CHAPTER I
INTRODUCTION

A. Background of the Study

Language is very important for human being in the world, because with language we can express our thought, feeling and idea. It used to communicate to get everything what they need and they do not know. As we know that English is an important language and it is an international language in the world. Language has the function for interaction. It means for communication include the student, they will not just learn words, phrases, and grammatical features but also want to produce language in their daily communication or to interact with other in the second language with the purpose of expressing feeling, ideas, information, opinion, and experience. Language also has the role important for us into daily life, without it everybody cannot communicate with the other. Especially in English language everybody feel easy for interact the international word.

As international language, English has important role in this world. It can be seen from many aspect such as in business, academic, tourist and people of the world who use English as tool for communication. All human realizes that interaction and activities in the society will paralyze without the language.

Now days, English language being thought to the student since elementary school and continuous to junior high school and after that to high level, that is senior high school and continuous up to the university level. English have four skill, they are listening, writing, speaking, and reading, as one of the others, Speaking is a process of building and

sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. "speaking is the oral mode. It like the other skills in the oral mode. It like the other skills is more complicated than it seems at first and involves more than just pronouncing the word. Speaking is the most difficult learning for student because need to be able to pronounce correctly use appropriate stress and intonation patterns and also speak in connect speech.

Base on teaching experience many of problem face by the teacher of study visits of many students who do not reach a value corresponding KKM or below 75 from 20 students only 3 people who reached the KKM because 7 student are often reluctant to speak. They are shy and there is worry about speaking badly and losing face in front of their classmates. Even thought they lack of motivation in learning English and the student were shy to speak English and the student were afraid of making mistakes to speak English difficult in pronunciation difficulties in memorizing vocabulary and the student got less chance to practice English. The problem is in what kinds of methodology adopted by the teacher and what kind of technique should be applied. To increase the students potency of language and knowledge especially on speaking skill, the teacher has to know more effective and efficient ways in developing speaking skill. The teacher can use some various technique based on the classroom activity and atmosphere by using cue card.

Cue cards is card with words or picture on, which are used to encourage the student respond. cue card is interesting due to its simplicity and attractiveness. Besides inexpensive, the process of making it is not quite complicated. A teacher, sometimes, needs

creativity to make the cards more attractive. [1]Cue card as the modification of picture has many advantages, one of which is that it is clearly visible. Thus, when students are asked to describe something/someone in detail, cue cards can help them to produce the description easily. So that teaching-learning process can be successful and the student learn seriously and enjoy it.

There are many techniques that can be applied by the teacher in order to create a more effective process of teaching speaking. For example teacher can use story telling, role play, discussion and dialogue.

Based on the background above, the writer intends to conduct a research for finding out the influence of teaching speaking by using Cue Card of eight years student of MTSN 2 Kota Serang Academic 2016-2017.

B. The Statement of Problem

Base on the background of the study has been explained above the writer states the problem as follows:

1. How is the Application of Cue Cards in improving students speaking ability at MTsN 2 Kota Serang?
2. How is the student speaking ability by using cue cards?

C. The Objective of Research

Base on statement of problem, so that the purpose of research are:

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[1]Mora, Edmudo. 1994. *Using Cue Cards to Foster Speaking and Reading*. English Forum.Avaiable: eca.state.you/farum/v015132/n04/p36.pdf

1. To know the Application of Cue Cards in improving students speaking ability at MTsN 2 Kota Serang.
2. To know the student speaking ability by using cue cards.

D. Organization of the Writing

In this using the organization of writing like this following:

Chapter I Introduction including: the background of study, the statement of problems, the objective of research and organization of the writing.

Chapter II Theoretical foundation including : Speaking Ability likes : the definition of speaking, the purpose of speaking, type of speaking, characteristic of spoken language, teaching speaking ability, speaking Assessment classroom of speaking ability. Cue cards likes: definition of Cue Cards, the reason of implementing of Cue Cards for teaching speaking, advantages of using cue cards media, classroom activities by using Cue Cards.

Chapter III Research methodology including : the method of research , the objective of research, place and time of research, population and sample, technique of data collecting and technique of data analyzing.

Chapter IV he result of the study : describing of the data and interpretation of the data

Chapter V closing conclusion and suggestion.

Bibliography

.Appendices.

CHAPTER II
THEORETICAL FOUNDATION

A. Speaking

1. Definition of Speaking

Speaking is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. "speaking is the oral mode". It like the other skills in the oral mode. It like the other skills is more complicated than it seems at first and involves more than just pronouncing the word".[2]According Gillian brown and George Yule Speaking is to express the needs-request, information and service etc.[3] Speaking also has the important role for human life with speaking everybody get express their thought, opinion, ideas and feeling. There for we can communicate well if the ability of speaking is not good.

Speaking the verbal use of language to communicate with others its function is to convey message which lies in the structure and meaning of all language, whether this is written or spoken. Therefore, according to holiday speaking differs from written language in a number of respects. We can observe that spoken language has fewer full sentences and also less formal in the use vocabulary.

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[2]*(www.linguallinks/spekaingskill.htm)12juni 2016*
[3] Gillian Brown and George Yule *Teaching Spoken language :approach based on the Analysis of Conversation English I (Australia* Cambridge University, 1989) p.19

Speaking as a way of communication, is very important in our life because we as a social human in, have to use in order that we can make a relation with the other people. To know and be able to do in order that to speak in another language we need communicative competence. Jo McDonough and Christopher Shaw defined that, "speaking is desire and purpose driven that may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and solving a particular problem or establishing and maintaining social relationship and friendship.[4]

Speaking is a crucial part of the foreign language learning and teaching, because it can be used for the student to express their ideas oral in foreign language . Without speaking skill they will just keep silent. In order to speak well, they must practice their skill in everyday live. Therefore, the teacher should give students opportunity to practice their speaking skill by giving some more example or activities that put them into the real practice communication.

Speaking is also ability say articulations sound or words to express or to submit mind, in daily activities. People send and receive message through speaking. They give reports, idea, advise, instructions, complaint, apologize, agree, disagree, and so much means by speaking. The major goal or English learning is to enable students to communicate with other people by using English language being learned. The communication here

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[4] Jo McDonough and Christopher Shaw, *Materials and Method in ELT,*(Cambridge Blackwell Publisher, 1993,P.152)

means to talk to other people orally in spoken form. So what does speaking mean, it means a process using a language that is done by speakers by combining both codes and message.[5]

Speech combines both of code and message. The consist of sound, vocabulary and structures of language. These components are organized into appropriate in order to convoy the speakers ideas or opinion. So speaking is the verbal use of language to communicate with other.[6] From explanation above, the writer concluded that speaking is ability or skill which is haven by people to express their idea orally or to communicate with other people. It is important skill that must we have because only through this skill we can express our message orally.

