

USING CUE CARDS TO IMPROVE STUDENTS' WRITING SKILLS

Url Jurnal: <https://uia.e-journal.id/Lingua>

DOI: 10.34005/lingua.v%vi%i.1882

Submitted: 02 June 2022

Reviewed: 25 June 2022

Published: 28 June 2022

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Abstract: *The objectives of the research are to identify whether cue cards could improve students' writing skills. This research was carried out at SMK HUTAMA Bekasi. It was conducted from July 2021 to March 2022. The subject of the research was the students of class X TKJ class. The research method was Classroom Action Research and it was conducted in two cycles. In collecting the data, the researcher used interviews, observation, diaries, document, and test. Having collected the data, the researcher analyzed them both qualitative and quantitative data. The qualitative data were analyzed using interactive model; they are data reduction, data display, and data verification. The qualitative data were analyzed by using descriptive statistics to calculate the mean scores of the pre-test, post-test 1, and post-test 2. The results of this study indicate that the cue card technique can improve students' writing skills in descriptive texts. From the aftereffects of the discussion, the researcher reasoned that in this review there was an increment in understudies' composing abilities in descriptive texts. The average pre-test and post-test scores in cycles 1 and 2 are more revealing. The average score before the students learnt by cue cards was 62, according to the pre-test computation. After treatment, the average score increased to 74 (cycle 1), while the average score of post test 2 was 82 (cycle 2).*

Keywords: *Writing skill, Cue Card*

INTRODUCTION

Writing is the skill of expressing an idea, feeling, and thought organized in words, sentences, and paragraphs. Writing is fundamentally Writing is the process of merging a writer's ideas as a form of communication through expressing a writer's ideas and thoughts through structure and vocabulary knowledge. Writing is a crucial skill in both teaching and learning English. According to Cahyono and Widiati (2011), state writing may be a more integrated ability in language learning than other abilities (listening, reading and speaking).

Writing ability is complicated because many aspects such as vocabulary, grammar, and ideas need to be mastered. Students need to master the grammar and vocabulary used to convey ideas (Suryadiputra, 1992: 7). If the idea is still ambiguous, even if you are good at vocabulary and grammar, you will not be able to write well. Researchers discovered a number of issues when providing pupils with writing text materials, particularly descriptive texts. The first issue is that student works are difficult to understand since they do not clearly convey concepts and the organization of thoughts and sentences is not well and appropriately ordered. The second issue stems from a lack of expertise of organization and vocabulary, resulting in poor writing. And another problem is that students are less motivated.

In an advanced era like today, there are many media, techniques and methods that can be used to learn and teach English. One of them by using cue card. To solve the problem, the researchers try by using cue card technique in teaching. The number of students in class X TKJ there are 22 students. According to the number of students in class X TKJ, it can be stated that teacher can used cue cards to be one of the alternative media in classroom teaching because cue cards assist the teacher in managing classroom situations. Based on the formulation of the problem, the purpose of this classroom action research is to examine the use of cue card techniques to improve students' writing skills.

THEORETICAL UNDERPINNING

Writing skills

Writing is a communication activity expressed in language (Pardiyono, 2006). Writing is the most difficult process that enables the writer to explore concepts and ideas and make them plain and concrete, according to Flynn and Stainthorp (2006). This interpretation implies that writing is an individual's ability to convey his or her thoughts through the written framework. Writing can be a productive capacity that represents someone's ideas. The method of writing is different for each individual as it requires one's ideas at the moment to adapt them into an organized outcome.

The writing process consists of four basic steps. They plan, write, revise, and edit. For each step, different learning activities that can aid in learning specific writing skills are suggested. Teachers, for example, can

help their students develop their writing abilities during the preparation stage by providing activities such as brainstorming, collaborating, and writing fast and free. A writer may seek to have various effects on readers by informing, persuading, entertaining, or generating various forms of prose.

According to Thresia (2016) that students' capacity to generate a written narrative of a specific experience improves as they practice descriptive writing. Whose goal is to create a vivid and dynamic image in the reader's head. Descriptive writing is when you use a lot of adjectives to describe someone or something in great detail to the reader. Descriptive texts have textual characteristics, general structure and linguistic orientation. Identification and description are the two main components of descriptive text. The topic of identifiers that identify a certain thing is discussed. So, based on the definition above, it is possible to conclude that writing is a crucial aspect of language learning.

Cue Card

The media is an integral part of the teaching and learning process. Cue card is one of the media in education. A cue card is a card with pictures and it contains keywords and purpose that cards are to help students start a conversation (Mora: 1944). Cue cards also inspire learners to express themselves spontaneously or to use a specific word or phrase in a discussion or speech. The cue cards, it might be inferred, inspire kids to construct paragraphs. Furthermore, cue cards can be employed in big class group work and are appropriate for use in classroom language teaching and learning environments. In the classroom, a cue card can be used to solve difficulties.

