THE EFFECTIVENESS OF "DESCRIBE AND DRAW TECHNIQUE BY USING CUE CARDS MEDIA" FOR TEACHING SPEAKING AT THE TENTH GRADE OF MA DARUL HUDA PONOROGO
IN ACADEMIC YEAR 2017/2018

THESIS
Presented to
State Institute of Islamic Studies Ponorogo
in Partial Fulfillment of the Requirement
for the Degree of *Sarjana* in English Education

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ABSTRACT

FEBRIANTY, NUR RITA TRIA. 2018. *The Effectiveness of "Describe and Draw Technique by Using Cue Cards Media" for Teaching Speaking at The Tenth Grade of MA Darul Huda Ponorogo in Academic Year 2017/2018.* Thesis, English Education Department, Tarbiyah and Teacher Training Faculty. The State Institute of Islamic Studies Ponorogo, Advisor Dr. Harjali, M. Pd.

Key Words: Describe and Draw Technique, Cue Cards Media, Teaching Speaking

Speaking is a tool for communication on formal or informal conditions to transfer the information. This research is focused on the teaching speaking descriptive text by using describe and draw as a technique and cue cards as a media. The combination of this technique and media is one of the alternatives which can assume to help the students to participate and maximal on speaking in the class. Moreover, it is also useful to reach the purpose of teaching speaking.

The objective of this research is to find out the significant difference score in speaking skill between students who are taught by Describe and Draw Technique by using Cue Cards Media and who are not taught by Describe and Draw Technique by using Cue Cards Media. The subject of this research is the tenth grade students of MA Darul Huda Ponorogo in Academic Year 2017/2018.

This research applied quantitative approach and used the quasi-experimental design. It used two classes which were taught two different techniques. The experimental class was taught by Describe and Draw technique by using Cue Cards media and control class was taught by lecturing technique. This study carried at tenth grade of MA Darul Huda Ponorogo in April 2018. The population of this research was 967 students. The sample was 67 students (30 students of X F IAGA as a experimental class and also 37 students of X J IAGA as a control class). This research used cluster random sampling. This research was conducted by following procedure: given the pre-test, applied the treatment and given the post-test.

After get the score from the test, it Is analyzing and processing by using statistic data calculation of T-test formula by using SPSS16.00. The result show that the experimental class has higher mean score in the post-test than control class. The mean score of post-test in the experimental class is 76.50, while the control class is 60.27. Besides, the result of T-test calculation show that the value of t_{test} is higher than the value of t_{table}. The value of t_{test} is 7.644 while the value of t_{table} with 5% significant and db = 65 was 2.00. Based on those result, it can be conclude that Ha is accept and Ho is reject. So, there is significant difference on students' speaking in descriptive text taught by Describe and Draw technique by using Cue Cards media. In other word, it is effective combination technique and media to teaching speaking descriptive text in the tenth grade students of MA Darul Huda Ponorogo in Academic Year 2017/2018).

APPROVAL SHEET

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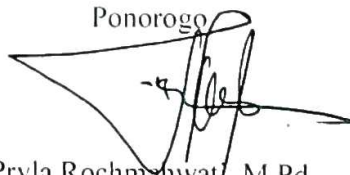Has been approved by the advisor and it is recommended for approval and acceptance.

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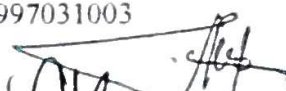
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is important in communications. Language is a tool of communications. People can share ideas, tell stories, describes things, or give information with language. In Indonesia, English is a foreign language, people learning English since they are on elementary until high school. It means that they are having opportunity to learn English and hopefully master with English language.

The skills that can prepare the students to communicate well in English are listening, speaking, reading, and writing. Among these four basic skills, speaking is an interactive process of construction meaning that involves producing and receiving and processing information.[1] Its mean that speaking is an activity in building an idea and gave a feedback with other to get an information.

According to Nunan, speaking is the productive oral skill that consists of producing systematic verbal utterances to convey meaning. This skill cannot be easily acquired by the learners easily.[2] Its means that speaking is the

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[1] Kathleen M. Bailey and David Nunan, *Practical English Language Teaching: Speaking* (Series Editor, Singapore, McGraw Hill: 2005), 2.

[2] Ruri Ariati, journal, "Improving Students' Descriptive Speaking Competence by Using Cue Cards at the Grade VIII 2 of Public Junior High School 03 Bengkulu City,"*Journal of Linguistics and Language Teaching,*Vol.2 No 2(October, 2015)

basic to learning language that students as a beginner learner should more understand well.

Most people think a decent standard of competence in speaking to a group is part of the basic professionalism of any job; but too many professionals are nervous about speaking, and afraid that they do not speak well.[3] To speaking English correctly, and fluently. During the process of learning, students should be given the opportunity to practice speaking by English language at least when they are communicating with others. In the actual, there are some problems that face while practice speaking English. Most of the students are afraid of speaking when the teachers are teaching speaking in a class. Students are lack of idea.[4]The students find out it is difficult in developing their pronunciations, grammar, and vocabulary to create an idea, they are afraid to speak in front of the class. So the students do not have a self confidence to speak up in English.

In Indonesia, the netizens are low in English proficiency, based on the KOMPAS.com - World education institute EF English First announced the first comprehensive report, about the index of English proficiency or EF English Proficiency Index (EF EPI) in 44 countries. English in those countries

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[3] Christopher Turk, *Effective Speaking*: *Communicating in Speech* (Wales, Taylor and Francis Library: 2003), 2

[4] Ire Elvira dan HafidArdi, Journal, "Teaching Descriptive Text by Using Rainbow Cards in Teaching Speaking for Junior High School Student"*JELT, Vol.3, No. 1, Serie A*(Padang: September 2014), 1.

is not the mother tongue or the first language used. English proficiency in Indonesia is very low in the order of 34, while Malaysia broke in the order to-9. EF EPI is the first index that compares the ability of adult English speakers in different countries. The index uses unique test data (special methodology) for more than two million people in 44 countries, using online free trials over the course of three years (2007-2009).[5]

According to TEMPO.CO, Jakarta on Saturday, December 10, 2016 as quoted from the release "Scores Indonesia 52.91, and is in 32nd position from 72 countries surveyed globally," said Director of Education & Development Research at EF English First Global, Steve Crooks in Jakarta. The survey results this year, said Stave, shows Singapore as an Asian country with the highest rank in terms of English proficiency. After that followed Malaysia and Philippines which includes the top 15. Steve added that Indonesia achieved lower values than some of its neighbors in the region. Including Vietnam who are in the 31st position are classified as 'middle level'. [6]

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[5] Anonim, "Kemampuan Bahasa Inggris di Indonesia Rendah", Kompas.com Senin, 26th September 2011, Online: https://edukasi.kompas.com/read/2011/09/26/21320318/Kemampuan.Bahasa.Inggris.di.Indonesia.Rendah

[6] Anonim, "Kemampuan BahasaInggris SDM Indonesia MasihRendah", Nasional Tempo.co, 10th December 2016, Online: https://nasional.tempo.co/read/827022/kemampuan-bahasa-inggris-sdm-indonesia-masih-rendah Akses 8april 2018

Based on the data from Kompas.com. On 2007-2009, Indonesia on 34 grades in English proficiency. This is very low grades than other neighbor country, such as Malaysia, while broke in the order to-9 grades. So, that we know that English language proficiency in Indonesia are less.

Moreover according to TEMPO.CO in Jakarta on Saturday, 10 December 2016 as quoted from the release Indonesia get scores 52.91, and is in 32nd position from 72 countries surveyed globally. In addition, the other neighbor country such as Singapore get highest rank and also Malaysia and Philippines which includes the top 15 in terms of English proficiency.

In addition, there are some problems of teaching speaking as stated by Fenny Elvita in her research "The Effect ofUsing Cue Card toward Students' Speaking Ability at The Second Year of IslamicJunior High School Al-Hidayah of IslamicCentre Boarding School Kampar."In reality the students cannot speak well,It can be described as the following phenomena, students are not able to: pronounce English word accurately, speak English fluently,speak English in correct grammar, the students do not use appropriatevocabulary in English, and some of the students are not able to comprehend in English accurately.[7]

The most influence of proficiency on English language are studying in the school. In Indonesia, English as a foreign language is difficult to learn

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[7] Fenny Elvita, "The Effect of Using Cue Card toward Students' Speaking Ability at The Second Year of Islamic Junior High School Al-Hidayah of Islamic Centre Boarding School Kampar," (thesis, UIN Sultan SyarifKasim, Riau, 2012), 2.

individually. So, there are an English subject in the school. But, in teaching or learning English in the school have some factors from teacher or learner that make the studying are not maximal. The factors from teacher such as less interactive on their teaching strategy, or less innovation in teaching. And then the factors from the students such as less on motivation, or prefer to reticence to speak English.

Somepredictable and some unpredictable reasons for their students' reticence to speak English are: the students' low English proficiency, the students' fear of mistakes and the derision they thought they would face as a result, the teachers' intolerance of silence, the teacher' uneven allocation of turns, and incomprehensible input from the teacher.[8]

Based on the observation and interviews with Mr. Aris Umami as an English teacher of tenth grades on 15th March 2017, there is a problem in an English class the students in MA Darul Huda Ponorogo especially of tenth grade.[9]The problem is about teaching on speaking english. In general the students have problems in speaking. The speaking skill was still low because of some factors.

The first factors are less on vocabulary and grammar. Vocabulary and grammar are basic to speaking. In speaking, we needs many vocabulary and

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[8] Cited by Kathleen M. Bailey and David Nunan, *Practical English Language Teaching: Speaking* (Series Editor, Singapore, McGraw Hill: 2005), 163.

[9] The result of interview with Mr. Aris Umami was retrieved on 15th March 2018 at MA Darul Huda Ponorogo.

grammar to arrange the sentence so that easy to understand the meaning. But, in fact, most of the students are less on their vocabulary and grammar. They are search on dictionary first, before speaking. In addition, they are difficult to using correct grammar, most of them are not understand well about grammar.

The second factor was traditional technique in speaking class, the teacher instruct the students to speak with "repeat after me" technique. This learning activity made the students not enthusiasm, and unmotivated with the lesson. This technique are made the students cannot explore their speaking ability, they cannot increase their confidences

The third factors are less in spelling pronunciation. Pronunciations is importance in speaking activities. Many students in tenth grades of MA Darul Huda are less in spelling pronunciations. For examples in resemble words: 'snack and snake', 'ship and sheep', 'and and ant'. They are worry to spell the words, and many students are spelled same both of the words. In addition, many students are less in spelling difficult words. They have not known how to spell when they find out the strange words.

The fourth factors are less in building the confidence. Many students in tenth grades of MA Darul Huda are less in building their confidence. Besides, confidence is a basic in speaking skill. Many students prefer to silent when they are get opportunity to speak. In classroom activities, they are prefer to wait the teacher pointed them or wait the other classmate speak up. The

ability from the students is important, teacher should try the students feel more confidence to speak without afraid to make a mistake

In addition, the students are less on speaking English ability and opportunity to speak English in their daily activities. They are less supporting in speaking English from their environment. Moreover, the English subject in the school are so limited. So, the students have not enough study English language totally. .

Based on the problem above, the researcher decided to focus on technique and media that can be used to help students in developing their speaking skill. The technique and media is "describe and draw technique and cue card media". The researcher combined the describing and drawing technique by using cue cards media.

Describe and draw technique is a technique where one student describes a picture and a paired classmate has to draw the same picture without looking the original.[10] So that, the students can get the opportunity to explore their speaking skill. With paired or group work, the students are not feel afraid or reticence in speaking activities.

In addition, teacher came up with the following strategies for dealing with students' reticence. First, they lengthened their wait time and improved their students' questioning techniques. Second, build to peer support and

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[10] Jeremy Harmer, *the Practical of English Language Teaching*, (Third Edition, Longman), 135.

group work. They also made an attempt to focus on content. So that, they work at establishing good relationship in their classes.[11]

Besides using an effective technique, there are some efforts that can help the teachers to stimulate the student in teaching speaking. One of the ways is by making a media[12]. As a learning media, cue cards are card with words and pictures on them, which students use in pair or group work. Cue card as a learning media, also make the students speak up on the spot or particular word or phrases in a conversation or in sentences.[13]

Cue cards is a small cards which students use in pair or group work.[14] Cue cards media is a cards with picture and some cue, the uses of cue cards are paired or group work make students easier to learning speaking, students can explore their speaking skill with other.

Cue cards are interesting, visible and easy to be made by teacher and easy to understanding by the students. Cue cards are also effective which used to describes something picture in the cards to help the speaking activities.