When we ask the students to actively use the spoken language in the classroom we require them to take a part in a process which not only involves the knowledge of target forms and function, but also a general knowledge of the interaction between the speaker and listener in the order that meaning and negotiation of meaning are made clear. For example, listener may give the speaker feedback as whether or not the listener has understood what the speaker has just said. The speaker will then need to reformulate what was just said in order to get meaning across in the different way.

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[5] William Bolleta,*fast Fluency, (*California:Logos International, 1992), p.53

[6] Jeremy Harmer,*How to teach English,*(England : Longman, 1998), P.269.

2. The Purposes of Speaking

Speaking is use for many purpose, perhaps to seek or express opinion, to persuade someone about something or to clarify information. In some situation, we use speaking to give instruction or to get information and the other. We also use speaking to describe things, to complain about people behavior or perhaps to entertain people.

Bygate suggest that conversations can be analyzed in terms of routine. Routines are conventional ways of presenting information. Hediscuses two types of routines; information routines and interactional routines[7]. The information Routines have type information structures frequently recurring such as telling story by cue cards, describing something, giving a set instructions and etc. whereas, interactional routine can be subdivide into service encounters. For example job interview, a dinner party etc.

3. The Types of Speaking Skill

According to Douglas Brown, there are five types of speaking skill:

a. Imitative: at one end types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

b. Intensive: a second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to

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[7] David Nunan. *second language teaching and learning (heinle&heinle:1999).p.228*

demonstrate competence in narrow band of grammatical, phrasal, lexical, and so on.

c. Responsive: that include interaction and test comprehension but, at the some what limited level of very short conversation, small, talk, comments and the like.

d. Interactive: the difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants.

4. **Characteristic of Spoken Language**

There are some characteristic that must be achieved to make good performance of oral speaking.

1. Difficulty in speaking is clustering. Here, fluent speech is not in the form of word by in the form phrase. By having such clustering, student can organize their output both cognitively and physically.

2. Difficulty is speaking is redundancy. Its means though redundancy of language the student have an opportunity to make clearer meaning. From this feature of redundancy. Student can gain advantages for them selves

3. Difficulty in speaking is reduced form. Most of problem that appear in teaching spoken English are contractions, elisions, reduced vowels, etc. in this case if student do not learn colloquial contractions, their speaking sounds unnatural.

4. Difficulty in speaking is performance variable. Occasionally when student speak to other. They, still produce kinds of hesitations phenomena, the speakers of native and not-native can be distinguished.

5. Difficulty in speaking is colloquial language. Student are required to be familiar with colloquial language. They should have capability both in speaking and producing those aspects of colloquial language that is the words, idioms, and phrases.

6. Difficulty in speaking is rate of delivery. In this characteristic of fluency. Teachers are supposed to help their student in achieving an acceptable speed together with other attributes of fluency.

7. Difficulties in speaking is speaking are stress, rhythm, and its intonation convey important message.

8. Difficulty in speaking is interaction. Student can learn the way they do conversational negotiation through creative ways of speaking skill.

5. Teaching Speaking Ability

Teaching speaking ability is very important part in second language learning. The ability to communicate in second language clearly and efficiently contribute to the success of the learner in the school and success later in every phase of life. Therefore it is essential that language teacher pay get attention in teaching speaking should make various activities to promote speaking students, the teacher should motivate students to learn more about speaking some reasons speaking ability is very

important in our life are through a speaking we can convey our ideas or minds, according to Panggih in the speaking ability.[8]

First, speaking is ability or skill to understand the content of English text book and reference. Second, ability is to lectures delivered in English. Fourth. Speaking is to introduce Indonesian culture to other country. And the last, speaking is to communicate orally with foreign lectures or students.

There are many purposes and aim of speaking activity, someone speak relationship with friend at school, book store or on bus for getting information and knowledge like asking the new gossips, or for curiosity like speaking about sports etc. At least, speaking purpose do not mean only to asking and answer but also train our tongue to usual in English. From wide speaking activity the students will absorb more vocabularies that have a lot of benefit in communication interaction. This fact, of course shows that teaching speaking could have special interest and attention. We should exactly understand that the aimof teaching speaking ability is to improve and develop students speaking skill. Then, the teacher has to ensure his/her students that speaking learning process is the pleasure activity.

There are some principles for designing speaking techniques

    a. Use techniques that cover the spectrum of the learners

    b. Provide intrinsically motivating techniques.

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[8]Panggih Budi Sulistio, *"The Speaking Ability of Elevent Grade Student of SMA Negri 1 Kersama Brebes", (*IKIP PGRI SEMARANG.2009), unpolished.

c. Encourage the use of authentic language in meaningful context.

d. Provide appropriate feedback and correction.

e. Give students opportunities to initiate oral communication

f. Encourage the development of speaking strategies.[9]

Some student think that speaking ability is difficult, however they do not like to follow the speaking lesson. It is might caused by kind of activities that do not make them interest. Some teachers did not give an activity that make them enjoy to follow the speaking lesson. Actually there are many activities to promote the speaking ability that can used by teacher to make their students speak up. Good speaking activities can and should highly motivating. If all the students are participating fully and if the teacher has set up the activity properly and can then give sympathetic and useful feedback, they will get tremendous satisfaction from it.[10] Here some activities that can motive students:

a. Discussion

b. Role Play and Simulation

c. Problem Solving

d. Story Telling

e. Interview

f. Picture Narrating

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[9] H. Douglas Brown, *Teaching By Principles : An Interactive Approach to Language Pedagogy,*(Longman, 2001), P.275-276

[10]Jeremy Harmer, *op.cit,*p.88

6. Speaking Assessment

According to Brown, there are some assessments for speaking

 a. Fluency: the ability to keep going when speaking spontaneously. When speaking fluently student should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and another mistakes.

 b. Pronunciation: errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak their language.

 c. Grammar: able to used the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.

 d. Vocabulary: able to speak the language with the sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.

 e. Comprehension: quite complete at a normal rate of speech and can understand any conversation within the range of the experience.[11]

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[11] H. Douglas.Brown,*LanguageAssasment Principle and classroom Practic,**Loccit,* P. 172

Table 2.1

Speaking Assessment Rubric

No	Aspects	Criteria	Score
1	**Fluency:** Easy, smooth flow of speech, within a reasonable amount of time (15-20 seconds)	Has a generally smooth flow, with self-correction and little hesitation.	2
		Speaks slowly, using hesitant or halting speech.	1
		Makes no attempt or shows constant hesitation.	0
2	**Pronunciation:** Pronouncing words in such a way that native speaker would understand what is being said.	Can be understood in the target language, but may make few or minor errors. Makes an effort to sound "native", i.e., uses target language speech patterns, intonation, and phrasing.	2
		Can be understood in target language, but may make one or two major errors and/or has some interference form English language speech sounds, patterns, and rules.	1
		Make major errors and/or uses English pronunciation rules to	0

		speak in the target language, doesn't/can't respond.	
3	**Grammar:** Word order and sentence structures in the target language.	Demonstrates good use of grammatical structures. Makes no grammatical errors, or a few minor that do not interfere with communication.	2
		Uses a range of grammatical structure, but may make several grammatical errors that do no interfere with communication.	1
		Makes many grammatical errors that negatively affect communication, or doesn't/ca	0
4	**Vocabulary:** Words and expressions used in the target language.	Uses excellent vocabulary with relative ease. Demonstrate an increasing knowledge of words and expressions.	2
		Uses vocabulary that is just adequate to respond. No attempt is made to use a variety of expressions. Generally understood, but limited to the very basic.	1
		Makes no attempt, or response is totally	0

		irrelevant or inappropriate.	
5	**Comprehension:** the ability to understand what is said to the speaker.	Shows ability to understand the target language when spoken at a somewhat normal rate of speed, with only one repetition or rephrasing, if necessary.	2
		Can understand the target language when spoken at a somewhat normal rate of speed, with more than one repetition or rephrasing.	1
		Does not seem to understand target.	0

