTE STUDENTS' MOTIVATION IN SPEAKING SKILL	611
Nurdevi Bte Abdul	611
THE INFLUENCED OF COOPERATIVE INTEGRATED READING AND COMPOSITION METHOD ON EFL STUDENTS TRANSLATION ABILITY	617
Nurdin Bramono	617

GENDER REPRESENTATION IN THE NINTH GRADE STUDENTS' ENGLISH TEXTBOOK THINK GLOBALLY ACT LOCALLY	625
Nurhayati	625
A BLENDED LEARNING: AN APPROACH TO ENHANCE COLLEGE LEARNERS' READING SKILLS	631
Nuriyatul Hamidah	631
MASSIVE MULTI-STUDENTS ONLINE LEARNING: STRATEGIC ONLINE LEARNING INSPIRED BY MASSIVE MULTI-PLAYER ONLINE ROLE GAME PLAY	639
Pandu Prasodjo	639
EXPANDING LANGUAGE LEARNING EXPERIENCES THROUGH THE USE OF MODERN INFORMATION TECHNOLOGY	644
Patrisius Istiarto Djiwandono	644
ENGLISH FOR JOB HUNTING: ENHANCING EFL STUDENTS' CAREER MARKETABILITY	649
Paulus Widiatmoko	649
DEVELOPING E-MODULE FOR ESP STUDENTS OF COMPUTER AND NETWORKING TECHNOLOGY	656
Pebrina Pirmani	656
Inayatil Izzah	656
TRAINING BEGINNER TEACHERS TO PROMOTE INTEGRATED APPROACH AND PERSONAL BELIEFS INTO LEARNING MATERIALS	662
Peggy Magdalena Jonathans	622
A RESPONSE TO STUDENTS' LOW SPEAKING SKILLS	670
Perwi Darmajanti	670
LEXICAL DENSITY AND NOMINAL GROUP OF STUDENTS' SKRIPSIS AND INTERNATIONAL JOURNALS AND THE IMPLICATION FOR TEACHING WRITING	677
Pila Depita A.	677
BOOSTING STUDENTS' SPEAKING ABILITY BY PROJECT-BASED LEARNING: ITS' EFFECT AND IMPLEMENTATION (A MIX METHOD RESEARCH)	685
Pryla Rochmahwati	685
Nurul Khasanah	685
INDIVIDUAL ACCOUNTABILITY IN COOPERATIVE LEARNINGAS A MEDIUM FOR PROVIDING LEARNING EXPERIENCEAS MANDATED BY THE 2006 AND 2013 CURRICULUMS: THE CASE OF SECONDARY SCHOOL EFL CLASSROOMS	692
Puji Astuti	692
INCORPORATING ISLAMIC VALUES IN AN ENGLISH LEARNING MODULEOF ISLAMIC BOARDING SCHOOLSIN WEST NUSA TENGGARA	699
Puspita Dewi	699
Joko Priyana	699

