

The Impact of Cue Card Media on the Secondary School Students' Speaking Anxiety

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ABSTRACT

The objective of this research is to find out whether a cue card media given impact or not in reducing speaking anxiety at grade in MTs Az-Zikra Kota Sorong. Related to the objective of the researcher used pre-experimental qualitative research design. The design of this research is pre-experimental research. The population of this research was eighth grades students with total of the sample was 34 students, based on purposive sampling. In the collecting the data, the researcher used 32 items questionnaire for pre-test and posttest. In analyzed the data, the researcher used SPSS 20 program to calculation the data. The result of the research showed that, there is a difference in the scale between the before treatment and after treatment because T-value (6.258) > T-table (1.703) and P value (0.000) < α (0,05). It also indicates that the H_0 was rejected and H_a which said Cue card media give impact on the student speaking anxiety was accepted. It can be seen from the mean score from the pre-test questionnaire was 76,4 decreased on post-test questionnaire was 53,6. It can be concluded that cue card media can reduce the students' speaking anxiety.

Key words: Cue Card Media; Speaking Anxiety

INTRODUCTION

Anxiety is a negative way to present human feelings. When we are anxious, we feel nervous, worried, and fearful. We struggle, tremble, perspire, and our hearts beat quickly. In general, anxiety can be defined as a complex concept dependent upon not only on one's feelings of self-efficacy but also appraisals concerning the potential and perceived threats inherent in certain situations (Tobias, cited in (Ansari 2015). Anxiety is a feeling of uneasiness and worry, usually generalized and unfocused as an overreaction to a situation that is only subjectively seen as menacing (.Bouras N, Holt G , cited in (Zhang 2019) .

According Seligman, cited in (Lal Banga 2013) Anxiety is a feeling of fear, worry, and uneasiness, usually generalized and unfocused as an overreaction to a situation that is only subjectively seen as menacing. It is often accompanied by muscular tension, restlessness, fatigue, and problems in concentration. Anxiety can be

appropriate, but when it is too much and continues too long, the individual may suffer from an anxiety disorder.

Ely cited in (Ansari 2015) Students who experience fear of negative evaluation do not consider language errors as a natural part of the learning process, but as a threat to their image, and a source for negative evaluations either from the teacher or their peers. As a result, they are silent and withdrawn most of the time, and do not participate in language activities. Language anxiety can be rhetorically described as “the feeling of tension and apprehension specifically associated with second language texts, including speaking, listening, and learning” (MacIntyre & Gardner, 1994, as cited in Subaşı, (2010: p.30) cited in (Ansari 2015) . Various types of anxiety have been categorized by researchers. For instance, Dörnyei (2005) cited in (Ansari 2015) classifies anxiety in two categories: (a) facilitating and debilitating and (b) trait and state anxiety. Facilitating anxiety improves learning and performance, while debilitating anxiety is associated with poor learning and performance. Trait anxiety levels are often higher in females than males due to regularly fluctuating hormones. State anxiety can vary in intensity and can change over time.

Based on the observation on 19th May 2021 the researcher found that the student of eight grade in MTs Az-Zikra Sorong got difficulty when they are study speaking. Some of them have difficulty understanding English lesson, especially at the lesson of speaking. In this case, the researcher tried to interview some in the eighth grade to get information about the obstacles these students face. The students are afraid to increase their ability to speak because of the anxiety factor in themselves. So, their ability to say a sentence in English became passive and became embarrassed when asked to speak. To solve the problem above, the researcher intends to use Cue Card media to decrease the student’s anxiety in speaking. Cue card media are cards with words and pictures on them, which is used to encourage the students to respond in pair or group work.

LITERATURE REVIEW

Previous Study

First, research that was conducted in July-September 2011 by Fenny Elvita in 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 with aims to effect of using cue card toward students’ speaking ability. Risnawati (2019) researched about the use of Tic Tac Toe game to improve the student’s vocabulary. Through the Tic Tac Toe game, students could learn without feeling bored, depressed, or sleepy in class because students felt challenged to answer the questions given to win the game. The data was analysed by using Paired Sample 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 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.

