

Chapter One

Introduction

There are several things or points that are explained in this chapter, the things that are discussed in this chapter are the background of the research that is carried out by the researcher. This study describes students' perceptions on the use of cue cards for their speaking skills. In this chapter, the researcher also presents questions that lead to the research. The researcher also includes several research objectives achieved in this research.

Background of the Research

In learning languages, especially English, speaking skill is one of the most important skills to master. Speaking activities are fundamental activities in learning English. Therefore, speaking skills must improve in learning English because by mastering the speaking skills students can communicate properly and correctly so that what they say can be understood by others. Therefore, speaking skills are important and must be properly mastered by a student, especially by students High School in the first grade. Among these skills, speaking is considered the most complex skill because English is not used in daily conversation. Besides that, speaking skills also really need to be mastered because by speaking students can convey whatever ideas they have. Besides that, by mastering speaking skills students can also communicate with other people properly and correctly and can easily be understood by others.

Speaking is the action where the speakers deliver and receive ideas from each other. According to Pawlak and Waniek-Klimczak (2015), speaking is a

process that living things carry out by creating and exchanging meaning through symbols both verbally and nonverbally in a variety of life situation. In learning English, especially to improve students speaking skills, there are many methods that can be used, and one of them is by using cue card.

Cue card is one method that has a good impact in improving students' speaking skills. According to Mulyana et al. (2021) cue card significantly improved the students' speaking skill. Students can remember several key words or vocabulary that they want to say later, so that it makes it easier for students when they want to speak in public.

Based on the researcher's observation in a senior high school in Tangerang, some teachers in the school use cue cards to teach speaking skills. The researcher uses a class who has used cue cards in their speaking skill learning process. By using cue card for teaching speaking, it can help the students to remember what to say. According to Nunan (2003), cue card can be used in presenting the idea or monologue. Using cue card can be a basic reference for students in speaking and in conveying information. However, based on the researcher's informal observation there are some English teachers who did not use cue card for teach speaking skill because some teachers feel that the method is less effective. Furthermore, the researcher conducted the research to determine students' perceptions on the use of cue cards for students' speaking skills and the researcher wants to know what the students' like and do not like about cue cards for their speaking skills.

Identification of the Problem

According to the background of the research above, there are several problems related to students' speaking skills. The first problem is the students have a little chance to speak in the class because the teachers only explain without giving the students chance to talk. The problems like this can lead to the students lazy even learning to speak because it is monotonous, and they have little opportunity to speak English. In fact, the teachers teaching techniques and methods are very influential on students' motivation in learning. If the method used is interesting, it can be ensured that students can learn English better.

The second problem is due to covid-19 classes are conducted online and that makes difficult for teachers and students to do practice speaking English, and only more assignments in the form of reading or writing in online class. This makes it more difficult for students to learn to speak English in time of pandemics. Third problem is choosing an inappropriate media makes students quickly bored and difficult to understand the lesson, because the teacher uses a lot of traditional methods such as speech. Cue cards are media that are often used to teach speaking in class. Some English teachers use cue cards as learning media in English classes, but there are also several other English teachers who don't use this learning media at all. The researcher wants to know the perception of students who have attended English speaking classes using cue cards media, namely about what students like and do not like about using cue cards in English speaking classes.

Delimitation of the Problem

In this study, the researcher focuses on students' perceptions on what they like and what they dislike about using cue card in learning methods for their speaking skills. These cue card methods have been used in one senior high school in Tangerang. To make this research more effective, the researcher used interviewed students to explore students' perceptions on the use of cue card for their speaking skills at senior-high school students.

Research question

In this research, there are two research questions, as follow:

1. What do students like about using cue cards for their speaking skills?
2. What do students dislike about using cue cards for their speaking skills?

The Objectives of the Research

The objectives of the study are as follows in considering the research questions:

1. to explore what the students like about using cue cards for their speaking skills.
2. to explore what the students dislike about using cue cards for their speaking skills.

The Significance of the research

This research is expected to benefit or provide a positive impact for these certain people:

Students

This research can be a way for students to improve their speaking skills in English by using cue cards. Students can also anticipate the lack of using cue cards on their English-speaking ability.

Teachers

This research can be an inspiration for a teacher in teaching speaking skills to the students. Through this research the teacher can consider using the cue cards method in improving students' speaking skills.

Future Researchers

This research can be a reference for future researchers about the same topic. Future researchers can look for other discoveries that are new to this topic.

Organization Of the Research

This research is presented in five chapters. Chapter one focuses on explaining the topic being studied, namely students' perceptions on the use of cue cards. The background of the research, identification of the research, definition of the problem, research questions, research purpose, and relevance of the research are all included in this chapter.

Chapter two contains literature review. This provides general information about the opinions of researcher about the topic that conducted. In this chapter, there is also some research that support this research. There are several points that

are described in this chapter. Chapter two also explains the things that are related to what students like and do not like from using cue card.

The procedure is explained in chapter three. This chapter describes the researcher's research process. The methodology, tools, participants, venues, and data collection strategies are covered in this chapter. The researcher also describes how to conduct data analysis in this chapter.

The findings and discussion are in chapter four. The outcome of the data analysis is presented in this chapter. This chapter presents the results of the data analysis obtained. In this chapter, the researcher connects the results of the study with a literature review as a material for discussion.

The conclusion and suggestion are in chapter five. This chapter describes the general response to the study questions as well as the researcher's suggestions. Teachers, students, and other researchers are provided the recommendations. The researcher offers an analysis of the study's problems and findings in this chapter. This chapter also includes recommendations for parties involved in this research.