



**THE EFFECT OF CUE CARDS TO THE STUDENTS' WRITING ABILITY
AT THE EIGHTH GRADE STUDENTS' AT SMPN 1 SEMEN KEDIRI
ACADEMIC YEAR 2015/2016**

SKRIPSI

Presented as Partial Fulfillment of the Requirement to Obtain
The Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



By:

FETRIANA KARTIKA

NPM: 12.1.01.08.0186

**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

2016



APPROVAL PAGE

SKRIPSI

By:

FETRIANA KARTIKA
NPM: 12.1.01.08.0186

ENTITLED:

**THE EFFECT OF USING CUE CARDS TO THE STUDENTS' WRITING
ABILITY AT THE EIGHT GRADE STUDENTS' AT SMPN 1 SEMEN
KEDIRI ACADEMIC YEAR 2015/2016**

Approved by advisor to the English Education Department Examination
Committee of University of Nusantara PGRI Kediri

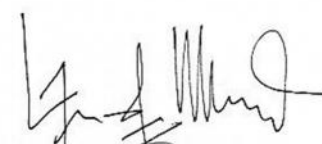
Kediri, August 03rd, 2016

The Advisors,

Advisor 1


YUNIK SUSANTI, M.Pd
NIDN. 0718017801

Advisor 2


LINA MARIANA, M.Pd
NIDN. 0710097401

APPROVAL SHEET

SKRIPSI

By:

FETRIANA KARTIKA
NPM: 12.1.01.08.0186

ENTITLED:

**THE EFFECT OF USING CUE CARDS TO THE STUDENTS' WRITING
ABILITY AT THE EIGHT GRADE STUDENTS' AT SMPN 1 SEMEN
KEDIRI ACADEMIC YEAR 2015/2016**

Approved by advisor to be proposed to the English Education Department
Examination Committee of University of Nusantara PGRI Kediri

Kediri, August 03rd, 2016


Board of Examiners,

Chairman : YUNIK SUSANTI, M.Pd


First Examiner : Hj. RIKA RIWAYATININGSIH, M.Pd

Second Examiner : LINA MARIANA S.S, M.Pd



 The Dean of the Faculty of Teacher Training
and Education
University of Nusantara PGRI Kediri




Dr. H. SRI PANCA SETYAWATI, M.Pd
NIDN. 0716046202

THE EFFECT OF CUE CARDS TO THE STUDENTS' WRITING ABILITY AT THE EIGHTH GRADE STUDENTS' AT SMPN 1 SEMEN KEDIRI ACADEMIC YEAR 2015/2016

Fetrianakartika

12.1.01.08.0186

English Education Department
University of Nusantara PGRI Kediri
Email: fetriana252@gmail.com

Advisor I

Yunik Susanti, M.Pd

NIDN. 0718017801

Advisor II

Lina Mariana, S.S. , M.Pd

NIDN. 0710097401

ABSTRACT

Writing is not merely a skill to express person's ideas into sentences, but it is one of four English skills which is very complex as it only can be acquired through cognitive efforts, training, instruction, and practice. This study aimed to know the effect of using cue cards in teaching writing at the eighth grade students of SMPN 1 Semen Kediri. The design of this study is experimental quantitative research and uses pre-test and post-test to know the students' writing ability in teaching writing using cue cards. Based on the research, it is known that in pre-test 1 students (4%) got score 44-49, 4 students (15,2%) got score 50-55, 14 students (54%) got score 56-61, 5 students (19,2%) got score 62-67, 2 students (7,5%) got score 68-73. Then, for the score of post-test is more better. There are 3 students (11,5%) got 60-64, 7 students (27%) got 65-69, 6 students (23%) got 70-74, 9 students (34,5%) got 75-79, and 1 students (4%) got 80-84. Based on this fact, it can be concluded that the students' writing ability was improved because the number of students who got score less than standard score is decrease, and students who passed from standard score is increase. The result obtained in this research shows that there is improvement on the students writing ability. The t-table for level significance 5% and degree of freedom 26 was 2.060. While the result of t-test is 11.029. It means that t-test is higher than t-table ($11.029 > 2.060$). So, H_0 is rejected and H_a is accepted. It means that using cue cards is effective to applied in teaching writing. because it has shown significant effect to the students writing ability.

Key words: Writing, Teaching Writing, Cue Cards

I. INTRODUCTION

Writing is language skill that has complicated knowledge. It is complicated because to write needs to master grammar well and needs to think hard to get ideas. It is stated by Hrmenita and Tiarina (2013: 2), “Writing is one of the language skills, beside listening, speaking and reading that must be mastered by English learners. They have to be able to express their thoughts in writing to develop their ideas, and make readers interest when their writing read”. It means that writing is the activity that not only take or write some words or sentence but also express and explain the idea in paper that allow right process.

Writing is regarded complicated rather than the other skills (Listening, Speaking and Reading). Writing is the most important part of students that must be mastered in English lesson. In writing, many students whose native language orthography is very different from English have difficulty forming English letter and they are difficult to express their idea. It is the main problem of students.

In this way, the teachers should give good method or media to attract and increase the motivation of students especially in writing ability. Media are very important in learning English to arise the students motivation and attract the students interest to study English.

Cue cards is introduced as one of the teaching media. Cue cards is interesting due

to its simplicity and attractiveness. Besides inexpensive, the process of making it is not quite complicated. Cue cards can help the students when students are asked to describe something/someone in detail, cue cards can help them to produce the description easily.

