

THE IMPLEMENTATION OF IOC USING CUE CARD TO IMPROVE SPEAKING ABILITY FOR THE SEVENTH GRADERS

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Abstrak

Kemampuan berbicara menjadi sangat penting di dalam belajar bahasa Inggris. Kemampuan berbicara menjadi penghubung antara individu dan masyarakat untuk menyampaikan ide, pikiran, dan kepercayaan. Oleh karena itu, seorang guru harus mempunyai teknik yang tepat untuk membantu meningkatkan kemampuan berbicara siswa, terutama untuk tujuan akademik. Di dalam skripsi ini, *inside – outside circle using cue card* diharapkan menjadi teknik yang sangat baik untuk meningkatkan kemampuan berbicara siswa. Tujuan penelitian ini adalah untuk mendeskripsikan penerapan *inside – outside circle using cue card* dalam pembelajaran berbicara menggunakan teks deskriptif pada siswa kelas VII. Jenis penelitian ini adalah deskriptif kualitatif. Subjek pada penelitian ini adalah siswa kelas VII-F di SMP Negeri 1 Jabon. Data dalam penelitian ini diperoleh dari hasil observasi, tugas siswa, wawancara, dan catatan lapangan. Hasil dari observasi menunjukkan bahwa penerapan teknik *inside – outside circle using cue card* sesuai dengan prinsip-prinsip mengajar kemampuan berbicara. Hasil dari tugas siswa menunjukkan bahwa siswa bisa mendeskripsikan dengan baik setelah penerapan teknik *inside – outside circle using cue card*. Berdasarkan uraian tersebut, dapat disimpulkan bahwa teknik *inside – outside circle using cue card* bisa mendorong siswa untuk aktif dalam pembelajaran berbicara. Teknik *inside – outside circle using cue card* memberikan suasana belajar yang nyaman dimana siswa bisa melatih kemampuan berbicara sekaligus kemampuan mendengarkan.

Kata Kunci : *inside - outside circle, cue card , teks deskriptif, kemampuan berbicara*

Abstract

Speaking is considered very important in learning English. Moreover, speaking ability linked the individual to society within to deliver ideas, thinking, and beliefs in spoken way. Thus, teachers should have an appropriate technique to help students develop their ability in speaking, especially for academic purposes. In this thesis, *inside - outside circle using cue card* is offered as a teaching technique which is regarded very powerful for improving students' speaking ability. This research aims to describe the implementation of *inside – outside circle using cue card* in speaking of descriptive text for the seventh graders. It also aims to know the students' speaking ability after the implementation of this technique. This study is descriptive qualitative research. The subject of this research is the seventh graders in SMP Negeri 1 Jabon at class VII-F. The data in this research are the result of observation, students' task, interview and field note. The data are analyzed descriptively to answer the research questions. The result of observation showed that the implementation of this technique was in line with theories about five stages in teaching speaking. The teacher's activity was in line with principles for teaching speaking skill. The result of students' task showed that the students can describe someone well by *inside - outside circle using cue card* technique. Based on those result, it can be concluded that *inside - outside circle using cue card* can encourage the students to speak. IOC technique provided an authentic academic setting where the students have to speak and listen to their friend in English as much as possible.

Keywords : *inside - outside circle, cue card , descriptive text, speaking ability*

INTRODUCTION

As English becomes increasingly important in various fields such as business, finance, industry and education, most Indonesians want to be able to speak English well. Based on that phenomenon, *Depdiknas* has included English as the compulsory lesson in school curriculum. In learning English, there are four skills that must be mastered by students. They are listening, speaking, reading, and writing. From those skills, speaking is classified as productive skill which then become the most important skill to be learned (Nunan, 1991). This is due to the fact that students who mastered English will be able to speak fluently as well as grammatically acceptable (Nunan, 1999). It is supported by Kayi (2006) who confirms that speaking ability linked the individual to society within to deliver ideas, thinking, and beliefs in spoken way.

In speaking skill, students are expected to achieve the literacy level. According to Wells in (Depdiknas : 2006) the levels of literacy are : per-formative, functional, information, and epistemic. Junior high school students are expected to achieve the functional level. It is suggested that junior high school students are expected to master expressions and idioms that is accepted to be used for daily life communication.

