

Teaching Descriptive Speaking by Using Cue Card Media

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ABSTRACT

This study aims to know whether teaching descriptive speaking by using cue card media is effective and to know to what extent cue card media is effective to teach descriptive speaking. Pre-experimental design, one group pre-test post-test, is used in this study, which is conducted in the eighth grade students of SMPN 3 Tangerang Selatan. There are 47 students in the VIII-5 class in the academic year 2023–2024 that make up the study sample. During data collection, the five components of speaking skill—pronunciation, vocabulary, grammar, fluency, and comprehension—are examined using Haris's (1969) scoring rubric. The result demonstrates that cue card media have a significant effect on teaching descriptive speaking. The t-table is 2.013 at the significance level of 0.05 and on the $df = 46$. The result demonstrates that the t-test value ($6.62 > 2.013$) is greater than the t-table value. The alternative hypothesis (H1) is accepted while the null hypothesis (H0) is rejected. Additionally, the cue card media has a significant effect on teaching descriptive speaking, as seen by the effect size of 3.69. Therefore, it can be concluded that cue card media is an effective media to teach descriptive speaking to the eighth grade students at SMP Negeri 3 Tangerang Selatan.

1. INTRODUCTION

Speaking is one of the means that people communicate with each other. Speaking is one of the productive language abilities that allow people to communicate verbally about their ideas. According to Brown (2004), speaking is an interactive process of meaning-construction that includes verbally producing, receiving, and processing information. English has become a required subject in Indonesia and one of the most difficult English language abilities for students to acquire is speaking. Unlike when writing, speaking does not allow for editing and revision of what is being said (Nunan, 2003). Thus, the students face challenges to learn speaking particularly for students in junior high school.

Based on the researchers' observation, the researchers find some problems that students junior high school faced in learning speaking. First, many students are lack of vocabulary. When the researchers ask them to speak, they tend to say cannot speak in English, don't know the vocabulary or even just silent. They state that they are confused of what to say. Despite the fact that the teacher has taught them some vocabularies, they question to their friend or teacher about it when they suddenly forget. Second, the students are shy and afraid if they have to speak in front of the class. They often avoid conversation, especially when questioned about personal matters or

their opinions (Harmer, 2009). They fear being ridiculed or judged by their classmates if they make mistakes about the words, pronunciation, or grammar. Additionally, some teachers still assign the students to speak by asking them to read, asked to answer by memorization, or asked them to repeat what the teacher has read (Hussin et al., 2020). It makes the learning process becomes bored and the students do not have high motivation to learn speaking.

Moreover, speaking activities in junior high school are developed by curriculum based on the text that is taught in the classroom. One of the text that the students must learn is descriptive text. In this case, the students are assigned to describe a particular person, place, or thing orally. The activity is known as descriptive speaking which calls for the capacity to verbally visualize the topic of discussion. There are a lot of strategy, method, and technique to teach this kind of activity. In this case, the teacher have to think the innovative and interesting ways to teach descriptive speaking. According to Yesi et al. (2018), the use of media makes the efficient and interesting learning process. One type of media that can be used to teach descriptive speaking is cue card media. Muro (1994) stated that cue card is card that contains a picture and clue words on it. Students can simply talk or describe what is on the cue card by using the picture and the words on it.

Some prior studies reveal the effectiveness of cue card media in teaching descriptive speaking. Rosalinda (2017) states in her research that the application of cue card media is effective to improve students' speaking skill. She adds that the students' score was improve particularly in the aspect of fluency and accuracy. Putri & Sada (2021) conduct a similar study which is the result stated that the students problems in speaking abilities had been solved by using cue card media. They explain that the students' score in the aspect of grammar and vocabulary significantly improved. The students' behaviour during treatment also showed the positive impact. The students are pay attention and participate in the speaking activity actively. However, the present research is intended to examine whether cue card media is effective for teaching descriptive speaking which focuses on the five speaking components including pronunciation, vocabulary, grammar, fluency, and comprehension and to find out to what extent cue card media is effective for teaching descriptive speaking at the eighth grade of SMPN 3 Tangerang Selatan.

