USING CUE CARDS TO IMPROVE STUDENTS’ MOTIVATION IN SPEAKING SKILL

A SARJANA PENDIDIKAN FINAL PAPER

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Lidwina Widayati
Student Number: 07 1214 061

ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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A Sarjana Pendidikan Final Paper on

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Yogyakarta, 25 July 2014

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Ronardi, Ph.D.
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this final paper, that I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 25 July 2014

The Writer

Lidwina Widayati
071214061
“There is a light at the end of every tunnel. Some tunnels just happen to be longer than others.”

Ada Adam

This paper is dedicated to:
my Almighty Lord
my beloved parents
my little brothers
and for my personal legend
LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIK

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ABSTRACT


Speaking is the most important skill in learning English. It is because the purpose of learning language is in order to make students be able to speak fluently. Nonetheless, speaking is not as easy as what we thought practically. There are lots of problems that appear along the learning process, such as being afraid to make mistakes, the lack of vocabulary and hesitation. Therefore, teachers, as the main stakeholders in teaching learning processes, are responsible for solving those problems.

This paper presents cue cards as a media to improve students’ motivation in speaking. This paper would like to answer the following question: how are cue cards implemented in a classroom? In this paper, the writer conducted a library study. Library study is a method to conduct this paper by finding some references. The writer found the problem, gathered some books related to the topic, and solved the problem. Here, the writer looks that this problem can be overcome by increasing students’ motivation. One of them is creating a fun learning through cue cards as media. Variety of colorful pictures on cue card will promote students’ curiosity and interest. So, the students’ motivation to study and speak will increase because fun atmosphere, relaxed situation and no monotonous activity is created.

Finally, it is expected that cue cards can increase students’ motivation in speaking skill. The writer also expects that this media can assist English teachers in preparing interesting speaking material and making it as alternative in creative learning. So, learning to speak English is not frightening at all, but fun.

**Keywords:** speaking skill, motivation, cue card
ABSTRAK


Akhirnya, diharapkan cue card dapat meningkatkan motivasi siswa dalam berbicara Bahasa Inggris. Penulis juga berharap bahwa media ini dapat membantu guru dalam menyiapkan materi berbicara yang menarik dan menjadi alternatif pembelajaran kreatif. Sehingga belajar berbicara Bahasa Inggris tidak lagi menjadi hal yang menakutkan, tapi menyenangkan.

*Kata kunci:* speaking skill, motivation, cue card
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I would also like to express my gratitude to my beloved parents: my Dad, my Mom for her prayer, care, patience, support, and more than everything, her immortal and unconditional love. I love them now and forever; and my little brothers Wasis and Yogo, thank you so much for their greatest love. They are all my greatest gift in this world.
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CHAPTER I
INTRODUCTION

This chapter discusses two main parts of the study. Firstly, the research background elaborates the reasons why this study is conducted. Secondly, the research method explains the method used to conduct the study.

A. Background of The Study

English is the most important language for international communication. People all over the world speak this language when they meet in conference, workshop, exhibition, discussion and meeting. They need it to interact each other. English also takes essential role in various fields such as business, industry, nursing and finance. Therefore, setting this language as one of the compulsory subject in curriculum is done by many schools in the world, including Indonesia. In learning English itself, there are four skills that must be mastered by students. They are reading, listening, writing and speaking. The most important skill of those skills is speaking because to be able to speak fluently is the goal in language learning. It supported by Bygate (1987) who confirms that among these four skills, speaking in considered to be undervalued skills. This statement is also strengthened by Nunan (2003) who stated that from those skills, speaking is classified as a productive skill which then becomes the most important skill to be learned. Unfortunately, speaking English at school in
this country is considered difficult. The most common reason is that Indonesian students just have a little opportunity to use English actively in the classroom. Outside the classroom, when the students tried to speak in English, the environment does not support them to speak fluently. Therefore, do not be surprised when we found that the students are lack of capability in speaking English. Besides, a lot of difficulties also appear when they try to speak in front of the class. The common reasons such as nervousness, hesitation, being afraid of making mistake and lacking of vocabulary bring students in failure to pronounce and speak. These problems become students' difficulty to express what they want to say and convey what in their mind is. So, idea, thought, and feeling do not be delivered well. In fact, there are so many important aspects we have to consider in speaking such as stress, grammar, intonation and pronunciation.