Based on 2006 curriculum, one of the goals of speaking skill for seventh graders is to enable students to express meaning within spoken functional text and simple short essay in the form of *descriptive* and *procedure* texts to interact with others. This study is focused on speaking of descriptive text. Descriptive text is a type of text that describes a particular person, place, or things by describing its features. By learning this text, students are expected to be able to describe well.

A lot of difficulties appear in teaching speaking of descriptive text. Lack of vocabularies becomes the commonly problem . It causes students' difficulty in expressing what they want to say. Frequently students have a lot of ideas in their mind but they are not able to express those ideas clearly because of vocabulary lacking. Students only concentrate with generic structure and language features of descriptive text which they have been familiar with since sixth graders. Since they lack of vocabulary, that type of text looks difficult for them. Besides lacking of vocabulary, students also lack of motivation and self confidence which can be the obstacles for the students to develop speaking skill. Students are getting anxious when they are asked to speak in front of the class (Harmer, 2007). Students afraid to make mistakes since their friend will laugh at them when they made mistakes. Students reluctant to speak as protection of themselves to being laughed (Jianing, 2007). Moreover, students think that teacher is the source of knowledge in the classroom. They are

waiting for the knowledge transmitted to them by the teacher. They tend to keep quiet and take note. When they miss one of the lesson they will think as the personal fault (Lim, 2003). Other than that, students accept the stereotype of the older person as a poor language learner that speaking skill is hard to be mastered. So the vicious circle emerge : the less they speak, the less they improve their speaking skills, and the more they are afraid of speaking (Jianing : 2007). In addition, teacher does not choose the right topic that relates to the learners daily life which is resulted in students' confusion to speak. Sometimes, teacher does not organize the task well which will affect to students' boredom. Based on those reasons, there are many students who do not have good capability in speaking especially in descriptive text.

Junior high school students can be categorized as adult - young learner (Brown, 2007:106). Because of that consideration, a teacher should remember the characteristic of them. When teaching young learner teacher has to keep in mind that they have different ability, knowledge, level of motivation and the most important is learning style. Teacher needs to vary the approaches and teaching techniques to keep all students get involved and be interested in speaking activity (Klancar, 2006). Teacher needs to create a good learning atmosphere to get students to participate more in using the target language. Teacher also has to make students enjoy the learning atmosphere in order to reduce anxiety.

From the above mentioned, the researcher proposes inside - outside circle using cue card as a technique in teaching speaking of descriptive text. Inside -Outside Circle is included in cooperative learning that allows the students to share information and help each other in finding a solution for a certain problem (Brown, 2007). The primary reason to recommend this technique is to enable students to interact with others by using two concentric circles with which they are facing each other at the same time. By doing that, students can practice conducting conversation with different partners as many as possible. According to Bailey (in Nunan 2003:55) students can increase the amount of time to speak in the target language by doing pair work and group work. Other than that, students are able to increase their ability to cooperate and communicate with their friends. Learning by group work also reduce the students' anxiety. Spada (2006) states that anxiety is dynamic and dependent on a particular situation and circumstances. It means that, students feel anxious when they are asked to have an oral presentation in front of the whole class but do not feel the same way when interacting with peers in group - work. The activity when students have to rotate quickly to get the different partner will make students enjoy the activity. Klein (2005) stated that young learner likes the activities that need much of body movement since they have a very strong sense of play and fun.

The cue card that is included in to visual aid can be used by the students as guidance to use as many expressions as they can in describing someone or something. Thus this study has two objectives. First, it is aimed to describe the implementation of inside-outside circle (IOC) using cue card in teaching speaking of descriptive text for the seventh graders. Second, it is aimed to know the students' speaking ability after the implementation of this technique.

METHODOLOGY

Research Design

The study was designed as a descriptive qualitative research. Bogdan and Taylor (in Moleong, 2005:4) stated qualitative reseach is a reseach to describe a condition or situation with written or spoken words. Therefore the result of this study was in the form of words or pictures of some phenomena which was occured during the observation.

Subject of the Research

The subject of this study were the English teacher and the students of VII F of SMPN 1 Jabon. The class consisted of thirty six students; nineteen male students and seventeen female students. The English class where the researcher conducted her reseach was held three times a week. The students' speaking ability in this class was included in to the average level. There were some students who interested in speaking activity so they were able to speak freely without any anxiety. However, there were some students who were afraid to speak. They felt shy, anxious and lack of ideas when they were asked to speak. So they needed encouragement and motivation to speak.

