

CHAPTER 1

INTRODUCTION

This chapter elaborates background, statements of problem, aims of the research, research methodology which present four parts namely research design, subject of the research, data collection, and data analysis. Moreover, significance of the research and clarification of terms are in the end of the chapter.

1.1 Background

English in Indonesia has been taught as foreign language in the formal school. English is taught from elementary school level until senior high school level as compulsory subject. It means that students have nine years opportunity to learn English and they are expected to master it. In English language learning, there are four skills that should be mastered by Indonesian students. Those are listening, speaking, reading and writing.

In the research, researcher focuses in speaking skill. Brown (2001) states that speaking is one of the important skills in language learning in the classroom. It is used twice as often as listening and the most used skill, it means that students should be good in speaking because speaking is used more than listening. Therefore, speaking skill is taught in school included junior high school. According to *Badan Standar Nasional Pendidikan (BSNP)*, teaching speaking skill is implicitly stated in competence standard and basic competence (SK-KD)

of junior high school syllabus. In the competence standard number 10 (SK 10), it is stated that the seventh grade students in second semester should be able to express spoken text and short monologue in descriptive text and procedure text to interact with surrounding. In basic standard number 10.2 (KD 10.2), it is stated that the students should be able to express meaning in simple short monologue used in oral language variety accurately, fluently, and understandably to interact with surrounding in descriptive text.

Considering the importance of speaking, students should be good in speaking mastery. In fact, most of Indonesian students face so many barriers when they try to express something in English, especially in speaking. The problems of speaking are difficulty to arrange sentences, limited vocabulary, pronunciation error, fear of making mistake, and lack of motivation. Nunan (1993) states that there are some challenges in teaching oral skill in EFL classroom namely lack of motivation, get students to speak, and use of the first language.

Problems of speaking appear when teaching speaking does not give many contributions to students' speaking skill mastery. Most of English classes in Indonesia tend to use their mother's tongue rather than practice English. An English class should become a place for students to practice their speaking skill in English, but in fact most of Indonesian students did not practice it. The students rarely used English as communication during the class. Even though in speaking class, the students are reluctant to speak English. There are only some students who are eager to speak in front of the classroom whereas another students only

listen when his/her friend speak. According to this case, the researcher tries to find the reasons why the students do not speak in the classroom.

Nowadays, teachers have to be creative and innovative in teaching and learning process. Teacher should pay attention on teachers` factor (teaching method, the use of visual aids, etc.) and students` factor (motivation, relevant material, facilities, etc.).

To improve students speaking skill, teacher should find the appropriate strategy of teaching speaking. It means that, teacher plays an important role to create interesting teaching and learning process based on teachers` factor and students` factor. Hamalik (1986) as cited in Azhar (2009) states that media are used to motivate students in learning; it means that it is important for teacher in finding appropriate media to teach his/her students especially in speaking. It is because media encourage students` motivation in their learning. Gerlach and Ely (1980) state that “Media are any person, material or event that establishes conditions which enable learners/students to acquire knowledge, skills, and attitudes”. According to the definition, it can be concluded that media are not only text books but also people and school environment.

Cue card is introduced as one of the teaching media. Cue card is card with words or picture on, which students use in pair or group work (Harmer, 2007). Cue card has many advantages. Those are inexpensive, colorful, interesting and clearly visible. So that when the students are asked to describe something/someone in detail, cue card can help them to produce the description easily.

Based on the explanation above, the researcher is interested in implementing the use of cue cards in teaching oral descriptive text. The researcher will conduct a classroom action research in SMP 15 Bandung.

1.2 Statements of Problem

The problems that will be investigated in the research can be focused on the following research questions:

1. How is the progress of the students in producing spoken descriptive text in every cycle after using cue cards?
2. Based on the students' perception, what are the advantages and disadvantages of the use of cue cards in teaching spoken descriptive text?

1.3 Aims of the Research

The aims of the research are stated as:

1. To find out the progress of the students in producing spoken descriptive text in every cycle after using cue cards.
2. To find out the advantages and disadvantages of the use of cue cards in teaching spoken descriptive text based on the students' perception.

