CHAPTER 1
INTRODUCTION

A. Background of The Research

English has four basic skills; those are speaking, listening, reading, and writing. Speaking is different from the other three skills. Speaking or spoken language is considered as a primary of language. Ramelan (1992: 13) states that all human beings whenever they are live always speak a language although they do not have any writing system to record the language. Furthermore, speaking permits people to share their sensual impression of a person, a place, an object or everything they see.

In accordance with the importance of speak, it is taught since in elementary school to the higher school of education. In the elementary school, the teacher teaches a simple word for the students, for example about numbers, the name of fruits, etc, and then the teacher asks to memorize. In the junior to senior high school, they will be learning about the variation of the text and then read in front of class and try to speak up about their experience without notes.

Then, in the junior high school, the basic competence of speaking is the students can tell the meaning of the simple short monolog using oral language variation accurately and fluently to interact with the society. It means that when a student tells the meaning, he must produce the utterances
based on grammatical rules and speak smoothly and easily without any groove like native speaker.

However, in the speaking activity, the students look bored, inactive and silent. The students cannot explore their ideas and lack of vocabulary. Sometimes, the students are unable to imagine speak up her or his thinking. It happens because they are not understood with the teacher’s explanation and they are not unmotivated.

Besides that, sometimes the teacher in teaching speaking just give the material, gives the text for student and asks them to read in the front of class. The teacher does not use any media to help in teaching speaking. This condition makes the students bored and unmotivated to learn in speaking class.

From the condition above, students need the stimulation from the teacher in order that students are able to tell her/his mind. The stimulation is giving the interesting media and can make them know what they should do.

Based on the writer’s observation in SMP N 04 Banjarnegara, the writer found the similar problem as it was mentioned before. The problem is many students did not understand teacher’s explanation, could not image and explore their idea. Sometimes they feel shy to come forward. Then, most of the students lack vocabulary.

In improving students’ speaking ability, the teacher needs the media. There are many media for teaching speaking, for example games, cue card,
role-play, audio-visual, and song. In this case, to solve the problem, cue card will be used for teaching speaking.

Cue card can help and encourage many learners to sustain their interest. Cue card also helps the students to create context in which the language is useful and meaningful. Cue card is highly motivating because it is amusing and interesting. They can be used to practice in all language skills and be used to practice many types of communication.

In line with statement above, the writer is interested in this study since the writer wants to prove and get the evidence of the Effectiveness of Using Cue Card in Learning Speaking for the Eleventh Year Students of SMP N 04 Banjarnegara.

B. Reason for Choosing The Topic

There are two reasons why the writer is interested in conducting research with the title “The Effectiveness of Using Cue Card in Teaching Speaking for the Eleventh Year Students of SMP N 04 Banjarnegara”.

1. They are some problems that the students have in speaking. They are shy to speak in front of class and they do not master vocabulary well. It makes them get difficulty in arranging the word to be good sentences. So, the writer tries to apply cue card in teaching speaking.

2. The teachers do not use the appropriate media when they are teaching English especially in teaching speaking.
C. Problem of the Research

Based on the background above, the problem is formulated as follows:

“Is Cue Card Effective to Teach Speaking to The Eleventh Grade Students of SMP N 04 Banjarnegara in Academic year 2011/2012?”

D. The Aim of Research

The aim of this research is find out the effectiveness of using cue card in teaching speaking to eleventh grade students of SMP N 04 Banjarnegara in the academic year 2011/2012.

E. Clarification of Key Terms

The writer clarifies the terms used in this study as follows:

1. Cue card is card with words or picture on, which is used to encourage the students to respond (Harmer, 2001: 134).
2. Learning (Nunan, 1991: 169). The word learning means the mental processes which learners employ to learn and use the target language; capable of producing effect.
3. Effectiveness is serving to affect the purpose; producing the intended or expected result; capable of producing effect (Mario Pei, 1978: 314).
4. Speaking is ability to pronounce articulation of sound or words for expressing, stating and conveying thoughts, ideas and feelings. Tarigan (1990: 15). Speaking here is limited in language function.
F. Contribution of The Research

The writer hopes that the study will give contribution to the improvement of teaching learning English process.

1. For Teacher
   a. Giving information about using cue card for teaching speaking.
   b. Providing alternative way for teaching speaking that is by using cue card.

2. For Students
   By a cue card, the student gets new experience and fun activity in speaking class.

3. For Reader
   The result of this research is hoped to give information for English teacher and to increase students’ speaking competence by cue card. The writer hopes that this research can also give many contributions in educational environment, especially in learning speaking.