Second, research that was conducted in 2012-2013 by Ika Sastrawati in improving students' writing skill through cue card method with aims to the use of Cue Card Media improve the student's writing skill. The method of this research was classroom action research consisted of two cycles. instrument was writing test and observation. The research findings indicated that the application of cue card media was effective and significant in improving the students' writing skill especially its focus on students' content and vocabulary.

Third, research that was conducted in 2018 by STAI Hubbulwathan Duri in using cue cards to develop the tenth-grade students' speaking skill with aims to the effect of using cue cards media on students' vocabulary mastery. From the calculation, t obtained was 10.343, the level significance of 5% was 2.05, and the level of significance 1% was 2.76. It showed $2.05 > 10.343 > 2.76$. It could be concluded that alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected.

Speaking Anxiety

Anxiety is defined as state of uneasiness and apprehension of fear caused by the anticipation of something threatening according to Kirkwood and Melton cited in (Raja 2017). In addition (Brown, 1994, & Sellers, 2000;) in (Zkhanibek 2001) anxiety is a complex psychological construct consisting of many variables. It is difficult to collapse them all into a single concise definition. In its simplest form, anxiety can be associated with feelings of uneasiness, frustration, self-doubt, insecurity, or apprehension is intricately intertwined with self-esteem issues and natural ego preserving fears. Anxiety is condition where one is uncomfortable on circumstances were deemed threatening and punishable. Neither, it's in that condition, a person's body use reveal a form of anxiety. That is, digestion is disturbed and often triggers a person to go to the bathroom repeatedly to pee and pee, sweaty, unstable heart rate, nervous, obsessive thoughts are difficult to control, fear runs deep.

Dacey cited in (Siswanti and Djalal 2018) there are three characteristics of anxiety that occurs in the student that is:

- a. Physically, include nervousness, arms and limbs that vibrate or tremble, sweat, mouth or throat feels dry, difficulty speaking, difficulty breathing, heart palpitations or tight-knit, dizziness, feeling weak or numb, frequent urination, feeling sensitive, or irritable.
- b. Behaviorally, includes avoidance behavior, attachment and dependent behavior, shaken behavior.
- c. Cognitively covering worry about something, feelings of disturbance or fear of something happening in the future, the belief that something terrible will happen soon without a clear explanation, fear of losing control, fear of inability to overcome problems, thinking that everything can no longer be controlled, finds it difficult to focus and concentrate.

Along with the phonological system, the grammar, and culture, vocabulary is a part of language. Student's want to learn a specific language. In this situation, English obviously needs to master those components. When teaching English vocabulary to students, teachers must be able to communicate in simple English. In other words, English teaching strives to introduce the language, which necessitates the use of the existing situational context in the teaching process. Teachers must do so because teaching English to youngsters differs from teaching English to adults, particularly in terms of vocabulary instruction. Using an approach, teachers should aim to explain the meaning of the terms being taught as clearly as feasible.

Stuart (2007) cited in (Norhasimah 2010) divides anxiety levels into four levels, including:

a. Mild anxiety

This worry is related to the strain of daily life, this anxiety causes the individual to be alert and increases broader perception. These anxieties can motivate learning and produce growth and creativity. Physiological responses are indicated by occasional shortness of breath, arterial and blood pressure elevated, mild symptoms in the stomach, wrinkled face, quivering lips. Cognitive response is broad perception, able to accept complex stimuli, concentrate on problem. Behavioral and emotional responses like not being able to still, tremor in the hand, the voice sometimes increases.

b. Moderate anxiety

Moderate anxiety is enabling one to focus on what is important and to override the other so that one receives selective attention but can do something about it target. Physiological response: frequent shortness of breath, pulse and blood pressure rise. Dry mouth, diarrhea, anxiety. Cognitive response: spacious perception narrows, external stimulation unable to be accepted, focusing on what get his attention. Behavior and emotional response: squeeze the hand. Talk lots and faster, trouble sleeping and feeling.