DEVELOPING PROJECT-BASED LEARNING MATERIAL FOR TEACHING ENGLISH BASED ON CURRICULUM 2013	707
Putu Rusanti	707
PROJECT BASED LEARNING: STUDY ON VOCATIONAL ENGLISH TO TEACH ENGLISH FOR NON ACADEMICS	713
Rahmawati Khadijah Maro	713
ENGLISH FOR CULINARY MAJOR IN VOCATIONAL HIGH SCHOOL: THE PROTOTYPE.....	720
Raisha Nur Anggraini	720
Kinanthi Widyadari Darmesta	720
Ardhi Eka Fadilah	720
CONDUCTING WINDOWS MOVIE MAKER AS A CALL (COMPUTER ASSISTED LANGUAGE LEARNING AID) IN TEACHING CREATIVE WRITING.....	730
Ratna Ayu P.K.D	730
JannatulLaily Novia Bahari	730
THE GAP BETWEEN THE ESP CLASSROOM WITH THE WORKPLACE NEEDS (THE CASE STUDY OF RESTAURANT SERVICES)	741
Ratnah	741
REASONS WHY LISTENING IN ENGLISH IS DIFFICULT: VOICE FROM FOREIGN LANGUAGE LEARNERS.....	748
Ratna Rintaningrum	748
INSTRUCTIONAL ROLE PLAY METHOD: AN ALTERNATIVE WAY IN TEACHING SPEAKING(A Research Project at Access Microscholarship Program in Ambon)	754
Renata C. G. Vigeleyn Nikijuluw	754
Sultan G. S. Stover.....	754
USING ITEMAN TO ANALYZE MULTIPLE-CHOICE TEST ITEMS	762
Renata Kenanga Rinda	762
THE EFFECT OF BLENDED LEARNING IN TEACHING LISTENING VIEWED FROM STUDENTS' INTERESTS	772
Rengganis Siwi Amumpuni	772
PROMOTING INTERCULTURAL CITIZENSHIP IN EFL LISTENING MATERIALS THROUGH DIGITAL STORYTELLING	776
Reni Kusumaningputri	776
Dewianti Khazanah	780
Riskia Setiarini.....	780
DEVELOPING READING MATERIAL IN CLIL CONTEXTS: WAY TO EMPOWER STUDENTS' COMPETENCES IN EFL	785
Reny Windi Astuti	785
Tety Mariana.....	785
ESTABLISHING A WHATSAPP CONVERSATION: ONE OF INNOVATIONS IN ENGLISH LANGUAGE TEACHING.....	790
Restu Mufanti	790
Andi Susilo	790
EFL LEARNERS' TRANSLATION COMPETENCE IN INDONESIAN-ENGLISH TRANSLATING CLASSROOM.....	797
Rida Wahyuningrum.....	797

DEVELOPING STUDENTS' SPEAKING SKILL THROUGH TWO STAY TWO STRAY TECHNIQUE: PRE-EXPERIMENTAL STUDY	806
Rika Irawati	806
Wahyudi	806
STUDENTS' ESSAY WRITING STYLES OF ENGLISH EDUCATION PROGRAM 2013 AT ADIBUANA UNIVERSITY OF SURABAYA	814
Rikat Eka Prastyawan.....	814
THE INFLUENCE OF USING DOMINOES GAME ON STUDENT'S GRAMMAR ACHIEVEMENT AT JALAN JAWA JUNIOR HIGH SCHOOL GRADE 8th	819
Rima Fitria Ningrum	819
Armelia Nungki Nurbani	819
STUDENTS' PERCEPTIONS ON PLAGIARISM IN THEIR ACADEMIC WRITING: AN INDONESIAN CASE STUDY	829
Rina Agustina	829
Aulia Nisa Khusnia.....	829
Pambudi Raharjo	829
DEVELOPING ENGLISH TEXTBOOK FOR ISLAMIC ELEMENTARY SCHOOL TEACHER EDUCATION DEPARTMENT BASED ON GENRE-BASED APPROACH	835
Rina Sari	835
LINOIT APPLICATION: THE NEW WAY IN TEACHING STUDENTS' READING COMPREHENSION	841
Rini Estiyowati Ikaningrum	841
INTEGRATION OF POWOON AND PAIR WORK PROJECT IN ENHANCING ORAL COMMUNICATION SKILL	848
Ririn Ovilia.....	848
"ELT CURRICULUM AND TEXTBOOK ANALYSIS" AS A SUBJECT TO HELP STUDENTS IN DEVELOPING MATERIALS	856
RirinPusparini	856
Esti Kurniasih	856
DEVELOPING DIGITAL STORY TELLING THROUGH PROJECT BASED APPROACH	862
Risa Triassanti	862
STORYTELLING SENTENCE PRODUCTIONS OF EYL STUDENT TEACHERS: LANGUAGE TYPOLOGY BASED ON MOTION EVENTS.....	870
Riski Lestiono.....	870
THE APPLICATION OF PEER AND SELF ASSESMENT IN LISTENING AND SPEAKING CLASS (A PARTICIPATORY ACTION RESEARCH)	879
Rismar Riansih	879
BE STRENGTH OR WEAKNESS: TBLT THREE PHASE TECHNIQUE STAGES IN TEACHING LISTENING FOR TOEFL PREPARATION	888
Risqi Ekanti Ayuningtyas Palupi.....	888
TRADITIONAL GAMES IN TEACHING SPEAKING IN NON-ENGLISH DEPARTMENT CLASS.....	895
Riyatno	895