B. Cue card

1. Definition of Cue card

There are many kinds of media that are commonly used in English teaching and learning process. One of them is Cue Cards. Teachers can use Cue Cards as the media to help student in improving their speaking skill abilities. According to some experts, cue cards be defined as a teaching media that help student when they deal with speaking activities.[12]

According Mora defines Cue Cards as a Medium with pictures or word that contains clues. It is useful when student do

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[12] Bazo.placido.2007. *cue cards: Some ideas for using themin the primary classroom*P.165

some speaking activities such as describing someone or something from the pictures orally.[13]The similar definition is also started by Harmer. Assessing that Cue Cards are Cards with words and pictures on them. He adds that student can use this kind of media in a pair or group work. He argues that Cue Cards will help student to speak up easily in the form of words or phrases even sentences when they are involved in a conversation.[14]

In another way, Bazo states that cue cards are small photos or pictures that are student onto the cards. It is kind of flashcards with images. Both teachers and student can make the cards by adding some pictures, photos even words. In TKT glossary of ELT, Cue Cards is defined as word or pictures that are used to prompt or encourage learners to produce particular [15] Used in some different ways, individually, pair work, and group work. Cue Cards can also be functioned a small cards that have pictures or photos completed by words as the cues.

2. The Reasons of Implementing Cue Cards for Teaching Speaking

Since English is considered as the second language, there are many difficulties that are faced by students during the learning process. In speaking for example, student usually have

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[13]Mora, Edmudo. 1994. *Using Cue Cards to Foster Speaking and Reading*. English Forum.Avaiable: eca.state.you/farum/v015132/n04/p36.pdf

[14]Harmer.J.2001.*the Practice of English Language Teaching (rev ed)*. London: Longman. P.170

[15]University of Cambridge Esol.Examanations. 2011. *Teaching*Knowledge. Test : Glossary. Available://File storage lesoll//AOG/Assessment/ exams/TKT/ Glossaryv2.doc (agust 2016)

problem in pronouncing correctly, organizing their idea and being reluctant when they speak in front of other people. To solve those problems, applying appropriate media is mostly recommended. Similarly, Hamalik in Azhar states that the purpose of using media is to motivate students during the learning process. Thus, when choosing media teachers should recognize and understand their studentscharacteristic. It is also important for them to know their students' need.[16]

Gerlach and Ely classify six categories of media teaching :

a. Picturecan be in the form of large or small photographs or any object or events.

b. Audio recording is made than saved on magnetic tape, disc, motion picture, and soundtrack. Which is the reproduction of actual event or soundtrack.

c. Motion picture the medium is kind of moving colour or black and white images. It is produced from live action or graphic representation.

d. Tv all types of audio video electronic distribution system that eventual appear on TV are included in it.

e. Real things, simulation, and model these media refer to people, events, and objects that are demonstrated as real, which will be constructed with other media. They are not however, the substitution for the actual objects or events.[17]

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[16]Budiastuti, RE.2007.*The Use of Cue Cards in Tteaching Spoken Descriptive Text.Online.*Available: digilibunes ac.id/… /library?

[17]GerlachVemon, S and D.P. Ely.1980.*Teaching and Media Systematic Approach*. New Jersey: Prentice Hall.

Based on the six categories above, picture is one media in teaching Harmer states there are many various types pictures. They can be in the form of flashcards, large wall pictures, cue cards, photographs or illustration in a text book.[18]

3. **Advantages of Using Cue Cards Media**

Harmer lists the advantages of using pictures in Teaching English.[19]

a. Pictures really help to reduce preparation time. They can be re-used laminated, and used at any level in classes for kids teenagers, exam classes and adults following general or business courses.

b. When teacher and students come to using picture stories in class, the key point is not to limit them to typical class activities and writing exercises. Student need as much spoken English practice as they can get.

4. **Classroom Activities by Using the Cue Cards**

According Bazo list some pair or group work activities in using Cue Cards that can stimulate students in improving their speaking ability.[20]

The first activity is " guessing the pictures" this activity can be done in pairs. Teachers prepare 20 cards. Each pair takes a card with pictures of something or someone. One student takes and looks at it, without showing it to his or her partner. By

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[18] Harmer.J.2001.*the Practice of English Language Teaching (rev ed)*.(London: Longman). P 176

[19] Ibid P. 183

[20]Bazo.placido.2007. ***cue cards: Some ideas for using themin the primary classroom***P.165

asking "yes or no" questions, another student has to guess which picture it is. As the Example, "is it an animal"?

The second activity is do you "remember" this activity is similar to the previous one that is pair work activity. Teachers prepare 10 cards belonging to one or more semantic categories. Teachers need to write the instruction on cards. For example and then the students have to follow those instructions. Both student have to do their own job that is one student holds the ten cue cards while another student tries to remember all the cards.

The third activity is "fast". It is a kind of pair or small group activity. For the activity teachers prepare 20 cards. The student should take the prepared cards and place them face down in a heap. They have to pick a card up and look at it before the say the appropriate English word. They are supposed to give the right answer within three seconds. Student that get most point will be the winner.