Confessing that it is not quite easy to reach students skill in speaking, a teacher should assist students in a classroom to speak actively. This condition is also emphasized in Education Act Number 14 year 2005 which states that “teacher is a determinant variable to succeed learning process in school.” Based on this statement, it clearly describes that teacher plays an important role in student capability.

There are many ways to make students to be capable in speaking. One of them is through their motivation. It is confirmed by Chamot who states that students in class also experience the poorest condition of speaking. This result from lack of speaking practice, but students, especially Asian students tend to be
reluctant to speaking English in class as well as after class. It is important for teachers to encourage and motivate them to speak English, especially in class (Chamot, 1993). Motivation is also a factor that affects students’ performance. Usually, highly motivated students can reach the good result in the class. According to Sinclair and Coulthard (1975), “people learn best when they’re relaxed, comfortable, unstressed, interested, and involved in what is going on and motivated to continue.” Davis (1993) even stated the similar way that he suggest 4 aspects of teaching situation that enhance students’ self motivation which are giving feedback that support students’ belief that they can do well. Founding that motivation is a crucial thing to increase, the writer wants to help teacher to solve this problem using cue cards as media. As Hamalik (1998) stated that media are used to motivate students in learning (p. 18). Gerlach and Ely (1980 : 241) also defined media as any person, material or event that establishes condition which enable learners/students to acquire knowledge, skills, and attitudes.

In this study, cue cards are introduced as one of the teaching media. Harmer (20010 noted that cue cards are card with words and pictures on, which are used to encourage the students to respond (p. 134). Teaching speaking using cue cards will give different perception to the students about learning speaking. It will make the students more active and teaching learning process will be more fun. Cue cards itself are not difficult to create. The process of making it is not quite complicated. It only needs teacher’s creativity and innovation to make an interesting cue cards. The picture on it should be clearly visible so that cue cards
are able to help students to describe easily. Besides, there are some information behind cue cards that can help students to get some information to add their knowledge to speak.

In designing cue cards as a media to increase students’ motivation, cue cards should be accepted and understood by students. This paper presents cue cards as media to improve students’ motivation in speaking skill. This paper would like to answer the question: how are cue cards implemented in a classroom to improve students’ motivation in speaking?

The writer expects that this paper is able to give a solution to help teacher to increase students’ motivation in speaking. Then, by using cue cards, the teacher can create and provide conducive atmosphere to study. This paper is also expected to assist students to learn English easily and fun in class. The next researcher can consider choosing cue cards as media in teaching speaking.

B. Method of The Study

In this paper, the writer used library study. The writer gathered some references from some books related to the topic. Those references helped the writer to gain and solve the problem in this study. This paper tried to prove that cue cards are one of the medias to improve students’ motivation in speaking skill. The writer wants to help teacher to solve the problem.

According to Ary, Jacobs and Razavieh (1979) the way to gain the solution are divided into 5 steps. The first step is a researcher should know knowledge of
related research, from the knowledge the researcher is able to define frontier on the field. The second step is a researcher should understand the theory in the field. Therefore, the researcher is able to place the question in perspective. The third step is a researcher studies related research, the researcher learn how to make cue cards and implement it to the student, and as a prediction, the media have proved useful and can overcome the problem. The forth step is a researcher should know the previous study which is related to the research to avoid the same study or the same topic so that unintentional replication does not happen. The fifth step is a researcher should know the study of related literature. Therefore, the researcher is able to place in a better position to interpret the significance of their own results (p.57).

In library study, the writer found the problem and tried to solve the problem. Before overcoming the problem, the writer should know about the problem and tried to find how to solve the problem. The writer searched some theories related to the topic. Based on related literature, the writer solved the problem. Some theories helped the writer to get the idea in making cue cards as a media to solve the problem.
CHAPTER II
DISCUSSION

This section presents related literature being used as the fundamental factor of this study. The theoretical description presents the main theories that are going to be used in this study. The discussion consists of the formulated problem, the solution and how that solution is implemented.

In this part there are two sections. The first section, the writer discusses nature of speaking skill, nature of media, nature of motivation and cooperative language learning. The second section, the writer discusses about teaching English using cue cards can improve students’ motivation in speaking skill.

A. Nature of Speaking Skill

Speaking is one of the four language skills besides listening, writing, and reading. The grammar in oral language is simpler than written language. Even though it is simple, we always find that students have difficulty in speaking. In the spoken interaction, generic words are very common compared to the written language which often requires the use of specific words to make the topic being talked about clear.

Furthermore, the speaking is the verbal use of language to communicate with others (Fulcher, 2003, p. 23). Its function is to convey message which lies in
the structure and meaning of all languages, whether this is written or spoken.