Based on observations and interviews made by the researcher. The students feel bored during the lesson. It could be the technique that be given

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[11] Cited by Kathleen M. Bailey and David Nunan, *Practical English Language Teaching: Speaking* (Series Editor, Singapore, McGraw Hill: 2005), 163.

[12] Ire Elvira dan Hafid Ardi, Journal, "Teaching Descriptive Text by Using Rainbow Cards in Teaching Speaking for Junior High School Student"*JELT, Vol.3, No. 1, Serie A*(Padang: September 2014), 2.

[13] Amin Amal, "Using Cue Card in Speaking" December 2016, Online : www.aminlimpo.com/2016/12/ using-cue-cards-in-speaking. html.

[14] Jeremy Harmer, *the Practical of English Language Teaching*, (Third Edition, Longman), 135.

by teacher is monotonous, or the students are not interesting with the learning activity. So, to solve these problems, the researcher use describe and draw technique by using cue cards media as the best way.

Hopefully this study will enrich the reference of teaching English especially the use of describe and draw technique and cue cards media for teaching speaking. Then, the result of this study can be used by English teachers in teaching, to motivate students in speaking and to suggest the school authority to give the recommendation to the teachers in other to use the appropriate techniques and affective strategies in teaching speaking.

B. Limitation of the Study

Based on the identification of the problem, the writer will limit the problems from this research to the context of the effectiveness of describe and draw technique by using cue cards media for teaching speaking at the tenth grade of MA Darul Huda Ponorogo. The researcher limits the material and uses describe and draw technique by using cue cards media in teaching speaking. The researcher chooses descriptive text because the set of the problems can be found is only descriptive text.

C. Statement of the Problem

Based on the background above, the researcher formulates the research problem as follow: Is the describe and draw technique by using cue cards media effective for teaching speaking at the tenth grade of MA Darul Huda Ponorogo?

D. Objectives of the Study

  This research aim and finding out the influences of the teaching technique by using media, on descriptive text and students' speaking skill. In detail this research has the objectives to find out: describe and draw Technique by using cue cards media is more effective to teaching speaking.

E. Significance of the Study

  This significances of the study based on this research can be formulated into both theoretical significances and practical significances as follow:

1. Theoretical Significances

There are some advantages theoretically, such as:

  a. The result of the research can improve the knowledge about an interest combination of technique and media to teaching speaking by using describe and draw technique and cue cards media.

  b. The result of the research can be used as the references for those who want to conduct a research in teaching speaking.

2. Practical Significances

The result of this study is expected practically to be beneficial for:

  a. Students

   This study also be beneficial to the students especially the tenth grade of MA Darul Huda Ponorogo in their process on speaking skill. The students are able to improve their speaking skill.

b. Teachers

The researcher expected that this study give contribution to the teacher especially the english teacher in MA Darul Huda Ponorogo to use an alternative technique and media in teaching speaking and can give teaching innovation to increase the professionalism of the teacher.

c. Researchers

To develop the researcher's knowledge on the development of knowledge of various methods that implemented in Teaching speaking in the school. Besides, this research can help the researcher to make conclusion that describe and draw technique by using cue cards media is good or not good technique and media in teaching speaking skill.

d. Readers

This study is recommended for the readers especially the students of English education department on faculty of Tarbiyah and Teacher's Training IAIN Ponorogo to increase their knowledge.

F. Organization of The Thesis

To provide clear general description content of this thesis, it is important to organize the process of this research report systematically. This

thesis covers five chapters which are discussed comprehensively in order the readers can understand every step in this research. The organization of this thesis is as follows:

The first chapter is introduction. This chapter the whole of the research content that involves; background of the study, identification and limitation of the study, statement of the problems, objectives of the study, significance of the study, and organization of the thesis. In the background of the study, the researcher talks about the reasons why describe and draw technique by using cue cards media is choose as an alternative choice in teaching speaking. In limitation of the study, the researcher talk about the research focus on using describe and draw technique by using cue cards media for teaching speaking in descriptive texts. In statements of the problem, the researcher talk about the research question of the effectiveness of describe and draw technique by using cue cards media in teaching speaking. In the objectives of study, this talks about the purpose of this research according to the statement of the problems. Besides that, in significance of the study discusses about the benefits of theory and practical significance.

The second chapter is review of related literature. These are concepts used such as the nature of speaking, Functions of Speaking, The Components of Speaking, Teaching speaking, The roles of teacher, Problem of Speaking Activities, Characteristics of Successful Speaking Activity, Speaking Assessment, Definition of Describe and Draw Technique, Procedure of

Describe and Draw Technique, Advantages and Disadvantages of Describe and Draw Technique,Definition of Cue Cards Media, Advantages and Disadvantages of Cue Cards Media, previous research finding, theoretical framework, and hypothesis.

The third chapter contains research methods. It consists of research design, population, sample, and respondent, instrument of data collection, technique of data collection, and technique of data analysis.

The fourth chapter is about research finding, it describe about research setting and discussion about describe and draw technique by using cue cards media for teaching speaking to class X A and X B MA Darul Huda Ponorogo in academic year 2017/2018.

The fifth chapter is conclusion. This is last part conclusion as the study are draw moreover, it is also suggestions.
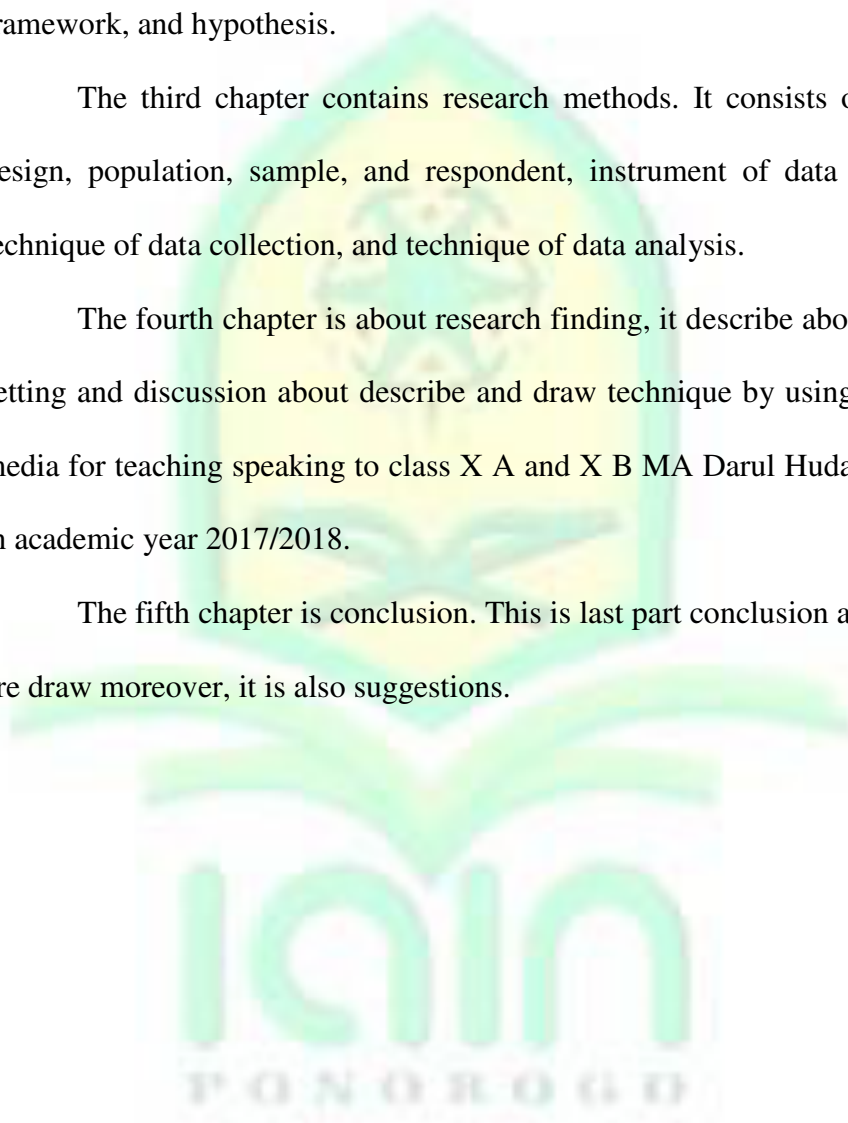
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

Some researchers have presented the studies related to the use of describe and draw technique and cue cards media in English teaching and learning process. The researcher selects the previous research findings as belows:

The first research that was conducted by Budiastuti (2007) which titled *The Use of Cue Cards in Teaching Spoken Descriptive Text: The Case of Eighth Year Students of SMP N 13 Semarang Academic Year 2006/2007* finds that using cue cards as teaching media improved the average of the students" speaking grade. The result of the study explained that using cue card as a teaching medium improved the average of the students' speaking grade of the eighth year by 18.4 point, including students' fluency (31.3 point), pronunciation (25.3 point), but unfortunately the grammar aspect did not improve (-1.3 point). The researcher using Action Research. There were four steps in conducting the Action Research i.e. planning, acting, observing, and reflecting. This action research was done in two cycles. The first cycle was how to describe animals, while the other was how to describe person.

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In addition the second research was presented by Feri Huda (2015) which titled "*Teaching Speaking Using Describe and Draw Technique.*" Based on the discussion, the writer concludes that some students find difficulfies to share and express their idea in speaking activities because feeling shy to speak, having low motivation, having less self confidence, feeling afraid of making mistakes,and the teacher uses traditional method that does 12 pport and create good speaking activities in the class. That is why in teaching speaking class, teacherneeds to select suitable technique in order students to be brave to speak without feeling afraid of making mistakes, having high motivation, and having better self confidence. And one of good techniques to teach speaking is describe and draw technique.

The third research on Fenny Elvita thesis, which titled "The Effect of Using Cue Card toward Students' Speaking Ability at the Second Year of Islamic Junior High School Al-Hidayah of Islamic Centre Boarding School Kampar". Based on the research, the writer concludes that some studentsarenot able to: pronounce English word accurately, speak English fluently, speak English incorrect grammar, use appropriate vocabulary inEnglish, and some of the students are not able to comprehend in Englishaccurately. The writer is use cue card asa media to increase the students' score especially in speaking descriptive text. The design of this research is pre-experimental design. The data was analyzed by using

paired sampled T-test through using SPSS16.0 version and found that the result of the test was 13.493. So that, null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. The writer concludes that there is a significant effect of using cue card toward students' speaking ability at the second year of Islamic Junior High School Al-Hidayah of Islamic Centre Boarding School Kampar.

B. Theoretical Background

1. Speaking

a. The Nature of Speaking

Speaking is one of the important skills in English. The language skill needs to be mastered since the people use it when they express their idea to others. According to Jack C. Richards, the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.[1]

Speaking as an interaction, and speaking as a social and situation-based activity. All these perspectives see speaking as an

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[1] Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice* (United States of America: Cambridge University Press, 2008), 19.

integral part of people's daily lives.[2] People use language in their activity and society to communicate with other. So that, language is an important to interaction on formal or informal conditions.

Speaking is so much a part of daily life that people take it for granted. The average person produces tens of thousands of words a day, although some peoples like auctioneers or politicians-may produce even more than that. So natural and integral is speaking that people forget how they once struggled to achieve this ability-until, that is, they have to learn how to do it all over again in a foreign language.[3]

Speaking is usually considered the core skill in language learning, it is what learners generally want to be able to do. But as we have seen, speaking is demanding in that it requires production of language knowledge under severe time pressures. It therefore requires a lot of practice.[4]

Based on the theories, we know that the most important to learning language is mastering in speaking. Speaking is a tool to communication on formal or informal conditions to transfer the information with conversation using knowladge to understanding the meaning based on correct grammar, pronunciation, and vocabulary.

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[2] Sari Luoma,*Series Editors*: J. Harles Alderson and Lyle F. Bachman, *AssessingSpeaking* (United Kingdom: Cambridge University Press, 2004), 9.
[3] Scott Thornburry, *How to Teach Speaking*. Longman, 1.
[4] James A. Coleman & John Klapper. *Effective Learning & Teaching in Modern Languages.* (London & New York: Routledge, 2005), 55.

b. **The Components of Speaking**

In speaking skill are concerned with some components, thecomponents of speaking skill are classify:

1) Fluency

The term of fluency relate to language production and it is normally reserved for speech. It is ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation.[5] Fluency have a role in speaking activities as how fluent the students produced the language in order to make someone understand what he or she said.