2. METHOD

This research is conducted by using quantitative method. The methodology used included the research design, the setting and participants, the data collection, and the data analysis.

Research Design

Pre-experimental design is used in this quantitative study, with a single group's pre- test and post-tests being the main focus. This type of design does not have a control group. This study aims to investigate the effectiveness of cue card media in teaching descriptive speaking to eighth-grade students at SMPN 3 Tangerang Selatan, as well as, to find to what extent cue card media is effective in teaching descriptive speaking at the eighth grade students of SMPN 3 Tangerang Selatan.

The research design used in this research refers to (Creswell, 2012). The study started by conducting pre-test. Before the researcher administers a treatment, the students are given the pre-test. It aims to discover the fundamentals of students' descriptive speaking before instructing them through the use of cue card media. Then, the researcher conducts a treatment in four meetings. The cue card that used in treatment is made by the researchers based on Muro's (1994) theory that cue card is a card that contains a picture and clue words. The researchers print the clue word in every picture after gathering a few appropriate pictures from the internet. The cue card is given and taught in every treatment with different topic and learning activity. After that, students receive the post-test following treatment from the researcher. It attempts to find and compare whether or not the instruction given to students via media cue cards affects their speaking ability for descriptive speaking.

Research Setting and Participants

The researchers conduct the research in the VIII-5 class in the academic year 2023/2024 of SMP Negeri 3 Kota Tangerang Selatan. The total of subjects in this research are 47 students. The researchers decide the students in eighth grade because they have learned about descriptive text in previous grade. Moreover, in the eighth grade, the researchers want to examine the students' knowledge in descriptive text particularly in speaking activity. In this research, the researchers use purposive sampling to select the sample which only seeks to represent a certain group or designated part of the overall population (L. Cohen et al., 2005).

Data collection and analysis

The data collected in this study consist of students' descriptive speaking in pre-test and post-test that divided into five components; pronunciation, vocabulary, grammar, fluency, and comprehension. To score the students' descriptive speaking, the researchers and the English teacher became the test raters in this research. The researchers utilize scoring rubric from Haris (1969) that provide the rating score from 1 to 5 and the descriptions.

To analyze the data, the researchers start from calculating the mean of students' score in every component. To address the hypothesis testing, the researchers calculate the t-test by using the formula manually. The result of t-test then compared to the t-table. Furthermore, the researchers also examine the effect size to know to what extent cue card media is effective in teaching descriptive speaking. In this case, the researcher used the Cohen's formula.

3. FINDINGS AND DISCUSSIONS

In administrating the average score of students' descriptive speaking, the researchers present the mean score from all of components including pronunciation, vocabulary, grammar, fluency, and comprehension.

Table 1. Mean score of students' descriptive speaking			
No	Components	Mean Score	
		Pre-Test	Post-Test
1	Pronunciation	58.93	74.25
2	Vocabulary	62.97	88.51
3	Grammar	55.74	78.72
4	Fluency	58.93	82.12
5	Comprehension	66.38	89.36
Final Score		60.59	82.59

Table 1 shows the statistical summary of students' mean score between pre-test and post-test. From these results, it can be seen that the score in post-test is greater than the score in pre-test. The results indicate that there is an improvement in students' descriptive speaking before and after using cue card media.

Moreover, hypothesis testing is conducted to know the significance effect of cue card media in teaching descriptive speaking at the eighth grade of SMPN 3 Tangerang Selatan. The result shows that the t-test value is 6.62 while the t-table value on the level significance 0.05 with the

degree of freedom ($df = 46$) is 2.013. Based on this result, it can be seen that t-test value is higher than t-table value ($6.62 > 2.013$). In addition, the hypothesis alternative (H_1) is accepted and the null hypothesis (H_0) is rejected. It can be concluded that there is a significant effect in using cue card media to teach descriptive speaking.