There are some important components in speaking skill such as accuracy and fluency. Accuracy includes clarity, articulation, correct grammar, and speech sound, whereas the scope of fluency includes the following of the language and how to produce natural language.

1. Teaching Speaking Skill

Ur (1999) says that speaking skill is the intuitively the most important of all the four skills which are listening, speaking, reading and writing. Rivers (1970) also says that to teach speaking skill, it is necessary to have the understanding of the process involved in speech. Therefore, it is necessary for the teacher to give the students opportunities to practise the speaking skill so that they will develop greater and greater.

The characteristics of a successful speaking activity according to Ur, Penny (1999, p. 120) are:

1. Learners talk a lot. Teacher uses as much as possible of the period of activity to occupy the learner to talk.
2. Participation is even. In the speaking class, the discussion is served to the whole students get chance to speak and evenly distributed.
3. Motivation is high. The learners are eager to speak because they are interested in the topic and have something new to say about it, or because they need to talk more in order to achieve their objective of learning.
4. Language is of an acceptable level. The learners are freely to express themselves in utterance that are relevant, easily comprehensible to each other, and of acceptable level of language accuracy. The teacher has to notice these points to conduct successful speaking activity.
B. Nature of Media

In learning, the teacher uses media to convey knowledge and information to the students. Teacher also uses it to motivate students in learning. According to *Encyclopedia of Educational Research*, media can increase students’ attention. Media is also used to improve students’ motivation (as cited in Hamalik, p. 18).

According to Gerlach and Ely (1990:297), media to teach are classified in the six general categories, such as:

a. Picture

Picture consists of photographs or any object or events, which may be larger or smaller that the object or event it represent.

b. Audio recording

Recording is made on magnetic tape, disc, motion picture, and soundtrack.

c. Motion Picture

A motion picture is a moving image in color or black and white produced from live action or from graphic representation.

d. TV

This category includes all types of Audio Video Electronic distribution system which eventually appear on TV monitor.

e. Real things, Simulation, and Model
Includes people, events, objects, and demonstration real things as constructed with other media, are not substituted for the actual object or events.

Sadjiman (2003) argues that the instructional media for teaching learning process in Indonesia can be classified into five categories as:

1) Games and Simulation: e.g. words, people, and role playing

2) Visual media, media that can be seen and its function is to distribute the message from the sources to the receiver. The example of visual media are pictures/photo, sketch, diagram, chart, cartoon, map, globe, flannel board.

3) Audio media

Audio media is a media that is useful because of its sounds. The examples of audio media are radio, tape, or Compact Disk.

4) Audio-Visual media

It is a media that are useful because of their sounds and pictures, TV, Video, Computer, DVD, and so forth are the example of this kind of media.

5) Still projected media

Slides, from strip, OHP, opaque projector, micro film, film are the model of still projected media.

From the explanation given by Gerlach & Ely and Sadjiman, there are many kinds of media that can be used by a teacher in explaining the material.
According to Gerlach and Aly (1990: 277), media, especially picture, also help students to focus attention. Therefore, teacher must be wise to select the appropriate media; the teacher must also consider the characteristic of the students which directly related to the learning process. In this paper, the writer chose to use visual medias (cue cards). Visual media is considered very powerful to attract students’ attention and concentration because it is more colorful and interesting. As what experts have said above, this media help the students to acquire some knowledge to create a word and build a sentence.

1. Cue Cards

Harmer (2001:134) stated that “cue cards are cards with words or picture on that, which are used to encourage the students to respond”. Cue cards are also interesting because it is colorful. Besides, cue cards are inexpensive and the making of it is not complicated to create. Cue cards help students to produce an description easily when students are asked to describe something in detail.

There are several advantages of using pictures (cue cards) in learning English suggested by Jeremy Harmer (2001:134) in his book titled The Practice of English Language Teaching. They are as follows:

1. Pictures really help to reduce preparation time. Sets of picture can be re-used, especially it can be laminated, and can be used at any level in classes for kids, teenagers, exam classes and adults following general or business courses.

2. When it comes to using picture stories in class, the key point is not to limit teacher to typical class activities and writing exercises. Students need asmuch
spoken English practice as they can get.