Data Collection Technique

In this study, there were some steps to collect the data. First, the researcher did observation to observe the implementation of inside - outside circle using cue card in the teaching speaking of descriptive text. The observation has been done three times. In the first and second observation, the researcher collected the data and information about implementation of this technique as much as possible. The researcher used the observation checklist to check whether the implementation of this technique has been done completely or not. After that, the researcher checked the material, the students' and teacher's activities that has been listed in observation checklist to see if the activities in the classroom was in line with the researcher's list. In the third observation, the researcher gave more attention to observe the students' speaking ability. The researcher focused on the students' speaking ability when they were describing orally. The way researcher did the observation is called *non-participant observation*. Sugiyono (2012:145) stated that

in non-participant observation the researcher does not involve in the observed activities. The researcher only took a role as the independent observer who noted, observed, and analyzed the implementation of this technique.

Second, the researcher took the students' speaking score to know the students' speaking ability after the implementation of inside - outside circle using cue card.

Third, the researcher interviewed the teacher to get more explanation and information about the implementation of inside - outside circle using cue card.

In addition, the researcher also used the field notes as the supplementary instrument to write all information about everything that has happened during the teaching and learning process which was presented by the teacher.

Data Analysis Technique

Data analysis technique meant the way the researcher analyzed data. In this study, there were some steps to analyze the data. First, it was the data of observation checklist. It was in the form of 'yes' or 'no' answer which was analyzed in descriptive manner by explaining and interpreting the answer collected from observation checklist. Second, it was the data of students' speaking task. It was in the form of numbers for each rating scale that was analyzed in the qualitative manner. The scores were measured by selecting a number from one to four in oral language scoring rubric to measure the various aspects of the speaker's performance. These aspects were pronunciation, fluency, grammar, vocabulary, and comprehension. The total scores were presented in the form of words to explain the students' speaking ability after the implementation of inside - outside circle using cue card. Third, it was the data of field notes. As mentioned above that field note was used to note everything that has happened from the beginning up to the end of the reseach. The data of field notes was analyzed in descriptive manner. It described everything the researcher saw, thought, and experienced during the observation of the imeplementation of inside - outside circle using cue card. Fourth, it was the data of interview. It was in the form of words. It was analyzed in descriptive manner. By doing so, the researcher have elaborative and comprehensive information on the implementation of inside - outside circle using cue card .

RESULTS

The result of the observation

The result of the observation were used to answer the first research question, that is to describe the implementation of inside-outside circle (IOC) using cue card to improve speaking ability. The observation was done three times. In the first observation the teacher began the class by doing the apperception which was

consisted of greeting, checking students' attendance and asking students' condition. During the class, the teacher used both English and Indonesian to enable the students to understand his explanations. Indonesian was used to make the meaning clearer. Freeman and Larsen (2000) pointed out that students felt more secure when they knew everything. Teacher started the lesson by reviewing about descriptive text that students have learned in the first semester. Teacher did brain storming for the students by asking one of the students, Roida, to come forward. Teacher asked the students to describe Roida. Apparently the students did not remember how to describe someone. Slowly, the teacher reminded the students about descriptive text. The teacher mentioned the adjectives firstly to call up the students' prior knowledge. Teacher wrote down the list of adjectives in white board while the students helped him by giving the translation. Unexpectedly, there was a student who raised her hand and asked how to pronounce 'kind'. Because of that reason teacher asked the students to listen and repeat pronouncing the words after him. Afterward, teacher explained the generic structure and characteristic of descriptive text. Teacher checked the students understanding by read aloud a short descriptive text. Then, teacher and students together identified the identification and description part. After the students have understood about descriptive text, he continued the lesson to simple present tense. Teacher showed some pictures to the students. Then, students were asked to make some questions related to the picture. The teacher continued drilling students to make some questions and answers to describe some pictures until the English period was up.

As the previous observation, in the second observation the teacher began the class by doing apperception. Then, the teacher started the lesson by reviewing the lesson they have learned in the last meeting. Afterward, the teacher told that he wanted all the students to be able to speak well and active. He explained the way to implement inside-outside circle using cue card. He explained the steps, the rule and what the students should do. Later on, the teacher divided the students into six groups. Since the number of the students are thirty four so there were four group consisted of six students and two groups consisted of five students. After the students sat with their own group, the teacher pointed out the inner group and the outer group. Teacher asked one of the inside group and the outer group to model the implementation of IOC. Teacher explained it clearly even he was using bilingual. Afterward, the teacher asked the students to form the inside and outside circle. Then, the teacher allotted out the cue card for the students. After all the students have gotten the cue card, the teacher gave the instruction to start the conversation. The teacher gave the instruction to get the students turning around every one minute. The implementation of IOC was divided into three sections. In each section, the teacher exchanged the card and the group.

