

**THE EFFECT OF USING CUE CARDS ON STUDENTS WRITING  
DESCRIPTIVE TEXT ABILITY AT MTS AL-QODIRI 1 JEMBER IN THE  
2018/2019 ACADEMIC YEAR**

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**ABSTRACT**

Writing position is very fundamental among the other English skill. The development of writing must be further increased because teaching writing is important in the way of learning English as a second language. Therefore, it is important to do a research entitled “The Effect of Using Cue Cards on Students writing descriptive text ability at MTs Al-Qodiri 1 Jember in 2018/2019 Academic Year”. In this research, the problem is that “Is there any significant effect of using cue card on students writing descriptive text ability at MTs Al-Qodiri 1 Jember in 2018/2019 academic year?”. The objective of this research referring to the research problem is to know whether there is a significant difference or not on writing ability of the students at MTs Al-Qodiri 1 Jember in 2018/2019 academic year between who are taught by using cue cards and those who are not using cue cards. The design of this research is experimental research. The research samples are VIII C as experimental group consisting 18 students and VIII E as control group consisting 16 students. The result of data of the pre-test of experimental and control group are 49.56 and 49.75. It means that both groups have the same ability before any treatment is given. While, the mean score of post-test in experimental group is 80.11 and control group is 69.75. It can be concluded that there is significant difference on students’ writing ability who are taught by using cue card and those who are not cue card at Mts Al-Qodiri 1 Jember in 2018/2019 academic year.

**Key words:** Writing ability, Cue Cards Media

**INTRODUCTION**

Writing position is very fundamental among the other skills such as listening, speaking and reading (Hyland, 2003). The development of writing must be further increased

because teaching writing is very important in the way of learning English as a foreign language. The basic competence of writing which should be mastered by students in

Junior High school is expressing the meaning by using step of rhetorical. The result of mastering writing skills is the students are able to write about their activity in school and their environment, the simple functional sentences, messages, short and simple announcements, greeting card, and produce narrative, recount and descriptive text (Depdiknas 2006, p.215).

In fact, students have difficulties in writing such as generating and organizing ideas using appropriate vocabulary choice, sentence and paragraph organization, and putting such ideas into an intelligible text (Richard and Renandya, 2002). Therefore, the use of media is needed in teaching and learning writing.

Cue card is one of media that can be used in teaching writing. According to Mora 1994 (in Thresia, F, 2017, p. 3) suggested about using cue cards to foster writing ability. Cue cards are clearly visible, which can help students to describe an object (Harmer, 2001). It is in line with Wijaya and Sudrajad (2016) by using cue cards students will be more interested in learning since they are able to link between the materials with the picture and it can help them to produce the description easily. Cue card is a media that can be used in writing to help students to catch their ideas easily about their object writing,

development accurately in the form of narrative, recount and descriptive text. produce and organize it as well in written text.

The purpose of this research is to know whether there is any significant difference on students' writing ability between those who are taught by using cue cards and those who are not taught by using cue cards.

### **Writing Ability**

Writing becomes the most important skill which should be learned for all students. It is supported by Abdelwahab, 2002 (in Kuora and Zahran, 2017, p.184), writing is the central element in the language teaching as students need to learn. It is important for the students to practice writing because they have to be able to communicate in the written form. According to Langan (2008, p.15), the ability to adjust students writing to suit the purpose and audience will serve them well not only in the classroom, but also in the workplace and their environment. It is clear that student writing ability is important for students who learn it as a second foreign language. Therefore, students need to enhance their writing ability.

### **Cue Cards**

Cue card is including into visual media. It is one of media in teaching. TKT (Teaching Knowledge Test) glossary of ELT (2011) defines cue card as words or pictures that are

used to prompt or encourage learners to produce particular language during controlled practice activity or drill. Moreover, Bazo 2007 (in Thresia, 2017) cue cards are small card with photos or pictures in envelope which can be used in speaking and writing. In addition he stated that, cue card is known as a note card, is card with note and written on them. Furthermore, Harmer (2001) stated that cue cards are card with word and picture on them. He adds that students can use this kind of media in a pair or group work and the use of cue card has to consider the time, visibility and significance in learning process.

Based on the statements above, cue cards as supportive media in teaching and learning process, it can be used especially in writing. Because cue card helps the students to organize their ideas in producing a text and it can be used in some different ways such as pair work and group work.