The fourth activity is "lucky you". This activity is a pair work activity. Each pair needs at least 30 cards put in a non-transparent bag. The Cue Cards should belong to two semantic categories with 15 pictures each. The procedure is each student in a pair chooses one of semantic categories first. One students puts his or her hand in the bags and takes a cards out. She or he will get luck and can continue to play if the cards that he or she takes belongs to the semantic category that she or he have chosen, and if the student can pronounce the appropriate English word for the cards. However, if he or she make mistake. Her or his partner gets the next turn. The first student that

collects all the fifteen cards for his or her chosen semantic category will be the winner. Teachers can also do variation to his play.They can fold the cards in half and pin the two helves together with a paper clip. As the cards are placed on the floor, teachers can use short canes with magnet as hook. The student have to 'fish' for the cards.Cue cards provide many kinds of activities that can support the English teaching and learning process. Teachers can also make their own Cue cards and make the activities which can be adapted or extended in different ways to stimulate both less and more able student

CHAPTER III
RESEARCH METHODOLOGY

A. Method of Research

This research will utilize classroom action research. There are many definitions of action research, McNiff and Whitehead said that "classroom action research can be defined as more than just doing activities. It is a form of practice which involves data gathering reflection on the action as it is presented through the data, generating evidence from the data and making claims to knowledge based on conclusion drawn "a form validate evidence."[21]

According to David Nunan, "a form of research which is becoming increasingly significant in language education is action research.[22]Cohen and Manion offer a similar set of characteristic. They argue that action research is first and foremost situational, being concerned with the identification and solution of problem in specific context.[23]

Another definition by Kemmis and Mc Taggart suggest that A action research is a concerned equally with changing individuals, on the one hand. On the other, the culture of a groups, institutions and societies to characteristic substance and forms of

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[21]Jean McNiff, et, al. *Action Research :principles and practice, (2nd edition) (London:Taylor&Francis e-library,2002),16*
[22]David Nunan, *Research Methods in Language Learning*, (USA: Cambridge University Press, 1992), 17
[23]Louis Cohen and Lawrence Manion. *Reseach Method in Education* (Fourth Edition),(London &Newyork : Croom Helm Ltd, 1994), 186

the language and discourses, activities and practices, and social relationship and organization which constitute the interactions of the group.[24]

According to the definition by Kemmis and Teggart, that action research will do with many way, not only individuals, but also we can look in many size.

After we read the meaning or the definition of action research above, we know that action research is important for teacher who teach in the school to resolve the problem of student in the classroom.

There are variant of action research:

a. Technical action research, which is concerned with the relative efficiency and effectiveness of practice. It has an outsider agenda, with the purpose of sustaining the commitment and collaboration of participants.

b. Practical action research, which aims at the improvement of practitioners understanding and action but does not necessary develop collective responsibility for participants practices.

c. Emancipatory action research, in which the group itself takes responsibility for its own emancipation from the dictates of irrational or unjust habbits, costums, precendents, coercion, or bureaucratic systematization.[25]

Some characteristic of classroom action research are:

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[24]Kemmis and MC.Taggart.*The Action Research Planner* (Deakin University,1988). P 298

[25]David Scott and Robin Usher, *understanding Educational Research, (New York:* Routlegde, 2001), 110-111

1). An inquiry on practice from within.

2). A collaborative effort between school and teacher educators.

3). A reflective practice made public.[26]

There are four steps action research, namely : planning, action, observation and reflection.

1. Planning

Planning is arranged based on the identification of problem planning. The good observer is make a plan first before doing the research, make a plan. This stage includes action relating to learning process and to planning and executing behavioral change in the client organization. A plan is good for our activity in the research, it is couse the plan must be flexible so that be able to above unforeseen an unrecognized effect.

2. Action

In this case, action happens when the plan is put into place and the hoped or improvement to the social situation occurs. This action will be deliberate and strategic. It is here action research differs from other research method that the action or change is happening in reality and no as an experiment just to see if it work' action is guided by planning is the sense it looks to planning for its rationale. As the result plan for action requires instant decision about what to be done and the exercises of practical judgment.

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[26]IgakWadhani, et al, *penelitian Tindakan Kelas,* (Jakarta: Universitas Terbuka,2009), 15

3. Observation

The observation is done simulationeusly with action. The data is collected in this cycle. Observation has the function of the documenting the effects of critically informed action. It look forward, providing the basis of reflection now, but more so in immediate futures as the present cycle runs its course.

4. Reflection

This cycle has purpose to analyze generally, reflection in the classroom action research consist of analyze, syntheses and evaluation towards the result of action. Reflection is seek to make process, problems, issues and constraints made manifest in strategic action. Reflection is usually aided by discussion participant.

The term is approach to collecting and interpreting data the involves a clear, repeated cycle of procedures. The research begins by planning and action to address a problem, issue, or question in his or her own context. This action is than carried out. The next steps is the systematic observation of the outcomes of the outcomes of the action. After observing the apparent results of the action, the researcher reflects on the outcomes and plans a subsequent action, the researcher reflects on the outcomes and plan a subsequent action, after which the cycle begins again.