In the third observation, The teacher started the lesson by checking the students' understanding about descriptive text. The teacher asked the students to describe him. Then, the teacher checked whether the students still keep their cue card. The teacher asked the students to make a short monologue to describe the picture in the cue card. The teacher gave twenty minutes to the students to accomplish the task. The teacher did the informal assessment by giving some comments on the students' monologue note. After twenty minutes, the teacher asked the students to present the monologue in front of the class.

The result of students' speaking task

The result of students' speaking task was used to answer the second research question, that was to describe the students' speaking ability after the implementation of inside-outside circle (IOC) using cue card. Since the researcher used Brown speaking scoring rubric in which there are five components for speaking skill, the students' speaking score will be presented each component. First, the result of students' speaking task in term of grammar. In this part the researcher described the students' ability in using the right grammar. The scoring grammar in this study was focused in the use of simple present tense in which included in language feature of descriptive text. There were fourteen students who made no grammatical errors. Then, there were thirteen students who made rarely errors in grammar. Meanwhile, there were four students who made grammatical errors but fortunately it did not show any obscure meaning. And the last, there were not students who made grammatical error which obscure meaning and made the monologue seemed unintelligible.

1. The example of the students' spoken descriptive text with no grammatical errors.

"Hi friends, I'm Alviya. I will describe one of my idols. He is Iqbal 'Coboy Junior'. I'm sure most of you know him. He is a little singer. He is fourteen years old. He has straight hair. He has dimple cheek and looks so cute. He is so friendly to all his fans. He is also a good son. He loves his mother so much".

2. The example of the students' spoken descriptive text with rare grammatical errors (the underlined words were grammatical errors).

"good afternoon, I'm Afif. I will desribing a national hero. He is Tuanku Imam Bonjol. He is from Minangkabau. He has thick eyebrow. He has long beard. He wear "surban". He is very brave to against colonizer. He is the leader of Perang Padri. He is also call Tuanku Nan Rekeh".

It should be:

"good afternoon, I'm Afif. I will describe a national hero. He is Tuanku Imam Bonjol. He is from Minangkabau. He has thick eyebrow. He has long beard. He wears "surban". He is very brave to against colonizer. He is the leader of Perang Padri. He is also called Tuanku Nan Rekeh".

3. The example of students' spoken descriptive text with grammatical errors which do not obscure meaning.

"hi friends, I will to describe a little host. He called Nizam. He is nine years old. He have straight hair. His skin is white. He is likes meatball very much".

It should be :

"hi friends, will describe a little host. He is called Nizam. He is nine years old. He has straight hair. His skin is white. He likes meatball very much".

Second, the result of students' speaking task in term of vocabulary. In this part the researcher described the students' ability in choosing the appropriate vocabulary. The scoring vocabulary in this study was focused in choosing and using descriptive word. There were twenty students who have been able to choose and used some adjective words appropriately in describing someone. Then, there were ten students who used inappropriate vocabulary but fortunately it did not show obscure meaning. Meanwhile, there were one student who still confused to choose and use the descriptive vocabulary. As a result he did not present the monologue well. The more detailed information about the students' monologue transcription can be seen below.

1. The example of students' spoken descriptive text which uses a variety of descriptive vocabulary.

"I am Widya, Hi friends. I will describe a cartoon character. She is the star of Dora the Explorer film. She is a cute girl. She has straight and pony hair. She is five years old. She is kind too. She helps her friend much. She always brings a bag and map".

2. The example of students spoken descriptive text which rarely use inappropriate vocabulary which do not obscure meaning.

"Hi friends, I am Eka. I will describe Amel Karla. She is a little singer. She has long and straight hair. She has big eyes. Her body is fat. She loves to sing a song. She has white skin. She is always cheerful. I like Amel Karla because I imitate her to smile everyday".

It should be :

"Hi friends, I am Eka. I will describe Amel Karla. She is a little singer. She has long and straight hair. She has wide eyes. Her body is fat. She loves to sing a song. She has white complexion. She is always cheerful. I like Amel Karla because I imitate her to smile everyday".