2) Accuracy

In the context, accuracy refer to the ability to speak properly-that is selection the correct words and expressions to convey the intended meaning, as well as using the grammatical patterns of English.[6]

3) Grammar

Grammar provides a whole cohesive system concerning the formation and transmission of language.[7] By using correct

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[5] Tricia Hedge, Teaching and Learning in the Language Classroom (New York: Oxford University Press, 2003), 54.
[6] Kathleen M. Bailey and David Nunan, *Practical English Language Teaching: Speaking* (Series Editor, Singapore, McGraw Hill: 2005), 5.
[7] Barbara Dykes, *Grammar For Everyone Practical Tools For Teaching And Learning Drammar* (Victoria: acer press, 2007), 4.

grammar, the listener will know when the action happen, where the action take place, who is the audience, who is the speaker etc, although for the beginners, they are not forced to speak with the correct grammar. Using the correct grammar makes someone know the real meaning of the sentence.

4) Vocabulary

Vocabulary is all about words. When we use language we use words all the time, thousands of them. If we know a language well, we know how to write its words and how to say its words.[8]

5) Pronunciation

According to Louma, pronunciation is the sound of speech that can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation.[9] It is better for us to pronoun the words clearly, especially with the words that has most similar pronunciation.

c. **Teaching Speaking**

According to *KBBI*, teaching are: giving a lesson or train, The definition of teaching have been mentioned in *KetentuanUmumUndang-UndangRepublik Indonesia Nomor 20 Tahun*

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[8] Michael, Mc. Carthy, et.al. Vocabulary Matrix Understanding Learning Teaching (United of Kingdom: Cengage Learning, 2010), 1.
[9] Sari Luoma, *Series Editors*: J. Charles Alderson and Lyle F. Bachman, *AssessingSpeaking* (United Kingdom: Cambridge University Press, 2004), 11.

2003 Bab 1 Pasal 1 that is Teaching is the process of interaction between students and teachers with learning resource in a learning environment.[10]

Nana Sudjana argued that teaching is essentially a process that is the process of managing, organizing the environment around students so that it can grow and encourage students to do the teaching-learning process.[11] It means that environments have important role in learning process. The environments such as class condition, family, friends, or something interesting can encourage students to learning and hopefully teacher can teaching easily.

According to Tyson and Caroll, "teaching is a way working with students, a process of interaction; the teacher does something to student; the students do something in return."[12] It means that teaching is an activity in giving feedback between teachers and students.

Teaching is a process to transfer knowledge, from the teacher to the learner. The process of teaching not only on the school, but in everywhere the process of teaching can doing.

[10]Undang-Undang Republik Indonesia, Online: http://kelembagaan.ristekdikti.go.id/wpcontent/uploads /2016/08/UU_no_20_th_2003. pdf searched at 10.45 AM on April 07, 2018.

[11]Anonim, "Pengertian Mengajar Menurut Para Ahli" Online: *http://infodanpengertian.blogspot. co.id/2016/02/pengertian-mengajar-menurut-para-ahli.html?m=1.* Searched at 22:35 PM on April 21, 2018.

[12]Anonim, "Definisi dan Pengertian Mengajar" Online: http://www.definisi-pengertian.com/2015 /05/definisi-dan-pengertian-mengajar.html?m=1. searched at 22:35 PM on April 21, 201.

Teaching needs responsibilities from teachers and learners. Teachers are teach with their principles, teachers are teach not only giving knowledge to the learners, but also teach the moral value that will students apply in their environment and any conditions. And then learners gets knowledge and can applying on their daily life

Teaching speaking have connections with other skills: writing, listening, reading. It has become importance related the aim of teaching speaking are learn about language. Teaching speaking are teaching to produce the oral language. Teaching speaking are not only teaching about knowledge, but rather to learn and practice to speak with other and in their daily life.

d. Problem of Speaking Activities

In a process of learning English as a foreign language, there are some problems especially in teaching speaking. According to Penny Ur, some problems in teaching speaking are:[13]

1) Inhibition

Unlike reading, writing, and listening activities, speaking requires some degree of real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making

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[13] Penny, Ur. *A Course in Language Teaching: Practice and Theory*, (UK: Cambridge University Press, 1996), 121.

mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2) Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3) Low or uneven participation

Only one participant can talk at the time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4) Mother tongue use

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes-particularly the less disciplined or motivated ones-to keep to the target language.

e. **Characteristics of Successful Speaking Activity**

According to Penny Ur, some problems in teaching speaking To know the successful study in learning speaking, there are some characteristics, the characteristics are:

1) Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2) Participation is Even

Classroom discussion is not dominated by a minority of talk active participants: All get a chance to speak and contributions are fairly evenly distributed.

3) Motivation is High

Learners are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4) Language is of an Acceptable Level

Learners express themselves in utterances that are relevant, easily comprehensible to teach other, and of an acceptable level of language accuracy. [14]

f. **Speaking Assessment**

According to Brown, there are six types of classroom speaking performance:

1) Imitative. This activity focuses on some particular elements of language form. It is not solely for the purpose of meaningful interaction.

2) Intensive. This activity is designed to practice some phonological or grammatical aspect of language. Moreover it can be done individually in pairs or in groups.

3) Responsive. It involves the students" short response in the form of questions or comments during the activity.

4) Transactional. Since the name of the activity is transactional, it refers to the purpose of conveying or exchanging information.

5) Interpersonal. As the speaking activity before, this activity can be defined by the name. Interpersonal that has its purpose to maintain social relationships. Usually it is difficult for students to deal with this type of conversation due to the following complex factors such

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[14]Ibid., 120.

as a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert "agenda".

6) Extensive. It deals with the students at intermediate to advanced level when in some occasions they extend their monologues in the form of oral reports, summaries, or speeches. It can be planned or unplanned for the register is more formal and deliberative.[15]

In this research, the researcher focused on the Standard of Content Curriculum 2013 of English subject, particularly the English speaking skills (oral skills) at grade X of second semester. The Core of Competency and the Basic Competency are[16]:

Core Competency

4.4 menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

Basic Competency

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan

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[15] H. Douglas Brown, Language Assessment Principles And Practice (California: Longman, 2003), 141.

[16] Permendikbud No. 047 Year of 2016 about Standard Content of Primary and Secondary Education.

memberi dan meminta informasi terkait profesi, pendek dan sederhana, sesuai dengan konteks penggunaannya.

After knowing about teaching speaking, the researcher must to know how to assessing the students' performance in speaking. According to Penny Ur., the criteria used to rate the students' performance are: accuracy and fluency.

Table 2.1

Criteria Speaking Score by Penny Ur.[17]

Score	Accuracy			Fluency
	Vocabulary	Grammar	Pronunciation	
1	Little or no language produced			Little or no communication.
2	Poor vocabulary	Mistakes in basic grammar	May have very strong foreign accent	Very hesitant and brief utterances, sometimes difficult to understand.
3	Adequate but not rich vocabulary	Makes obvious grammar mistakes	Slight foreign accent	Gets ideas across, but hesitantly and briefly.
4	Good range	Occasional	Produced	Effective

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[17] Penny Ur. *A Course in Language Teaching: Practice and Theory*, (UK: Cambridge University Press, 1996), 135.

	of	grammar slips	words with	communication in
	vocabulary		mostly correct	short turns.
			accent but	
			sometimes	
			there is any	
			error	
5	Wide	Virtually no	Produced	Easy and effective
	vocabulary	grammar	words with	communication, uses
	appropriately	mistakes	correct accent	long turns.
	used			

2. Describe and Draw Technique

a. Definition of Describe and Draw Technique

Speaking and writing are both productive skills and pictures can often be used in similar ways to promote them. For example, in the well-known activity 'describe and draw', one student gives instructions while the other listens and draws.[18] Speaking is a way to produce the language. So, speaking is important to be mastered and learned in English language. To easily learning speaking, students need effective technique such as describe and draw technique. This

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[18] Andrew Wright, *Pictures for Language Learning* (United Kingdom: Cambridge University Press,1989), 17.

technique is useful to increase the students' speaking skill. So, the students can produce the language and learn English language easily.

Describe and draw technique is a technique that try students to speak more active with their classmate. This technique tried students arrange the words to describe the picture with knowledge, such as vocabulary, grammar, and pronunciation.

Describe and draw is a technique where one student describes a picture and a paired classmate has to draw the same picture without looking the original.[19]The students draw based on they heard without looking the original picture. It can be an effective technique to increase their speaking skill.

Describe and draw technique is one of interactive game technique to increase the student speaking skill. This technique is played in pair or group work which one student as a speaker who describe the picture, and one other as a listener who draw what he or she heard from the speaker.

b. **Procedure of Describe and Draw Technique**

One student describes a picture and a paired classmate has to draw the same picture without looking at the original. [20]

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[19] Jeremy Harmer, *the Practical of English Language Teaching*, (Third Edition, Longman: 2007), 135.
[20]Ibid.,134.

Describe and draw technique is an interest technique, this technique make the students enjoy learning speaking. The procedures in describe and draw technique are:

1) One student speaking to describe the picture by using a card that given by the teacher.

2) The other paired classmate drawing based on what they heard.

3) After finish drawing, they have to compare and discuss with the original picture.

c. **Advantages and Disadvantages of Describe and Draw Technique**

There are some advantages of describe and draw in a teaching process, they are:

1) Study becomes very interesting.

2) Students are more understand because they are very enthusiast with this technique.

3) Improving students' confidence.

4) The process of the study are very interesting.

There are some disadvantages of describe and draw in a teaching process,[21] they are:

1) Teacher should prepare many of pictures, because every student gets a different picture. So, teacher should prepare

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[21]Feri Huda, Journal, "Teaching Speaking using Describe And Draw Technique" *Cakrawala Pendidikan:* Vol.17, No. 02ISSN 1410-9883, STKIP Blitar, Oktober 2015.

many time to choose the picture that have same characteristic and quality

2) Teacher should give a picture as a handout to the students. In addition, based on this technique, teacher should prepare the handout of lesson matery, it's need a long time to prepare the handout and the picture, beside that, students' are focus on their picture, not on the handout matery.

3. **Cue Cards Media**

   a. **Definition of Cue Cards Media**

   There are many kinds of learning media that used in learning activities. One of them are cue cards. Cue cards are small photos or pictures that are stuck onto the cards. It is kind of flashcards with images. Both teachers and students can make the cards by themselves or modify the cards by adding some pictures, photos even words.[22]

   Moreover, according to Mora, cue card is a card with picture and it has cue words to help the students initiate conversation.[23]In another way, Cue cards is small cards which students used in pair or groupwork[24]

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[22]PlácidoBazo, "Cue Cards: Some Ideas for Using Them in the Primary Classroom,"*The Internet TESL Journal*,2007, Universities of the Canary Islands (Spain).

[23] Fenny Thresia, Journal, "Improving Students' Writing Ability Through Cue Cards Technique,"*Premise Journal,* Vol. 6 No.1, English Department of Muhammadiyah University of Metro Indonesia, April 2017.

[24] Jeremy Harmer, *the Practice of English Language Teaching* (Third Edition, Longman), 134.

Based on the language experts' opinion above, it can be conclude that cue cards media is a small card that consist of picture and some cue word to help the students understanding the meaning in a picture. Cue cards as a media, can used to help students speaking more effectively. Cue cards can used by teacher to improve the students speaking activities in the classroom, so that students can apply or practice in their daily life.

In making a cue cards, the best size of card to use, incidentally, is an 8"×5" card, the common 5"×3" are far too small to see when standing up. Any stationer will have the larger size of card.[25] In addition, we can make in a number of ways: We can take pictures from magazines and take them on card. We can draw a picture, buy reproduction, photographs, or posters from shop.

The most important thing for picture in the end is that they should be visible. They have to be big enough so that all our students-taking into account where they will be sitting, in choosing the picture, we should bear in mind three qualities they need to possess if they are to engage students and be linguistically useful. In the first place they need to be appropriate not only for the purpose in hand but also the classes they are being used for. If they are too childish students may

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[25]Christopher Turk, *Effective Speaking*: *Communicating in Speech* (Wales, Taylor and Francis Library: 2003), 95.

not like them, and if they are culturally inappropriate they can offend people.[26]

b. Advantages and Disadvantages of Cue Cards Media

There are several advantages of using cue card in teaching speaking:

1) Cue cards are easy to carry around.

2) Cue card is easier to hold, and you won't find yourself fumbling with trembling sheets of paper[27]

3) Picture provide visual supporting learning, as they activate mental images that can help the language learner remember a particular structure or vocabulary item

4) Picture can promote creative and critical thinking (for instance, in describing an everyday object from an usual angle)[28]

5) The material is cheap and easy to obtain[29]

There are several disadvantages of using cue card in teaching speaking:

1) Can not display the object that are too large, too small size to be displayed in classical.