B. Design of Research

To clear the method that used in this research, the researcher conducted a scheme action research with an example model by Kemmis and Taggart.
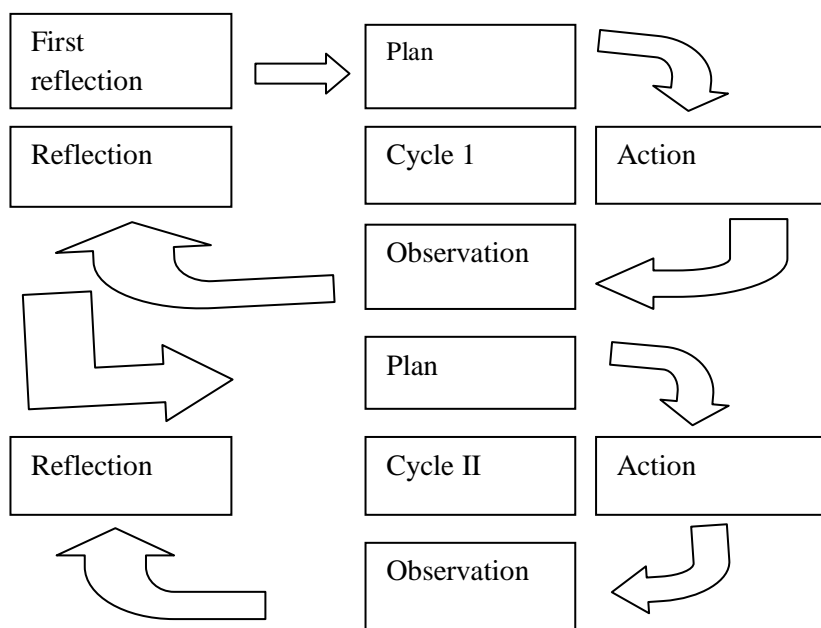
```
┌─────────────┐        ┌─────────────┐
│ First       │   ⇨    │ Plan        │  ⬎
│ reflection  │        │             │
└─────────────┘        └─────────────┘
┌─────────────┐        ┌─────────────┐  ┌─────────────┐
│ Reflection  │        │ Cycle 1     │  │ Action      │
└─────────────┘        └─────────────┘  └─────────────┘
                       ┌─────────────┐
                       │ Observation │  ⬅
                       └─────────────┘
                       ┌─────────────┐
                       │ Plan        │  ⬎
                       └─────────────┘
┌─────────────┐        ┌─────────────┐  ┌─────────────┐
│ Reflection  │        │ Cycle II    │  │ Action      │
└─────────────┘        └─────────────┘  └─────────────┘
                       ┌─────────────┐
                       │ Observation │  ⬅
                       └─────────────┘
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Figure 3.1 Procedure of Classroom action research (Adapted by Kemmis and Taggart 1992)[27]

C. Procedure of Research

1. Cycle

In implementing this action research, beginning with the activity observed in cycle activities to find out further action. This research will focus on the improvement of students speaking ability in learning about asking, giving opinion, like and dislike. The research will explain the lesson using Cue Card and researcher focus in analyzing student respond. So the researcher get the data from this pre cycle. Start from here, the researcher can make

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[27]Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarat : Kencana, 2010), 50

hypothesis: is using Cue Cards media give contribution to improving students' speaking ability in asking, giving opinion, like and dislike.

Table 3.1

Procedure of Research

Planning	1. Preparing teaching aid 2. Making lesson plan 3. Preparing present list in order know students' activeness in joining teaching learning process.
Acting	1. The researcher (as teacher) greets students 2. The researcher will introduce herself to the students 3. Ask and answer about various thing related to the students' condition. 4. The researcher call the role 5. The researcher give motivations to the student related to the material that will be taught, its purpose are : in order the student understand the material exactly to concentrate students' attention on the learning situations. 6. The researcher explain the material 7. The process of transformational of material by contextual approach

	8. The researcher gives an example of asking and giving opinion dialogue to the student in front of class
	9. The researcher asks students to make the dialogue about asking and giving opinion, invite someonedialogue using Cue Cards.
	10. The researcher asks student to practice it in front of class
	11. After the student finishing the practice, the researcher analyze the student participants in the class, and evaluating the result.
	12. Teacher give other topic to practice in the classroom.
Observing	1. Observing the teaching learning process focus on the students' speaking ability and respond the student that indicates their understanding and concern on the lesson.
	2. Observing the student when they practice the dialogue asking, giving dialogue using cue card
Reflecting	1. Analyzing the data from the cycle.

D. Place and Time

1. Place

The researcher will be conducted at the second grade of MTsN 2 Kota Serang Jl. Tinggar Nyapah. Km 02. Kel. Cipete. Kec Curug.

2. Time

The researcher will be conducted for from 03 to 15 October 2016.

E. Participant

The participant of this research is the second grade student inMTsN 2 Kota Serang which has 22 student, 12 male and 8 female. The writer takes a participant from this school because the writer look that school is suitable to observe.

F. Techniques of Data Collection

Techniques of data collection is done in this research:

1. Interview

Interview is a way to collect data by asking question directly to an informant or someone authority (or an authorized member of a problem).[28] Interview was conducted to determine the methods used by teacher in school; this interview technique is also used to discover students' activity at the time of learning and teaching activities prior to the application of teaching used.

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[28]GorysKeraf, *Komposisi, ed. I* (Ende; Nusa Indah, 1994), P.16

2. Observation

Observation is the direct observation of an object to be studied. Observation can be done in a short time.[29] Observation technique is done by observing object held either directly or indirectly for the purpose of researching the issues to be investigated. In this observation, the object being observed that the activity of student who work in small group. The observation of student activity sheets are used, to determine the activity of student in the classroom as a small group are as follow:

Table 3.2

Student Activity Observation Sheet an Learning English Speaking

about asking, giving, opinion a dialogue using Cue Cards

No	Aspect	Value Student Activity			
		1	2	3	4
1	The active participation in learning activities: 1. Student were enthusiastic in learning activities 2. Active in learning activities 3. Students are always listening to the teacher's explanation				

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[29]Subary, *Supervisi Pendidikan :Dalam Rangka Perbaikan Situasi Mengajar, I(*Jakarta BumiAkara, 1994), p.162

2	Cooperation in groups: 1. Mutual respect between member or the group opinion 2. Active in providing assistance to the opinions and friends 3. More active in speaking and learn new vocabulary				
3	Courage to processing result: 1. Results revealed 2. Ability to precentated discussion				
4	Material Mastery: 1. Understanding of asking, giving opinion a dialogue 2. Ability in answering questions when conversation with teacher and with his or her partner. 3. Active in speaking conversation				
Total					
Avarage					

The Criteria of Value

Value	Criteria
1	Average
2	Good
3	Very Good
4	Excellent

3. Documentations

Documentation or documentary (documentary study) is a data collection technique to collect and analyze the documents, bothwritten documents and electronic image.[30]

4. Test

Is a series of test or exercises that are used to measure skill, knowledge, intelligence, ability or talent possessed by individuals or groups.Test were conducted to determine student learning outcomes is subjects in learning English Speaking. Test used in this study is oral test and written test.

G. Techniques of Data Analysis

1. Data obtained in the form of quantitative and qualitative. Qualitative techniques are used to describe improving student speaking ability by using Cue Cards contained in the observation sheet teaching practices, the interview data were analyzed descriptively, it is beneficial for learning improvement plans in the next cycle.

2. Data criteria used to evaluate students' performance are based on those developed by Brown. He suggest there are at least are six criteria to assess speaking skill: pronunciation, fluency, grammar, vocabulary, discourse, feature, oral presentation assessment criteria. However, the point is not more than twenty percent of overall score to maintain the validity of assessment which focuses on speaking skill (Table 3.2)[31]

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[30]RuswandiHermawan, et, al., *Metodepenelitian SD,* (Bandung : UPI Press, 2007), P.169

[31]Yenni, Developing Assessment, Opcit,205.

Table 3.3 Oral Presentation Assessment Criteria

Criteria	E	VG	G	S	P	Comment

SPEAKING SKILLS
Fluency and Coherence
    Speaks fluently with only rare repetition or self-correction;
    Speaks coherently and develops topics fully and appropriately
Grammatical range and accuracy
☐ *Complex sentence use and minor grammatical occurrence*
Pronunciation
☐ *Pronounce words correctly, articulate clearly, intonate appropriately*
Interaction (listen and respond)
☐ *Good contribution to other*
☐ *Active in conversation development*						

Task accomplishment						
PRESENTATION SKILLS						
Presentation was organized, information was logical and presented in well sequencing. □ *The assignment was completed according to instruction provided* □ *Presentation done within line allocation.*						
TOTAL						

(Adapted by Brown & Abeywickrama.[32]

Comments: ———————————————————

Table 3.4 Rating Points

Initial	Criteria	Score
E	Excellent	5 Points