Cue cards as media will make the students more interested in writing especially descriptive text. Media is used by the teachers in order to attract the attention of some students. With this media, the teacher would be easier to explain the descriptive text material and determine the level of students understanding of the material.

II. METHOD

It was an quantitative approach with experiment was used as a technique of the research with one class as the participants' class and the research design was pre-test and post-test design. The population of this research was the eighth grade students of SMPN 1 SEMEN KEDIRI. There were nine classes. From those classes, the researcher took VIII-E as the sample of the research. This class consist of twenty six students.

III. FINDINGS

The researcher was begun by giving pre-test then followed by giving treatment using certain technique, that is the use of brochure and the last is by giving post-test in the end of this research.

The score *mean* of Pre-test and Post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	P R E - T E S T P O S T	58,46	26	5,551	1,089
	- T E S T	71,54	26	4,843	,950

Based on the scores mean of pre-test and post-test above, the researcher could describe the result of data analysis. It shows that the mean score of pre-test is 58,46, and post-test 71,54. It means that the students score is increasing after they being taught writing using cue cards.

After it was nalyzed, it is important to know the level of significance of the score by using t-test formula. From t-test formula, the researcher found the result of t-score 11,029 is higher than t-table in level of significance 1% (2,060).

IV. DISCUSSION

Cue cards is effective to be used in teaching writing. It is proved by the

difference mean score of pre-test and post-test. The mean score of pre-test is 58,46 is lower than mean of post-test 71,54. Moreover, the result of t-score (11,029) is higher than t-table in level of significance 1% (2,060). The difference means that there is very significant effect of using cue cards to the students' writing ability.

Based on the result of test above, this media should be applied especially in writing class. Thus, the students will be more interest and have a lot motivation in writing class. Furthermore, the students will be active when the teacher uses cue cards when learning writing. This confirms Harmer (2001: 134) opinion that cue cards is a card with words or picture on, which are used to encourage the students to respond.

V. CONCLUSION

After doing the whole process in this reserch, the researcher made some conclusion. Writing is not merely a skill to express person's idea into sentences, but it is one of four English skill which is very complex as it only can be acquired through cognitive efforts, training, instruction, and practice. One of media that can be used is by using cue cards. Cue cards used to encourage the students to respond beacuse this media make the students more interested in writing. Besides, cue cards consist of text and interesting picture because this media is used by the teachers in

order to attract the attention of some students. With cue cards the teacher would be easier to explain the material of writing and determine the level of students understanding of the material in writing. So, they will more creative to develop and explore interesting media in teaching writing.

In summary, cue cards as media can interest students in descriptive text material. They are free to develop their understanding in descriptive text by using their own word. Cue cards can help them to understand what the descriptive text about. It affects the students' writing ability. It can be said that there is very significant effect of teaching writing using cue cards to the eighth grade students of SMPN 1 SEMEN KEDIRI in academic year 2015/2016.

References

- Ary, D. 2010. *Introduction to Research in Education (Eight Edition)*. Canada: Nelson Education, Ltd.
- Bass & Tethford. 2006. *The Little Itty Bitty Book of the C.I.F.* New York City: Read Write Think Press
- Brown, Douglas. 2000. *Principles of Language Learning and Teaching*. Fourth Edition. Sanfransisco States University.
- Brown, H.D. 2001. *Teaching by Principles: An Interactive Approach to*

Language Pedagogy. USA: Pearson Education, 10 Bank Street, White Plains, NY

Brown, H. D. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education, Inc.

Byrne, D. 1988. *Teaching Writing Skills*. Longman Group UK Limited

Faisal & Suwandita. 2013. *The Effectiveness of FRESH Technique to Teach Descriptive Paragraph*. Purwokerto: Journal of Education and Learning Vol.7 (4) pp. 239-248

Efendi & Meisuri. 2013. *Improving Students' Achievement in Writing Descriptive text by Using Cue Cards*. Medan: FBS UNIMED

Grenville, Kate. 2001. *Writing From Start to Finish A six-step guide*. Australia: Griffin Press

Harmenita & Tiarina .2013. *Teaching Writing a Descriptive Text by Using Environmental Observation Strategy*. Padang: Journal of English Language Teaching

Harmer, J. 2001. *the Practice of English Language Teaching (rev. Ed)*. London: Longman



- Harsyaf, et. al. 2009. *Teaching Writing*. Jakarta: Ministry National of Education
- Heaton, J.B.1975.*Writing English Language Text*. London: Longman
- Heaton, J.B. 1988. *Writing English Language Tests*. United State of Amerika. Longman Group UK Limited.
- MGMP. 2009. *Teaching Writing*. Center for Development and Empowerment of Language Teachers and Education Personnel.
- Nunan,David.2003.*Practical English Language Teaching*. First Edition. Singapore
- Pratomo, B. *The Use of Project Based Learning to Improve the Students' writing Skills at Class VII F of SMP Negeri 7 Magelang in the Academic Year of 2013/2014*. Thesis. English Language Education Department Faculty of Language and Arts Yogyakarta State University. Publish.
- Raimes,Ann.1983.*Techniques in Teaching Writing*.New York: Oxford University Press
- Ur, P. 1996. *A Course in Language Teaching: Practice and theory*. Cambridge University.