3. The example of students spoken descriptive text which use inappropriate vocabulary which obscure meaning.

"Hi. I describe Amel Karla. He is a little host. Her body is big. Her skin is white."

It should be :

"Hi, I will describe Amel Karla. She is a little host. She is a fat girl. She has white complexion".

Third, the result of students' speaking task in term of comprehension. In this part the researcher described the students' comprehension while delivering the descriptive

monologue. Most of the students could deliver and understand how to describe someone well. In this case, they did not only present a descriptive monologue but also understood what the monologue was about. Then, there were ten students who were able to deliver descriptive monologue but did not understand what the monologue was about. In this case, they seemed to imitate his/her friend's monologue. Meanwhile, there were one student who got the lowest score for comprehension component. In this case, actually he understood what should he described but he did not know how to deliver it.

Fourth, the result of students' speaking task in term of fluency. In this part the researcher described the students' fluency in delivering the monologue. The fluency scoring in this study was focused on frequency of disfluency such as hesitation, repetition, and self-corrections. Most of the students have been able to deliver the descriptive monologue fluently even in this case, they tended to memorize the monologue text. There were nine students who delivered the descriptive monologue with little hesitation and self correction even so they did not interfere the monologue. In this case, they tended to forget the words they wanted to say. There were also three students who delivered the monologue with hesitation so that they interfered the monologue. Meanwhile there were not any students who had language problems and could not present a monologue. The more detailed information about the students' monologue transcription can be seen below :

1. The example of students' spoken monologue of descriptive text without hesitation, repetition, and self correction.

"Hi, I'm Linda. I will describe Upin and Ipin. They are twin brothers from Malaysia. Upin has front wave in hair but Ipin does not have. They are kind boys. They often help other people. They are smart boys too. They always do funny things. Both of them like chicken very much".

2. The example of students' spoken monologue of descriptive text with little hesitation, repetition, and self correction (the underlined word is the self-correction and the word after 'er' is the hesitation).

"Hi, I'm Huda. I will er I will describe a national hero. She from - is from Aceh. She hair is- has straight and bun hair. Her skin is black - dark complexion. Er she againts the colonizer with bambu runcing".

3. The example of students' spoken monologue of descriptive text with hesitation, repetition, and self correction which interfere the monologue (the underlined word is the self-correction and the word after 'er' is the hesitation).

"Hi. I er am Ghofirly. I er am- will describe a national hero. She-He er a- is from Maluku. He called Ayam Jantan dari timur. He is Pattimura".

Fifth the result of students' speaking task in term of pronunciation. In this part the researcher described the students' pronunciation in delivering the monologue.

The pronunciation scoring in this study was focused in individual sounds and intonation. There were eighteen students who often made errors in pronunciation. Then, there were twelve students who pronounced the words well while describing someone. There was also one student who made error in pronunciation and interfered the monologue since he got the peer correction from other students. The more detailed information about the students' monologue transcription can be seen below :

1. The example of students' spoken monologue descriptive text which pronounce well.

" Hello friends, I'm Febby. I will describe a cartoon character. It is Sponge Bob Square pant. It has square body. The colour is yellow. It lives in a pineapple house . It works in Crusty Crab. It is diligent".

2. The example of students' spoken monologue descriptive text with quite often errors in pronunciation (the underlined word is the error pronunciation).

"Hi friends, I am Eka. I will describe Amel Karla. She is a little singer. She has long and straight (straik) hair. She has big eyes (ayy) . Her body (bodi) is fat. She loves to sing a song. She has white skin [white complexion]. She is always cheerful. I likes Amel Karla because I imitate her to smile eveyday".

It should be :

"Hi friends, I am Eka. I will describe Amel Karla. She is a little singer. She has long and straight (streIt) hair. She has big eyes (aiz) . Her body ('bOdi) is fat. She loves to sing a song. She has white skin [white complexion]. She is always cheerful. I likes Amel Karla because I imitate her to smile eveyday".

3. The example of students' spoken monologue descriptive text with errors pronunciation which interfere the monologue (the underlined word is the error pronunciation).

" Hi, I'm Alan. I will describe (deskrib) Ki Hajar Dewantara Er he call - is callled (koled → kO;ld) Bapak Pendidikan. He er is handsome. He is er tall. He is from Jakarta. He wears (wer → weJ(r)) "peci".

