

CUE CARDS TO TEACH WRITING OF ENGLISH DESCRIPTIVE PARAGRAPH

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Abstrak: Tujuan dari penelitian ini bermaksud menjawab apakah Cue Card mampu meningkatkan kemampuan siswa dalam menulis teks deskriptive. Maka, dilakukanlah penelitian pre-experimental kepada siswa kelas 7 SMPN1. Sampel penelitian ini adalah kelas VII A, berjumlah 36 orang. Peneliti menjadikan mereka semua sebagai subjek dari penelitian ini. Teknik pengumpulan data adalah dengan menggunakan pre test dan post test dalam bentuk tes tulis. Pertama, peneliti memberikan pre test diawal kegiatan. Lalu, peneliti memberikan dua kali perlakuan diwaktu yang berbeda. Terakhir, barulah post test dilaksanakan. Hasil penelitian menunjukkan hasil nilai rata-rata siswa pada post test sebesar 62.22, yang mana lebih tinggi dibanding pre test (22.08). hasil ini masuk kategori kurang sampai rata-rata. Hasil penelitian menandakan bahwa cue card merupakan media yang bermanfaat dalam mengajar menulis teks deskriptive. Akhirnya, media dalam penelitian ini dapat digunakan dengan bermacam cara, sehingga guru dapat meningkatkan teknik mengajarnya di kelas.

Kata Kunci: Paragraph Deskriptive, Mengajar, dan Menulis

Abstract: The purpose of this research was to answer whether Cue Cards increases the ability of the student in writing descriptive text. Then, the writer conducted a pre-experimental research to the seventh year students of "SMPN 1". The sample was class VII A, which consists of 36 students. The researcher took all of them as the subject of the study. The technique of data collection is pre-test and post-test carried out in written test. First, the writer gave a pre-test. It was conducted at the beginning of the research. Second, the writer gave twice treatment in different times. Lastly, post-test was conducted. The result indicates the student's mean score achievement in post-test is 62.22, higher than their mean score in pre-test (22.08). It is categorized as poor to average. The research result shows that cue card is one of the useful media for teaching descriptive text writing. Finally, the media in this research is useful for various ways to teach descriptive text writing, and the teachers can improve their teaching by using cue cards media in classroom.

Keywords: Descriptive paragraph, teaching, and writing,

Writing, as one of the basic skills, is a productive skill which enables students to express their idea and feeling in written form. It is a final product from several separate activities such as outlining, defining main ideas, drafting, editing and summarising (Hogue, 2008). A writing extends

the information from the writer to the reader. Furthermore, a good writing will attempt to convey the information precisely to avoid misunderstanding and ambiguity among the readers.

In educational setting, the purpose of teaching English writing is to enable students to write English correctly. Students are expected to write letters, messages, news, and texts such as narrative, descriptive, procedure and recount. At the seventh grade, descriptive text becomes the main focus in curriculum. The purpose is to describe thing, place, event, theories or person so that the readers recognize it (Kane, 2000; Wishon & Burks, 1980). In the description, the student should know the object of the description and be able to identify its features distinctively.

However, writing is regarded rather complicated rather than the other skills. In writing, the students are not only encouraged to be creative but also encouraged to have a good grammar, vocabulary mastery, and even strong motivation. Therefore, to make a good writing, it is necessary to have correct grammar and to have various number of vocabulary stock.

The most common problem in writing is about the sentence arrangement. The initial problem is even started at the beginning of the writing phase as they try to find the main idea. Some students deal with many difficulties when defining a good main idea. Furthermore, once the students get the idea, they are often unable to organize the sentences into a good sequence (Raimes, 1983). As the example, the writer's pre-observation at SMPN 1 Kubu on seventh grade students reported that students mostly got confused when being asked to write in English. They could not start writing because it was difficult to combine the words they got from dictionary into sentences. From 36 students in class A, there were only two students that accomplished the task given.