INTEGRATIVE MOTIVATION AFTER TUTORING PROGRAM: A CASE STUDY	904
Riza Weganofa.....	904
BENEFITING MORE OF PROJECT WORK IN A LARGE CLASS	907
Rohaniatul Maknyah	907
HAVE A LOOK AT LANGUAGE LEARNING STRATEGIES: A GOOD STEP FOR SUCCESSFUL ENGLISH AS FOREIGN LANGUAGE LEARNING	916
Rohfin Andria Gestanti	916
INCORPORATING CRITICAL LITERACY THROUGH ONLINE INTERACTIVE READING JOURNAL	923
Rojab Siti Rodliyah.....	923
ASSESSING LEARNERS' PRAGMATIC COMPETENCE TO INTERPRET IMPLICATIONS	927
Ronald Maraden Parlindungan Silalahi	927
DEVELOPING STUDENTS' LISTENING COMPREHENSION BY USING VIDEO MATERIAL	935
Rugaiyah	935
USING "BEFORE AND AFTER" CHART IN READING A NURSERY RHYME TO BUILD THE COMPREHENSION SKILLS OF EARLY YEAR STUDENTS	942
Rully Fitria Handayani.....	942
DEVELOPING TEACHING MATERIALS FOR ENGLISH ELEMENTARY TEACHERS.....	948
Veronica L. Diptoadi	948
Ruruh Mindari	948
Hendra Tedjasuksmana	948

CUE CARD AS MEDIA FOR TEACHING SPEAKING IN SENIOR HIGH SCHOOL

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ABSTRACT

Speaking is a process of communication between at least two people. Some students are difficult to practice it. The biggest problem is shyness, nervousness, and feeling afraid. Making students are interested to speaking. It needs solution. Media is one of them. Cue card is interesting media for teaching speaking. The research aims to know the significant of the media used. Quasi-experimental non randomized was used. The population was SMAN Jogoroto Jombang and the sample was X MIA-2 class for experimental class and X MIA-1 as control class. The instrument to collect the data was oral test. T-test was used for analyzing the data. On the statistical calculation for post-test using t-test. It found that $t_{value} > t_{table}$ or $7.348 > 2.05$. from the data, it indicated that there is significance. The gained score of Experimental class was higher than score of control group. Increasing students' achievement can be used a media. Cue card is alternatively for teacher teaching speaking in Senior High School.

Keywords: Cue card, teaching speaking

INTRODUCTION

English is a foreign language in Indonesia. English was given to the students of Junior and Senior High levels as a compulsory subject. Until now, English is still taught from the elementary level as a local Comprehension, up to the High School level as compulsory subject. It means that a student, at least has six years opportunity to learn English and hopefully master it. However, it is still hard to search for the qualified graduates who have good English mastery.

To answer the unsatisfactory result of English teaching in Indonesia, the government should take a look at several possible factors. Such factors like teacher's factor (the teaching skill, technique, the use of visual aids, and so forth), students' factor (motivation, willingness), relevant curriculum, and any other facilities must work together in affecting the final result of teaching.

Teaching English becomes of one important subject which taught in a senior high school. Some of the schools use the new curriculum that is the implementation 2013 curriculum. The students should more active when teaching learning process in the class. The students are able to develop their communicative competence both in oral and written form.

The implementation 2013 curriculum there are four skills that should be mastered by the students; listening, speaking, reading, writing. All of those skills should be integrated in the development of the language. Actually same as the curriculum before, but this curriculum especially teaching English the students should be understand well about the material because the allocation to teach English in the class decreased than the allocation in curriculum before.

In order to the students can easily understand the material with the limited allocation. The teachers give some techniques or motivate to the students, such as use the interest media in class. The students can be integrating of the four language skill, in order that they can communicate with other people using English.

To have good English students should be learn English deeply. In learning English, there are four language skills that should be mastered by students. They are listening, speaking, reading and writing. Speaking is one of important skill because to communicate with other people we should to speak. If we want to speak English fluently, we should to learn many aspects consider i.e. grammar, pronunciation, intonations, stress, vocabulary, and so forth are significant.

Speaking is very important because speaking and human being cannot be separated from each other. Realizing that language in the oral form is not the same as the language use in the written form. Speaking is the productive skill and used to express the ideas and to communicate.