2. The Type of Cue Cards

According to Harmer (2001), there are myriad types of picture as a media in teaching; they are motion picture and still picture. A motion picture includes film, cartoon movie, etc, whereas still picture includes flash cards, wall picture, and cue cards. According to Harmer, cue cards also are cards with word so or picture on that, which are used to encourage te students to respond in pair or group work. The type of cue cards itself is based on its function. Some cue cards can be used in a talkshow, it is called talkshow cue cards. Some cue cards is used for teaching, it is called teaching cue card.

Based on this theories, the writer believe that cue cards can be an interesting media in learning speaking. Besides, cue card is interesting, it can help students to memorize words quickly because cue cards are able to make comfortable atmosphere to make fun teaching learning process.

C. Nature of Motivation

Motivation is an essensial factor to determine students to do something. This factor is so important in teaching learning process. Tileston (2007) as quoted by Marlina stated that motivation relates to the drive to do something, to study new things, and encourages us to try again wheen we fail. Hine and Rutherford (1982) also stated that motivation is the feeling nurtured primarily by the
classroom teacher in the learning situation as he engages in carefully planned as well as intuitive practices which will satisfy one or more of the basic, universal, cognitive and affective human needs.

Through the motivation, the student will have an effort when they meet obstacles or failure. We can not deny that motivation plays a vital role in the students’ achievement. Gardner (1985) classifying motivation into 2 levels, goal or oriented motivation and core motivation. The motivation at the goal level includes the students’ core motivation, the students’ orientation to language learning, and the students’ attitudes towards the learning situation. Gardner describes core English language learning motivation as a construct composed of three characteristics: the attitudes towards learning a language (affect), the desire to learn the language (want) and motivational intensity (effort). According to gardner, a highly motivated individual will want to learn the language, and strive to learn the language. Hence, based on this theory, the writer believes that cue card which creates comfortable atmosphere can improve students’ motivation toward their behavior. The improvement can be looked at to the students’ desire to do the work given by the teacher, students’ volition and their endeavour to do the task or work during teaching learning process in the classroom. Furthermore, teacher makes an observation sheet to see the improvement of students. Teacher can write down the students’ improvement in teaching learning process or after teaching process.
D. Cooperative Language Learning

1. The Definition of Cooperative Language Learning

Cooperative learning is the instructional approach that maximizes the use of cooperative activities involving pairs and small groups of learners in learning process. In second language teaching, “cooperative learning is also adopted as a way of promoting communicative interaction in the classroom” (Richards and Rogers, 2003:192). According to Slavin (1995:2), cooperative language learning refers to variety of teaching method in which students work in small groups to help one another learn academic content.

From the explanation, cooperative language learning means a way in which students work together with their partner, discuss, argue and help each other in order to get certain goal. Therefore, cooperative language learning can be very helpful for improving student’s speaking through others.

2. The Characteristics of Cooperative Language Learning

According to Millis (1996:5), there are five main key elements of cooperative language learning. They are described as follows:

1) Students work together on common tasks or learning activities that are best handled through group work.

2) Students work together in small groups containing two to five members.
3) Students use cooperative, pro-social behavioral to accomplish their common tasks or learning activities.

4) Students are interdependent. Activities are structured so that students need each other to accomplish their common tasks or learning activities.

5) Students are individually responsible for their work or learning.

Those characteristics above will give plus point to the students, not only the academic intelligence but also the social intelligence in a learning process.

3. The Goals of Cooperative Language Learning

Richards and Rodgers (2003:195) state that the overall objectives of cooperative learning are to foster cooperation rather than competition, to develop critical thinking skills, and develop communicative competence through socially structured activities. Cooperative language learning is also appeared to increase academic achievement, tolerance and acceptance toward diversity.

4. The Benefits of Employing Cooperative Learning

According to Johnson and Johnson (1991:79), there are some benefits from small-group learning in a collaborative environment from the general perspective. They are celebration of diversity, acknowledgement of individual differences, interpersonal development, actively involving students in learning, and more opportunities for personal feedback.
a. Celebration of Diversity

Cooperation learning provides chances for learners to work with all types of people. During small group interactions, they find many opportunities to reflect upon and reply to the diverse responses other learners bring to the questions raised.

b. Acknowledgment of Individual Differences

When questions are raised, different learners will have a variety of responses. Each of these can help the group create a product that reflects a wide range of perspectives and is thus more complete and comprehensive.

c. Interpersonal Development

Learners learn to relate to their peers and other learners as they work together in a group. This can be helpful for learners who have difficulty with social skills.

d. Actively Involving Students in Learning

Each number has opportunities to contribute in small groups. Learners are likely to take more ownership of their material and to think critically about related issues when they work as a team.

e. More Opportunities for Personal Feedback

There are more exchanges among learners in small groups. Hence, the learners receive personal feedback about their ideas and responses.
5. The Purpose of Using Cue Cards in Speaking Skill

Cue cards in learning process is a media to improve students’ motivation in speaking skill. Teacher teaches speaking by using cue cards in the classroom. The selected topic of teaching speaking using cue cards was “BIRDS”. The writer chose that topic because the students are IPA students. Therefore, it can be easier to the students to get closed to nature. Besides, the writer want to enrich their knowledge and information about fauna.