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[26]Jeremy Harmer, *the Practice of English Language Teaching* (Third Edition, Longman), 136.

[27] Christopher Turk, *Effective Speaking*: *Communicating in Speech* (Wales, Taylor and Francis Library: 2003), 95.

[28] Kathleen M. Bailey and David Nunan, *Practical English Language Teaching: Speaking*, Series Editor, (Singapore, McGraw Hill: 2005), 57.

[29]Yesikarsila, "media pembelajaran menggunakan kartu" 2012, Online:http://yesii.blogspot. co.id/2012/ media-pembelajaran-menggunakan-kartu.html

2) Takes a long time to prepare the card.[30] To making a cue card, need a long time teacher should prepare the card.

C. Theoretical Framework

The writer use "describe and draw technique by using cue card media" to help the students increase their speaking skill in descriptive text. The combination of technique and media as an effective technique and media is designed to the students can be active and enjoy in the speaking class. It is modified to get students' more easily in learning speaking skill. Describe and draw technique by using cue card media has been shown to make the students arrange the words and describe the picture in a cue cards.

D. Hypothesis

Hypothesis in this research can be stated based on the theoretical analysis and theoretical framework. The hypothesis as follow:

Ha : there is significant differences on students speaking achievement in teaching speaking skill who are taught by describe and draw technique by using cue cards media

Ho : there is not significant differences on students speaking achievement in teaching speaking skill who arenot taught by describe and draw technique by using cue cards media

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[30]Ibid.

Describe and draw technique by using cue cards media is effective for teaching speaking at tenth grades of MA Darul Huda Ponorogo in Academic Year 2017/2018.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher applies the quantitative research design. Quantitative strategies have involved complex experiments with many variables and treatments. For the research design, the researcher takes the experimental research. Experimental research seek to determine if a specific treatment influences an outcome. Experimental research include true experiments and quasi experiments.[1]

The design of this research was quasi-experimental design. Quasi-experimental research design has a control group, but be fully controlling variables during experiment held on. Quasi-experimental research design are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups.[2]The researcher applied the Quasi-experimental research because the researcher tried on one of technique describe and draw by using cue card media to increase students' speaking skill by using two class pre- test and post-test design.

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[1] John W. Cresswell, Research Design: *Qualitative, Quantitative, and Mixed Methods Approaches, Third Edition* (California: SAGE, 2009), 12.

[2] Donal Ari, *Introduction to Research in Education*, 8th Edition (Canada, Wadsworth. Cengage Learning: 2010),316.

The types of quasi-experimental design include: nonequevalen (pre-test and post-test) control group design, single-group interrupted time series design, and control group interrupted time series design.[3] In this research, the researcher used nonequivalent design (pre-test and post-test) control group design for this research. This design included a pre-test measures followed by treatment (for experiment class) and a post test for two groups (control and experiment). According to John, the design of research is as bellow:

29

Experimental O1	x	O2	
	....		
Control	O3	O4	

Notes:
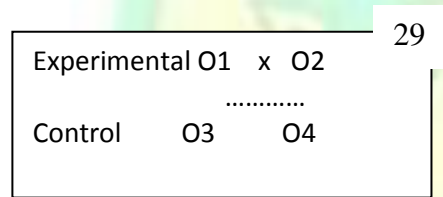
Experimental : the class who is taught using describes and draws technique by using cue cards media

Control : the class who is taught without describes and draws technique by using cue cards media

O1: pre-test for the experimental class

O3: pre-test for the control class

X : treatment

O2: post-test for experiment class

O4: post-test for the control class.[4]

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[3] John W. Creswell, *Research Design: Qualitative Quantitative and Mixed Methods Approaches* (California: SAGE, 2009), 160.

[4] Ibid., 161.

The research design that used by researcher is adjusted with the purpose of the study. That is to know the effectiveness of describe and draw technique by using cue cards media in teaching speaking at tenth grade of MA Darul Huda Ponorogo in academic year 2017/2018 by comparing describe and draw technique by using cue cards media and without using describe and draw technique by using cue cards media in students' speaking skill.

As experimental study, there are at least two groups in this experiment, namely control group and experimental groups. The control groups is the class that is taught not using describe draw technique by using cue cards media, and experimental group is that class is taught using describe draw technique by using cue cards media.

In experimental class, pre-test was applied to know the teaching speaking before implementing describe and draw technique by using cue cards media, and post-test was applied to know the teaching speaking after the implementing of describe and draw technique by using cue cards media. Moreover, the procedures in the implementation of describe and draw technique and cue cards media as follow:

1. Introducing the issue or problem to be discussed.

2. Dividing the class into several group, every group consist of two students' (pair).

3. The teacher gives a cue card in every group.

4. Students' do based on the card instruction.

5. The first student describes the picture in a card and the second students' draw it.

6. Giving specified time allocation at the 10-15 minutes

7. After finished, they have to compare and discuss with the original picture

Besides that, in control class pre-test and post-test are used to measure the students' speaking which didn't teaching by using describe and draw technique by using cue cards media, but using Lecture Method. The procedure in implementation of Lecture Method as follow:

1. The teacher gives the text to the students

2. The teacher read the text.

3. The teacher ask to the students' to repeat after the teacher read.

4. The teacher asks students to speak in front of the class.

B. Population and Sample

1. Population

Before conduct in observation, the researcher needs to determine the population. A population is defined as all members of any well-defined class of people, events, or objects.[5] A population is a group of individuals who have the same characteristic.[6]

From the statement above, it can be said that population is the research object as member a target that have same characteristic to get and collect the data. In this research, the researcher took the tenth grade students of MA Darul Huda Ponorogo in academic year 2017/2018. The tenth students of MA Darul Huda Ponorogo divided into two classes: X J that consist of 35 students, and X F that consist of 39 students. The total of population is 74 students.

2. Sample

A sample is a portion of a population. *Sample* is the small group that is observed, and the larger group about which the generalization is made is called a *population.*[7]A sample is a

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[5] Donal Ari, *Introduction To Research In Education*, 8th Edition (Canada: Cengage Learning, 2010), 148

[6]John, W.Cresswel, *Educational Research, Planning, Conducting and Evaluating Quantitative and Qualitative Research,* Fourth Edition (University of Nebruska-Lincoln: Pearson, 2012), 142

[7] Donal Ari. *Introduction To Research In Education*, 8th Edition (Canada: Cengage Learning, 2010), 148

subgroup of the target population that the researcher plans to study for generalizing about the target population.[8]

From the explanation, the researcher conclude that sample is a part of population which used to take the information and conducting the research In this study, the researcher applies random sampling at the sampling technique. Thus, the simple random sampling is choose individuals to be sampled who will be representative of the population. Then, the researcher took two classes at tenth grade that used as a sample. One for experiment class and another for control class which have a criteria that the students have same capability. Those classes are tenth F IAGA as the experimental class which consist of 39 students and tenth J IAGA as the control class which consist of 35 students. The respondent of this research are consist of 74 students.

C. **Instrument of Data Collection**

Before the researcher determined the instrument of data collection, the researcher explained about the research instrument. It was described in the table below:

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[8] Ibid., 142

Table 3.1The Indicator Instruments of Data Collection

Title of research	Variable	Sub. Variable	Indicators	Subject	Technique
The effectiveness of describe and draw technique and cue cards media for teaching speaking at tenth grade of MA Darul Huda Ponorogo	Technique (independent variable)	Describe and draw technique	Students are able to describe the picture about job description or profession to the friend. Students are able to learn speaking more active and not monotonous with	The Tenth Grade Students Of MA Darul Huda Ponorogo In academic year 2017/2018	Oral test (pre and post test)
	Media (independent variable)	Cue cards media			
	Teaching English (dependent variable)	Teaching speaking			

			describe and draw technique by using cue cards media.		

D. Technique of Data Collection

In this research instrument, to collected data are used test. The test is constructed by the researcher based on the standardized procedures of making test. The test was divided into two parts. They are the test for student that used describe and draw technique by using cue cards media in teaching speaking and the test for students that not used describe and draw technique by using cue cards media in teaching speaking.

1. Test

Test is a tool to measure someone skill by using question or practice, in oral or written test. According to Brown, test is method of measuring person's ability, knowledge or performance in a given domain.[9] The researcher used test to get score of data from students, so

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[9]H. Douglas Brown, *Language Assesment* (San Fransisco: Longman Itd), 3.

it can be knew significant difference between students before and after use the describing and drawing technique by using cue cards media.

In this study, the researcher do some activities on control and experiment class in teaching speaking process as follow:

a. Pre-test, the first activity before the researcher giving treatment.

b. Giving treatment, the researcher teaching on experiment and control class.

c. Post-test, the students showed the performance with technique and media that given to know the result of the treatment.

Before do the research activities, the researcher needs to know between the test was valid and reliable or not, so the researcher did some examine as follow:

a. The Validity of Test

Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on

the instrument itself but on the interpretation and meaning of the scores derived from the instrument.[10]

To calculate, the researcher used SPSS 16. The analyze used to find out the r_{xy}, From the result of item instruments validity calculation could be concluded as follow:

Table 3.2 Validity Test

Correlations

		Item_1	item_2	item_3	item_4	NILAI
Item_1	Pearson Correlation	1	.413[*]	.525[**]	.574[**]	.794[**]
	Sig. (2-tailed)		.012	.001	.000	.000
	N	36	36	36	36	36
item_2	Pearson Correlation	.413[*]	1	.457[**]	.506[**]	.727[**]
	Sig. (2-tailed)	.012		.005	.002	.000
	N	36	36	36	36	36
item_3	Pearson Correlation	.525[**]	.457[**]	1	.624[**]	.802[**]
	Sig. (2-tailed)	.001	.005		.000	.000
	N	36	36	36	36	36
item_4	Pearson Correlation	.574[**]	.506[**]	.624[**]	1	.868[**]
	Sig. (2-tailed)	.000	.002	.000		.000
	N	36	36	36	36	36
NILAI	Pearson Correlation	.794[**]	.727[**]	.802[**]	.868[**]	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	36	36	36	36	36

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[10] Donal Ari, *Introduction To Research In Education*, 8th Edition (Canada, Wadsworth. Cengage Learning: 2010), 225

Correlations

		Item_1	item_2	item_3	item_4	NILAI
Item_1	Pearson Correlation	1	.413*	.525**	.574**	.794**
	Sig. (2-tailed)		.012	.001	.000	.000
	N	36	36	36	36	36
item_2	Pearson Correlation	.413*	1	.457**	.506**	.727**
	Sig. (2-tailed)	.012		.005	.002	.000
	N	36	36	36	36	36
item_3	Pearson Correlation	.525**	.457**	1	.624**	.802**
	Sig. (2-tailed)	.001	.005		.000	.000
	N	36	36	36	36	36
item_4	Pearson Correlation	.574**	.506**	.624**	1	.868**
	Sig. (2-tailed)	.000	.002	.000		.000
	N	36	36	36	36	36
NILAI	Pearson Correlation	.794**	.727**	.802**	.868**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	36	36	36	36	36

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3.3 The Result of Validity Test

Speaking criteria	"r" calculated	"r" table	Criteria
Vocabulary	0,794	0,325	Valid
Grammar	0,727	0,325	Valid
Pronunciation	0,802	0,325	Valid
Fluency	0,868	0,325	Valid

Based on the table above, it shows that all speaking criteria have valid result.

b. The Reliability of Test

The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring.[11] The researhers must identify and use a technique to help them in measuring to know their instrument reliable or not.

The reliability of a test is in part a function of the length of the test. Other things being equal, the longer the test, the greater its reliability. A test usually consists of a number of sample items that are, theoretically, drawn from a universe of test items.[12]

In addition the reliability of a test is in part a function of the ability of the individuals who take that test. A test may be reliable at one level of ability but unreliable at another level. The questions in a test may be difficult and beyond the ability level of those who take it—or the questions may be easy for the majority of the subjects. This difficulty level affects the reliability of the test.[13]

In this research, the reliability of the test was measured by comparing the obtained score with r-score product moment. The

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[11]Ibid., 236

[12]Ibid., 247

[13]Ibid., 248.

calculation of reliability test used SPSS16.00 programs for windows. The result of reliability said if the obtained score is higher than the table r-score, it could be said that the test is reliable. Then, if the obtained score is lower than the table r-score, it could be said that the test is not reliable. The calculation of reliability shows as follows:

Table 3.4 Reliability of test

Reliability Statistics

Cronbach's Alpha	N of Items
.814	5

The calculation result of reliability was the value of the students' variable reliability instruments is 0.814. The test is reliable because the index of reliability is 0.814. It is higher than r table that showed 0.250.

