

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the most widely used languages in the world. It plays an important role in education, international communication, and job opportunities. Among the four essential language skills—listening, reading, writing, and speaking, speaking is often considered the most difficult, especially for junior high school students. As a productive skill, speaking involves expressing thoughts and ideas clearly and appropriately. To speak well, students need to pay attention to several aspects such as pronunciation, grammar, vocabulary, fluency, and comprehension. These components are important for effective communication in English.

However, despite its importance, speaking remains a major challenge for many students. At MTsN 1 Padang Pariaman, based on preliminary classroom observations, many eighth-grade students were found to have difficulty speaking in English. They often feel shy, have a limited vocabulary, and are unsure how to structure their sentences. When asked to describe someone, many of them said they “did not know what to say” or “could not find the right words.” As a result, they tend to stay silent and passive during speaking activities. This situation highlights the need for effective teaching that can help students become more confident and active in speaking English.

To overcome this issue, one simple and effective media that can support students in speaking is the cue card. A cue card is a small card containing

pictures and keywords that serve as a guide to help students speak more easily. According to Harmer (2007) stated that cue cards are small sized card shaped media that contain keywords and images in them and are usually used by students in pair or group activities. These cards act as visual aids that can guide students to recognize or describe someone or something during learning activities. Supporting this, a study conducted by Dewi Sekar Arum, Ismalianing Eviyuliwati, & Susilo, A (2024), titled "*Teaching Descriptive Speaking by Using Cue Card Media*," showed that cue card significantly improved students' speaking skills. The study reported a t-test value of 6.62—well above the t-table value of 2.013—and an effect size of 3.69, indicating a strong and statistically significant improvement in students' pronunciation, vocabulary, grammar, fluency, and comprehension.

Nevertheless, most previous studies have indeed used cue card as learning media, but with different techniques. For example, another study by Wijaya and Sudrajad (2016) applied cue card with the Inside-Outside Circle technique to support descriptive speaking practices in junior high schools, and Ariyani et al. (2024) combined cue cards with the Think Pair Share technique, but the focus of their research was on writing skills, not speaking skills.

To address this gap, in line with Hermer (2007) that cue card are suitable in pair or group activities, the current study integrates cue card with the Think Pair Share (TPS) technique to make the learning process more interesting and supportive. Think-pair-share was first proposed by Lyman (1981) as a cooperative learning technique. In fact, it is a three-step technique in which a

particular problem or question is being thought of by students, students are given limited time to think, organize their thoughts and formulate their ideas and answers to a particular question. Although TPS is not the main focus of this study, TPS is expected to support students' speaking activities.

In conclusion, this research focuses on the use of cue card as media to improve students' speaking skills, specifically in describing people. By integrating cue card with a supportive learning, the study aims to help students speak more confidently and effectively. Therefore, the title of this research is The Effect of Using Cue Card on Speaking Skill at Grade VIII MTsN 1 Padang Pariaman.

B. Identification of The Problem

Based on the background of the study above, there are some problems related to students' speaking skills at MTsN 1 Padang Pariaman, as follows :

1. Students are shy and afraid if the teacher asks them to speak English because they have lack of vocabulary cannot support it.
2. The students get difficulties express their ideas in speaking

C. Limitation of The Problem

Based on identification of the problem, The study is limited to the effect of cue card media on speaking skill for the students of grade VIII students at MTsN 1 Padang Pariaman.

D. Formulation of The Problem

Based on the problem limitations above, Is there any significant effect on students' speaking skill when they are taught using Cue Card?.

E. Purpose of The Study

The objective of the research is to find out whether or not cue card is effect for speaking skill of grade VIII students at MTsN 1 Padang Pariaman.

F. Significance of The Study

This research focuses on the effect of using cue card on students' speaking skill. Researcher hope that research on teaching speaking using Cue Card can provide benefits for researcher and readers in general.

a. For the Students

The research is expected to be useful for students especially of grade VIII students at MTsN 1 Padang Pariaman in their process of learning speaking. The students are expected get a motivation to learn and improve their speaking ability.

b. For The Teacher

1. Teachers can encourage students to speak English in class and develop their speaking skill by using cue card as a teaching tool.
2. The results of this study can be used by teachers as a reference in choosing more effective media for learning speaking skill.

c. For the Researcher

1. The study findings can be involved into the process of teaching English.
2. Other researcher who want to study English teaching can use the results of this study as a guide.

G. Definition of Key Terms

1. Cue card

Cue card are teaching aids in the form of small cards containing instructions or important points to help students speak about a particular topic. In language learning, cue card are used to guide students in organizing their thoughts before speaking. This media encourages students to focus on important vocabulary and structures, so that their oral responses become clearer and more confident. Cue card are very useful in speaking activities because students are encouraged to speak spontaneously but still focus on the relevant content of the conversation.

2. Speaking

Speaking refers to the process of expressing ideas, opinions, or information verbally. Within the context of language education, speaking involves the ability to communicate effectively using correct vocabulary, accurate grammar, and understandable pronunciation. It requires learners to construct sentences and convey meaning through oral language. Speaking is considered one of the four essential language skills—alongside listening,

reading, and writing—and is often emphasized in second language acquisition due to its direct relevance to real-life communication.