### **Technique of Using Cue Card in Writing Descriptive Text**

In producing descriptive text writing cue card can be used as a media to help the students, because cue cards has a picture on it which can interest the students to learn. According to Bazo 2007 (in Thresia, 2017) cue card can be implemented in some activities. Here the researcher chooses one activity of using cue card

in the classroom especially in writing descriptive text, it explains bellow:

- 1) The teacher divides the students into group work which consist of 4 to 5 students.
- 2) The teacher prepares an envelope 10 cue card to give it in every group.
- 3) The teacher will give the instructions to the students.
- 4) The students will work in a group to discuss a picture on the cue card that has given.
- 5) The students will write a descriptive text based on picture on their paper individually.

### **METHOD**

The kind of this research was an experimental research to know whether there is any significant difference on students' writing ability between those who are taught by using photographs and those who are not taught by using photographs. According to Arikunto (2010, p.9) experimental research is a way to find casual relation between two factors which is inflicted by eliminating, reducing or setting a side other factors.

This research will employ use quasi experimental design in which the researcher does not need to randomize the subject research. The technique of collecting data is using quantitative data. This quantitative data will be obtained from the students' score in pre-test and post-test. It will be given

to the experimental and controlled class. In this research, quantitative data will be taken from try-out and test.

Kind of test that used is subjective test in the form of essay. The researcher asked the students' to make a descriptive text based on the themes given. The test is given twice, pre-test and post-test. The pre-test is needed to measure the students' writing achievement before giving the treatment. Post-test is needed to measure the students' writing achievement after they get the treatment.

The strategy of data analysis would be used SPSS (Statistical Package for Social Sciences). The writer uses statistical analysis through calculation to know the result of reading comprehension test by using SPSS. The scores from the experimental and control class would be analysed by using T-test. It was used T-test with the level of significance 0.05 (5%).

## RESULT AND DISCUSSION

The research result revealed that using cue cards in teaching writing text has significant different on students' writing ability. The assumption has already been proved through this research.

The ability of the students as respondent before they got treatment was analyzed in pre-test. The result of pre-test as follows.

**Table 1. Descriptive Statistics of Pre-Test Score**

Statistics	Experimental Group	Control Group
Mean	49.56	49.75
Minimum	28	28
Maximum	76	72
Std.Deviation	11.572	12.477

The table above shows that the pre-test mean score of experimental group and control group were 49.56 and 49.75.

The comparisons of the improvement on post-test both experiment and control group after giving the treatment. Post-test is used to know the ability of the students' writing after got the treatment. Here is the result of post-test.

**Table 2. Descriptive Statistics of Post-Test Score**

Statistics	Experimental Group	Control Group
Mean	80.11	69.75
Minimum	72	52
Maximum	92	80
Std.Deviation	5.840	7.298

The table above shows that the post-test mean score of experimental group and control group were 80.11 and 69.75.

It can be concluded that the result of post-test was higher than the pre-test. So, cue cards media can give significant effect on students writing descriptive text ability.

To know whether the hypothesis is accepted or not, it can be classified as follows.

- a.  $H_0$  (Null Hypothesis): there is no significant difference on students' writing ability between those who were taught by using cue cards and those who were not taught by using cue cards.
- b.  $H_a$  (Alternative Hypothesis): there is a significant difference on students' writing ability between those who were taught by using cue cards and those who were not taught by using cue cards.

If the t-test is more than ( $>$ ) 0.05, means that  $H_0$  is accepted, if the t-test is less than ( $<$ ) 0.05 means that  $H_0$  is rejected and  $H_a$  is accepted. The result of Independent Sample T-test is as follows.

**Table 3 Independent Sample T-Test of Post-Test Score**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
Result	Equal variances assumed	1.020	.320	4.594	32	.000	10.361	2.255	5.767	14.955
	Equal variances not assumed			4.533	28.723	.000	10.361	2.286	5.685	15.038

The Independent Sample T-Test, the Sig (2-tailed) is 0.000. The data had significance less than  $<$  (0.05) which means that the null hypothesis ( $H_0$ ) is rejected while the alternative hypothesis ( $H_a$ ) is accepted. It can be concluded that, there is significant difference on students' writing achievement that were taught by using cue card and those who were not.

## CONCLUSION AND SUGESSTION

After reviewing in the experimental and control group, the result of the analysis and discussion show that there is a positive effect on students' writing ability by using cue cards. The result of the average score shows that the experimental group gets better result than the control group. Before that, pre-test of experimental and control group were no significant differences. This means that the ability between experimental and control group are the same. Besides that, the result of the post-test between experimental and control group were significant differences. The result of the experimental group was higher that the control group. This study revealed that cue cards could give good atmosphere along the process of study the students became more interested to write, they easier to develop their ideas into sentences even a paragraph. Thus, it made their writing better. Therefore, it can be concluded that cue cards media can be an alternative in teaching writing.

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