2. Documentation

Documentation is the technique of collecting data which is taken from reading such as books, newspaper, opinion, which

related of the research.[14] In this research documentation as supporting data include history of school, geographies location, vision, mission, and purpose of MA Darul Huda Ponorogo.

E. Technique of data analysis

After collecting data, the next step to be done by researcher is analyze the data. The purpose of this step is to arrange and interpret data, to know the effectiveness of describe and draw technique by using cue cards media in teaching speaking. In this case, researcher counts the data to answer statement of the problem and try to test the hypothesis.

1. Assumption Test

   a) Normality Test

   Normality test is to determine whether the population data is normally distributed or not. The calculation of normality test is used SPSS 23 version. To find out the normality of data by followed this steps:

   Input the data to the data view by first fill the compared two or more groups.[15] To calculate the homogeneity test, the researcher used SPSS 16 version. The steps of calculation as follows:

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[14]H. Douglas Brown, *Language Assesment* (San Fransisco: Longman ltd), 158.

[15] Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2015), 212.

1) Open the SPSS program

2) Input the data into data view by first fill the variable view with write down X as the score of pre-test and post-test and Y as the kind of class.-

3) Click analyze – compare means – one way anova

4) Drag X into dependent list and Y as factor list

5) Click options – checklist Homogeneity of variance test

6) Click OK

b)   Homogeneity Test

Homogeneity test is used to know before researcher was compared some of groups. It is useful to test homogeneity of variance in compared two or more groups.[16]Researcher used SPSS 16.00 to calculate the homogeneity test. The steps of calculation explain below:

1) Open the SPSS 16.00 program.

2) Input the data into data view by first the variable view with write down X as the score of pre-test and post-test and Y as the kind of class.

3) Click Analyze – Compare Means – One Way Anova.

4) Drag X into dependent list and Y as factor list.

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[16]*Ibid,* 212.

5) Click option – checklist Homogeneity of variance test – OK.

The criteria of determining of homogeneity test are explains below:

- If F_{value} was lower than F_{table} ($F_{value} < F_{table}$), it means that H_0 is accepted and H_a is rejected.

- If F_{value} was higher than F_{table} ($F_{value} > F_{table}$), it means that H_0 is rejected and H_a is accepted.

2. Testing Hypothesis

After collecting data, the researcher uses SPSS Statistic 16 version for calculate data. That is hypothesis of the test

Ho : varience population identical

Ha : varience population non identical

Ho is accepted if probabilities > 0.05, there is no significant difference score in speaking for students who are taught by describe and draw technique by using cue cards media and who are not taught by describe and draw technique by using cue cards media at the tenth grade students of MA Darul Huda Ponorogo in academic year 2017/2018.

Ha is rejected if probabilities < 0.05, there is significant difference score in speaking for students who are taught by

describe and draw technique by using cue cards media and who are not taught describe and draw technique by using cue cards media at the tenth grade students of MA Darul Huda Ponorogo in academic year 2017/2018

The steps of calculation explain below:

    a.   Open the SPSS16.00 program.

    b.   Input data to the data view by first change the value in the variable view by change the Name, Decimals, Value and Measure.

    c.   Click Analyze – Compare Means – Independent Sample t-test.

    d.   In the dialog box of Independent Sample t-test, input the variable x in Test Variables and variable y in Grouping Variable.

    e.   Click Define Groups write down 1 in the Group 1 and write down 2 in the Group 2, then Continue – OK.

    After calculation, the researcher proposed the alternative hypothesis (H_a) and null hypothesis (H_0) which is described below:

        H_0 : if $t_{test} < t_{table}$ in significant degree 5%

        H_a : if $t_{test} > t_{table}$ in significant degree 5%

    Meanwhile, the degree of freedom (df) = $(N1 + N2) - 2$

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Findings

1. The Historical Background of MA Darul Huda Ponorogo

Madrasah Aliyah Darul Huda which was established on 29 September 1989 with the operational license number W.n. 06.04 / 00.0352 / 58.14 / 1989, shelter under Yayasan Pondok Pesantren Darul Huda, is one of the many Madrasah Aliyah in Ponorogo District.

Madrasah Aliyah Darul Huda as the Foundation of Pondok Pesantren Darul Huda where the shelter, using the method " على نهج السلفية "الحديثة" with the meaning of "المحافظة على القديم الصالح والأخذ بالجديد الأصلح" which means to keep preserving the old method is good and take a new better. This method is expected in accordance with the direction of government policy on Curriculum Level of Education Unit (KTSP) which is character-based at this time.

The headmaster of MA Darul Huda is Drs. MUDAFIR. MA Darul Huda has been accreditation on 30th October 2010 with the status accreditation is B, then on 25th October 2016 with the status accreditation is A based on SK *Badan Akreditasi Nasional Sekolah*/Madrasah Number: kw.13.4/4/PP.00.6/868/2010

2. **The Profile of MA Darul Huda Ponorogo**

   a. **General Location**

   MA Darul Huda Mayak Ponorogo is located at Ir. H. Juanda Gg. VI/38 Street, Mayak village, Tonatan Ponorogo.

   b. **Vision, Mission, and Goal**

Vision

(Hablun Minallah), and Skilled in the community (Hablun Minannas), with the following indicators: *Berilmu*: Having a high quality science in the mastery of Science and Technology and IMTAQ as the *Kholifah Fi al-ardl. Beramal*: skilled in performing worship (Hablun Minallah), and skilled in the community (Hablun Minannas). *Bertaqwa*: Always high on the truth and away from all ugliness, both religious norms and community norms.

Mission

   a. Equip Students, Science *'amaliyah*.

   b. Familiarize the Learners, charity the Ilmiyah.

   c. Inculcating Faith and Faithfulness to Allah SWT.

   d. Cultivate the attitude and religious *'amaliyah* of Islam.

   e. Optimize enrichment on religious values.

   f. Delivering cadres who are ready, intelligent, self-knowledgeable and professional and have national insight.

g. Implement learning and guidance in an effective, skilled, creative, so that each student can develop optimally, in accordance with the potential possessed, both spiritual, science and technology and *akhlakul karimah*

h. Fostering and cooperating with the community

i. Encourage and help each student to recognize himself / herself and his potential, thereby growing and developing fully and optimally.

j. Increase awareness of environmental cleanliness

Goal

a. Improving the quality of moral knowledge for madrasah citizens

b. Improving the quality of scientific charity for madrasah.

c. Improve the quality of religious attitudes and 'amaliyah Islamic madrasah citizens.

d. Increasing the awareness of madrasahs towards the cleanliness and beauty of the madrasah environment.

e. Improving the quality and quantity of facilities and infrastructure and facilities that support the improvement of academic and non-academic achievement.

c. **The Organization Structure**

The organization structure of MA Darul Huda Mmayak Tonatan Ponorogo as follow:

1) Headmaster   : Drs. Mudhafir

2) Committee Council   : Drs. H. Fathur Rozi

3) Head of Administration   : Ahmad Sujari, AZ

4) Deputy of Curriculum   : Umar Salim, M.Pd.I

5) Deputy of Student   : Qoribun Sidiq, S.Ag

6) Deputy of Infrastructure   : Mudhir Sunani

3. **TheTeachers and Students in MA Darul Huda Ponorogo**

The teachers have to act as the advisor for the students in developing their creativity and potential. Moreover, the teachers have to motivator which has guided them raise their goal.

The total of the teachers in MA Darul Huda Mayak Ponorogo are 128 teachers in academic year 2017/2018. They are consists of 2 PNS teachers and 126 non-PNS teachers. The description of the teachers in MA Darul Huda Mayak Ponorogo is described as follows:

Table 4.1

The description of the teachers in MA Darul Huda Ponorogo

Status	Total
PNS	2

Non-PNS	126
Total	128

Students are the important component in education. The total

number of students is about 2.422 students in academic year 2017/2018.

Table 4.2 The total number of students in academic year 2017/2018

Year	Gender		Number of Students
	Male	Female	
2017/2018	1059	1363	2422

4. **The infrastructure of MA Darul Huda Ponorogo**

Infrastructure is needed in an educational institution to facilitate the

students and the teachers. It has an important role in the school because

infrastructure will help the teaching and learning process. The table below

is the list of infrastructure in MA Darul Huda Mayak Ponorogo:

Table 4.3 the list of infrastructure in MA Darul Huda Mayak

Ponorogo

No.	Name of Infrastructure	Total	Condition
1.	Headmaster's room	1	Good
2.	Administration's room	2	Good
3.	Teacher's room	2	Good
4.	Classroom	73	Good
5.	Computer laboratory	2	Good
6.	Lab ipa	1	Good
7.	Lab bahasa	1	Good
8.	Library	2	Good
9.	Cooperation (canteen)	1	Good
10.	Counseling room (BK/BP)	2	Good
10.	Aula	1	Good

11.	Toilet	90	Good
12.	Kitchen	1	Good
13.	Art and Culture room	1	Good
14.	Mosque	1	Good

B. Specific Findings

1. The Schedule of The Research

There are four meetings of this research. They are pre-test, first treatment and second treatment with describe and draw technique by using cue cards media, and the last was post-test. And for control class, there are consisted of four meetings: pre-test, first meeting, second meeting, and the last is post-test. The research schedule can be seen in the table below.

Table 4.4 Research Schedule of Experimental Class

Date	Activities
April, 10st 2018	Pre-test
April, 17th 2018	First Treatment
April, 21st 2018	Second Treatment
April, 24th 2018	Post-test

Table 4.5 Research Schedule of Control Class

Date	Activities
April, 02nd 2018	Pre-test
April, 07th 2018	First Meeting

April, 09th 2018	Second Meeting
April, 15th 2018	Post-Test

2. The Procedure of the Research in Experimental Class

This research used experiment research which made two classes as the sample; those were X F IAGA as the experimental class which consist of 30 students and X J IAGA as the control class which consist of 37 students.

In experiment class, the researcher used describe and draw technique by using cue cards media in teaching speaking learning process. There are some procedures used in this class, they are: pre-test, treatment, and post-test. In this research, he researcher only uses descriptive text in learning process.

Firstly, the students were given pre-test to give evidence. According Mr. Aris Umami as English teacher of MA Darul Huda, students both X F and X J IAGA have difficulties in learning English subject especially in speaking. So, the researcher needs to give evidence by giving pre-test. The students was practicing to describe a picture one by one people in front of the class.

Secondly, the treatment of describe and draw technique by using cue cards media, before the teacher asks students to make group, teacher

explain material about descriptive text. Then teacher asks students to make descriptive text together about "job description or profession". In this step, the students were given the stimulus to increase their speaking ability, the teacher giving a card in one paired students, one student describes a picture and a paired classmate draw the same picture without looking the original.

Thirdly, the students were given post-test to measure whether the describe and draw technique by using cue cards media was success or not in teaching speaking descriptive text.

3. **The Procedure of the Research in Control Class**

This research takes X J IAGA as control class which applies lecturing method technique. It is trying to make teaching and learning processes naturally. The number of X B class is 37 students.

The procedure is the same with the procedure of experimental class. They are pre-test, treatment with lecturing method technique, and the last meeting post-test. Pre-test and first treatment and post-test held. There are same material which taught to the students was same with experimental class. That is descriptive text, but different on the treatment.

The lecturing technique is not new technique which is taught by the teacher in teaching speaking and learning processes. An oral presentation given by teacher to all students. Teacher centered is very

dominant in this technique. The teaching and learning process using lecturing method through some steps, they are:

    a. Teacher explains the material orally.

    b. Giving one text to all students then discuss it together.

    c. Ask the students to retell the text in front of the class.

4. **The Result of Students' Pre Test Experimental Class (XF IAGA)**

    The table below shows the result of students' speaking skill achievement for the students who taught by using describe and draw technique by using cue cards media (experimental class). In this table shows pre-test score.