When we communicate we convey the message, which is meaningful. It comes from the meaning which is expressed in the form of speech act.

In order to teach speaking successfully, a teacher should concern about the quality of the teacher, students' motivation, and interest. The use of media somehow would help the students to reach the objective of teaching. Gerlach and Ely in Arsyad (2011:3) define media as any person, material or event that establishes conditions which enable learners/students to acquire knowledge, skills, and attitudes. From the definitions above, it can be concluded that media are tools (a thing, a real thing) used by the teacher. In the other side, media can be attractive and give instructions to the students to focus about material that have been given by a teacher.

That are kinds of media, teacher can be choose one of them is use in the classroom. One of visual media is cue card. Cue card is interesting card to its simplicity and attractiveness. Besides inexpensive, the process of making it is not quite complicated. A teacher sometimes needs creativity to make the cards more attractive. Cue card as the modification of picture has many advantages, one of which is that it is clearly visible. Thus, when students are asked to describe something/someone in detail, cue cards can help them to produce the description easily.

The media should be appropriate with the material which given to the students. The text becomes the goal of English language learning which should be achieved by the students because this is the communication purpose of English language learning. There are many kinds of texts in English which are taught in the level of senior high school. They are narrative, recount, spoof, anecdote, analytical, hortatory, procedure, review, explanation, discussion and news item.

There are many kinds of text above, the writer choose one of the text. It is descriptive text. Descriptive text is describe something can be person, place or thing. The appropriate media if we teach descriptive text is cue card. Because cue card can help the students to speak English fluently. The article was focused on Cue Card as media teaching speaking skill.

METHOD

The article used quasi experimental research design, in choosing the experimental group and control group the researcher used nonrandomized design in this research. The researcher took X MIA-1 as the control group and X MIA-2 as the experimental group.

A population is defined as all members of any well-defined class of people, events, or objects (Ary, 148:2010). In this research, the population is all of tenth class in SMA N Jogoroto Jombang. The population of tenth grade SMA N Jogoroto consists of seven classes X MIA-1, X MIA-2, X MIA-3, X IS-1, X IS-2, X IS-3, and X IS-4. There are 179 students.

A sample is a portion of a population (Ary, 148:2010). In this research, researcher chosen X MIA-2 as experimental group with 28 students as the sample to be observed by using cue card media and X MIA-1 as the control group with 28 students without using media. The researcher chosen this class based on the rank of class. In this sample, the researcher wanted to know the effectiveness speaking skill by using cue card.

Variable is called the experimental treatment or the independent variable (Ary, 26:2010). The independent variable was the conditions or characteristic in teaching learning process such as using method or media. The dependent variables was the condition or characteristic that the result of the teaching learning process or students achievement in class.

1. Variable X (independent variable) the independent variable in this researched was the using of cue card media in teaching descriptive text
2. Variable Y (dependent variable) the dependent variable in this researched was the student achievement in speaking

According to (Ary,2010:276) Instrumentation is a problem in longitudinal research because the way measures are made may change over a period of time. Instrumentation used in collecting the data in order the data to be accurate, complete, and systematic data, so that easy to be processed.

Instrument was very important in the research because its function as the device to collect the data. This instrument help the researcher to find out what they need to know from the research. Without instrument the researcher could not analyze the data has gotten. In this research the instrumentation was test.

In data collection technique, some techniques are applied. Before the data is collected, some steps should be done in conducting this research. The steps are prepared to enable the researcher easy to conduct the research and get the accurate data. Here some steps done:

1. The researcher took one class and give try out to the students
2. The researcher gave a pretest to the students of X MIA-1 as control group and the students of X MIA-2 as experimental class
3. Applying treatment cue cards in teaching descriptive text for experimental group
4. Giving post test in the end of treatment for experimental and control group
5. Analyzed the data has gotten.

In analyzing the data, the researcher shows the data and analyzes all of the data in classroom activity. Then the numbers of correct answers from pre-test and posttest are analyzed by using dependent sample T-test formula. The score of t-test would be counted by using SPSS 16. It is used to determine the significant or not significant difference the mean of pretest and posttest of the class.

RESULT

To know the effectiveness of using cue card in speaking descriptive text was done by proving whether there is significant effect of cue card in teaching speaking descriptive text. After collecting all of the data, it was calculated by using SPSS 16. The data compared between pretest and posttest score in the class.

