## Cue Card Media in Reducing The Students Speaking Anxiety

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**ABSTRACT**

The objective of this research is to find out whether a cue card media impact or not reducing speaking anxiety at grade in MTs Az-Zikra Kota Sorong. Related to the objective of the researcher used pre-experimental quantitative research design. The design of this research is one group pretest posttest. The population of this research was eighth grade students of MTs Az-Zikra Kota Sorong with the sample is 34 students. In the collecting the data, the researcher used anxiety questionnaire which consist of 32 items, and it was applied in pretest and posttest. In analyzed the data, the researcher used SPSS 20 program to calculate the data. The result finding of the research showed that, there is a difference score between the result of the anxiety questionnaire in pretest and posttest. It can be seen from the questionnaire result in pretest was 76,4 % categorized into severe anxiety level reduced become 53,6% in posttest. It can be concluded that cue card media can reduce the speaking anxiety of the students.

**Key words:** Cue Card Media; Speaking Anxiety

## INTRODUCTION

Kirkwood and Melton mentioned in define anxiety as a sense of unease and apprehension of fear brought on by the prospect of something threatening (Raja 2017). Additionally, according to Brown in Khanibek (2001), anxiety is a multifaceted psychological construct. It is challenging to condense them all into a clear definition. Simple forms of anxiety include unease, annoyance, self-doubt, insecurity, or concern. Self-esteem problems and irrational fears that protect the ego are closely related to anxiety.

Anxiety is a condition in which a person feels uneasy in situations that are perceived as dangerous and punishing. Also, when a person is in that situation, their body language indicates some level of nervousness. That is, one's digestion is messed up, which frequently causes them to urinate repeatedly, sweat, have an unsteady heartbeat, be tense, struggle to control their obsessive thoughts, and feel deeply afraid. Those kinds of symptoms always happened on the students who learn foreign language.

Additionally, according to Kondo in Indrianty (2016), students who experience anxiety while learning a foreign language could find the experience less enjoyable. He stated that students who are stressed may experience issues including decreased word production and trouble understanding oral instructions. Furthermore, nothing in that sentence explains how significant the impacts of this anxiousness are for a student when applying what they have learned. Especially when studying a language like English at the student's comfort level. Students did not find it easy to learn English, and when the teacher used a monotone teaching style to do so, this made studying English boring and uninteresting for the students.

Based on observations made on May 19, 2021, the researcher discovered that eighth-grade students in MTs Az-Zikra Sorong city had trouble communicating during class. There are still some students who struggle to express their ideas and responses verbally. Some of them find it challenging to understand English lessons, particularly speaking lessons. The students' own worry makes them fearful of developing their speaking abilities. As a result, they lost the capacity to talk in complete sentences in English and felt shy when requested to do so. The researcher plans to use Cue Card media to lessen the student's speaking anxiety in order to address the aforementioned issue. Cue cards, which are engaging, appealing, and simple to make for both students and teachers, are cards having words or pictures on them that are used to prompt the students to respond. Additionally, cue cards and other media are plainly accessible, which can assist pupils in speaking more fluently and with less preparation time (Ariati , 2018).

## LITERATURE REVIEW

### Previous Related 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 Center boarding School Kampar with aims to effect of using cue card toward students' speaking ability. The technique of collecting data, the writer used test. In test, the writer gave oral presentation test divided into two stages. These scores were analyzed by using statistical analysis. 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 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. The subject of the research was at Eight Grade Students of SMP Bajiminasa Makassar. The method of this research was classroom action research consisted of two cycles. The instrument were 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.

## Speaking Anxiety

Anxiety is generally characterized as "a complicated, comprehensive emotion, a feeling which comes flooding into our full selves, influencing many different areas of our existence" by Sanders and Wills, who were referenced in Sadiq (2017). As the "fear and negative emotional reaction triggered when learning or using a second language," foreign language anxiety is known. Speaking anxiety, according to (Liu, 2007) cited in (Subandowo and Metro 2018), is brought on by a number of things, including a lack of vocabulary, a poor command of English, a lack of preparation and practice, a fear of making mistakes and getting teased, a fear of losing face, a fear of being the center of attention, an inability to express thoughts, and memory dissociation.

## Cue Card Media

Cue cards are cards with phrases and pictures on them that are used to motivate pupils to respond in pair or group work, according to Harmer cited in Titin (2020). Cue cards are little cards containing photographs or pictures pasted on them. In straightforward activities where students work in pairs, cue cards may also be employed. Cue cards are also readily visible (Ariati & Syahrial, 2018), which can aid students in speaking more fluently and with less preparation time.