Beside that, effect size is conducted to find out to what extent cue card media is effective in teaching descriptive speaking at the eighth grade students of SMPN 3 Tangerang Selatan. In calculating the effect size, the researcher uses J. Cohen (1988) formula. Therefore, the calculated effect size is 3.69. According to the criteria of effect size: 0.2 represents a weak effect, 0.5 represents a medium effect, and 0.8 represents a large effect. It can be seen that the result of effect size is more than 1. As a result, it can be concluded that the use of cue card media has large effect in teaching descriptive speaking at the eighth grade of SMPN 3 Tangerang Selatan.

This research shows that the use of cue card media is effective in teaching descriptive speaking at the eighth grade of SMPN 3 Tangerang Selatan. There are various factors that influence how well cue card media is used to teach descriptive speaking in the five components of speaking (pronunciation, vocabulary, grammar, fluency, and comprehension). First, the use of media has an important role in the learning process. Mursyid & Mufaridah (2019) explains that the media plays a significant role, one of which is grabbing students' attention and inspiring them to learn. Additionally, they claim that cue cards, a visual aid, might improve students' eyesight or perception during the process of learning. It demonstrates that involving cue card media into the teaching and learning process encourages students to be engaged and enthusiastic about learning English, particularly speaking.

Furthermore, some students clarify during treatment that their limited language makes it difficult for them to communicate. Due to their comparatively limited vocabulary, students often struggle to comprehend the meaning of words during the learning process. The students can find, study, and expand their vocabulary by using cue card media, which has an image and clue words on it. Setiawati's (2018) research provides evidence that using cue card media success can aid students in mastering language. The clue words assist the students in locating the expressions they want to use. Parmi (2019) adds that cue card media may assist students in more permanently retaining new vocabulary or expressions. Similar results were found in the study by Putri & Sada (2021), which show that students frequently repeated speaking activities when cue card media is

used. It familiarizes students with vocabulary associated with the subject. The interesting and captivating images make it easier for students to easily memorize the words.

Moreover, students can use cue cards in groups or pair work (Harmer, 2009). The students can practice communicating with others by using cue cards. They may get more opportunity to speak in front of the class. According to Sanidariyanti (2019), this exercise boosts the students' confidence and gets them ready to speak in front of a group. According to Yuniarti's (2004) research, students actively participate in the learning process and are required to share their ideas in small groups. They can increase self-assurance without concern for making errors. Through small group work, the students were also able to support one another's learning and reduce their fear of making mistakes when speaking English. Nursalim & Fahrurrozi (2022) stated that using cue card media can help students feel less nervous when speaking in front of a group of people.

When cue card media is used in the learning process, it becomes engaging and enjoyable. Depending on the needs of the teacher and the conditions of the class, cue card media can be used in a variety of activities and topics. According to a study by Yusni et al. (2017), students can readily follow and comprehend directions during speaking exercises utilizing cue cards, making the classroom environment lively and engaging. Using cue card media, students appear interested in and engaged in learning to talk. Similar studies by Nurhayatin & Susana (2020) demonstrate that a large number of students respond positively to employing cue cards when learning to speak.

4. CONCLUSIONS

Teaching descriptive speaking at the eighth grade of SMPN 3 Tangerang Selatan by using cue card media is effective in all components of speaking skill including pronunciation, vocabulary, grammar, fluency, and comprehension. The use of cue card media also has a large effect to teach descriptive speaking. Based on this result, cue card media is a teaching tool that English teachers can use in the classroom to teach the language. Cue card media can be used by the teacher to teach vocabulary, grammar, pronunciation, and other language skills related to speaking components. However, consideration must be taken to ensure that the picture and clue words on the various cue card medium are as accurate as feasible. It is important to take into account the class activities in order to prevent learning from becoming boring or monotonous. Besides, the students can routinely practice speaking either by themselves or with a partner to improve their speaking ability. It is expected that by employing cue card media, the students will

be highly motivated to practice speaking in order to become engaged, imaginative, and self-assured when speaking in class. Due to the success of cue card media in teaching descriptive speaking, the future researcher also can conduct the similar research such as using cue card to teach others language skills.

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