Fortunately, the teacher might use cue cards as the media of teaching descriptive writing. Cue cards are useful instructional tools for teachers to be used with students of any age. Using cue cards as a language experience is likely to connect visual literacy (learning to interpret images), cultural literacy (learning the characteristics and expectations of social groups) and print literacy (learning to read and write language). Namely, these connections support the idea as cue cards offer a variety of topics, themes, and levels of difficulty to develop overall literacy skills in terms of language learning.

To cope with this condition, a research has been conducted to investigate the use of cue cards for teaching writing descriptive paragraph. The research was carried out on the seventh grade students at SMPN 1 Kubu. The selection of this class relied on specific data on the students' achievement of writing skill, particularly in descriptive writing. It was found that the average scores of descriptive writing achievement were 60. This meant that they did not pass from the minimum level achievement, 65.

Additionally, based on the researcher's experience as the students' teacher, there are some problems found in the field when giving writing materials to the students, especially the descriptive paragraph. The first problem is that the students' writing is not comprehensible, because the content of the composition is not relevant to the topic, the ideas are not clearly stated, the ideas and sentences

are not well organized. The second problem is that there are many errors in vocabulary, grammar, and spelling. Another problem is the students have low motivation and are not interested in doing the task since the writing activities are not interesting.

In this research, cue card is introduced as one of the teaching media. Cue card is interesting due to its simplicity and attractiveness. Besides inexpensive, the process of making it is 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 is clearly visible. Thus, when students are asked to describe something / something in detail, cue cards can help them to produce the description easily.

This research is important as a clear description of the effectiveness of cue card for teaching writing. Also, it is one of the researcher's effort to introduce alternative media that teachers might use in classroom. At the end of the research, the researcher will use the research finding as a guidance whether or not to use cue cards in her next teaching experience.

METHODOLOGY

This research employed the Pre-Experiment study or one group pre-test post-test design. It is a research procedure that has no control group. The influence of experimental treatment can be seen by analyzing or comparing the result of Pre-test. According to (Hatch & Farhadi, 1982), Pre-experimental design is not really considered model experiments because they do not account for extraneous variables which may have influences the results.

The most commonly used of pre-experimental design is one group pre-test post-test design. Pretest is given before the treatment given which is aimed to know the pre-condition of the students and the post-test are given posttest is given after the treatment to know the students' post condition on writing activities.

So, there are two test: X_1 : the pretest and X_2 = the posttest and T is used to symbolize the treatment in the following representation of the design:

X_1	T	X_2
Pretest	Treatment	Posttest

Taking the first year's students of SMP Negeri 1 Kubu in academic year 2013/2014 as the population, the researcher then decided class VII A as the research sample. There is more than one technique which can be used in collection the data. It can be distinguished into six techniques which can apply in collecting the data. Namely direct observation technique, indirect observation technique, direct communication technique, indirect communication technique, measurement technique and documentary study technique. Hence, the writer applies measurement technique. It is applied to the data by administrating a test. It is because the writer intends to measure the result of the research. The tool of data collecting is written test. The tests use in this research is describing picture on card, filling the blank words and writing descriptive text based on the cue cards.

To respond student's writing, the writer used a rating scale widely employed by many researchers.. The following is the analytic scoring model which has been inserted some modification relate to the learning goal.

NO	CRITERIA	POOR 5	QUITE POOR 10	GOOD 15	VERY GOOD 20
1	Identification	<ul style="list-style-type: none"> • Dosen't have title • Dosen't have name of the character in the story 	<ul style="list-style-type: none"> • Write name of the thing/place is who in the story • Write title 	<ul style="list-style-type: none"> • Write title • Write name of the first thing/place who is in the story 	<ul style="list-style-type: none"> • Write title • Write name of the first thing/ place who is in the story • Tell about relation with the writer
2	Description	<ul style="list-style-type: none"> • One paragraph consist of one or two sentences • Ideas confused or disconnected 	<ul style="list-style-type: none"> • One paragraph consist of three sentences • Write some supporting thing/ place in the story • Ideas are clearly stated 	<ul style="list-style-type: none"> • One paragraph consist of four sentences • Write some supporting thing/ place in the story • Ideas are clearly stated 	<ul style="list-style-type: none"> • One paragraph consist of five sentences • Write some supporting thing/ place in the story • Ideas are clearly stated
3	Language use	<ul style="list-style-type: none"> • Numerous errors in mechanic, language features and spelling interfere white meaning • Errors in punctuation, capitalization ,paragraphing etc 	<ul style="list-style-type: none"> • The are many errors in mechanic and language features • Story in punctuation 	<ul style="list-style-type: none"> • The are some errors mechanic and language features • Story may have mirror errors in punctuation 	<ul style="list-style-type: none"> • The aren't errors in mechanic and language features • Story is punctuated