In this paper, there was one lesson plan and teaching-learning material. In this teaching materials, there are some pictures of birds. In the previous activity, teacher asks the students what they know about bird and asks the students to discuss it together with their pairs. After that, teacher explains the difficult vocabulary behind the cue cards one by one. Teacher does it to make sure that the students know the vocabularies well first before they speak and convey it to their friends. So, the students understand what will they say to their friends.

In the second activity, teacher distributes the cue cards to one student in a pair and asks them not to show the cue cards to their partner. Then, teacher asks them to speak and in front of the class in turn.
CHAPTER III

CONCLUSIONS AND SUGGESTIONS

This section presents some conclusions and suggestions for the study. The suggestions are intended to be used to create another cue card or another media to teach speaking skill and improve students’ motivation. This study aimed to solve the students’ problem in speaking skill using cue cards.

A. Conclusions

This final paper is made through a few steps. Firstly, the writer should look for and gather some book related to the topic. The writer also decided to use cue cards as media in teaching speaking. The reason for choosing and using cue cards in teaching was because they are interesting and colorful. Besides, cue cards could create comfortable atmosphere to make learning study became fun. The writer believes that using that media can also improve students’ motivation in speaking. It was shown by students’ attitude, their behavior and their effort to strive on work during the class and activity.

In this paper, the writer developed teaching technique through cue cards. From the teaching learning process, teacher could increase students’ interest and curiosity. Cue cards are able to motivate and assist students in speaking.
B. Suggestions

In this section, the writer proposes two suggestions. The first suggestion is for English teacher. The teacher who are going to implement cue cards should pay attention to time allocation and use time effectively. Second suggestion is for further researchers. Further researcher should make more activities in teaching speaking. Besides, further researcher should develop more interesting cue cards to grasp students’ curiosity and interest.

Finally, the writer expects those suggestion will be useful for them who concern to improve students’ motivation in speaking skill.
REFERENCES


APPENDICES
## PROGRAM IPA, IPS & BAHASA

Kelas XI, Semester 1

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<td>1.1 Merespon makna dalam percakapan transaksional (<em>to get things done</em>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<em>sustained</em>) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas</td>
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<td>1.2 Merespon makna dalam percakapan transaksional (<em>to get things done</em>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<em>sustained</em>) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan relief, pain, dan pleasure</td>
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<td>2. Memahami makna teks fungsional pendek dan monolog berbentuk reports, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari</td>
<td>2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari</td>
</tr>
<tr>
<td>2.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report, narrative, dan analytical exposition</td>
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<tr>
<td>Standar Kompetensi</td>
<td>Kompetensi Dasar</td>
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<tr>
<td><strong>Berbicara</strong></td>
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<tr>
<td>3. Mengungkapkan makna dalam teks percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari</td>
<td>3.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas</td>
</tr>
<tr>
<td>4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari</td>
<td>4.1 Mengungkapkan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari</td>
</tr>
<tr>
<td><strong>Membaca</strong></td>
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<tr>
<td>5. Memahami makna teks fungsional pendek dan esei berbentuk report, narrative dan analytical exposition dalam konteks kehidupan</td>
<td>5.1 Merespon makna dalam teks fungsional pendek (misalnya banner, poster, pamphlet, dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</td>
</tr>
<tr>
<td>Standar Kompetensi</td>
<td>Kompetensi Dasar</td>
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<td>--------------------</td>
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</tr>
<tr>
<td>sehari-hari dan untuk mengakses ilmu pengetahuan</td>
<td>5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: report, narrative, dan analytical exposition</td>
</tr>
<tr>
<td><strong>Menulis</strong> &lt;br&gt;6. Mengungkapkan makna dalam teks esei berbentuk report, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari</td>
<td>6.1 Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya banner, poster, pamphlet, dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari &lt;br&gt;6.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report, narrative, dan analytical exposition</td>
</tr>
</tbody>
</table>
Lesson Plan I

Skill : Speaking
Class/Semester : XI IA 2/1
Topic : Monologue Report
Meeting : II
Time Allocation : 2x45’

1. Competency Standard

a. Students are able to reveal the meaning of short functional texts and monologue in the form of report, narrative and analytical exposition in daily life context to access knowledge.