The result of try out

The pretest was held on 6 March 2014, the students had to make some description free title about person, tourism object and historical place. Then the students choose one of them and do it in group. Each group contents two members (pair). After the students finish the task, each group came forward in front of class to speak the descriptive text that they have done. Teacher gave the score when the students came forward. This pretest can help knowing how students' speaking ability before they get the media or learning about descriptive text. The scoring table is presented:

Table 1 Try Out Score

No.	Name	Aspects of Score					Total	Score
		C	V	G	P	F		
1	ADH	4	3	3	2	1	13	52
2	AMM	4	3	3	2	1	13	52
3	ADA	5	4	3	4	3	19	76
4	BAS	4	3	4	3	2	16	64
5	DSD	4	4	5	3	2	18	72
6	FWM	5	4	3	2	3	17	68
7	FAH	4	3	2	3	3	15	60
8	HFO	4	3	2	3	3	15	60
9	IL	5	4	4	3	2	18	72
10	I	5	4	3	2	3	17	68
11	JUA	4	3	2	3	2	14	56
12	KAA	5	4	3	3	2	17	68
13	LS	4	3	4	3	2	16	64
14	MDA	5	4	3	3	3	18	72
15	MA	4	3	3	2	2	14	56
16	NWA	5	4	3	4	3	19	76
17	RAH	4	3	2	3	2	14	56
18	RMA	4	4	5	3	2	18	72
19	RAW	4	3	3	3	3	16	64

20	SKA	4	3	3	4	2	16	64
21	SAS	5	4	3	3	2	17	68
22	SA	5	4	4	3	2	18	72
23	TW	4	3	2	3	2	14	56
24	YAA	5	4	3	4	3	19	76
25	ZU	5	4	3	3	3	18	72
26	RM	5	4	3	4	3	19	76
27	AB	4	3	2	3	2	14	56
28	APN	4	3	3	4	3	17	68
		rata-rata nilai						65.57143

The result of Pre-test experimental and control class

The pretest was held on 11th and 12th March 2014, the students had to make some description free title about person, tourism object and historical place. Then the students choose one of them and do it in group. Each group contains two members (pair). After the students finish the task, each group came forward in front of class to speak the descriptive text that they have done. Teacher gave the score when the students came forward. This pretest can help knowing how students' speaking ability before they get the media or learning about descriptive text. The scoring table is presented:

Table 2 Pretest Score of Control Class

No.	Name	Aspects of Score					Total	Score
		C	V	G	P	F		
1	ARF	4	4	4	3	3	18	72
2	ADR	4	3	3	4	3	17	68
3	APH	4	3	3	3	3	16	64
4	AP	4	3	4	3	3	17	68
5	BSN	4	3	3	2	3	15	60
6	DAK	5	4	3	3	4	19	76
7	FAH	4	3	4	3	3	17	68
8	HS	4	3	3	2	3	15	60
9	HW	4	3	3	3	4	17	68
10	IB	4	3	3	3	4	17	68
11	IBC	4	3	3	3	3	16	64
12	LAW	4	3	3	2	3	15	60
13	LBR	4	3	3	2	4	16	64
14	MA	4	4	4	3	3	18	72
15	MIP	5	4	4	3	4	20	80
16	MB	4	3	4	3	3	17	68
17	MH	5	4	4	3	4	20	80
18	NM	4	4	3	3	4	18	72
19	NA	4	3	3	4	3	17	68
20	NHF	4	4	3	3	4	18	72
21	RF	4	3	3	3	4	17	68
22	RK	5	4	3	3	4	19	76
23	SM	4	3	3	2	4	16	64
24	SM	4	3	3	3	4	17	68
25	TSL	4	3	4	3	3	17	68