Table 1. Scoring Rubric

FINDING

Data Analysis

The data on the students' achievement of descriptive text writing sorted out to make it easier for the analysis. The data covered the student's score in pre-test and pos-test. To analysis the student's achievement of descriptive text writing by using cards media, there are some steps to be done. They are:

- a) Calculate the mean score of pre-test
- b) Calculate the mean score of post-test.
- c) Analysis on the student's difference score of pre-test and post-test.
- d) Calculate the mean of standar deviation.
- e) Calculate the significance of students' interval score of pre-test and post-test by using t-test.
- f) Calculation the on the effect of the treatment by using effect size.
- g) The result of the students' total score of pre-test and post-test

NO	Name	Pre-test Score (X_1)	Pos-test Score (X_2)	d (Interval) (X_2-X_1)	d^2
1	AF	35	60	30	900
2	AU	35	70	35	1225
3	AP	40	60	20	400
4	CN	30	55	25	625
5	DQ	0	60	60	3600
6	DR	20	55	35	1225
7	DW	35	65	30	900
8	EE	0	55	55	3025
9	FA	35	60	25	625
10	FE	30	80	50	2500
11	FR	0	60	60	3600
12	HN	0	70	70	4900
13	HL	0	60	60	3600
14	ID	0	55	55	3025
15	IR	25	65	40	1600
16	LK	0	60	60	3600
17	LR	35	80	45	2025
18	MR	0	60	60	3600
19	MA	30	55	20	400
20	ME	35	65	30	900
21	MI	0	60	60	3600
22	MS	25	60	40	1600
23	MU	0	50	50	2500
24	NE	40	55	15	225
25	NH	30	55	25	625
26	PJ	50	65	15	225
27	RS	0	60	60	3600

28	RA	30	55	25	625
29	RP	35	65	30	900
3	RU	0	50	50	2500
31	SA	30	55	25	625
32	TA	0	60	60	3600
33	WR	80	90	10	100
34	WS	45	80	35	1225
35	VJ	45	65	20	400
36	VL	0	65	65	4225
N= 36		845	2240	$\Sigma d = 1395$	$\Sigma d^2 = 69050$
		$\bar{X}_1 = 22,08$	$\bar{X}_2 = 62,22$		

Table 2. The students total score of pre-test and pos-test

a. Pre-test

From the table above, we can see the students' score in pre-test. The score of pre-test range from 0 (the lowest score) to 80 (the highest score). The total score of students' pre-test is 845. To know the students' mean score in pretest, the computation is as follows:

$$X_1 = \frac{\Sigma X_1}{N} = \frac{845}{36} = 23.47$$

Based on the computation above the students' mean in pre-test is 23.47. According to the criteria students' mean score is Poor.

b. Post-test

From the table above, we can see the students' score in post-test. The score of post-test range from 50 (the lowest score) to 90 (the highest score). The total score of students' pre-test is 2240. To know the students' mean score in pretest, the computation is as follows:

$$X_2 = \frac{\Sigma X_2}{N} = \frac{2240}{36} = 62.22$$

Based on the computation above the students' mean in pre-test is 62.22. According to the criteria students' mean score is poor to average. The students' score of descriptive text writing becomes better at the post-test.

