

THE EFFECTIVENESS OF USING CUE CARD MEDIA TO REDUCE STUDENT'S SPEAKING ANXIETY AT SECOND GRADE STUDENT OF SMKN 1 MATARAM

Sudirman¹, Tawali²

^{1,2}English Language Education Faculty of Culture, Management, And Business, Mandalika University of Education

Email: sudirman@undikma.ac.id tawali@undikma.ac.id

Abstract: This research was aimed at find out the effectiveness of using Cue Card Media toward student's speaking anxiety in learning English speaking. This research was an experimental research. The population this was the second grade students of SMKN 1 Mataram in academic year 2022/2023 were 218 students. The sample of the research were 64 students. Akl 1 as experimental group and Akl 2 as control group. The sample technique used in this was cluster random sampling technique. The instrument that was used Speaking test namely Describing Object The score were analyzed by used descriptive and inferential analysis. Descriptive analysis was used to describe mean, mode, median, and standard deviation of group according to Anas Sudijono:2007, and inferential analysis was used to describe the value of t-test for comparison between t-table. It was showed that the value of-test = 7.164 was higher than the value of t-table = 1.998. So, using Cue Card Media approach has positive effect toward student's speaking anxiety in learning English at SMKN 1 Mataram.

Key word: *Cue Card Media, Speaking Anxiety*

INTRODUCTION

Speaking has various functions. One of them is describing object. The competences refer to the ability of a student to provide a detailed, vivid, word picture of a person, animal, place, or object. It means the speaker should explain orally a clear vision of the object. The use of Cue Cards in teaching speaking is considered encourage the students to improve their speaking. Cue Cards are clearly visible, which can help the students to describe the object of speaking easily

According to Harmer (2007:178) pictures of all kinds can be used in a multiplicity of ways. For example, Picture in the form of cue cards that can be applied at any level. The teaching and learning process must be linked to the syllabus to achieve the learning objectives, but in fact many problems were found in speaking English based on the observation of researcher on 20 February 2023 to 25 February 2023 at SMKN 1 Mataram, researcher found problems faced by students in learning to speak the language English in front of the class is like a lack of confidence because they doesn't master English grammar and also pronunciation, students who didn't understand when their teacher explains the material, students listen to the teacher but sometimes talk to them. friends, as well as interests with fun, students only enjoy the learning process but didn't understand, students cannot discuss with friends because they feel bored, students feel uncomfortable and noisy during the learning process. And the last problem

regarding the anxiety, there is a feeling of anxiety that makes didn't want to come in front of class because they didn't master English grammar and also pronunciation. Another problem also comes from the used of media or methods from the teacher which makes students not interested in learning so that makes students feel bored. Thus making the delivery of material uninteresting, this would make students feel bored and would didn't understand the material that had been gave by the teacher because students are not interested. Thus, students feel anxiety to speak in front of the class.

From these problems, researchers are interested in using Cue Card Media to overcome this problem, because in the problem of anxiety speaking in front of the class it is very good to use cue card media because it was good for improve speaking ability as proven by eka rosalinda 2017, in other studies it was also proven used cue card media to improving speaking achievement Ririn Khairunnisa 2007. The are reasons why researcher was interested in conducting a research entitled the effectiveness of using cue card media to reduce speaking anxiety at SMKN 1 MATARAM.

REVIEW OF RELATED LITERATURE

A. The Nature of Speaking

Speaking ability is one of the oral skill that plays very essential role in human intersection and communicative. When people communicate their ideas. Mind feeling to other, the usually speak. Besides, speaking ability is known as oral play essential role in human interaction and feeling to other to ideal so far with the concept of the speaking ability, there is some definition of speaking as in the following:

B. Speaking Anxiety

Anxiety is generally characterized as a complicated, comprehensive emotion, a feeling which comes flooding into our full selves, influencing many different areas of our existence. As the fear and negative emotional reaction triggered when learning or using a second language, foreign language anxiety is known. Speaking anxiety, according to (Liu, 2007) is brought on by a number of things, including a lack of vocabulary, a poor command of English, a lack of preparation and practice, a fear of making mistakes and getting teased, a fear of losing face, a fear of being the centre of attention, an inability to express thoughts, and memory dissociation

C. The Definition of Cue Card Media

Cue Card Media Harmer (2001:134) states that, cue cards are cards with words and pictures on them, which is used to encourage the students to respond in pair or group work. Cue cards are small cards with photos or pictures stuck on to cards. Cue cards can also be used in simple activities such as students work in pairs, cue cards are also clearly visible, which can help the students to describe the object of speaking easily and to reduce preparation time. Cue card is card with words or picture on it, which is used to encourage the students to respond. That media help teachers motivate the students. From the explanation above, cue words in cue cards to help the students describe something or someone in the picture orally.

