



THE EFFECT OF USING CARDS ON THE TENTH YEAR
STUDENTS' SPEAKING ABILITY AT SMAN 03 LUMAJANG

THESIS PROPOSAL

By:

Afduk Zamzami
NIM 050210401097

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2010**

SUMMARY

Afduk zamzami, 2005: **The Effect Of Using Cards On The Tenth Year Students' Speaking Ability At SMAN 03 Lumajang.**

Thesis, English Education program, Language and Arts Education Departement, Faculty of Teacher training and Education, Jember University.

Consultants : (1) Dra. Wiwiek Eko B., M.Pd
(2) Drs. Sudarsono, M.Pd

Key Words : Cards; Speaking Ability

This experimental research was intended to investigate the effect of using Cards on the tenth year students' speaking ability at SMAN 03 Lumajang. This research design was quasi experimental using instructional media. The respondents were two of the six classes of the tenth year students, one was treated as the experimental group and the other one as the control group: the classes were determined by using cluster random sampling by considering the result of the homogeneity test. In this research, the primary data were gained through speaking test. The test was given to both of the classes namely the experimental group and the control group. The test was conducted on Augustus 28, 2010 for both groups. The test for the experimental group (X-A class) was held on Saturday at 07.00 am until 09.00 am, the control group (X-C class) started the test at 09.00 am until 11.00 on the same day. The test was given to both groups after they received four (4) times English speaking classes lasted in 90 minutes for each meeting. The experimental group was given four times treatment, that is teaching speaking by using cards as the instructional media, while the control group was taught speaking using conventional technique, that is, "Question and answer" without using cards. A comparison was made between the two groups by analyzing the students' speaking scores obtained through test. To make the test process easier and more accurate, the students' utterances were recorded. Then, the students' speaking performance was evaluated from the aspects of fluency, accuracy on

grammar, vocabulary, pronunciation and the content. Hughes' rating scales (2003: 111- 112) that had been adapted were used to score the students' speaking performance of each aspect.

The result of each aspect and its score was then consulted to the t-table. The total of the result score became the score of the students' speaking test. After that, the result of the test was analyzed by using t-test formula to compare the mean difference of both groups. The t-test formula of 5% significant level was used to analyze the primary data in the form of the students' speaking scores. The result showed that the statistical computation value of the t-test was higher than that of the t-table ($3.198 > 1.664$). Therefore, the alternative hypothesis was accepted. To sum up, there was a significant effect of using Cards On The Tenth Year Students' English Speaking Ability At SMAN 03 Lumajang. Therefore, it is suggested that teaching speaking by using Cards should be used as alternative teaching media to improve students' speaking ability.

TABLE OF CONTENTS

	Page
TITLE	i
DEDICATION	ii
CONSULTANS' APPROVAL.....	iv
APPROVAL OF EXAMINATION COMMITTEE	v
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLE	x
LIST OF APPENDICES	xi
ABSTRACT	xii
CHAPTER 1. INTRODUCTION	
1.1 Background of the Research	1
1.2 Problem of the Research	3
1.3 Operational definition of the terms	3
1.3.1 Cards	3
1.3.2 Speaking Ability	4
1.4 Objective of the Research	4
1.5 Significance of the Research	4
1.5.1 For the English Teacher	4
1.5.2 For the Students	4
1.5.3 For Future Researchers	5
CHAPTER 2. REVIEW OF RELATED LITERATURE	
2.1 Instructional Media in English Teaching.....	6
2.2 Kinds of Instructional Media in English Teaching	7
2.3 Cards as Visual Aids used for Instructional Media.....	7
1) Function of Cards	8
2) Kinds of Cards	9

a) Picture Cards	9
1.) The Function of Picture Cards in English Teaching.....	10
2.) How to Apply Picture Cards	10
b) Sentence Cards	11
c) The Function of Sentence Cards in English Teaching.....	12
2.4 The Advantages Using Sentence Cards	13
2.5 Disadvantages Using Sentence Cards	13
2.6 Speaking Skill	14
2.6.1 The Aspects of Speaking Ability	14
2.6.2 Scoring Speaking Ability	15
1) Fluency	16
2) Pronunciation	16
3) Vocabulary	17
4) Grammar	17
5) Content	18
2.7 Teaching Speaking Using Cards	18
2.8 The Effect of Using Cards	18
2.9 Hypothesis	19

CHAPTER 3. RESEARCH METHOD

3.1 Research Design.....	20
3.2 Research Area	21
3.3 Respondent Determination.....	22
3.4 Data Collection Method	22
3.4.1 Oral test	23
3.4.2 Interview	25
3.4.3 Documentation.....	26
3.5 Data Analysis Method.....	26

CHAPTER 4. RESEARCH RESULTS AND DISCUSSION

4.1 The Research Result.....	28
4.1.1 The Results of Primary Data	28
4.1.1.1 The Result of Homogeneity Test.....	29
4.1.1.2 The Result of The Test	29
4.1.1.3 The Respondent of The Research.....	32
4.1.1.4 The Result of data Computation	32
4.1.2 The Result of Supporting Data	36
4.1.2.1 he Results of Interview.....	36
4.1.2.3 The Results of Documentation.....	37
A. List of the English Teacher	37
B The Facilities	37
4.2 Hypotheses Verification.....	38
4.2.1 The Hypothesis	38
4.2.2 Discussion	38

CHAPTER 5. CONCLUSION AND SUGESSTIONS

5.1 Conclusion	41
5.2 Suggestion.....	41

REFERENCES

APPENDICES