26	UFF	4	3	3	2	3	15	60
27	VAI	4	4	3	3	3	17	68
28	YNP	4	4	3	3	3	17	68
		Mean score						68,29

Table 3 Pretest Score of Experimental Class

No.	Name	Aspects of Score					Total	Score
		C	V	G	P	F		
1	AS	5	4	3	4	3	19	76
2	AMR	4	3	4	3	2	16	64
3	AC	5	4	4	4	3	20	80
4	BHF	4	4	3	2	2	15	60
5	DPN	3	2	3	3	2	13	52
6	ER	4	4	3	4	2	17	68
7	FEP	4	4	2	2	1	13	52
8	HAW	4	3	3	4	3	17	68
9	IR	5	4	4	3	2	18	72
10	IAS	4	4	3	3	2	16	64
11	JSB	4	5	4	3	3	19	76
12	K	5	4	4	3	2	18	72
13	LLA	4	4	3	2	2	15	60
14	MA	4	3	4	3	2	16	64
15	MSD	4	5	4	3	3	19	76
16	MM	5	4	4	3	2	18	72
17	MFR	4	3	4	3	2	16	64
18	MRN	4	3	4	3	2	16	64
19	NEA	4	3	3	4	3	17	68
20	NEW	5	4	4	3	2	18	72
21	NSA	3	2	3	3	2	13	52
22	NN	4	5	4	3	3	19	76
23	PM	5	4	4	4	3	20	80
24	RNS	4	5	4	3	3	19	76
25	SW	4	4	2	2	1	13	52
26	TA	5	4	3	4	3	19	76
27	UNH	4	4	3	3	2	16	64
28	WBD	4	4	3	4	2	17	68
		rata-rata nilai						67.428571

The article gave speaking test that consist of five aspects such as; comprehension, vocabulary, grammar, pronunciation and fluency. Based on the result of students' score above, the researcher took validity and reliability test.

The result of Post-test experimental and control class

The posttests held on 25 and 26 April 2014 in control class the teacher explain about descriptive text and give some example of descriptive text. The students had to make some description free title about person, tourism object and historical place. Students choose one of them and do it in group. In control class each group content two members (pair) as they can without gave by some treatment. In experimental class, teacher gave the task to students by

using medi. The media is cue card which explained by teacher before give posttest to the students. The scoring table is presented:

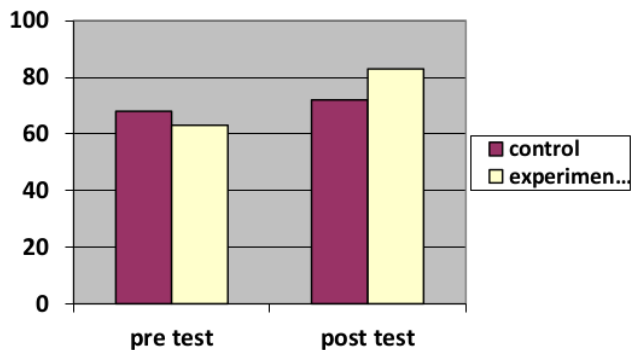
Table 4 Post test Score of control Class

No.	Name	Aspects of Score					Total	Score
		C	V	G	P	F		
1	ARF	4	3	2	4	2	15	60
2	ADR	4	3	2	4	3	16	64
3	APH	5	4	4	3	4	20	80
4	AP	4	4	3	2	4	17	68
5	BSN	5	4	3	4	3	19	76
6	DAK	5	4	3	2	4	18	72
7	FAH	4	3	2	4	3	16	64
8	HS	4	3	2	4	3	16	64
9	HW	5	4	2	4	4	19	76
10	IB	5	4	3	2	4	18	72
11	IBC	4	3	3	2	3	15	60
12	LAW	5	2	3	4	4	18	72
13	LBR	4	4	3	2	4	17	68
14	MA	5	4	2	4	4	19	76
15	MIP	4	3	3	2	3	15	60
16	MB	5	4	4	3	4	20	80
17	MH	4	3	4	3	1	15	60
18	NM	5	4	3	4	3	19	76
19	NA	5	4	2	3	3	17	68
20	NHF	5	4	2	3	3	17	68
21	RF	5	4	3	3	4	19	76
22	RK	4	5	4	3	3	19	76
23	SM	4	3	3	1	4	15	60
24	SM	5	3	5	4	3	20	80
25	TSL	4	5	4	3	3	19	76
26	UFF	5	3	5	4	3	20	80
27	VAI	4	4	3	1	3	15	60
28	YNP	5	4	3	3	4	19	76
		rata-rata nilai						70,29

