

## **The Use of Cue Card in Teaching Speaking Descriptive Text to Seventh Graders at SMP Negeri 26 Surabaya**

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### **Abstrak**

Berbicara menjadi keterampilan yang penting yang dibutuhkan dalam kehidupan. Pelajar diminta untuk dapat mengerti bagaimana menggunakan keterampilan ini. Penelitian ini bertujuan untuk mengetahui bagaimana guru menggunakan media *Cue Card* dalam mengajar siswa Kelas VII Berbicara teks deskriptif di SMP Negeri 26 Surabaya dan untuk mengetahui respon siswa terhadap penggunaan media tersebut. Penelitian ini merupakan penelitian deskriptif kualitatif yang menggunakan alat penelitian lembar observasi lapangan, catatan lapangan, wawancara, dan angket untuk mengumpulkan data. Penelitian ini dilakukan dalam dua kali pertemuan. Murid-murid diberikan aktivitas belajar yang berbeda disetiap pertemuan. Hasil dari penelitian ini menunjukkan bahwa guru menggunakan *cue card* untuk mengajar berbicara teks deskriptif (*of people*) dengan menggunakan kata yang sesuai dengan gambar dan frase yang terdapat dalam *cue card* untuk membentuk kalimat yang tepat dalam mendeskripsikan seseorang. Media ini juga dapat membantu siswa yang tidak termotivasi untuk berbicara Bahasa Inggris dan membuat mereka lebih mudah untuk berlatih berbicara Bahasa Inggris terutama dalam teks deskriptif. Hal ini terbukti dengan cara siswa menampilkan keterampilan berbicara menggunakan *cue card*, siswa mampu mendeskripsikan seseorang dengan kalimat yang sesuai. Media ini juga dapat menstimulasi ide-ide siswa untuk berbicara dalam mendeskripsikan seseorang.

**Kata Kunci:** Berbicara, *Cue Card*, Teks Deskriptif.

### **Abstract**

Speaking has always been a crucial skill needed in this life. Students are required to be able to use this skill. The purpose of this study are to know how the teacher uses cue card in teaching speaking descriptive text to students of seventh grade at SMP Negeri 26 Surabaya and how the students' responses toward the use of cue card in teaching speaking descriptive text. This research is qualitative descriptive that using observation checklist, field notes, interview, and questionnaire to collect the data. This research got a finding that the teacher used the cue card in the classroom by asking the students to produce the words which were related to the cue card. This media helped the students who were reluctant to speak up and make them easier to speak without memorizing what to speak before performance. This was proven by their performance in speaking using cue card, they were able to produce sentences and generate some ideas to speak what was on the card. This media can also stimulate the students' idea to speak up without thinking of making mistakes.

**Keywords:** Speaking, Cue Card, Descriptive Text.

## **INTRODUCTION**

Learning any language such as English, speaking is one of the vital ability besides listening, reading and writing. Speaking is the act to communicate with other people orally. Bilash (2011:1) insits that speaking is an oral production and it is one of the skills students are to learn in their language development. The promotion of communicative efficiency is the purpose of speaking in language context. In learning speaking English, someone is required to be able to speak in

English efficiently to achieve the aim of speaking English.

People who can speak and understand English will be able to face a better future in this modern era because English has been used in many kinds of fields such as education, business, and others. Miller et al (2014) asserts that speaking and understanding English can let a person more easily communicate with others and find more job opportunities not only in his or her home country, but around the world as well. This means that someone will get more chances in many parts including

communication, education, and career if he or she is able to speak English well.

Although speaking English has been clearly stated that for some reasons it is crucially needed to be mastered, still there are some problems for students in learning it especially for those who learn English as a foreign language. In learning speaking, students often feel a great deal of anxiety around speaking (Bilash, 2011:1). This matter makes the students does not maximise the mastery of speaking skill that they learn.

In the learning speaking activity, the students should be given a topic in order to make them easier to practice their speaking skill. Descriptive text is one of the topic given to the middle school students especially in the seventh grade and it is the text that should be mastered by them. In speaking descriptive text the students are required to tell the characteristics of something such as person, thing, or place. This text also lets the student to study how to describe something by its characteristics and appearances.

What the students need in learning speaking is how they can simply absorb what they learn and use the skill whenever it is needed. For this reason, the teacher can use some media in the teaching of speaking skill to make the teaching process easier and to help the student speak up. It is preferable for teacher to select the media which are interactive for students because they need to practice as much as possible in the use of English. One of the example of media that can be used in teaching speaking descriptive text is cue card. Cue card is a clearly visible object to encourage the students speak in learning speaking descriptive text.

Cue card is not something new in language teaching. Some studies prove that the use of cue card is able to motivate the students in learning speaking. One study was conducted by Sunarti (2010) who used a cue card in teaching writing descriptive text about the students' idol. The study was aimed to know the students' improvement in writing descriptive text. The result shows that cue card was able to increase the students' score in writing. Here the cue card used involves the descriptive of people in speaking.

