

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Cue Cards can be used as media in teaching speaking. Cue Cards, that are cards having words printed on them, are used by presenters to help students remember what they have to say. Elvita (2012) explains, that in the card the students or teachers write keywords that can give clues to other students. Thus, when students are asked to describe something or someone in detail, cue cards can help them produce the description easily. Concerning to the benefits of media use in the classroom, cue cards can be used as media in teaching speaking. Khairunnisa (2017) state that the students are given several clues on the cue card to help them speak English. Students can recall what they should discuss when they read the cues. These exercises will help students enhance their speaking skills while also teaching them to think critically and creatively. In conclusion, Students won't be confused while reading the cues on the card to discover a topic to discuss, and they won't be confused while reading the cues on the card to find the idea to talk about the topic. As a result, employing cue cards to teach speaking can deal with the issue that arises in speaking class and help students talk more correctly and fluently in a short amount of time.

In the 2013 curriculum, learning is no longer oriented only to the teacher or teacher center, but students who are required to actively find information by themselves are called student-centered learning. Students must be active in

developing the knowledge, character, and skills learned, and students must also be active during the learning process. Therefore, the teacher is no longer only a source of information but also a facilitator, motivator, and innovator.

The application of the students' center must be considered from several domains to achieve learning objectives. The first is the cognitive domain which includes intellectual abilities. The second is the affective domain which measures the level of ability to respond, appreciate, and organize. Third, the psychomotor domain includes assessment in terms of skills related to physical activity. Teachers must pay attention to several things to achieve the three domains, such as designing learning components that contain learning objectives, materials, methods, learning media, learning resources, learning activities, and evaluations. As a result of this explanation, it can be stated that learning media is one component that has a significant impact on the learning process by encouraging students to participate actively.

In the teaching-learning process, media is an important thing. Media is the tool to deliver messages or information from one place to another place. The teacher can choose the appropriate media in the classroom, it can make the teaching and learning process will be more effective and highly significant. Using media in the learning process of course intrigues, stimulation, and motivation for students. Furthermore, various problems are encountered in schools in the field of learning. In particular, English subjects, which incidentally are a compulsory subject group, are considered subjects that are less liked by students. The teacher conveys learning only by the lecture method, the use of media is very minimal,

and in the teaching and learning process, the teacher is still glued to the textbooks that have been provided by the school, and because of that students are less active in the process of learning. The teacher should use media to aid students in improving their speaking skills in order to make learning simpler for students, particularly when speaking is being taught. Using media can improve the classroom environment. Additionally, the students can take pleasure in the process of teaching and learning. Cue cards can be used as an alternate medium of interaction to help kids who have trouble speaking.

Based on the issues above the research developed Cue Cards as the media for teaching speaking skill to improve students speaking skill that consists of words for guiding speaking topic, which can be used either in face-to-face or online learning.

1.2 Research Question

The research question can be formulated as:

1. How is the Cue Cards developed as learning media for teaching speaking skills at grade eleventh?
2. How is the validity of Cue Cards as learning media for teaching speaking skills at grade eleventh?
3. How is the practicality of Cue Cards as learning media for teaching speaking skills at grade eleventh?

1.3 Research Objectives

From the research question above, the objective of the study is to improve the students' speaking skills in grade eleventh by using cue cards are:

1. To know the developing of Cue Cards as learning media for teaching speaking skills at grade eleventh.
2. To know the validity of cue card as learning media for teaching speaking skills at grade eleventh.
3. To know the practicality of cue card as learning media for teaching speaking skills at grade eleventh.

1.4 Specification of Product

In this study, a cue cards as a media for teaching speaking has specific specifications as follows”

1. The form of a cue cards is as follows:
 - a) Size : 7 x 7 cm
 - b) Paper type : Buffalo paper
2. Have one main subject heading or idea per card.
3. Have a heading showing which part of the speech the card belongs to.
4. Have plenty of white space around each word.
5. Are written on one side of the card only.
6. Cue Cards as learning media designed and adapted to core competencies (4) and basic competencies (3.1) and (4.1) in offers and suggestion material for grade 11.

1.5 Research Significances

1.5.1 Theoretical Significance

Theoretically, this study is expected to be advance knowledge of speaking using Cue Cards media and enhance speaking abilities for grade 11 students.

1.5.2 Practical Significance

This study will be beneficial for the teachers, students, and other researchers. They are as follows:

a. Teachers

This study will help teachers, especially English teachers, to develop their lesson plans and engage their students more fully in the teaching and learning process, particularly when it comes to speaking exercises. The English teachers are also expected to innovatively create interesting speaking activities.

b. Students

The findings of this study can be used as additional knowledge to enhance speaking ability when learning the speaking process. And after using the strategies, the students can talk more clearly.

c. Researcher

This researcher can encourage other researchers to carry out related study in order to provide new teaching methods to enhance speaking ability using Cue Cards media.

1.6 Assumption and Limitation

The media are called cue cards can be used by the students and when they use them, it expected can make students feel better while speaking. The researcher choose students at Senior High School at grade XI. Suggestion and Offers, KD 4.1, was the source of the research's content. It was chosen because it matched the fundamental and standard competencies for students in senior high school grade eleven.

The teacher can use cue cards with pictures and clues on them in the next phase of English teaching and learning. It is also designed to motivate students to speak English more frequently.

1.7 Definition of Key Terms

1. Speaking Skill

Speaking skill is a process to present a suggestion that is to introduce or purpose an idea or a plan for consideration and to offer something or to give help it can be taken or refused.

2. Cue Cards

Based on English Book 1st semester class 11 Senior High School, offers and suggestion is one of material in English subject which taught in grade 11, this material at the 1st semester and choose based on the KD 3.1 and 4.1 in English Subject Syllabus at Senior High School. A cue card is a card that consists of a keyword, key facts, thoughts, and some picture. In this research, the media will contain colored pictures and clues about

suggestions and offers material with a length of 7 cm and width of 7 cm and made of buffalo papers.