1.4 Research Methodology

1.4.1 Research Design

The research will use classroom action research. Classroom action research is research that is done by a person (teacher) which aims to improve teaching and learning process in his/her classroom (Kemmis and McTaggart, 1988:6, as cited in Nunan, 1992). There are some cycles that will be done by the researcher. Every cycle consist of two meetings. Then, every cycle consists of planning, acting, observing, and reflecting. The minimum completion score (*Kriteria Ketuntasan Minimum*) of the seventh grade of SMP 15 Bandung is 70. The research is expected to improve the number of the students who got the score above *KKM* after using cue cards is 80% from the students' total of 7A class.

1.4.2 Subject of the Research

The research will take place in SMPN 15 Bandung. The subjects of the research are 7thA graders of SMP 15 Bandung. The number of students in the class is 46 students. There are 21 boys and 25 girls students. There are no populations and sample of the research, meaning that the research is conducted based on a real problem in a real classroom.

1.4.3 Data Collection

In collecting the data, several instruments were used as data sources, namely observation sheet, existing document, interview and test.

1.4.3.1 Observation Sheet

Observation is conducted to get the information about students' activity by observers. Students' observation sheet is used during intervention and it is used to know the advantages and disadvantages of the use of cue cards in teaching spoken descriptive in every cycle.

Researcher acts as the teacher and delivers materials to the students. There will be some observers to observe the activity in the classroom. The observers will share about the strength and weaknesses during the process. Besides, the observer will give advice to the researcher in order to improve teaching and learning process in the next cycle.

1.4.3.2 Existing Document

Existing document in this regard is the document that records the students' speaking scores. Existing document is the students' speaking scores before using cue cards in teaching and learning process. Besides, existing document is used to compare the students' scores before and after intervention whether the use of cue cards can improve the students' spoken descriptive text or not.

1.4.3.3 Test

Test is used to measure the improvement of the students` spoken descriptive text by using cue cards in every cycle. Test is given to the students after intervention. A post-test is conducted in order to investigate the students` improvement by comparing it with the existing document scores.

1.4.3.4 Interview

Interview is conducted to get deeper information about the topic addressed to the interviewees. Interview is carried out after intervention. It is used to know the students` perception about the use of cue cards in teaching spoken descriptive text whether the use of cue cards can improve the students` spoken descriptive text or not.

1.4.4 Data Analysis

The data gathered from test and existing document will be analyzed and interpreted to know the students progress in producing spoken descriptive text in every cycle after using cue cards. Besides, the data gathered from students` observation sheet and interview will be analyzed and interpreted to know the advantages and disadvantages of the use of cue cards in teaching spoken descriptive text.

In collecting data, several techniques are used, namely spoken scoring technique and triangulation. Test in each cycle will be analyzed

by using speaking scoring technique from Harris which adopted by *Testing English as a Second Language (1969:8)*. Triangulation is a method to get the accuracy of information by comparing the data from interview and students` observation sheet to get same finding.

1.5 Significance of the Research

The research is important to reveal students` problem in speaking. It is a contribution to EFL methodology where cue card is an alternative media to be used in teaching spoken descriptive text. Finally, the result of the research is expected to enhance a better way in developing speaking skill, stimulating the teacher to be creative to develop interesting media in teaching speaking and also motivate the students to communicate in English.

1.6 Clarification of Terms

Below are some terms clarified in order to avoid misunderstanding:

1. Speaking is an interactive process of conducting meaning that involves producing, receiving and processing information (Brown, 2001).
2. Cue card is a card with words or picture on, which are used to encourage the students to respond (Harmer, 2007).
3. Descriptive text is a kind of text which is aimed to describe a particular person, place, or thing. It also has the generic structure which is summarized as follows: (1) Identification which identifies

phenomenon to be described, and (2) Description which describes parts, qualities, characteristics (Gerot and Wignell , 1994).

4. Classroom Action Research is an action which consists of planning, acting, observing, and reflecting (Hopkins, 1992).