Table 4.6

The Score of Pre-Test for Experimental Class (XF IAGA)

No.	Nama	Vocab	Grammar	Pronunciation	Fluency	Total
1.	Ae Primananda	10	15	15	15	55
2.	Afifah Azah	20	15	20	20	75
3.	Anis rahma	10	15	10	15	50
4.	arida arifa	15	15	10	15	55
5.	binti m	15	15	15	15	60
6.	diyan asma	10	20	15	15	60
7.	dwi faidatul	20	20	15	20	75
8.	faridatul L	15	15	15	15	60
9.	fatati N	20	15	20	20	75
10.	fina costarini	15	15	15	15	60
11.	ghayul p	15	15	10	15	55
12.	inayah	15	10	15	15	55
13.	lailatul I	20	15	15	15	65
14.	ni'matul w	15	15	15	20	65
15.	nur azizah	20	15	20	20	75

16.	nur fita	20	20	15	20	75
17.	putri I	10	15	15	20	60
18.	reza k	15	10	15	15	55
19.	ridzki f	15	15	20	20	70
20.	rizky widya	15	15	10	15	55
21.	rosyida c	15	10	20	15	60
22.	salhana n	15	15	20	20	70
23.	shela d	15	15	10	15	55
24.	shofiyah c	15	15	10	15	55
25.	sintya v	15	15	15	15	60
26.	sintya z	15	15	15	20	65
27.	triyana r	15	15	20	20	70
28.	vina c	15	15	15	15	60
29.	wilda n	15	10	10	15	50
30.	zumrotus	20	15	20	20	75

It can be seen that the highest pre-test score of experimental class was 75 while the lowest pre-test was 50. The result of students' test of experimental class can be seen clearly on the following table. It will explore about pre-test in the experimental class.

Table 4.7

Frequency Distribution of Pre-Test in Experimental Class

pretestexp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	2	6.7	6.7	6.7
	55	8	26.7	26.7	33.3

60	8	26.7	26.7	60.0
65	3	10.0	10.0	70.0
70	3	10.0	10.0	80.0
75	6	20.0	20.0	100.0
Total	30	100.0	100.0	

From the table above, it could be seen that the score of students speaking was various. There were 6.7% students or 2 students got score 50, 26.7% students or 8 students got score 55, 26.7% students or 8 students got score 60, 10.0% students or 3 students got score 65, 10.0% students or 3 students got score 70, and 20.0% students or 6 students got score 75.

Based on the table above, the histogram can be seen as follows

Figure 4.1

Histogram for Pre-Test in Experimental Class
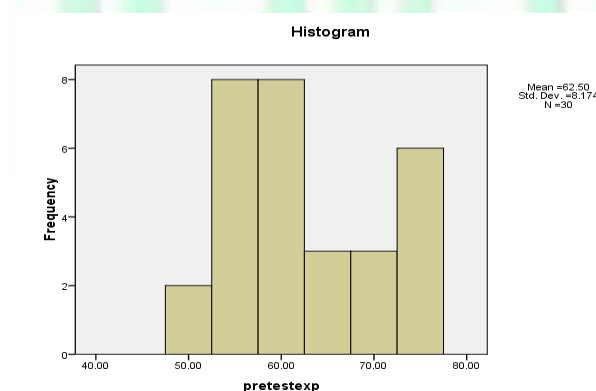
From the histogram above, it is stated that M = 62.50.5 and SD = 8.174. To determine

the category of the students' speaking skill was good, medium or low, the researcher

grouped score using standard as follows:

a)   More than M + 1.SD (62.50 + 8.174= 70.674) is categorized into good

b)   Between M – 1.SD to 1.SDx is categorized into medium

c)   Less than M – 1.SD (62.50 – 8.174 = 54.326) is categorized into low

Thus, it can be seen that the scores which are more than 70.674 is categorized into

good, the score between 55-70 is categorized into medium, meanwhile the score

which are less than 54.326 is categorized into low. That categorization can be seen

clearly in the following:

Table 4.8

The Categorization of Students' Pre-Test in Experimental Class

No.	Score	Frequency	Percentage	Category
1.	More Than 71	6	20.0%	Good
2.	Between 55-70	22	73.3%	Medium
3.	Less Then 54	2	6.7%	Low
	Total	30	100%	

From the table above, it could be seen that the score of students' speaking skill who are taught by using describe and draw technique by using cue cards media in pre-test shows that 20.0% in the good category, 73.3% in the medium category and 6.7% in the low category.

5. **The Result of Students' Post-Test Experimental Class (XF IAGA)**

The table below shows the result of students' speaking skill achievement for the students who taught by using describe and draw technique by using cue cards media (experimental class). In this table shows post-test score.

Table 4.9

The Score of Post-Test for Experimental Class (XF IAGA)

No.	Nama	Vocab	Grammar	Pronunciation	Fluency	Total
1.	Ae Primananda	15	10	20	20	65
2.	Afifah Azah	25	25	20	25	95
3.	Anis rahma	15	15	15	20	65
4.	arida arifa	15	25	20	20	80
5.	binti m	20	15	20	20	75
6.	diyan asma	20	20	15	10	65
7.	dwi faidatul	25	25	15	20	85
8.	faridatul L	15	20	15	20	70
9.	fatati N	20	25	20	20	85
10.	fina costarini	20	20	15	20	75
11.	ghayul p	20	15	10	15	60
12.	inayah	20	20	15	15	70
13.	lailatul I	25	20	25	15	85
14.	ni'matul w	15	15	20	20	70
15.	nur azizah	20	25	20	25	90
16.	nur fita	25	25	20	25	95
17.	putri I	15	15	20	20	70

18.	reza k	20	20	15	15	70
19.	ridzki f	25	20	15	20	80
20.	rizky widya	15	15	20	20	70
21.	rosyida c	25	15	25	20	85
22.	salhana n	20	20	20	25	85
23.	shela d	20	15	15	20	70
24.	shofiyah c	20	15	15	20	70
25.	sintya v	20	15	15	15	65
26.	sintya z	20	15	20	20	75
27.	triyana r	25	25	20	25	95
28.	vina c	15	20	15	20	70
29.	wilda n	15	20	20	15	70
30.	zumrotus	25	25	20	20	90

It can be seen that the highest post-test score of experimental class was 95 while the lowest post-test was 60. The result of students' test of experimental class can be seen clearly on the following table. It will explore about post-test in the experimental class.

Table 4.10

Frequency Distribution of Post-Test in Experimental Class

posttestexp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	3.3	3.3	3.3
	65	4	13.3	13.3	16.7

70	10	33.3	33.3	50.0
75	3	10.0	10.0	60.0
80	2	6.7	6.7	66.7
85	5	16.7	16.7	83.3
90	2	6.7	6.7	90.0
95	3	10.0	10.0	100.0
Total	30	100.0	100.0	

From the table above, it could be seen that the score of students speaking was various. There were 3.3% students or 1 students got score 60, 13.3% students or 4 students got score 65, 33.3% students or 10 students got score 70, 10.0% students or 3 students got score 75, 6.7% students or 2 students got score 80, 16.7% students or 5 students got score 85 and 6.7% students or 2 students got score 90, and 10.0% students or 3 students got score 95.Based on the table above, the histogram can be seen as follows:

Figure 4.2

Histogram for Post-Test in Experimental Class
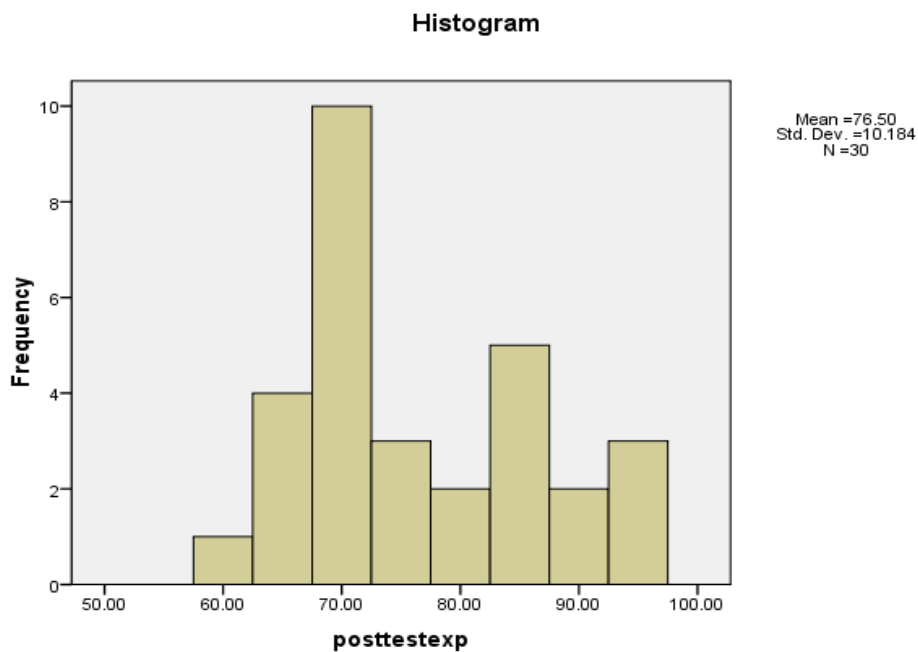
Histogram

From the histogram above, it is stated that M = 76.50 and SD = 10.184. To determine the category of the students' speaking skill was good, medium or low, the researcher grouped score using standard as follows:

a)   More than M + 1.SD (76.50 + 10.184= 86.684) is categorized into good

b)   Between M – 1.SD to 1.SDx is categorized into medium

c)   Less than M – 1.SD (76.50 - 10.184 = 66.316) is categorized into low

Thus, it can be seen that the scores which are more than 86.684 is categorized into good, the score between 66 – 86 is categorized into medium, meanwhile the score which are less than 66.316 is categorized into low.

Table 4.11

The Categorization of Students' Post-Test in Experimental Class

No.	Score	Frequency	Percentage	Category
1.	More Than 87	5	16.7%	Good
2.	Between 66-86	20	66.6%	Medium
3.	Less then 66	5	16.7%	Low
	Total	30	100%	

From the table above, it could be seen that the score of students' speaking skill who are taught by using describe and draw technique by using cue cards media in post-test shows that 16.7% in the good category, 66.6% in the medium category and 16.7% in the low category.

6. **The Result of Students' Pre-Test Control Class (XJ IAGA)**

The table below shows the result of students' speaking skill achievement for the students who are not taught using describe and draw technique by using cue cards media (control class). In this table shows pre-test score.

Table 4.12

The Score of Pre-Test for Control Class (XF IAGA)

No.	Nama	Vocab	Grammar	Pronunciation	Fluency	Total
1.	afroyin	20	15	15	20	70
2.	aliviyafa	20	15	20	20	75

3.	amalia	15	15	10	20	60
4.	anggun	15	10	15	15	55
5.	anis nur	15	10	20	20	65
6.	anis	15	15	15	15	60
7.	anisya	15	10	15	10	50
8.	annisa	20	15	15	15	65
9.	ashfi	20	15	15	10	60
10.	aurora	15	10	15	15	55
11.	bunga	15	15	15	15	60
12.	diana	20	15	20	20	75
13.	dinda	10	10	20	20	60
14.	ely	15	15	15	15	60
15.	fadila	15	10	15	15	55
16.	ika	15	15	15	15	60
17.	juwita	15	10	15	15	55
18.	kurnia	20	15	15	15	65
19.	laila	15	15	10	15	55
20.	masriza	15	10	15	15	55
21.	mustika	10	15	15	15	55
22.	nina	10	15	15	15	55
23.	nur habibah	20	15	15	20	70
24.	nur muhsusotun	20	20	15	20	75
25.	nuraini	15	10	15	15	55
26.	puri l.	10	10	15	20	55
27.	puri nur	20	15	20	20	75
28.	rahmatul	20	10	15	10	55
29.	rima	15	15	15	15	60
30.	rinanti	15	10	15	20	60
31.	salma alvia	15	15	15	10	55
32.	tri candra	10	15	15	15	55
33.	vina	20	15	15	15	65
34.	wigati	15	15	10	15	55
35.	zahrotul	15	15	15	15	60
36.	zulfa laila	15	15	15	10	55
37.	luthfiyah	15	10	15	20	60

It can be seen that the highest pre-test score of control class was 75 while the lowest post-test was 50. The result of students' test of control class can be seen clearly on the following table. It will explore about post-test in the experimental class

Table 4.13

Frequency Distribution of Pre-Test in Control Class

pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	2.7	2.7	2.7
	55	15	40.5	40.5	43.2
	60	11	29.7	29.7	73.0
	65	4	10.8	10.8	83.8
	70	2	5.4	5.4	89.2
	75	4	10.8	10.8	100.0
	Total	37	100.0	100.0	

From the table above, it could be seen that the score of students speaking was various. There were 2.7% students or 1 students got score

50, 40.5% students or 15 students got score 55, 29.7% students or 11

students got score 60, 10.8% students or 4 students got score 65, 5.4%

students or 2 students got score 70, and 10.8% students or 4 students got

score 75.