RESEARCH METOHD

A. Research Design

This research of this study used quantitative method or experimental study, to answer the statement of the problem stated in chapter one. This study is to find out the effect of one media used in teaching learning process in the classroom activities particularly focused on anxiety to the student speaking.

Kothari (2004:3) stated that, quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in term quantity. The researcher used an experimental method because to test the effectiveness of using media cue card to reduce student speaking anxiety, so that the results can be applied if it is good or not used if it is not good in actual teaching it applied a true-experimental design, pre-test, post-test group design and these group are experimental group and control group. The experimental group was applied by cue card media Instruction and the control group was applied role play approach.

B. The Population of the Study

The population of the study one of very important thing, the total number of population were 218 students, consist of 7 classes at the second grade students of SMKN 1 Mataram in academic year 2022/2023.

C. The Sample of the Study

The sample of study was the small part of the population that will be investigated, the technique of getting sample by using cluster random sampling technique then lottery the sample of study were 64 students, consist of two classes at the second-grade students of SMKN 1 Mataram in academic year 2022/2023.

D. Technique of Collecting Data

1. Pre-test given to the student before teaching them by using media to know the basic knowledge of the student in speaking.
2. Post-test, the rest given to the student after teaching by using Cue Card Media to know the student improving of speaking anxiety.

E. Procedure of Data Analysis

2. Inferential Analysis

Inferential Analysis is analysis derived from sample data that was used to make inferences about the population from which sample is drawn. The researcher identifies of result between the results of t-test to t-table. If the result or t-test > t-table, the alternative hypothesis is accepted. If the results t-test < t-table then the null hypothesis is rejected. Inferential Analysis aims to find out the value of t-test to t-table.

The formula for the t-test is as follows:

$$\frac{M_x - M_y}{\sqrt{\left(\frac{\sum D^2}{N_X + N_Y - 2}\right) \left(\frac{1}{N_X} + \frac{1}{N_Y}\right)}}$$

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter deals to discuss the finding of the research and the discussion of finding. In finding the data from the student the researcher designed by using test the test in the form of describing object, there were pre-test, and post-test. The pre-test given on 17th July 2023 for experimental group, and on 18th July 2023 for control group. The post test on 21th July 2023 for experimental group, and on 22th July 2023 for control group. After collecting the result of the test then the researcher started calculate from the score experimental group to know the mean, mode, and median, after that continued to calculate control group score the analysis for both scores. After calculating the both results then the researcher begun to find out the t-test. The t-test examined by using t-table. According to Arikunto (2010:349) whether the experimental group score was higher than control group.

This research was conducted at SMKN 1 Mataram at second grade student in academic year 2022/2023 by applying Cue Card Media and other approach in teaching learning process, particularly in learning English Speaking.

1) Standard Deviation of Post Test

Table 4.1 Post-Test Control Group

Class limit	Frequency (Fi)	Mid - point (Xi)	Xi ²	Fi xi	(Fi xi)
30-34	8	30	900	240	57.600
35-39	13	37	1369	481	231.361
40-44	0	0	0	0	0
45-49	0	0	0	0	0
50-54	9	50	2.500	450	202.500
Total	30	112	5394	1.171	433.9186

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum D^2}{N_x} + \frac{\sum D^2}{N_y} - 2\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{25.76 - 8.8}{\sqrt{\left(\frac{25830}{64} + \frac{2.677}{2}\right) \left(\frac{1}{34} + \frac{1}{30}\right)}}$$

$$t = \frac{11.9}{\sqrt{\left(\frac{28507}{62}\right) \left(\frac{64}{1020}\right)}}$$

$$t = \frac{11.9}{\sqrt{(459790)(0.062)}}$$

$$t = \frac{11.9}{27587} = \frac{11.9}{166093} = 7.164$$

t-test (2.193) > t table (1.998)

Table 4.2 The Comparison between the t-test and t-table

t-test	t-table	
	Df (n-2)	0.05
7.164	64-2=62	1.998

Based on the result of the t-test above, it was found that t-test was 7.164, t-table was 1.998 and sig was 0,05. It means that the t-test value was higher than the t-table. Based on this finding, the researcher also concluded that the alternative hypothesis (Ha) which stated that using Cue Card Media had a significant effect toward students' speaking anxiety was accepted and the null hypothesis (Ho) which stated that using Cue Card Media had no significant effect reducing students' speaking anxiety was rejected.

Discussion

Louma (2004:1) stated that speaking skill is an important part of the curriculum in language teaching and it makes them as an important object of assessment as well. From the definition of speaking the researcher found out many problems, such as the students were difficult to mastery grammar and difficult to pronounce. This also happen when teacher asks students to mention name of noun in around, students are confused how to solve the problem gave by the teacher. So that, the researcher applied Cue card media in learning English speaking. Cue Card Media Harmer (2001:134) states that, cue cards are cards with words and pictures on them, which was used to encourage the students to respond in pair or group work. There were statements of the problems as follows: "is Cue card media effective in reduce speaking anxiety at the second grade of SMKN 1 Mataram in academic year 2023/2023?" this statement of the problems had been answered based on the research result above. Based on previous chapter, there were explained about the comparison between t-test and t-table, where if t-test is higher than t-table or t-test quell with t-table. Therefore, Ha was accepted and Ho was rejected.