From the background of the study, there are two research questions below that the researcher aims to know:

1. How does the teacher use cue cards in teaching speaking descriptive text to seventh graders of SMP Negeri 26 Surabaya?
2. What are the students' responses toward the use of cue cards in teaching speaking descriptive to the seventh graders?

## RESEARCH METHODOLOGY

The research design which was used to examine the data in the process of using cue card in teaching speaking descriptive was qualitative descriptive. In this design of research, the researcher acted as an observer and she observed the natural conditions that happened in the classroom to gather the information. Bogdan and Biklen (1982) assert that the qualitative research data is gathered in natural environment which engages natural behaviour. In this research the data described are in the form of words rather than numbers. Tesch (2013) perceives that qualitative data are all data that cannot be expressed in numbers.

Through qualitative descriptive design, the researcher was permitted to observe the process of teaching and learning in the classroom, students' perception, and anything that happened in the classroom during the observation. On the words of Corbin and Strauss, qualitative research allows researcher to get at the inner experience of participants, to determine how meanings are formed through and in culture, and to discover rather than test variables (Corbin & Strauss, 2008).

The subject of the study were the English Teacher and all the students of class 7-A at SMP Negeri 26 Surabaya.

To accumulate the data required in this study, the instruments used by the researcher were observation checklist, field notes, interview, and questionnaire.

The data collection techniques were from observation checklist, field notes, interview, and questionnaire. The first step was through ticking the observation checklist in the classroom. There were columns for indicators and columns for yes and no. The indicators comprised the students' and teacher's activities, material of learning, and the teaching aid. Then writing a field notes were carried out to complete the observation checklist during the teaching and learning process in every meeting. The notes were to write any important dialogue that she heard as a complement for the observation checklist. After that, the interview was given only to the teacher on the last meeting after conducting the observation of teaching speaking descriptive using cue card. The last, the researcher gave the students questionnaire after all the observation finished. There were some questions on the questionnaire and the students were asked to chose one among some answers in each question.

When the data needed in this study were already collected, all of them were analysed in the form of words. The accumulated data were to answer the research questions. The instruments of observation checklist, field

notes and teacher's interview were to answer the question of (1) How does the teacher use cue card in teaching speaking descriptive to seventh graders?. While questionnaire was used to answer the question of (2) How are the students responses toward the use of cue card in teaching speaking descriptive?. The conclusion of the result was described after analysing the data.

## **RESULT AND DISCUSSION**

At the first observation, the teacher opened it by greeting the students and checking their attendance at the beginning of the lesson. Then she started the lesson and told them what they were going to learn and reviewed the English lesson about descriptive text. During the review the teacher asked two students to describe people in front of the class. Both of the students' performances showed that their speaking ability was good but they needed to explore more ideas in describing people. It was proven when they spoke they still thought about what to say and sometimes they repeated what they have said before. They often got confused to create sentences. They also made mistakes in pronouncing some words.

Then the teacher explained more about descriptive text including the use of present tense, pronoun and some vocabularies that used in descriptive text. The teacher did not only use English but also Bahasa Indonesia in explaining the lesson to make the students more clearly understand what she meant, because they often do not get the point of what the teacher talk about when she uses English only. The teacher also went over the performances of the two students.

Then the teacher introduced cue card to the students. She displayed one of one cue card on the LCD. Then she made clear how to speak descriptive using it. She gave an example to make the students more understand how to use it in speaking. The students were given a chance to ask questions if they did not understand yet.

After all students knew what they had to do, then some of them were pointed by the teacher to take one cue card. All the cards were mixed and faced down on the table and every student who was asked to come forward should take one card and present it in front of the class. There were two students who were chosen. They came forward one by one then they choosed one card in person and presented the card in front of his or her classmates.

In the second meeting, the use of cue card was the same that the students should speak with the related words on the cue card and should explore their ideas in speaking with the help of phrases on the cue card. Not like at the firs meeting, at the time the students should perform their speaking skill in groups. The teacher asked

one member of each group to take one cue card. After that they were given ten minutes to observe the card with their group. Then the teacher reviewed the explanation of what they were going to do at that day.

The teacher let the students present their speaking performances in group one by one. At first, the teacher asked to perform with their group directly after the teacher explained what to do, but not a few of them asked for a couple of minutes to be ready in performing speaking. Then the teacher decided to give them five minutes to think about what to say but they were not allowed to prepare the sentences in the written form. All the students presented their speaking performances without writing and memorising sentences that they had to say. They only spoke by looking at the cue card that they got.

In the end of the lesson, the teacher discussed the students' performances. The teacher also gave some reviews to the students about their performances in speaking. The teacher motivated them not to be afraid of making mistakes in speaking and she requires them to be confident to explore their ideas in speaking.

After observing the use of cue card in the classroom for two meetings, the interview was done only for the teacher on the last day. The interview was conducted to know her experience in the process of teaching speaking descriptive using cue card. The teacher were asked by the researcher to give the information about the strenghts and weaknesses during the implementation of the media.