c. Severe anxiety

Greatly reduce one's perception of something detailed and specific and can't think about anything else. All behavior is intended to stopping the tension of the individual with severe anxiety requires much direction in order to be able to focus thoughts on another area. Physiological response: short breathing, pulse and blood pressure increase, sweating, tension and headaches. Broad cognitive response perception is narrow, unable to solve problems. Behavioral and emotional response: threat feelings are heightened.

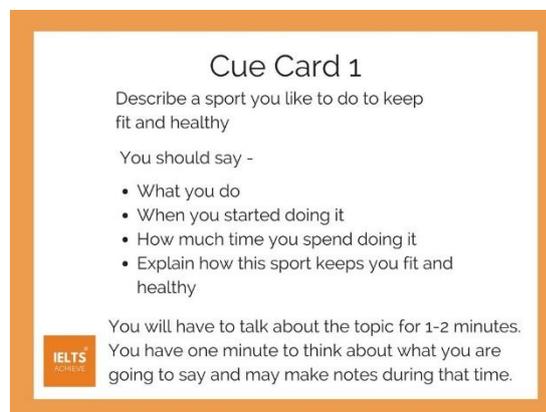
d. Panic

Individuals lose control of themselves, and attention details disappear. Loss control causes the individual not to be able to do anything even with orders. Physiological response: short breath, strangulation, chest pain, paleness, hypotension, low motor coordination. Cognitive response: broad perception very narrow, unable to think logically. Behavioral and emotional response: rage and anger, fear, losing control.

Cue Card Media

Harmer (2001:134) cited in (Titin 2020) states that, cue cards are cards with words and pictures on them, which is used to encourage the students to respond in pair or group work. According in Brazo (2007) cited in (Titin 2020) said that cue cards are small cards with photos or pictures stuck on to cards. Cue cards can also be used in simple activities such as students work in pairs. In addition (Harmer, 2001.) cited in (Ariati & Syahril, 2018) cue cards are also clearly visible, which can help the students to describe the object of speaking easily and to reduce preparation time.

According to (Harmer, 2001) cited in (Setiawati et al., 2018) Cue card is card with words or picture on it, which is used to encourage the students to respond. In addition Briton (2001) cited in (Setiawati et al., 2018) stated that media help teachers motivate the students. From the explanation above, cue words in cue cards to help the students describe something or someone in the picture orally. Cue card is interesting due to its simplicity and attractiveness. Besides inexpensive, the process of making it was not quite complicated. A teacher, sometimes, needs creativity to make the cards more attractive. Cue card as the modification of picture has many advantages, one of which is that it is clearly visible. Thus, when students are asked to describe something/someone in detail, cue cards method can help them to produce the description easily.



Picture 1. Model of Cue Card Media

METHOD

Design and Sample

This research was conducted a pre-experimental design. Pre experimental research design involved one group pretest posttest design. The sample of this research is eight grades of MTs Az-Zikra Kota Sorong, in which the total students are 34 students. The researcher chosed the sample because the student has problem is anxiety. This technique sample of this research uses purposive sampling. The reason of the researcher used this technique because the sample is chosen based on particular purpose and has been observed according to the purpose of this research.