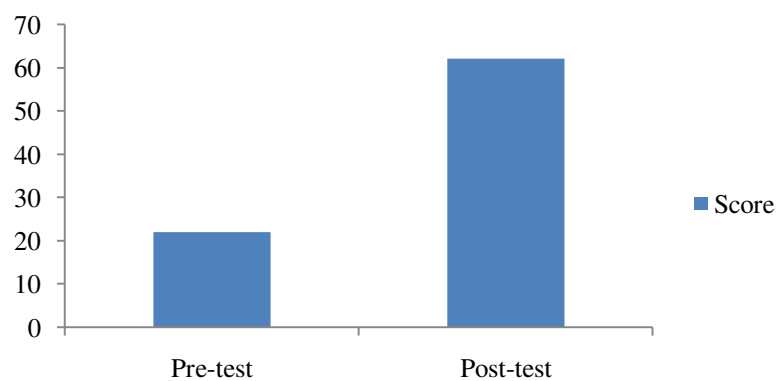


Figure 1. The Chart of mean Pretest and Posttest

From the chart, we conclude that the mean score has increased 40.14 points. The t-test (22.08), which means “poor” increased, becomes 62.22 at post-test that means “poor to average”.

- c. Difference score of pre-test and post-test

Before calculate the standard deviation, the writer calculate the difference score of pre-test and post-test by using the formula as follows:

$$\begin{aligned} d &= \bar{X}_2 - \bar{X}_1 \\ &= 62.22 - 22.08 \\ &= 40.14 \end{aligned}$$

- d. Standard deviation

Before calculate the significant analysis of the students' interval score of pre-test and post-test, the writer calculates the mean score standard deviation by using the formula as follows:

$$Md = \frac{\sum d}{N} = \frac{1395}{36} = 38.75$$

Furthermore, the writer calculates the total amount of deviation square as follows:

$$\begin{aligned} \sum X^2 d &= \sum d^2 - \frac{\sum(d)^2}{N} \\ &= 69050 - \frac{1395^2}{36} \\ &= 69050 - \frac{1946025}{36} = 69050 - 54056,25 = 14993.75 \end{aligned}$$

- e. T-test

After obtaining the total amount of the standard deviation square, the writer puts the data into t-test:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

$$t = \frac{38.75}{\sqrt{\frac{14993.75}{1260}}}$$

$$t = \frac{38.75}{\sqrt{11.89}}$$

$$t = \frac{38.75}{3.44}$$

$$t = 11.26$$

From the result of computation, the obtained t-test is 11,26 and t-table 2,02. Where t-computed higher than t-table ($11,26 > 2,02$), it means that teaching descriptive text writing by using pictorial media is significant and it is considered increases.

Testing Hypothesis

From the result of data analysis, it is obtained the t-test is 11.26. The t-test at 0.975 with the degree of freedom 40 is 2.02. It indicates that t-test 11.26 is higher than t-table 2.02 ($11.26 > 2.02$).

Since t-test is 11.26, it means teaching Descriptive text writing by using cue cards is significant. It indicates that the Alternative Hypothesis is accepted to the second year's student's junior high school on SMPN 1Kubu and the null hypothesis is rejected.

DISCUSSION

In the students score, the researcher obtained some students score was 0. It is because the student's paper was blank and they wrote in Indonesian language. Then, way to score the students was being oriented by using Individual Profile Scoring where the total score conveyed by three criteria such as Identification, Description, Language feature. From the data analysis above, it is found that before treatment was given the mean score of pre-test was 22.08. After the class received the treatment and post-test was conducted, the mean score increased to be 62.22. The increasing on student's score that student's achieved in post-test indicated that, generally, is better than pre-test. This finding indicates that Descriptive Text writing by using pictorial media improve student's ability in writing. The writer believes that it happens because this technique had stimulated the student's in learning appreciation. The writer discovered that there was positive competition among students' behavior and interaction. In the research class students tried to be more active in writing descriptive, they tried to write what is the cards about.