V	Very Good	4 Points
G	Good	3 Points
S	Satisfactory	2 Points
P	Poor	1 Points

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[32]Brown H & Abeywickrama. *Language Assessment Principles and Practices.*(while plains new person.2010) P 65

Adapted by Brown &Abeywickrama[33]

Quantitative technique are used to describe the learning outcomes of student after the learning process, student learning outcomes seen from the results of test performed.

1. In accordance with the provisions otherwise completed school student learn in every test. If the value obtained ≥ 75.00 with a maximum value of 100.

2. Improving student learning outcomes, when seen from the result of short terms study that indicated by the increase in the average value at each cycle.

The results of texts determine the improvement of student learning outcomes of each cycle researcher use the formula:

$$X = \frac{\sum x}{N}$$

X = Mean

$\sum$ = The sum of

x = The students' score

N =.The number of student

The level to group student's score are as follow[34]

90-100   (A/extremely good)

75-89   (B/good)

60-74   (C/low)

45-59   (D/low)

0-44   (E/extremely low)

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[33]Brown H &Abey wickrama. *Language Assessment Principles and Practices.*(while plains new person.2010) P 66

[34]Suharsimi, Arikunto. *Manajement Pendidikan,* (Jakarta: Rineka Cipta, 1998), 371

3. Calculate the scores the scores of the oral and written test result in calculating the results of mastery learning, in this case taken based on student proficiency in answering questions and corrects answer.

4. Completeness learned: who the average number of acquisition value level student mastery of material obtained at least equal to or greater than a predetermined figure (≥ 75.00), the students expressed complete study.

5. Uncompeteness learned: when the average total turn over of the level of mastery of material acquired a smaller number of students who have fixed number (≥ 75.00), then the student cannot complete study stated. To calculate completeness learn, can use following formule:

Completeness learn = $\underline{\text{Score Obtained}}$ X 100 %

Score Maximus

H. Achievement Indicator

The student achievement and failure in doing activities planned assessed by referring the criterice by MTsN 2 KoTaSerang, namely KriteriaKetuntasan Minimal (Minimum Passing Grade Criteria). A material could be said that it was successfully taught if student had minimal score 75.00. it means that 65 % of the material was mastered by students.

CHAPTER IV
RESEARCH FINDINGS

A. Description of Data

After conducting the classroom action research, the researcher could analyze the improvement of students speaking ability in each cycle of action and result of the test. By closely looking at the spiral figure we can analyze the steps of the researcher which the researcher did.

1.Pre cycle

Before planning the cycle of the action research, this cycle implemented at the researcher did the interview for the teacher and the student to get initial study of action. After observing and interviewing for the teacher and the student, the researcher got conclusion that speaking ability difficult for student in learning English.

The researcher decided that if she wanted the student to maintain stretchers of discourse in English. The researcher would have to motive them to do so. They are reported that they wanted to learn to speak better. these researcher realize that would have to change teaching media in order to motive them.

Therefore, the researcher will try using cue cards media to easily speaking because by cue card the student have imagination to their speaking ability and make their more talking. It is conducted two cycles to analyze improvisation in learning process.

2.Cycle 1

a.Planning

In this phase, the researcher as the teacher made the lesson plan and the selected the appropriate material that based on the standard competency. Therefore, before making the lesson plan, the researcher analyzed the based and standard competency by using cue card media in teaching process. The researcher also planned the material of expressing asking and giving opinion and invite and respons a student as the material based on standard competencies in the second grade of junior high school. Beside the lesson plan, the researcher made an observation sheet to observe students activity, and prepared theevaluation as the instrument of collecting data in cycle 1.

acting and observation

Topic   : expressing asking and giving opinion

Day/date   : Sunday, 03rd until 04th of October 2016

In this step, the researcher as English teacher taught the student of VII grade of MTsN 2 kotaSerang by implementing the teaching learning activity based on the lesson plan that had been made before.

The steps of teaching learning on cycle I as follows:

a. In the beginning the class, the researcher greeted the students to improve their enthusiasm in learning process of the day. The teacher introduces herself and told purpose she come to the class. In the introduction the used English language. At the same time the teacher observed all of the students look

confused and did not understand what the teacher said. They only listen what the teacher said and them just gave a little response when the researcher asked them. The student's could understand the researcher's aim when the researcher asked about the student's name, hobby, and address.

b. The researcher gave the material asking expressing asking and giving opinion and explained the use of expressing asking and giving opinion in a daily activity and gave a simple dialog. After the students understand the meaning and the function of expression asking and giving opinion, the teacher instructed them to pronounce it one by one.

c. Letter, the teacher guided the student to write down the material, the researcher ask to the student about using expression of asking and giving opinion. The researcher introduced cue cards media to the student and practice the dialog about expression asking and giving opinion. At the least, the author of assigning students to create a simple a dialogue about expression asking and giving opinion using cue cards next to the media at the next meeting.

In the next meeting cycle one, the teacher ask to the student in order the make a group for do research by make group discussion. One group consists of 2 persons. After that, the teacher some a clue the student create a dialog by using cue

card by the chapter animals. Authors and teachers observe each group while assessing students speaking. After practicing researchers and teacher ask a repretentative from each group to move forward and practice dialogue in front of class.

c. Observing and Evaluating

In this phase, the researcher was also observed the condition of the class and the student while implementing cue card media in teaching speaking ability. In cycle one, thought the student still surprised by a new media and the student, but almost of student followed the class by the good willing, some of them got challenged by the new media, although had not prepared yet to show up their selves in speaking English.

In the beginning lesson, the student got a little bit confused with the instruction. When the student a create a dialog by using cue cards the student have imagination to make their dialog but the problem student did not a vocabulary when the student translate to English language. The student enthusiasm for the medium used is very fanny and make imagination the student's brain in improving speaking ability. But there also some student who still could not totally follow the learning process. The teacher just observed in the learning process and the researcher to be a teacher here.

Table 4.1

Activity Student's Observation Sheet an Learning English

Speaking about asking, giving, opinion a dialogue using Cue Cards

in cycle 1

No	Aspect	Value Student Activity			
		1	2	3	4
1	The active participation in learning activities: 4. Student were enthusiastic in learning activities 5. Active in learning activities 6. Students are always listening to the teacher's explanation			✓ ✓ ✓	
2	Cooperation in groups: 4. Mutual respect between member or the group opinion 5. Active in providing assistance to the opinions and friends 6. More active in speaking and learn new vocabulary		✓ ✓ ✓		

3	Courage to processing result: 3. Results revealed 4. Ability to precentated discussion		✓ ✓		
4	Material Mastery: 5. Understanding of asking, giving opinion a dialogue 6. Ability in answering questions when conversation with teacher and with his or her partner. 7. Active in speaking conversation		✓ ✓ ✓		
Total		25			

The Criteria of Value