2. Basic Competency

a. Students are able to reveal the meaning of monologue text by using some of spoken languages accurately, fluently and understandable in daily life contexts in form of report, narrative and analytical exposition.
b. Students are able to activate their creativity and critical thinking skills in communication.
c. Students are encouraged to perform better than they were in the past.
d. Students are able to perform individually well.
e. Students are able to speak fluently and spontaneously.

3. Objectives

a. Students are able to produce sentences by their own sentence.
b. Students are able to use cue card to convey and report the information.
c. Students are able to retell the information using their own words.
d. Students are able to develop their performance individually well.
e. Students are able to speak fluently.
f. Students are able to speak spontaneously.

4. Media

Cue card
5. Learning activities

<table>
<thead>
<tr>
<th>LEARNING ACTIVITY</th>
<th>ACTIVITY</th>
<th>TIME ALLOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre – Speaking Activities</td>
<td>a. Greetings</td>
<td>1’</td>
</tr>
<tr>
<td></td>
<td>b. Teacher introduce to today’s topic</td>
<td></td>
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<td></td>
<td>c. Teacher asks “what do you know about bird? / “what comes up in your mind when you hear the word ‘bird’?”</td>
<td>2’</td>
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<tr>
<td></td>
<td>d. Teacher asks the students to think it first</td>
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<tr>
<td>Whilst – Speaking Activities</td>
<td>a. Students think about it</td>
<td>1’</td>
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<td></td>
<td>b. Students discuss teacher’s question with their partner</td>
<td>2’</td>
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<tr>
<td></td>
<td>c. Teacher distributes the cue card as a media to enrich their knowledge while they are discussing</td>
<td></td>
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<td></td>
<td>d. Students share what they have got from the cue card and explain to their partner</td>
<td>2’</td>
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<td></td>
<td>e. Teacher asks the students to share what they have discuss and share in from of class</td>
<td>1’</td>
</tr>
<tr>
<td></td>
<td>f. Students share in front of class by bring the cue card</td>
<td></td>
</tr>
<tr>
<td></td>
<td>g. Teacher assesses the students’ performance and give feedback</td>
<td>72’</td>
</tr>
<tr>
<td>Post – Speaking Activities</td>
<td>a. Teacher asks students’ difficulty in learning speaking today</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>b. Students share their difficulty and problem during this teaching learning method</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>c. Students make reflection toward their learning process</td>
<td>3’</td>
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<tr>
<td><strong>FLAMINGO</strong></td>
<td></td>
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<tr>
<td>----------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>habitat:</strong> tropical and subtropical, usually in salty water</td>
<td></td>
<td></td>
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<tr>
<td>have small head and bend-peak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>social animal because they gather in community</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>their colony:</strong> Rift Valley, East Africa</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>their food:</strong> crustacean, algae, and microscopic</td>
<td></td>
<td></td>
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<tr>
<td>female and male flamingo take care their children together</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>OWL</strong></th>
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<tbody>
<tr>
<td>active in noon and night time</td>
</tr>
<tr>
<td>have big eyes to give good sight in the dark</td>
</tr>
<tr>
<td>have good sense of hearing to look for prey</td>
</tr>
<tr>
<td>chase with smooth voice</td>
</tr>
<tr>
<td>also have a bend-peak with strong beak</td>
</tr>
<tr>
<td><strong>their food:</strong> fish, mouse</td>
</tr>
<tr>
<td><strong>their colony:</strong> forest of <strong>South America,</strong> <strong>Asia and Africa</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>HUMMINGBIRD</strong></th>
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<tbody>
<tr>
<td>endothermic animal (warm blooded)</td>
</tr>
<tr>
<td>small size</td>
</tr>
<tr>
<td>have amazing feather</td>
</tr>
<tr>
<td>have 330 species</td>
</tr>
<tr>
<td><strong>their colony:</strong> South and North America</td>
</tr>
<tr>
<td><strong>their food:</strong> pollen, nectar</td>
</tr>
<tr>
<td>can fly and float up high lively in the air</td>
</tr>
</tbody>
</table>

*Sources: [www.google.com](http://www.google.com) and Encyclopedia Fauna Book*