Instrument and Procedures

The researcher uses the questionnaire of anxiety as an instrument to collect the data, the researcher was given the students twice tests, those are pre-test and post-test with the total number are 32 questions. This instrument Adopted from Horwitz at al cited in Zdena Kralova cited in (Nilsson 2019). and then this research focus on symptoms of physical anxiety, the instrument consists of 10 symptoms of anxiety. The following table explain detailly:

Table 1. Symptoms of Anxiety

Symptoms of Anxiety	Item Number
1. pal-pitations	20
2. trembling	3
3. apprehension	2, 25, 30
4. worry	1, 9, 10, 14, 16, 27, 18
5. fear	4, 11, 17,32
6. threat	15, 19, 22
7. difficult concentration	5, 7, 8, 24, 26, 28, 29
8. forgetfulness	12
9. going blank	6, 21
10. avoidance behavior	13, 23, 31

Data Analysis

After collecting the data, the researcher analyzes the data. The researcher has collected data and processed the answer in problem research using the SPSS application version 20. The procedure process analysis the data as follows:

1. Scoring the students anxiety speaking
2. Finding the mean score and standard deviation
3. Analyzing the students difference score between pretest and posttest using Paired Sample T-Test

RESULT AND DISUSSION

The results of the data analyzed collected by used questionnaire was presented in this part. The data collected from at the Eighth grade of MTs Az-Zikra Kota Sorong. After calculating the students' questionnaire of their speaking anxiety, the result of them before treatment treatment and after treatment can be seen in the following table:

Table 2. The Students Speaking Anxiety in Before and After Treatment

Range Score	Level	Before		After	
		F	P	F	P
10-40	Mild anxiety	0	0%	0	0%
41-80	Moderate anxiety	0	0%	12	42,8%
81-120	Severe anxiety	26	76,4%	15	53,6 %
121-160	Panic	8	23,5%	1	3,5 %
Total		34	100	28	100

The table above present the level of the students' speaking anxiety before and after the treatment. In pretest, the speaking anxiety of students is very high. It can be seen from the table, there 25 from 34 students or 76,4% of them have severe anxiety and the rest of them around 8 students or 23,5% of them have panic anxiety. That some they have a high enough anxiety in speaking in the first treatment. In other words, it can be concluded, in pretest there is a high level of anxiety in the eighth grade.

Differently after treatments, the students' speaking anxiety is decreased. Based on the data above, none of them have high anxiety. There 15 students from 28 who joined second treatments or 53,6 % of them have severe anxiety. In other word, anxiety level starts to reduce when they speak. There are 12 students or 42,8% of them have moderate anxiety. There are 1 student or 3,5 % of them have panic anxiety. It can be said that cue card media give impact on anxiety in speaking after the treatment.

Based on treatment at eighth grade MTs. Az-Zikra Kota Sorong, a researcher find symptoms of anxiety speaking. such as, worry, fear, avoidance behavior, forgetfulness, and trembling.

a. Worry

Worry is a chain of repetitive and uncontrollable thoughts about possible future threats (Borkovec et al cited in (Bagby-Stone 2006), then according to Borkovec, Alcaine, & Behar, cited in (Wells 2010) worry is a primary feature, it has been formulated as a form of emotional avoidance. And a person will experience symptoms of anxiety if they feel Fear of criticism, Fear of making mistakes, and Fear of meeting someone for the first time according to Wilson, cited in (Student Counselling Services 2000).

This is also experienced by students in the eighth grade of MTs. Az-Zikra Kota Sorong, where the students were before the treatment was carried out. For example, when they

are in front of the class, their voices sound very low and their eyes always look at the researcher, as if they are afraid to comment on the sentences they conveyed. Further, at the next meeting, when at the third meeting. Students start to bravely look at their friends when students are appointed to practice in front of the class. At the fourth meeting, the student was even braver to speak in front of the class.

b. Fear

Fear is an intense, unpleasant emotional reaction to perceived danger e.g., öhman, cited in (pain 1999). According to LeDoux 2000 cited in (pain 1999). Fear is associated with distinctive physiological responses, including activation of the autonomic nervous and endocrine systems, increased heart rate, and activity. This is also experienced by students in the eighth grade of MTs. Az-Zikra kota sorong. Where the students before the treatment were carried out, I still had a sense of fear to speak in front of the classroom. Further, when the researcher tried to research, at the first and second meetings, the students still experienced symptoms of concern when the researcher instruction the student to come forward to carry out the practice. For example, when they are in front, their voices sound very low and their eyes always look at the researcher, as if they are afraid to comment on the sentences they conveyed.