Based on the table above, the histogram can be seen as follows:

Figure 4.3

Histogram for Pre-Test in Control Class
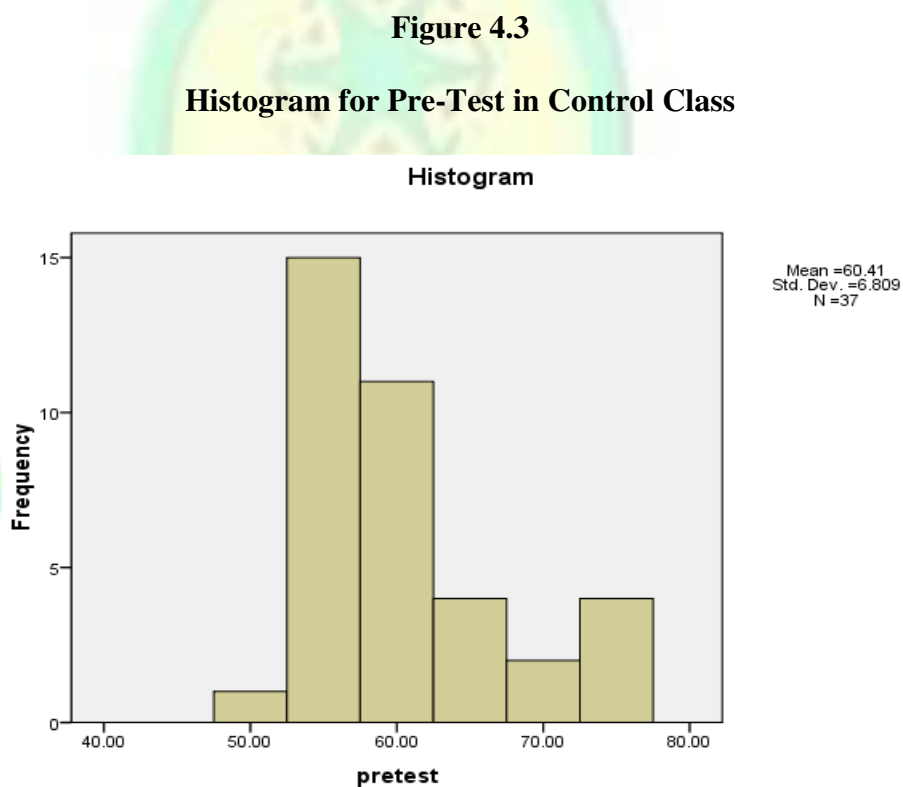
From the histogram above, it is stated that M = 60.41 and SD = 6.809. To determine

the category of the students' speaking skill was good, medium or low, the researcher

grouped score using standard as follows:

a)   More than M + 1.SD (60.41 + 6.809. =67.219) is categorized into good

b)   Between M – 1.SD to 1.SDx is categorized into medium

c)   Less than M – 1.SD (60.41 - 6.809. = 53.601) is categorized into low

Thus, it can be seen that the scores which are more than 67.219 is categorized into good, the score between 66 – 54 is categorized into medium, meanwhile the score which are less than 53.601 is categorized into low.

Table 4.14

The Categorization of Students' Pre-Test in Control Class

No.	Score	Frequency	Percentage	Category
1.	More Than 67	6	16.2%	Good
2.	Between 54-66	30	81.1%	Medium
3.	Less then 54	1	2.7%	Low
	Total	37	100%	

From the table above, it could be seen that the score of students' speaking skill who are not taught using describe and draw technique by using cue cards media in pre-test shows that 16.2% in the good category, 81.1% in the medium category and 2.7% in the low category.

7. **The Result of Students' Post-Test Control Class (XJ IAGA)**

The table below shows the result of students' speaking skill achievement for the students who are not taught by using describe and

draw technique by using cue cards media (control class). In this table

shows post-test score.

Table 4.15

The Score of Post-Test for Control Class (XJ IAGA)

No.	Nama	Vocab	Grammar	Pronunciation	Fluency	Total
1.	afroyin	20	15	15	20	70
2.	aliviyafa	15	15	20	15	65
3.	amalia	10	10	15	20	55
4.	anggun	15	10	15	15	55
5.	anis nur	15	15	15	15	60
6.	anis	15	10	15	20	60
7.	anisya	15	15	15	20	65
8.	annisa	20	20	15	20	75
9.	ashfi	20	15	20	20	75
10.	aurora	15	15	10	15	55
11.	bunga	10	15	15	15	55
12.	diana	10	10	10	25	55
13.	dinda	20	15	15	20	70
14.	ely	15	10	15	15	55
15.	fadila	15	15	15	20	65
16.	ika	15	10	15	15	55
17.	juwita	15	15	10	15	55
18.	kurnia	15	10	15	15	55
19.	laila	15	15	20	20	70
20.	masriza	15	10	15	15	55
21.	mustika	15	15	10	15	55
22.	nina	15	15	15	15	60
23.	nur habibah	15	15	15	15	60
24.	nur muhsusotun	15	10	15	15	55
25.	nuraini	20	20	20	20	80
26.	puri l.	15	15	10	15	55
27.	puri nur	15	15	10	15	55
28.	rahmatul	15	15	15	20	65
29.	rima	10	15	15	15	55

30.	rinanti	15	10	15	15	55
31.	salma alvia	15	15	15	15	60
32.	tri candra	15	10	15	15	55
33.	vina	10	15	15	15	55
34.	wigati	10	15	15	15	55
35.	zahrotul	10	15	15	15	55
36.	zulfa laila	15	15	15	15	60
37.	luthfiyah	15	15	20	20	70

It can be seen that the highest pre-test score of control class was 80
while the lowest post-test was 55. The result of students' test of control class
can be seen clearly on the following table. It will explore about post-test in the
control class.

Table 4.16

Frequency Distribution of Post-Test in Control Class

posttest

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	20	54.1	54.1	54.1
	60	6	16.2	16.2	70.3
	65	4	10.8	10.8	81.1
	70	4	10.8	10.8	91.9
	75	2	5.4	5.4	97.3

| | 80 | 1 | 2.7 | 2.7 | 100.0 |
| | Total | 37 | 100.0 | 100.0 | |

From the table above, it could be seen that the score of students speaking was various. There were 54.1% students or 20 students got score 55, 16.2% students or 6 students got score 60, 10.8% students or 4 students got score 65, 10.8% students or 4 students got score 70, 5.4% students or 2 students got score 75, and 2.7% students or 1 students got score 85.

Based on the table above, the histogram can be seen as follows

Figure 4.4

Histogram for Post-Test in Control Class
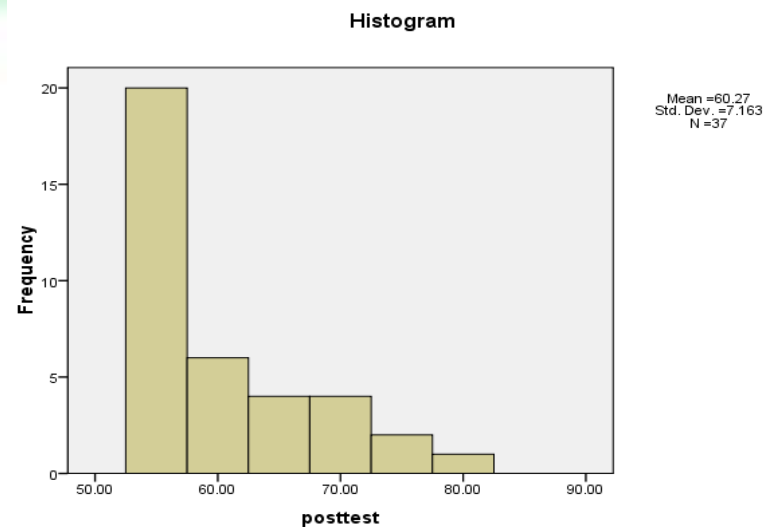
From the histogram above, it is stated that M = 60.27 and SD = 7.163. To determine the category of the students' speaking skill was good, medium or low, the researcher grouped score using standard as follows:

a) More than M + 1.SD (60.27 + 7.163 = 67.433) is categorized into good

b) Between M – 1.SD to 1.SDx is categorized into medium

c) Less than M – 1.SD (60.27 - 7.163 = 53.107) is categorized into low

Thus, it can be seen that the scores which are more than 67.433 is categorized into good, the score between 53 – 67 is categorized into medium, meanwhile the score which are less than 53.107 is categorized into low.

Table 4.17

The Categorization of Students' Post-Test in Experimental Class

No.	Score	Frequency	Percentage	Category
1.	More Than 67	7	18.9%	Good
2.	Between 53-67	30	81.1%	Medium
3.	Less then 53	0	0%	Low
	Total	37	100%	

From the table above, it could be seen that the score of students' speaking skill who are not taught by describe and draw technique by using cue cards media in post-test control class shows that 18.9% in the good category, 81.1% in the medium category and 0% in the low category.

C. Data Analysis

1. Assumption Test

Before testing the hypothesis, the data most fulfill the assumption in which the data must be normally distributed and homogenous. Therefore, normality and homogeneity test be provided.

a. Normality Test

Normality test is used to know whether the data come the distribution or not. There are many ways to conduct normality test that is Kolmogorov-Smirnov, Lilieforsc, and Chi Square.[1] In this study, the research tends to use SPSS program version 16 with Kolmogorov-Smirnov to analyze the normality.

1. Experimental Class Normality Testing

Table 4.18

Normality Test of Experimental Class

One-Sample Kolmogorov-Smirnov Test

	posttestexp
N	30

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[1] Retno Widyaningrum, *Statistika* (Yogyakarta : Pustaka Felicha, 2014), 204.

Normal Parameters[a]	Mean	76.5000
	Std. Deviation	10.18366
Most Extreme	Absolute	.238
Differences	Positive	.238
	Negative	-.131
Kolmogorov-Smirnov Z		1.306
Asymp. Sig. (2-tailed)		.066

a. Test distribution is Normal.

Based on the calculation of SPSS version 16 above, it can be seen that the test used one-sample Kolmogorov Serminov test. The data of experiment group is normality distributed. It can be seen from the value of Sig. (2-tailed) that is higher than a (0,066 > 0,0

2. **Control Class Normality Testing**

Table 4.19

Normality Test of Control Class

One-Sample Kolmogorov-Smirnov Test

	posttest
N	37

Normal Parameters[a]	Mean	60.2703
	Std. Deviation	7.16337
Most Extreme	Absolute	.310
Differences	Positive	.310
	Negative	-.231
Kolmogorov-Smirnov Z		1.883
Asymp. Sig. (2-tailed)		.002

a. Test distribution is Normal.

Based on the calculation of SPSS version 16 above, it can be seen that the test used one-sample Kolmogorov Smirnov test. The data of control group is normality distributed. It can be seen from the value of Sig. (2-tailed) that is higher than a (0,002 > 0,05).

b. **Homogeneity Test**

Homogenity test is used to know whether the data come from the homogeneous variance or not. To calculate the data, the researcher use SPSS program version 16. The result of calculation as below:

Table 4.20 The Result of Homogeneity Calculation

Test of Homogeneity of Variances

pretestexperiment

Levene Statistic	df1	df2	Sig.
3.870	4	24	.015

Based on the table 4.15 above, the researcher concluded that the data is homogeneous distributed, because the value of statistic is higher (0.015 > 0,005)

2. **Testing Hypothesis**

After conducting normality and homogenity test, the researcher was testing the hypothesis. The researcher used T-test analyze the data. T-test is a kind statistical used to test truth and falseness on the hypothesis.[2] It was used to compare the students' speaking skill that divide into two groups which are taught by using different method. The researcher compare the mean score of students' speaking skill who are taught by using describe and draw technique by using cue cards media (H_0) and students' speaking skill who are not taught by using using describe and draw technique by using cue cards media (H_a).

In this research, the researcher calculates the data of the research by using SPSS version 16 program for windows.

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[2] Retno Widyaningrum, *Statistika,* (Yogyakarta: Pustaka Felicha, 2014), 151.

Table 4.21

The result of Mean Score of Experimental Class and Control Class

Group Statistics

KELAS		N	Mean	Std. Deviation	Std. Error Mean
NILAI	EKSPERIMEN	30	76.50	10.184	1.859
	CONTROL	37	60.27	7.163	1.178

Based on the table above, the result of data analysis showed that the

means score students of experiment class (students who are taught by

using describe and draw technique by using cue cards media) is 76.50

while the means score of control class (students who are not taught by

using describe and draw technique by using cue cards media) is 60.27.