It should be :

" Hi, I'm Alan. I will describe (di'skraib) Ki Hajar Dewantara Er he call - is callled (kO;ld) Bapak Pendidikan. He er is handsome. He is er tall. He is from Jakarta. He wears (weJ(r)) "peci".

DISCUSSION

The Implementation of Inside-Outside Circle Using Cue Card

The implementation of IOC which was conducted by Mr.Kasdu was in line with the theories discussed in chapter two. Vallete and Dissick (1972) stated there are five stages in teaching speaking.

First is mechanical skill stage in which students can imitate native models of the foreign language.

Actually, this stage has been studied by the students in first semester.

Second is recall stage in which students can use their knowledge to answer some questions related to the material that has been taught. The teacher used this stage to brain storm the students' about descriptive text. The teacher slowly recall the students' prior knowledge. In this stage , understanding of material was necessarily to go move on to the next stage.

Third is application stage in which students were able to use their knowledge and understood about material that has been taught to create new utterances. The teacher used this stage to implement inside - outside circle using cue card.

Fourth is the self expression stage in which students could share ideas in their mind clearly with others. The teacher used this stage to ask students to make a short descriptive monologue based on the card they got.

In the teaching and learning process during the implementation of inside-outside circle using cue card the teacher's activity was in line with principles for teaching speaking skill proposed by Brown (2007: 331). In teaching speaking, the teacher focused on students' fluency and accuracy which were depended on the last objective in lesson plan. The teacher also provided an intrinsically motivating technique. The teacher got the students to know what was the benefit of learning descriptive text. The teacher also provided a good learning atmosphere in order to get all the students to be involved in the teaching learning process. It could be seen from the first meeting when the researcher did the first observation. The researcher noted that at the day, the class was very hot but the teacher still be able to get the students' attention because he did not briefly explain the material. The teacher did brain storming for the students first. After the students got ready to learn, the teacher call up the students' prior knowledge to start the lesson. By doing so, the students felt what they have learned before was useful. The teacher also provide them with interesting media in which they can link the material and the image in describing someone. After all the students had delivered the monologue, the teacher provided the appropriate feedback and correction. However, the feedback and correction from the teacher tended to be positive reinforcement. The teacher never blamed the students' monologue. He just showed the students' mistakes while delivering the monologue.

The researcher interviewed the teacher to deepen the data about the implementation of inside - outside circle using cue card from observation. The researcher found that in implementing this method, the teacher also got some difficulties First, was the limitation of time. The teacher had to well prepared everything in order not to waste time in implementing this method. The teacher chose cue card as the media since it was interesting and efficient. Second, it was the grouping technique. The teacher let the students made their own group because he thought the students would be more comfortable and

more active to speak when they were interacting with their chosen peer. A matter of fact, the group made by students were unbalanced. In other words, the students in high ability tended to make partner as well. The low ability students also did the same thing. They tended to look for partner at the same level. The teacher noticed this problem. He mixed the group with the expectation that students would be grouped with mix abilities. He also switched the category card in each section by the expectation that students were able to describe all of the categories well.

The Students' Speaking Ability after The Implementation of Inside-Outside Circle Using Cue Card

The speaking scoring rubric for this study was adapted from Brown (2004). The analyzed components were grammar, vocabulary, fluency, comprehension, and pronunciation.

The first component analyzed was grammar. Grammar became the important component in speaking skill since it was dealing with the using of right sentences to convey the meaning. Generally, both first and second language learners were seen to proceed from knowing a few structures to knowing more and more, from using simple structures to using more complex ones, and from making errors to making few if any at all (Luoma, 2004). Due to that statement, the subject of this study were asked to use simple structures in describing based on their knowledge. The students' speaking score showed that most of the students have been able to make some sentences appropriately in describing someone. In this case, they were able to use some sentences in simple present tense. Then, there were thirteen students who made rarely errors in grammar. They made mistakes in the use of *to be* or article *a*. Meanwhile, there were four students who made grammatical errors but fortunately it did not show obscure meaning. The last, there were not any students who made grammatical error which showed obscure meaning and made the monologue unintelligible. It suggested the students did not find any difficulty in making some sentences to describe someone.

The second component analyzed was vocabulary. This was due to the theory that well-chosen phrases can make the description vivid (Luoma, 2004:16). So the focus of vocabulary scoring in this study was in choosing and using of descriptive word. The students' speaking score showed that most of the students have been able to choose and used some words appropriately in describing someone. In this case, they were able to choose and use descriptive vocabulary as the teacher taught them. Meanwhile, there were ten students who used inappropriate vocabulary but fortunately it did not show obscure meaning. There were also one student who still confused to choose and use the descriptive vocabulary. As a result he did not present the monologue well.