The teacher said that the media of cue card was not difficult to be used in teaching speaking descriptive of people especially for seventh graders. This media activated the students to explore their ideas in describing people. Through this learning the students got some new information in describing people using cue card since the phrases which were provided on the card made the students know and understand that there are large description about people.

In using this media the teacher did not really have a problem. She only had to pay extra attention to the students who were reluctant to speak up. Those students who were reluctant and shy to speak did not really explore the ideas in speaking and they just focus on the phrases that were provided on the card without adding other information during the speaking performance.

For the students responses, the researcher used questionnaire to collect the data. There are ten questions in the form of multiple choice that the students had to answer in the questionnaire. The questionnaire was given to the students to know their responses toward the implementation of cue card. The students had their own option in every question.

The first and second questions were about their opinion in English speaking skill. Most of the students agreed that speaking English is important and they believed that this skill is not really difficult to be learnt and mastered. While the third and fourth questions were about the teacher's assistance in using the media. In these questions, not a few of the students who agreed with the teacher's way of teaching using cue card. Most of them also gave response that they very agreed with the teacher's assistance in encouraging the students and activating them to practice speaking.

Questions number five and six were about the media of cue card. According to most students, they agreed with the use of cue card as media in learning speaking descriptive. They disagreed that the use of cue card in speaking is difficult. In other words, this media is easy to use. While number seven the questions dealt with the material in teaching speaking. Most of students agreed that learning descriptive text through cue card was interesting. The question number nine and ten were about the students' feeling about the use of cue card in learning. More than a half students in the class were happy to learn speaking descriptive using cue card. They also felt more motivated to learn English further after the use of this media.

The use of cue card in learning speaking descriptive were acceptable for the student. They were more brave to speak up by using the card and this media could increase their motivation in learning speaking. Therefore, the cue card was successfully used in teaching speaking descriptive to seventh graders.

Teaching speaking is recommended to be done with a help of media. Cue card is a media that has pictures and words which can be a clue of what to speak. As Littlewood (1981) declares that cues are devices such as printed items, which help determine the content of what the learner says. In the teaching and learning process, the teacher put the students into the activity called 'fast'. It is one of the activity using cue card which suggested by Bazo. Fast is about the activity which lets the students learn how to say something about the card with the appropriate word (Bazo & Penate, 2007). Cue card can help the students to develop their speaking skill by looking at the picture and words on the card. In other words, cue card can be used to teach speaking descriptive.

The observation proved that cue card was able to be used in the teaching of speaking descriptive. It could be seen from the students' participation in performing their speaking ability using the card. The students focused on how to use cue card in speaking descriptive and they were active to develop the speaking ability. Eventhough at the first meeting the students got confused of how to speak using cue card, but in the

second meeting they were able to use it and develop their ideas in speaking descriptive. This media also made the students confident in performing speaking in front of the class.

Speaking descriptive text was applied in the cue card as a topic of speaking for the students. The students of seventh grade learn speaking at the basic level, so it is suitable to teach them speaking with the topic of descriptive text. This text is also provided to be taught in the curriculum of middle school. The students could learn speaking easily through this text. Moreover the media used was encouraging the students to speak up in describing people.

The students' responses through questionnaire showed that they supported the use of cue card in speaking descriptive. The media helped the students to be more active in speaking. Through the use of cue card the students were helped by the phrases and picture on the card. Those things stimulated them to explore their ideas in adding some sentences that they produced during speaking descriptive of people. The phrases let the students confident to speak up and their imagination helped them to generate ideas and develop their speaking ability in adding some information about what is on the card. The students agreed that by using this media could motivate them to learn speaking. Therefore, cue card was successfully applied in the teaching speaking descriptive to seventh graders.

### **Conclusion**

It can be concluded from the result and discussion that the use of cue card in teaching speaking descriptive was done in two meetings. At the first meeting the students were asked to speak one by one using cue card. at the second meeting the students spoke descriptive text of people in groups. The teacher did almost the same activities in both meetings. The teacher opened the lesson by greeting the students. After that she reviewed the descriptive text, then explain the students about the language feature which are used in descriptive text. The teacher explained the use of cue card in speaking descriptive. In the process of speaking performance, the students should speak with the appropriate words related to the cue card and it was done in both meetings. The media of cue card helped the students to speak about descriptive of people easier.

In addition, the data from questionnaire proved that the students were motivated to learn speaking by using this media. The students could speak without being afraid of making mistakes in speaking. Most students agreed that the use of this media made them more understand about how to describe person in speaking. More than a half students of thirty eight students in the

class believed that this media really helped them to overcome the anxiety of speaking.

### **Suggestion**

At a final point, the researcher has some suggestions for English teachers and next researcher.

In teaching speaking, it is recommended for teachers to vary their teaching technique and the use of media. One of the media that can vary the teaching process is cue card. the researcher has already proven through the observation that this media could help the students develop their speaking ability

Hopefully this research will be useful for other researcher who will conduct a research at the same topic. The researcher also expects that there will be further research that is conducted to improve and develop this research.

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