Table 4.22 The Result of T-test Calculation

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
					Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
	F	Sig.	t	Df				Lower	Upper
N I L	Equal variances assumed	7.568	.008	7.644	65	.000	16.230	2.123	11.989	20.470

A I	Equal variances not assumed			7.374	50.402	.000	16.230	2.201	11.810	20.649

Based on the result of T-test above, Mean = 16.230, it refers to the average difference of students speaking score between experimental and control class. Standard Error = 2.123. Confidance interval in lower and upper refers to size of confidance is 95% level. T value is the result of T-test = Degree of freedom (df) = 65 (db - 2; 67 − 2 = 65). Score sig. (2-tiled) = 0,000. To interpret the data above, the researcher formulate hypothesis as below:

H_a : there is significant difference in speaking skill of students who are taught by using describe and draw technique by using cue cards media

H_o : there is significant difference in speaking skill of students who are not taught by using describe and draw technique by using cue cards media

The research result, t = 7.644, with df = 65, on level significance 5%. Pursuant to the table value "t" = 2,00. Then "t" account more then t-table (7.644 > 2,00). It can be concluded that the students taught by using describe and draw technique by using cue cards media get a better score in speaking then the students who are not taught by using describe and draw technique by using cue cards media.

3. **Discussion**

This research is conducted to find out the significant difference score in speaking skill between students who are taught by Describe and Draw

Technique by using Cue Cards Media and who are not taught by Describe and Draw Technique by using Cue Cards Media, especially in descriptive text. It has been discussed that describe and draw technique by using cue cards media is one of effective technique and media which can be applied in teaching and learning process. The discussion of this research explains that the use of describe and draw technique by using cue cards media is effective in teaching speaking.

Firstly, Speaking is productive skills and pictures can often be used in similar ways to promote them.[3] To make the learning speaking more effective, technique and media are important needed. The applying describe and draw technique can help the students more active speaking with their classmate. As a media, cue cards can help the students to initiate the conversation.[4]

Secondly, the procedure of describe and draw technique is where one student describe a picture in a card (cue card), and a paired classmate has to draw the same picture without looking the original.[5] The students arrange the words to describe the picture with their pairwork. So, that it can help the students more confidence, not reticence and not afraid to speaking in learning speaking.

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[3]Andrew Wright,*Pictures for Language Learning* (United Kingdom: Cambridge University Press,1989), 17.

[4]Fenny Thresia, Journal, "Improving Students' Writing Ability Through Cue Cards Technique,"*Premise Journal,* Vol. 6 No.1, English Department of Muhammadiyah University of Metro Indonesia, April 2017.

[5]Jeremy Harmer, *the Practical of English Language Teaching*, (Third Edition, Longman: 2007), 135.

Lastly, it is expected to build the students' confidence in speaking with other. The students will have habitual to have to good and fluently in communication, not afraid and not reticence to speaking, especially at student Senior High School.

From the computation above, it was shown that the difference coefficient of students taught using describe and draw technique by using cue cards media and students not being taught using describe and draw technique by using cue cards media is 7.644. That result was used to find out whether the difference coefficient was a significant coefficient or not, and furthermore it could be used a basic generate the population.

Hypothesis test (t_0) at 7.644 from the computation above would be compared to the "t" index (t_t) with the condition below:

1. If the $t_0 \geq t_0$ H_a was accepted. It means that there was a significant difference between two variables.

2. If the $t_0 < t_0$ H_a was refused. It means that there was no significant difference between two variables.

To determine that value of t_0, the researcher is checking db and consulted with the t_t score:

$$Db = n_1 + n_2 - 2$$
$$= 30 + 37 - 2$$
$$= 65$$

At the significant standard 5%, the value of t_t is 2,00. Then, the value of t_0 is compared to the value of t_t. The value of t_t is 7.644. So, $t_0 > t_t$, it means that H_a is accepted and H_0 is rejected.

From the calculation above, it can be seen that the students' who are taught by using describe and draw technique by using cue cards media got better score than those who are not. So, it can be concluded that there is significant difference to the student's speaking skill between students' who are taught by using describe and draw technique by using cue cardsmedia and those who are not at the tenth grade students of MA Darul Huda Ponorogo in academic year 2017/2018.
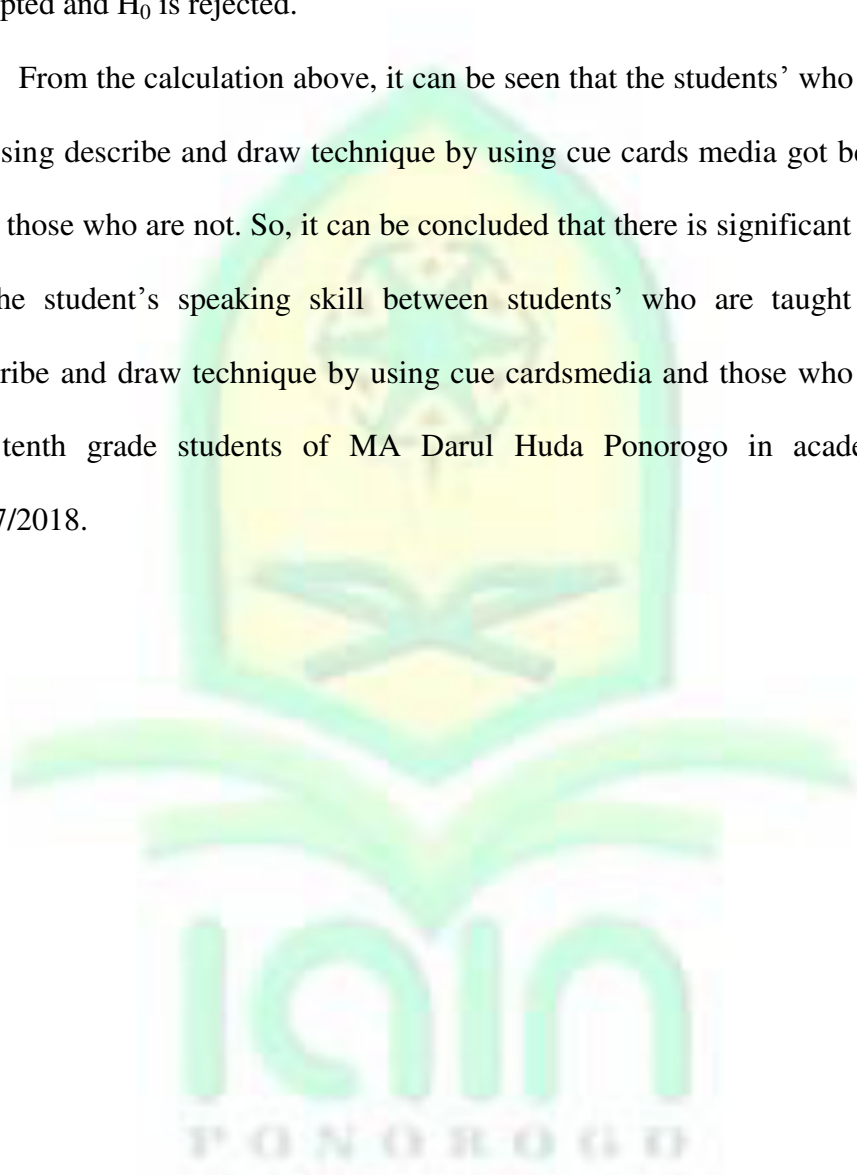
CHAPTER V

CLOSING

A. Conclusion

Describe and Draw Technique by using Cue Cards Media is one of alternative technique that combined with media. It makes the students will not bored and interested while learning speaking about descriptive text. The teacher can use Describe and Draw Technique by using Cue Cards Media to teaching speaking skill, especially teaching descriptive text. The students can learning with describe a picture and then drawing a picture in a pair work. It also makes the students easily to speak up about descriptive text in one paired students. So, it makes the students' score in speaking skill on descriptive text is more good.

Based on the data calculation of research to the tenth grade students of MA Darul Huda Ponorogo in Academic Year 2017/2018, it can be seen from the data of students' post-test score in the experimental class is 76.50, while the post-test score in control class is 60.27. It is indicated that the students who are taught Describe and Draw Technique by using Cue Cards Media got the better score than the students who are taught using lecturing technique. The conclusion can be seen from the result of statistical calculation in the previous chapter, where value of t_{test} is higher than t_{table} (7.644>2.00). From the explanation above, it can be conclude that Describe and Draw Technique by using Cue Cards Media is effective in speaking skill to the tenth grade students of MA Darul Huda Ponorogo in Academic Year 2017/2018.

B. Recommendation

Based on conclusion above, it can be delivered some recommendations that might be useful for English teacher, students and other researchers as follows:

1. For the English teacher

   The researcher recommends to the English teacher that the English teacher should be creative and need to know the strategy in teaching process in order to make effective teaching and learning process. And also English teacher should give the motivation to the students. So, the students will be more interested in teaching learning process. The researcher also recommends the teacher to use the various techniques and media in teaching and learning process. Describe and Draw Technique by using Cue Cards Media can be one of some techniques and media which is used for teaching speaking skill, especially descriptive text. It is effective strategy to increase the students' speaking skill score, and make them become active in learning speaking.

2. For the students

   After getting material by using Describe and Draw Technique by using Cue Cards Media, the students hopefully can increase their achievement in speaking skill. Besides, Describe and Draw Technique by using Cue Cards Media is expected to make students become creative, active, and confidence in the classroom. Additionally, this technique and media gives opportunity to the students to be more active speaking with other people in every time and everywhere.

3. For the other researchers

The researcher knows that this research is far for being perfect. The researcher hopes this research is expected to give more knowledge about the use of Describe and Draw Technique by using Cue Cards Media. For the other researcher, it is necessary to look for and try out other strategy so that the technique and media in teaching learning speaking skill will be more various.
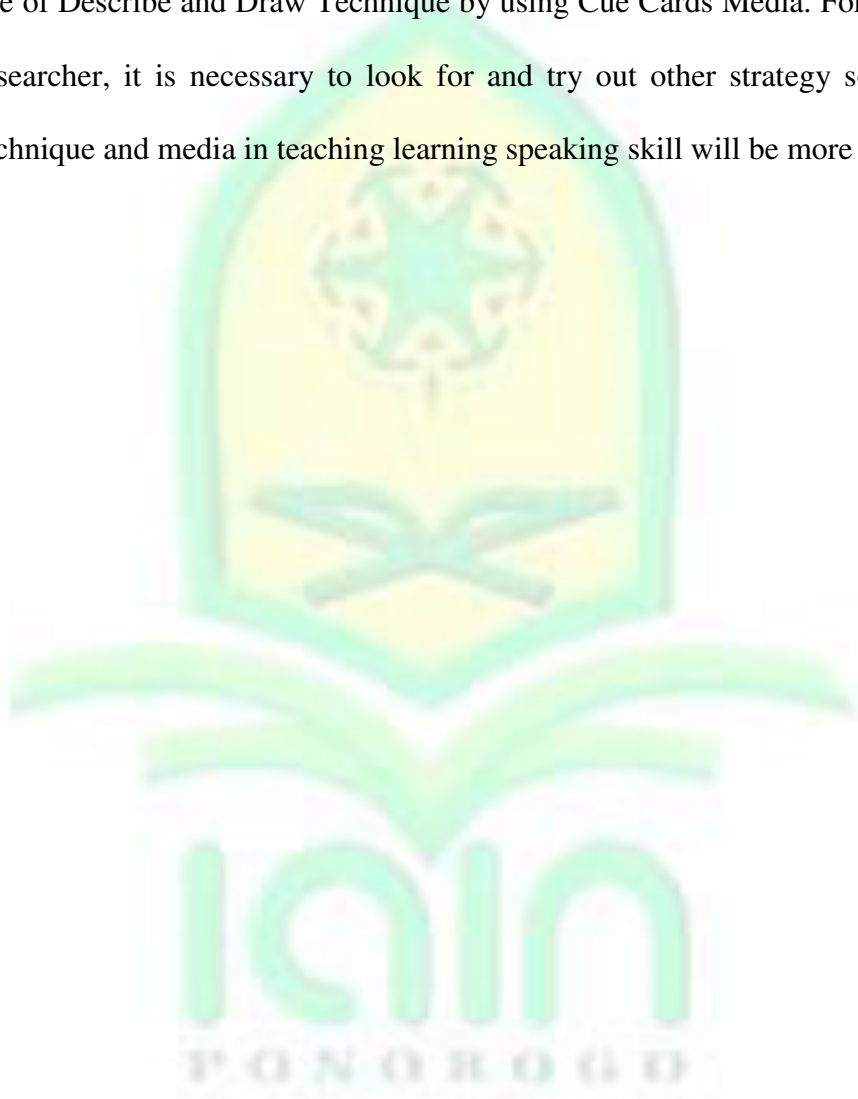
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