CONCLUSION AND SUGGESTION

A. Conclusion

To clarify the conclusion and suggestion the researcher of the study concluded based on the data analysis and the discussion in the chapter IV. The researcher begin concluded from the analysis of both group experimental and control group score follows:

1. Cue Card Media was effective reducing students' speaking anxiety at second grade student of SMKN 1 Mataram academic years 2022/2023.
2. This conclusion is based on the result of the mean score of two groups of experimental and control group. It was found that the value of $t\text{-test}=2.193 \geq 1998$. It means that cue card media reducing students speaking anxiety at SMKN 1 Mataram accepted. Finally, the researcher may infer that the alternative hypothesis (H_a) which stated, "Using cue card media to reducing students' speaking anxiety at SMKN 1 Mataram academic year 2022/2023" is clearly received. In other hand, the null hypothesis (H_0) "Cue card media toward students' speaking anxiety at SMKN 1 Mataram in academic year 2022/2023" is rejected. Based on the data description above, it can be concluded that the use of cue card media is effectiveness students' speaking anxiety.

Suggestion

Based on the conclusion above, the researcher would like offer some suggestion as follow:

1. For the Teachers

Available of many approach such as Cue Card Media may used to teach some skill, but this study used Cue Card Media because as the students problem that a found in the class room lack of mastery English speaking and also pronunciation. Therefore, the Cue Card Media was very helped them because the advantages of using this approach was they have chance to discuss and to learn together so that they have good opportunity to share their competence

2. For the Students

At the beginning of teaching by using Cue Card Media it can be seen they welcome of curiosity to know how the approach works in developing their competence in speaking, and almost the students really seriously to join the classroom in speaking. So the researcher hoped, by using Cue Card Media can reducing student's speaking anxiety

REFERENCES

- Arikunto.(2010) *Prosedur Penelitian Suatu pendekatan praktik*. Jakarta:Rineka Cipta.
A S Hornby. (2012) *Oxford Advanced Learner's Dictionary of Current English*. UK: Oxford University Press.
Baker, William E & Sinkula, James M. (2005). "Market Orientation and the

- New Product Paradox". *Journal Product Innovation Management*. p.483-502
- Budiastuti,Riana Eka.(2007).*The Use of Cue Cards in Teaching Spoken Descriptive Text;The Case of Eighth Year Students of Smp N 13 Semaang*.Unpublised Thesis in English Department Program,UNNES.
- Cresswell, Jhon W.,(2012) *Eduactional Research: Planning,Conducting, and Evaluating Quantitative AND Qualitative Research*.
- Drucker, P. F. (1994). *Innovation And Entrepreneurship*. Jakarta: Erlangga.
- Dykes,Barbara. (2007) .*rammar for Everyone*.ACER Press. Australia.2007.
- Fraenkel, Jack. R., and Norman E. Wallen. (2012). *How to Design and Evaluate Research in Education 8th Edition*. Boston: McGraw-Hill Higher Education.
- Fachrurazi. 2011. Penerapan Pembelajaran Berbasis Masalah untuk Meningkatkan Kemampuan Berpikir Kritis dan Komunikasi Matematis Siswa Sekolah Dasar. *Jurnal Edisi Khusus 1*, 81-87
- Fachrurrazy.(2014) *Teaching English as a Foreign Language for Teachers in indonesia* State University of Malang Press.
- Harmer, J. (2001).*The Practice of English Language Teacing*.London: Longman.
- Harmer, J. (2007). *The Praticce of English Language Teaching (Fourth edition)*.England : Longman.
- Kondo,D.S. and Ling,Y. Y. (2004)Strategies for Coping with Language Anxiety:*The Case of Students of English in Japan*.*ELT Journal*, Vol.58, No.3,p 258-265,July, 2004.
- Kothari,C.R. 2004. *Research Methodology:Methods and Techniques*. New Delhi: New Age International (P) Ltd.,Publishers.
- Katharine G. Butler & Elaine R. Silliman (2002). *Speaking, Reading and Writing in Children with Language Learning Disabilities*. Mahwah, Newjersey: London
- Liu, M. (2007). Anxiety in Oral English Classroom: A Case Study in China. *Indonesian Journal of English Language Teaching*, 3: 119-134.
- Luoma, S. (2004). *Assessing speaking*. Cambridge: Cambridge University Press
- Nunan, D.(2000). *Designing Task for the communicative* :Cambridge University
- Thornbury, S. (2002). *How to Teach Vocabulary*. Pearson Education United.
- Thornbury, Scott, (2005) *How to Teach Speaking*, New York: Pearson Education Limited.