Furthermore, the result that is showed by the increasing of students' score from pre-test to post-test indicates the improvement in students writing ability. Although the students' score improvements are varying, started 35 to 70, it does not mean that the technique is working better for some students than other. But it could not be denied that students' prior knowledge or intellectual is also influence the affects of students' improvement. In short, showed by score improvement, it proved that teaching descriptive text writing by using pictorial media improves students' ability in writing. Moreover, it is also indicates that hypothesis is accepted.

During the treatment, the writer discovered that all students actively played their roles in the teaching and learning process. At the beginning of the class, when the writer shows the cards and asked the students about the cards, only some students were still confused for example: in the first treatment, the teacher gives the object of media that is not too familiar with them. It is to know whether the students' interest or not to study about this material. In teaching learning process especially for this media, that four students are difficult to expose

their prior knowledge about their “vocabulary and simple present tense”. It caused, they lack of vocabulary never study by using this media in teaching learning process. They have learned about simple present tense but they never used this media. Besides, they learned material, they must be look at the cards and describe the things based on the cards, made them into writes then made into sentences that arranged into text. In the second treatment, they understood and enjoyed the teaching learning process because they got used the media given, they interested to study by using the media (cards in context). They could explain the things related to the cards, then made into sentences. In this treatment, the teacher has seen that the result of their work is better than the first treatment. They felt it as a fun activity. It indicates that cards is appropriate and help children in obtaining writing descriptive text ability.

Cards in this context have a positive influence on the students’ achievement of vocabulary and simple present tense. The writer believes that it happens because teaching descriptive text writing by using cue cards in context had stimulated the students’ learning appreciation. The writer found there was an advantage among the students in the class that could be observed through the students’ behavior. For example: the students were interested to identify the things from the cards and they easily understood the material so that they could make the sentences correctly. Cards in context are considered as one of the effective media to increase the students’ achievement on simple present tense. This finding in line with what (Yunus, 1981) said that “cards are very useful for presenting new grammatical and vocabulary items because from the cards the students can see the object. In the other hand, the cue cards show the meaning about the surrounding, the objects’ activity and the object itself”. Based on the meaning of the cards, the students can write sentence.

In addition, the writer also discovered that the facilities and class situation also supported the students’ achievement in teaching learning process. The available cards that were provided gave a more interesting and life situation because it can reduce the students’ boredom and students’ difficulties in learning descriptive text.

In this research, the writer has found out not the strengths of the cards in context, but also its weaknesses. The use of cards in teaching past continuous tense sometime created misinterpretation for example when the teacher asked them to make the sentences by simple present tense. They might think which is the first action and which one is the second. Therefore, the teacher needs to explain the material and the rules clearly by asking them to make the sentences just using things in the cards. Beside, in order to overcome this problem (students’ misinterpretation) the teacher should give the rules in the first meeting. On the other hand, when cards are applied, the teacher must give more examples and more cards.

CONCLUSION AND SUGGESTION

Based on the result, the researcher obtained the conclusion that teaching descriptive text writing by using cue cards media is effective. The obtained effect size is 1.88. T-computed is higher than t-table ($11.26 > 2.02$). So it is considered

significant. Addition, The use of pictorial media in teaching ddescriptive text writing to the Student of SMPN 1 Kubu is effective. The mean score increased from 22.08 to 62.22.

To improve the teaching learning activity especially English subject, the writer offers suggestions to the teacher to give home work to the students according to the previous material as memorizing so the students always remember about the material. Teachers also more actively to give some example of the material related to daily activity so the students can connect their knowledge from their experience. In addition, teacher should manage the time and the classroom effectively in order to create a good condition and interesting atmosphere during the teaching learning process.

The teacher has to prepare a media like's cue cards or other that will attract the students attention, and they will recognize or find the meaning. It is expected that before asking the students to read the text, which the word is difficult enough, the teachers should teach them about words, sentences and then text. Finally, the teacher asks to each student to bring a dictionary to improve their vocabulary.

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