Cue cards have various qualities and applications in the teaching and learning process. Cue cards, according to Bazo (2007), can be employed in particular educational activities and study processes. According to the definition above, the key words in the cards assist pupils in verbally describing something or someone in the image.

METHOD

The researcher employed a classroom action research design to carry out this study. The researcher examines the data from students' writing tests to determine the issues they confront. This action research in the classroom was carried out at SMK Hutama. The subjects in this study were students of class X TKJ, totaling 22 people. The research is based on the classroom action study (CAR), which consists of four components. There are Planning, Action, observation, and reflection.

The researcher employs both a pre-test and a post-test. Prior to treatment, a pre-test was administered to investigate the student's baseline descriptive text thus far. The writer will learn about the students' attributes and talents in this manner. The post-test is administered following treatment to measure the outcome of the learning process and whether or not they are making progress.

The researcher found the problem that the lack of students' writing skills, as well as the lack of students' motivation in writing skills. Students are less active and imaginative in the classroom. Students are also bored and pay less attention to what the teacher explains. The researcher then investigates the problem's solution. The researcher tried to solve the problem by giving a new method to the students using cue cards. Cue cards are cards with writing or pictures so that students can more easily determine ideas in writing text.

After the researcher implemented cue cards as a medium or technique in the teaching process and gave assignments to students to improve their writing skills. Researchers evaluate the process and also the results of the application of the cue card. Researchers found that it enabled them to improve their writing skills using cue cards.

The last is data processing and analysis. The author collects data from each cycle. And it is possible to infer that employing cue cards as a medium to develop students' writing skills in English classes is extremely beneficial.

FINDINGS AND DISCUSSION

The results of the research from cycle 1 and cycle 2 will be presented in this chapter. Participants in this study were students of class X TKJ at SMK Hutama. Classroom action research was used by the researchers in this study. Researchers employed a cue card as a medium for learning English to improve students' writing skills in this study. The table depicts the research procedure.

Table 1.1 the process of the research cycle 1

1. Cycle 1	Describing a place
Planning	1) Sharing ideas with tutor 2) Make a lesson plan. 3) Using a Cue card, prepare the appropriate supplies. 4) Preparation, main activities, and post activities are the three aspects of the major teaching activities. 5) Designing post-test.

Action	<p>1) Meeting 1: Explaining the concept of Descriptive text, its aim, generic structure, language features, and finally an example of Descriptive text about place.</p> <p>2) Meeting 2: Explaining about Cue Card and Discussing the assignment.</p> <p>3) Meeting 3: Post-test</p>
Observation	<p>Student: Students were interested in the activity but there are still many students who are confused what should they do to explore their ideas about the place to describe. And there are also some students who still copy text from the internet.</p> <p>Teacher: The teacher prepared the cue card and helps students who are still confused about choosing a topic and also there is still a shortage of teachers who are still not giving examples of text and lack of monitoring the students.</p> <p>Class situation: The class was active and enjoyable, The majority of the learners were eager to engage in the activities.</p>
Reflection	<p>(+): The advantage is that researchers can apply these cue card techniques according to students' abilities and also, this strategy is quite intriguing in the writing learning process.</p> <p>(-): The teaching - learning process employing the cue card technique did not meet the study's basic competence levels. Due to time limits, not all pupils have the opportunity to demonstrate their understanding. The researcher did not provide further explanation so that some students were a bit confused to ask something about the material.</p>

2. Cycle 2	Describing people
Planning	1) Made deeply in giving more explanation about the material using cue card 2) Tell the students to make a group 3) Preparing Post-test
Action	1) Meeting 1: Explain Descriptive Text in greater depth and provide an example of Descriptive Text about people. 2) Meeting 2: Guided students to make a group and giving assignment using 1 cue card for each group. 3) Meeting 3: Post-test
Observation	Students: The students more active to writing a description text. The teacher: Offer students precise explanations and incentive. Classroom situation: More alive, fun, and student interest in the class activities.
Reflection	(+) Students' writing skills get better and students find it easier to determine the topic to be described (-) There are students who still pay less attention and are serious in making descriptive text

RESULT OF ALL SCORES

No. subject	Pre-test	Cycle 1	Cycle 2
1	72	85	90
2	50	68	78
3	75	82	87
4	68	75	80
5	42	66	72
6	57	73	84
7	70	80	90
8	72	85	92
9	72	78	88
10	52	74	80
11	48	68	74
12	76	80	82
13	68	74	88
14	80	82	90
15	48	62	78
16	72	78	86
17	52	66	70
18	40	62	68
19	60	70	74
20	57	66	70
21	76	80	83
22	52	68	74
TOTAL	1359	1622	1778
MEAN	62	74	82
MIN SCORES	40	62	68
MAX SCORES	80	85	92