Value	Criteria
1	Average
2	Good
3	Very Good
4	Excellent

$$\text{Score} = \frac{Score\ Obtained}{Score\ Maximus} \ x\ 100\%$$

$$= \frac{25}{44} x\ 100\%$$

$$= 57\ \%$$

According to table 4.1, overall, after observing the activity in the first cycle, the researcher found that the student had a good enthusiasm in learning English language through cue cards media. They showed a good respond, but their limited skill decreased their limited skill decreased their confident to use English language as the communication tool.

The evaluation conducted not only in end learning process, but also during the learning process. The researcher observed student activity to evaluate their skill measurement.

Based on student score on the evaluation in cycle I, the researcher found significance improvisation through still researcher expectation. The average result of student MTsN 2 kotaSerang at second grade was still under the standard. The achievement percentage of student learning process especially in speaking ability by implementing cue cards media only got 61.3 (c/fair).

In the case, the researcher through that implementation of cue cards media in cycle one wasn't good enough. The result of the assessment was 1 (72 %) student get score between 75-89 did well, and 25 (62 %) student got score 60-74. The problem were that the student still confused in vocabulary and have not motivation more so they still

fill shy and worry to pronunciation and not maximal improving her imagination to improve speaking ability by using cue cards and also they need more a new vocabulary and exercise and practice.

Table 4.2

no	Nama	fluency and coherence	grammatical range and accurancy	Pronunciation	interaction (listen and respon	task accomplishment	presentation skill	total	Score
1	AB	4	3	4	4	4	4	23	77
2	AC	3	4	4	4	4	3	22	73,3
3	AD	3	3	4	4	3	3	20	67
4	AE	3	3	3	4	3	4	20	67
5	AF	3	3	4	3	4	3	20	67
6	AH	3	4	4	3	3	4	21	70
7	BA	3	4	4	3	3	3	20	67
8	BB	3	3	4	4	3	3	20	67
9	BC	3	4	3	4	3	3	20	67
10	BD	3	3	3	4	4	3	20	67
11	BE	4	4	4	4	3	3	22	73,3
12	BF	3	3	4	3	4	3	20	67
13	BG	3	3	3	4	4	4	21	70
14	BH	3	4	4	4	4	4	23	77
15	CA	3	3	4	3	3	4	20	67

16	CB	3	3	3	4	4	3	20	67
17	CC	3	3	3	4	4	4	21	70
18	CD	3	4	3	4	3	3	20	67
19	CE	3	3	4	3	4	3	20	67
20	CF	4	3	3	4	4	3	21	70
		Total =	1238						
		Average	61,9		(c/fair)				

Student score in Cycle I

$$MX = \frac{\Sigma X}{N}$$

$$MX = \frac{1238,3}{20}$$

$$= 61.9 \ (C/Fair)$$

d. Reflection

After collecting the data, the researcher observed students result in cycle one, the activity in the firs cycle looked not enough. The research expecting, most of the students in the first meeting were not optimal in speaking because the first when make a dialog by using cue cards the student did not might the vocabulary in the cue card and student still shy and afraid when practice a dialog in front of class.

To gain improvisation in speaking ability while cue card media and keep achievement in cycle one, the researcher modify the second cycle as written bellow:

1. The researcher gave more motivation to the student to be more active while learning process.

2. The researcher modified lesson plan to be more suitable with the standard competency that is create a mean of vocabulary in cue cards and some a clue in expressing a dialog.

3. The researcher gave more chances to the students to practice their speaking ability.

4. The researcher explained more clearly the material to the student.

3. Cycle 2

   a. Plan II

   The researcher was modified the previous lesson plan in cycle 1, the researcher found the obstacle with student's English ability. While using cue card in the first cycle, the researcher showed that student fill shy, and bad in vocabulary when make a dialogue by cue card and practice to speaking language. Except that, the student also still lack in pronunciation.

In the cycle two, the researcher made a new lesson plan which more suitable for cue card media. The researcher set the easier than the previous lesson plan to balance student ability.

a. Action

Topic : invitation and respons

Date :Friday, 08th until 09thOctober 2016

In cycle two, the learning process had been easier in the cycle one, because the student had used to know the technique. And also, the researcher had been more prepared to used cue card media to be more effectively as a teaching media.

The student had been more familiar with cue card and will improve her imagination to speaking ability. And the researcher found the studentsconfidence to speak up had been improved. It   was made the learning process easier for the researcher and also for student.

The researcher explained the expressing invitation and responds more clearly by the specific example in each sub topic.And than, the teacher instructed the student to make a group 2-3 a persons. The teacher give a cue cards and the student make a dialog from this cue card in expressing

invitation and respond student. And prepared to practice dialog next meeting.

Mostly student could follow the role of class with cue card media more enjoyable. The student improve her imagination to improve speaking ability. They had been familiar and used to do more practice because when the created by cue card the researcher give meaning a new vocabulary to the cue card. And make a student have a good imagination to make a dialog and good practice to forward in front of class so they could be an active participant in the learning process.

b. Observation and evaluation

The researcher was saw that the student had more prepared in the first cycle. they had know that should they do and they did not get surprised anymore to find any improvement of student speaking ability.

After the researcher did the action and implementation of the technique, the researcher observed the situation of classroom activities. The observation was done to obtain the data from the students achievement. The researcher was expected that the result in cycle II would be better than what

had been achieved in cycle one. The teaching learning was done effectively and students more active, it means the researcher as the teacher had applied cue card media was successfully well done.

Table 4.3

Activity student's Observation Sheet an Learning English Speaking about expressing invitation and responds student dialogue using Cue Cards in cycle 2

No	Aspect	Value Student Activity			
		1	2	3	4
1	The active participation in learning activities: 1. Student were enthusiastic in learning activities 2. Active in learning activities 3. Students are always listening to the teacher's explanation			✓ ✓	✓

2	Cooperation in groups:				
	1. Mutual respect between member or the group opinion			✓ ✓	
	2. Active in providing assistance to the opinions and friends			✓	
	3. More active in speaking and learn new vocabulary				
3	Courage to processing result:				✓
	1. Results revealed				✓
	2. Ability to precentated discussion				
4	Material Mastery:				
	1. Understanding of asking, giving opinion a dialogue			✓ ✓	
	2. Ability in answering				

						✓
	questions when conversation with teacher and with his or her partner. 3. Active in speaking conversation					
Total		37				

Based on the reflection of the first cycle, the researcher tried to explain the material more clearly to gain students full conversation and also to improve their speaking ability. Though students' speaking ability improvisation were still under researcher expectation, the respond and enthusiasm of student were good enough.

The Criteria of Value

Value	Criteria
1	Average
2	Good
3	Very Good
4	Excellent

Score $= \dfrac{Score Obtained}{Score\ Maximum}$

$$= \frac{37}{44} \text{ x } 100 \text{ \%}$$

$$= 84 \text{ \%}$$

According to the table, the researcher saw the good impr

ovisation of students' speaking ability. The student had more confident to use English as their communication ability and had good participation the class. It was helped them to express their argument and covered their shyness.

Overall, student speaking ability the second cycle is improvement, their enthusiasm had encouraged their respond and also stimulated to be an active participant. The achievement percentage of student learning process in cycle two in speaking ability by implementing cue card had been enhanced till 82,2 (b/good)

Having seen the activity, the researcher observe that there were more improvement, self activity of the student become better that before, more struggle and active, although there were some students who are weak doing this. The result of the students' evaluation were 17 student (71,4 %) get score 75-89 were good and 3 students (28,5 %) get score 60-74 did well.

Here a table and graphic of student evaluation score to show the measurement of student's achievement.