Table 5 Post test Score of experimental Class

No.	Name	Aspects of Score					Total	Score
		C	V	G	P	F		
1	AS	5	5	5	4	3	22	88
2	AMR	5	4	4	3	3	19	76
3	AC	5	4	4	4	3	20	80
4	BHF	5	4	4	3	3	19	76
5	DPN	5	5	4	3	3	20	80
6	ER	5	4	4	4	3	20	80
7	FEP	5	4	4	4	3	20	80
8	HAW	5	5	4	5	3	22	88
9	IR	5	4	4	4	3	20	80
10	IAS	5	5	4	4	2	20	80
11	JSB	5	5	5	4	3	22	88
12	K	5	4	4	4	4	21	84
13	LLA	5	4	4	4	3	20	80
14	MA	5	5	4	4	4	22	88
15	MSD	5	5	4	4	3	21	84
16	MM	5	5	4	4	2	20	80
17	MFR	5	5	4	5	3	22	88
18	MRN	5	5	4	4	3	21	84
19	NEA	4	4	4	4	2	18	72
20	NEW	5	4	4	4	2	19	76
21	NSA	5	5	4	3	3	20	80
22	NN	5	5	4	4	2	20	80
23	PM	5	5	4	4	2	20	80
24	RNS	5	5	4	5	3	22	88
25	SW	5	5	5	4	3	22	88
26	TA	5	5	5	4	3	22	88
27	UNH	5	5	4	4	3	21	84
28	WBD	5	5	4	4	3	21	84
		rata-rata nilai						82.28

Picture 1 Diagram Mean Of Control and Experimental Group



Based on Table 5, we had known the difference between pretest in control and experimental group. The differences between control group pretest and experimental group

pretest was small. Whereas, the differences between control post test and experimental post test was high. The result of this study showed that through cue card, the students did the exercise easily and students score after getting cue card is better than students didn't get cue card. After the researcher get post test score of control and experimental, the researcher calculating post test by using SPSS 16. The purpose of calculate post test score was to know the effectiveness of using cue card in speaking skill.

Table. 6 Paired Samples Statistics

	Mean	N	Std.Deviation	Std.Error Mean
Pair 1 Control	70.29	28	7.256	1.271
Experimental	82.29	28	4.545	0.859

First table is Paired sample statistics table show the pair scores experimental and control class. The mean score of experimental is 82.29, whereas control is 70.29. Number of subjects are 28. Standard deviation experimental is 4.545 and control is 7.256. Standard error experimental is 0.859, whereas control is 1.371. It indicated that the mean of experimental higher than control. It means that there was significant different in the result of experimental and control test.

Second table is paired sample test, to show the t-test and confidence interval. Based on table .7 after the two tests was calculated by using SPSS 16, the researcher got t value -7.348 of the calculation. Then the result of t value compared with the level of significant of 5% and degree of freedom 27 the t-table is 2.05. It could be seen from calculation of the significant different between t-value -7.348 and t-table was 2.05.

From the significance different between t-value of experimental and control test then compared with t-table, the researcher conclude that the result was t-value > t-table. It proved there was significance effect of using cue card in teaching speaking skill of descriptive text. So, Ha was received and Ho was rejected. It is effective of using cue card to increase speaking skill.

CONCLUSION

Teaching speaking skill in descriptive text by using cue card is effective. Based on the result of the data finding and data analysis, researcher makes some other conclusions related to them. First, teaching students to have a good speaking skill might be looked like a hard work for a teacher. But, this paradigm can be changed as long as the teacher has motivation in the teaching learning process. Learner needs motivation to learn english because motivation can awaken their spirit and can increase their score. Second, speaking is important to learn because it is one of the four skills that are compulsory to every student to master it. Teacher could make teaching speaking more attractive. So, students can enjoy and fun when learn English without feel bored. It would help students to like speaking and anxiously might increase student skill in speaking. Third, the students would be enthusiasm if there was some new innovations that attract their attention. There are so many simple media that have big role in brightening the situation to convey the material. To make the teaching learning process to be fun, teacher should creative to choosen the media that relate with the material. One of media that help the teacher to make the students be fun and speak English easily is cue card. From the cue cards the students can describe their idea and speak spontaneity, they found the identification and description of the cue cards and teacher gives the score in the speaking test. This research showed that cue card was really effective to be used. The result of t-test was indicate that cue card can be used and can increase students achievements.

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