From the result of the post – test in Cycle 1, it can be seen that the mean score was 74, the highest score was 85, and the lowest score was 62. There were 12 students or 36 % who passed

the passing grade. In more detail, the students' scores for each aspect of writing from each scorer in the post – test are as follow:

The students' writing scores in Cycle 1 (Scorer 1)

Aspect of Writing	Mean	Highest score	Lowest score
Organization	9.07	16	4
Content	18.40	30	12
Syntax / Grammar	14.33	20	5
Mechanics	2.70	5	1
Vocabulary	14.53	20	8

The students' writing scores in Cycle 1 (Scorer 2)

Aspect of Writing	Mean	Highest score	Lowest score
Organization	9.20	16	4
Content	17.60	24	12
Syntax / Grammar	13.67	20	5
Mechanics	3.27	5	2
Vocabulary	14.80	24	12

The Average Writing Score of Two Scorers in Cycle 1

Aspects of writing	Score r 1	Score r 2	mean (average)	Max Scores	Per cent
Organization	9,07	9,20	9.13	20	45.67%
Content	18,40	17,60	18.00	30	60.00%
Grammar	14,33	13,67	14.00	25	56.00%
Mechanics	2,70	3,27	2.98	5	59.67%
Vocabulary	14,53	14,80	14.67	20	73.33%

The students' writing ability especially in choosing the appropriate words that were suitable to the topic (vocabulary) and using logical development of ideas (content) in making a

composition were developed well during the first cycle. Furthermore they could write their ideas even though there were many mistakes in grammar. Most of them still used the wrong mechanics. The mistakes were also found in organizing the paragraph. The organization of paragraph was still bad.

They made better progress in writing and the students worked in pair lively in the Cycle 2 because the technique had been familiar with them so the writing process could run well in creating better writing. The process of writing using cue cards allowed the students to express their ideas in their own text. Then, their ideas were organized to become better paragraphs. It made them feel more confident with their writings. They felt satisfied because they could create and organize their own descriptive text.

The students also made some progress in the mastery of vocabulary. They found new vocabularies in the provided texts by doing exercises related to the topic which they had to write. When they got difficulty in finding appropriate words, they used to look up in the dictionary or ask the words to his/her partner or the teacher.

Moreover, the students improved their understanding about grammar. The activity in Cycle 2 allowed the students to be better in grammar by doing some exercises in the first meeting of Cycle 2. So, in the second and third meetings' tasks they could check and edit their grammar mistakes. By realizing that they made mistakes and corrected, they would not make the same mistakes later. In writing, they also paid more attention on mechanics (spelling and punctuation) so that their result of writings improved better before.

From the result of the post – test in Cycle 2, it can be seen that the mean score was 82, the highest score was 92, and the lowest score was 68. There were 20 students or 98 % who passed the passing grade. In more detail, the students' scores for each aspect of writing from each scorer in the post – test are as follow

The students' writing scores in Cycle 2 (Scorer 1)

Aspect of Writing	Mean	Highest score	Lowest score
Organization	12,00	16	8
Content	22,20	30	18
Syntax / Grammar	18,17	25	10
Mechanics	3,10	4	2

Vocabulary	15,60	20	12
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The students' writing scores in Cycle 2 (Scorer 2)

Aspect of Writing	Mean	Highest score	Lowest score
Organization	11,87	16	8
Content	22,40	30	18
Syntax / Grammar	18,33	25	10
Mechanics	3,10	5	2
Vocabulary	15,47	20	12

The Average Writing Score of Two Scorers in Cycle 2

Aspects of writing	Score r 1	Score r 2	mean (average)	Max Scores	Per cent
Organization	12,00	11,87	11,93	20	59,67%
Content	22,20	22,40	22,30	30	74,33%
Grammar	18,17	18,33	18,25	25	73,00%
Mechanics	3,10	3,10	3,10	5	62,00%
Vocabulary	15,60	15,47	15,53	20	77,67%

CONCLUSION

This research is divided into two cycles. The score rises with each cycle. As a result, at the first meeting, the pupils were perplexed and could not comprehend the strategy. As a result, the researcher explained the situation to the students and asked them to create a descriptive prose based on the image. The researcher then discusses the cue card technique. In this study, the researcher employs the cue card technique, thus students should apply this technique to improve their writing skills.

According to the findings of the study, using cue cards can help learners enhance their writing skills. The average pre-test and post-test scores in cycles 1 and 2 are more revealing. The average score before the students learnt by cue cards was 62, according to the pre-test computation. After treatment, the average score increased to 74 (cycle 1), while the average score of post test 2 was 82 (cycle 2).

Finally, the researcher found that teaching learning by cue cards technique can increase students' descriptive text writing skills in class X TKJ SMK Hutama.

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