<div align="center">Table 4.4</div>

<div align="center">Student Evaluation Score in Cycle II</div>

No	Nama	fluency and coherence	grammatical range and accurancy	Pronunciation	interaction (listen and respon	task accomplishment	presentation skill	total	score
1	AB	3	3	6	4	5	4	25	83,3
2	AC	3	4	3	5	4	6	25	83,3
3	AD	3	4	2	4	6	6	25	83,3
4	AE	3	5	3	5	3	6	25	83,3
5	AF	3	3	4	3	5	5	23	83,3
6	AG	3	3	5	4	5	5	25	83,3
7	AH	5	4	4	3	6	6	28	93,3
8	BA	3	3	4	4	6	6	26	87
9	BB	5	4	3	3	5	4	24	80
10	BC	3	5	3	5	4	5	25	83,3
11	BD	3	5	3	5	6	5	27	90
12	BE	3	5	4	3	4	6	25	83,3
13	BF	3	5	5	4	4	4	25	83,3
14	BG	3	4	4	6	4	4	25	83,3
15	BH	5	5	4	3	3	5	25	83,3
16	CA	3	3	3	4	6	5	24	80
17	CB	3	6	6	4	4	5	28	93,3
18	CC	3	4	3	5	5	5	25	83,3
19	CD	3	3	4	6	6	3	25	83,3
20	CF	4	3	3	5	3	6	24	80
		total		1596,6					
		Average		79,83		(B/good)			

$$MX = \frac{\Sigma X}{N}$$

$$MX = \frac{1596.6}{20} = 79.83 \text{ (B/good)}$$

c. Reflection

After observing the activities and the student result in the second evaluation, the researcher sure that cue card media has good effect, saw in the student improve her imagination to practice speaking ability. It could be seen from percentage of student result improvement. In cycle I, even though the students had not reached the minimum competence score, but the researcher could see the significant improvisation. Students' evaluationIresult achieve 61.9 and student evaluation II result till 72.2 improvisations.

Based on the significant improvisation of student result percentage, the researcher could conclude that students have enjoyed in learning speaking ability by using cue card media.

B. **Analysis data**

1. **Student activity**

Based on the observation data from each cycle, the researcher found that they are significant enhancement of student speaking ability. It

was provide from students' evaluation and observation sheet result in each cycle. from the previous observation before conducting the research found that students' average score were only gain till 50 %. The idea score of English subject in MTsN 2 Kota Serang 65, but the students' average score only 50. It was proved the lack of student's achievement in learning process.

After conducting the research cycle and implementing cue card media, the researcher some improvisation of students speaking ability. It was by the result of observation sheet and evaluation I and II.

In the first cycle, the student's observation sheet was 57 % and the average of student evaluation score was 63. 3. Though there was an improvisation in students' evaluation score, but the researcher though that the implementation of cue card media to teaching speaking ability still showed. Moreover, the student still couldn't reach the idea score.

Beginning the second cycle, the researcher found that the students' activities had been increased more. It seems that they used to follow researcher role in cue card media while teaching process. The student didn't feel surprised anymore, and they also started to feel enjoyed in learning the second language. The confident increased time by time and encourage their participation in good way.

In the cycle two, the student's observation sheet gain 75% and 84 % for the second evaluation score. The student's average score was also improve from 60.3 to 72.2

2. Teacher activity

According to the observation data of students' improvisation measurements, the researcher concluded that the activities of the researcher as the teacher had also improved. In cycle, the students score were still under the standard score. Even done of the students' passed he ideal score on English language in MTsN 2 Kota serang. It not only student fault, but also the researcher fault.

In the first cycle, researcher gave to much instruction and unclear explanation as if the researcher was forgot that students' is the first time in this cue card media. The new media was also surprised the students' by forced them to be an active participant directly.

In the next cycle, the researcher analyzed the reflection of the first cycle. it was helped the researcher to correct the wrong steps in cue card media in the second cycle media in teaching learning.

3. The obstacle of research

According to the observation data from the cycles, the researcher concluded that the biggest obstacle in implementing cue card media in speaking ability is there are shy to speak, caused by under communication of vocabularies, and in well imagination to improve student speaking

ability. With cue card media the student had been forced to be an active participant, the student wearing here imagination when create a dialog by cue card and that advantages to improve student speaking ability, and they had been asked to use the second language as the communication tool.

4. Student Speaking Improvement

According to the evaluation data in each cycle, the research concluded that students' activities and students' speaking ability getting good in every cycle. the implementing cue card media was caused by the students' motivation in learning English.

In cue card media, the researcher offered to the students' fun activities have imagination to improve speaking ability to make enjoyed in the class. The students' feel enjoyed and they feel fun because speaking ability that need imagination in life activity. The researcher explained the material according to their situation, and the students began to speak up in second language like what have the researcher asked. Here the student forced to practice it in daily activities and real situation.

The result of cycle II showed that indicator of success has targeted is achieved well. The researcher intended to describe the result of improving students' speaking ability by using cue card media. Having analyzed the development in each cycle, the data must be attention, as follows:

Table 4.5

Table of comparison each cycle

	First test	Second test
Sum	1238	1596.6
Max	73,3	93,3
Min	67	80
Average	61,9	79,83

We can compare the result of the first test to the last test. It can the described the students, speaking improve from 1238 and 1596.6, the average from 61,9 And 79,83 and if we observe students', speaking ability is develop in every cycle. from this result, it can be conducted that through cue card media can improve students' speaking ability.

CHAPTER V

CLOSING

A. **Conclusion**

The researcher like would like to conclude the research findings in each chapter as follows:

1. Firstly the application of cue card media in teaching speaking ability in MTsN 2 kotaSerang in class is good. The researcher gave material, after the student understood the material, the teacher gave a cue card include the assessment the material. And the student instructed to create a dialogue by using cue card. It saw when student used a cue cards to create a dialogue the student have imagination to improve here speak to create a dialogue and for the next meeting the student practice to forward in front of class by group.

   Though cue card media as teaching media is easy to studied and understood by the student. With cue card the student will be easy to spoken. So far the student like could follow the role of cue card media they felt enjoyable and improve student imagination when applied the media because they improve their speaking ability.

2. Student speaking ability is improving when the student using

   cycle, the researcher saw some improvisation of student ability.

It was proved by the result of evaluation I and II. The ideal score is 75.00. after using this media, the average of student score in MTsN 2 Kota Serang was 61.9 (C/fair) in cycle I and the Cycle II was 79.83 (B/good). Its mean the students' achievement improved in every cycle. the student look interest active, communicative and happy using this teaching media.

B. Suggestion

The research gave some suggestion which may be more useful not only for teacher s the practitioners but also for the student as the learner.

1. For teacher must improve students' speaking ability teach by cue card media and the teacher is better to give more motivation to their students. The teacher have to give style of teaching media, the purpose is student can study enjoy, fun, happy, and do not have imagination to improve their speaking ability.

2. For student must have the ambitions in study especially in speaking English and should speaking more in order to have good ability in speaking English, more interest into English lesson especially speaking.

3. To the future researcher teacher, particular those who interested in applying cue card media in their researcher, it is suggested that they teaching of speaking in higher class, for example in the high school level.