c. Avoidance behavior

Avoidance behavior is things we do to escape upsetting feelings (McEvoy et al. 2020). Then, some typical situations that people with social anxiety avoid include: unfamiliar people, large groups of people, attending appointments, phone calls, answering emails, public places, and certain kinds of people (e.g., those our age, older people, people in a position of authority, people we are attracted to). This is also experienced by students in the eighth grade of MTs. Az-Zikra kota sorong. When the students before the treatment were carried out, they still had a sense of avoidance about moving forward. Further, when the researcher tried to research, at the first and second meetings, the students still experienced symptoms of concern when the researcher instruction the student to come forward to carry out the practice. For example, when they will practice in front of the class, they always give an attitude and action which shows a form of rejection of the lesson presented. Such as, the students reasoned that they want to go buy pens in the school canteen, but it turned out that, the students did not return to class immediately return to class but seemed to use the opportunity to buy food too.

d. Forgetfulness

Forgetfulness is defined as a lapse of memory oxford dictionary cited in (Grnaz 2020), according to cherry cited in (Grnaz 2020) 'forgetting is generally not about actually losing or erasing this information from your long-term memory. According (to Health 2020) several symptoms indicate experiencing forgetfulness. That is, losing things often, forgetting to go to important events or appointments, and having more trouble coming up with words than other people of the same age. According to (mol, de Groot, Willems, & Jolles, cited in (Mol et al. 2009)

Another, according to (commissaries et al., cited in (Mol et al. 2009)). It seems therefore probable that perceived forgetfulness can interfere with daily routines and affect a person's well-being and quality of life. Another forgetfulness is appreciated differently by older individuals, who perceive their forgetfulness as being 'part of the aging process,' other than younger individuals, who attribute forgetfulness more often to causes such as stress, work-related factors, or emotional problems (commissaries et al., 1998; ponds et al., cited in (Mol et al. 2009)). The same things happened to students in the eighth grade of MTs Az-Zikra Kota Sorong. Where students also experience such symptoms, when they will do the treatment at the first and second meetings. This happens when the students come forwards to speak to convey the contents of the media that is given to the students and presented in front of their friends.

d. Trembling

Vibration or trembling is the oscillating movement of a solid body, performed around an equilibrium position, with different frequencies (Napa-sharks 2009). Then there are several symptoms of the shaking itself when research doing research in the eighth grade. Namely: irregular breathing rhythm, very fast heart rate, and sweating around the temples, then when speaking very in hurry. It happens when one of the students in the eighth grade is called forward to carry out speaking practice, using the media that has been prepared by the researcher. Then in practice, some of the symptoms of the vibration/ trembling/ shaking began to appear, such as irregular breathing rhythm, very fast heart rate, and then when speaking very in hurry. So that, students cannot focus on the topic of discussion given.

CONCLUSION

Based on the results of the analysis, there are four speaking anxiety levels, students' anxiety in speaking English that is in five symptoms. Based on results levels analysis through a final version of questionnaire adopted from Horwitz at all (1986). Loading levels Severe anxiety its score was. It can be seen from the table, there 25 from 34 students or 76,4% of them have severe anxiety and the rest of them around 8 students or 23,5% of them have panic anxiety. And from all symptoms give impact students' anxiety in speaking English levels Severe anxiety that has the highest score of all levels. This means that severe anxiety is the levels anxiety that most impact students' anxiety in speaking English. And from all of levels students' anxiety in speaking English levels panic has the lowest score of all levels. There are 1 student or 3,5 % of them have panic anxiety. It can be said that Alternative Hypothesis (Ha): Cue card media give impact on the student speaking anxiety at eight grades in MTs Az- Zikra Kota Sorong. it means that levels panic was the less and the low then all levels that give impact students' anxiety in speaking English at Eighth grade MTs. Az-Zikra Kota Sorong.

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