The third component analyzed was comprehension. The comprehension scoring in this study focused on the students' understanding while they delivered the descriptive monologue. The students' speaking score showed that most of the students have been able to deliver and understand how to describe someone well. In this case, they did not only present a descriptive monologue but also understand what the monologue was about. Then, there were ten students who were able to deliver descriptive monologue but did not understand what the monologue was about. In this case, they seemed to imitate his/her friend's monologue. Meanwhile, there was one student who got the lowest score for comprehension component. In this case, actually he understood what should he describe but he did not know how to deliver it.

The fourth component analyzed was fluency. One central part of fluency was related to temporal aspects of speech, such as speaking rate, speech-pause relationship, and frequency of dysfluency marker such as hesitation, repetitions, and self-corrections (Luoma, 2004). Due to the theory, the fluency scoring in this study focused on frequency of dysfluency such as hesitation, repetition, and self-corrections. The students' speaking score showed that most of the students have been able to deliver the descriptive monologue fluently even in this case, they tended to memorize the monologue text. Then, there were nine students who delivered the descriptive monologue with little hesitation and self correction eventhough it did not interfere the monologue. In this case, they forgot the word they wanted to say so that they repeated some words. There were also three students who delivered the monologue with many hesitation so it interfered the monologue. Meanwhile there were not any students who had language problems and could not present a monologue. From this analysis, the researcher concluded more students had the fluency in delivering the monologue eventhough they were presented in longer sentences.

The fifth component analyzed was pronunciation. Brown (2007) stated that good pronunciation did not just mean saying individual words or individual sounds correctly. The sounds of words also changed when they came into contact with each other. However, the pronunciation scoring in this study was focused in individual sounds and intonation. The students' speaking score showed that most of the students were often made errors in pronunciation. They tended to pronounce words the same as words written. Their Javanese accent also effected much on their pronunciation. However, their error in pronunciation did not interfere the others component of speaking. Then, there were twelve students who pronounced the words well and had good intonation in describing someone. There was also one student who made error in pronunciation and interfered the monologue since he got the peer correction from other students.

All in all, after analyzing the students' speaking ability in each component, the next analysis was the students' speaking ability based on the SKM (minimum score). As mentioned in lesson plan the SKM for English lesson in SMP 1 Jabon was seventy. The total score was collected from the total score for the students performance in each component. If the total score reached SKM, it meant that students ability in describing someone was good. The students' speaking score showed that there were twenty seven students who reached the SKM. By meant the students' speaking ability in describing someone was good. Meanwhile, there were four students who did not reached the SKM. It suggested, they needed more practise and teacher's guidance in producing monologue.

CONCLUSION

It can be concluded that inside - outside circle using cue card is appropriate to be used as the technique to teach speaking descriptive text. This technique not only can motivate students to learn about descriptive text but also encourage them to be more active to speak. It also allows the students to integrate speaking and listening in English at the same time while finding the partner. The students' speaking score shows that they are able to deliver descriptive monologue well after the implementation of inside - outside circle using cue card.

Therefore, inside - outside circle using cue card is considered as positive way in providing an authentic academic setting because the students can practice to have conversation with different partners as many as possible.

SUGGESTION

In this part, the researcher would like to propose some suggestions that need to be taken in account. It is suggested for the teachers to always follow the right procedure in implementing inside - outside circle using cue card. So that all benefits of that technique can be achieved. For grouping students, it is strongly recommended the group is determined by the teacher. By doing so, it is hoped the students are able to group in mix abilities and not in the same level partner. Next, the most important is that the teacher should make variations and choose the appropriate media to teach speaking descriptive text, such as by using cue card. Lastly, the teacher should understand the children's characteristic in order to improve the quality of teaching and learning process.

For further reading, the researcher believes that there are still many techniques and media that can be used to teach speaking descriptive text in an easier, practical, and more enjoyable way. Inside - outside circle using cue card is just one of the them that can be used in helping the students to increase their speaking ability in describing someone. However it also may be used to

teach other skills, such as listening, reading, and writing in other various kind of texts.

For the other researcher, it is hoped to be able to find the other subject and media in future that can be observed in order to get better research.

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