The use of cue cards as a media can assist students in coming up with ideas for reducing their speaking anxiety. There are numerous photographs to be found in everyday life and on every corner of the street. To incorporate cue cards in the teaching and learning process, follow these procedures (Budiastuti, 2007):
1. The instructor and pupils learned how to describe specific creatures
2. The instructor created a chart or tree diagram for every definable topic.
3. Students attempted to complete the animal's description on the board with the teacher's assistance.
4. The pupils were asked to repeat after the teacher as she read the description.
5. The instructor gave each pupil a cue card for a camel, crocodile, elephant, or giraffe.
6. The pupils were instructed to describe the animal with a partner.
7. The pupils are given the chance by the teacher to create their own description using the cue cards they were given.
8. The instructor gave the class one more chance to memorize the description.
9. In front of the class, the pupils performed their description.

## METHOD

### Design and Samples

The design of research is pre-experimental design, which used one pretest posttest group design. The sample of research is eight grade students of MTs Az-Zikra which consists of 34 students. In taking the sample, this research used purposive sampling because the case about speaking anxiety only happened in this class.

### Instrument and Procedure

The researcher uses the questionnaire of anxiety as an instrument to collect the data. The researcher gave the students twice tests, those are pre-test and post-test with the total number are 32 questions. This instrument Adopted from Horwitz cited in (Nilsson 2019). This research focus on symptoms of physical anxiety and the instrument consists of 10 symptoms of anxiety. The procedures of this research are:
1. Administering a questionnaire in measuring the students' speaking anxiety.
2. Applying the cue card media in speaking especially in teaching descriptive text
3. Administering a questionnaire in measuring the decrease of students' speaking anxiety applying the cue card media.

### Data Analysis

After collecting the data, the researcher analyzes the data. The procedure in analyzing the data as follows:
1. Scoring the students speaking anxiety questionnaire.
2. Classifying the students speaking anxiety mean score.
3. Analyzing the t-test to know the decrease of students' speaking anxiety using SPSS Analysis version 20.00

## RESULT AND DISUSSION

After calculating the students' questionnaire of their speaking anxiety, the result of them before and after treatment can be seen in the following table:

*Table 1. 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 1 above present the level of the students' speaking anxiety in treatment. In first treatment, 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 this first treatment there is a fairly high level of anxiety in the eighth grade.

Differently in second 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. In conclusion, from the data above we can said that after giving treatment using cue card, there is a given impact on the students' speaking anxiety.

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

a. Worry

Worry is a string of recurrent, uncontrollable concerns about potential dangers in the future (Bagby-Stone, 2006). According to Wells (2010), concern is a key characteristic and has been defined as an emotional avoidance strategy. This is also experienced by students in the eighth grade of MTs. Az-Zikra kota sorong, where the students before the treatment was carried out, they still had a sense of worry to speak in front of the class. Further, when researcher tried research at the first and second meetings, the students still experienced symptoms of concern when the researcher ask the student to practice in front the class. For example, when they are in front, their voices sound very low and their eyes always look at the researcher. They are afraid to be commented of the sentences that they conveyed. Whereas, at the third and fourth meeting students start to dare to look at by his friends when students are appointed to practice in front of the class.

b. Fear

A strong, unpleasant emotional response to imagined danger is fear (Pain,1999). Ledoux (2000) asserts that fear is linked to specific physiological reactions such as increased heart rate, activity, and activation of the autonomic nerve and endocrine systems. 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 fear 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 them 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. Further, at the next meeting, when at the third meeting. Students start to dare to look at their friends when students are appointed to practice in front of the class. And when at the fourth meeting, the student was even more daring, with them scrambling forward to be able to do it in front of their friends.

c. Avoidance behavior

We engage in avoidance behavior to get away from unpleasant emotions (McEvoy et al. 2020). The following are examples of circumstances that persons with social anxiety typically avoid: new people, large groups of people, appointments, phone conversations, email correspondence, public spaces, and particular types of people (e.g., those our own age, older people, people in a position of authority, people we are attracted to). This symptom also experienced by the students. 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. Another is that the implementation time carried out by researchers was less than optimal for each student in the eighth grade.

d. Forgetfulness

The Oxford Dictionary defines forgetfulness as "a lack of memory cited in (Grnaz 2020). In general, forgetting does not involve truly erasing or losing this information from your long-term memory, according to Chery in (Grnaz 2020). There are a variety of signs that someone is forgetful. In comparison to other people their age, they frequently misplace things, forget crucial dates or meetings, and struggle to form coherent sentences.

Based on the result of the income of the experts above, the same thing happened to students in the eighth grade of MTs Az-Zikra kota sorong. Where students also experience such symptoms, when they will do 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 his friends.

e. Trembling

The fluctuating movement of a solid mass around an equilibrium point at various frequencies is known as vibration or trembling. (Npoa-sharks 2009). Then there are several symptoms of the shaking itself when research doing research in this class. They are 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 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. 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. 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 Cue card can reduce the students' speaking anxiety at eight grades in MTs Az- Zikra Kota Sorong.

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