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THE EFFECT OF CUE CARDS MEDIA TOWARD STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT AT THE TENTH GRADE OF SMK AS-SHOF PANDEGLANG BANTEN

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh menulis bahasa Inggris menggunakan media Cue Card pada siswa kelas X di SMK As-Shof Pandeglang. Penelitian ini menggunakan pendekatan penelitian kuantitatif dan metode quasi eksperimen dengan desain pre-test dan post-test. Makalah penelitian ini menggunakan triangulasi metode pengumpulan data yang melibatkan pre-test, treatment dan post-test. Data diperoleh dari dua kelas yaitu kelas eksperimen dan kelas kontrol. Kelas eksperimen pada penelitian ini adalah X.A dan kelas kontrol adalah X.B. Tiap kelas berjumlah 20 siswa dengan jumlah sampel 40 siswa. Nilai rata-rata kelas eksperimen pada pre-test sebesar 61,45 sedangkan nilai rata-rata kelas kontrol pada pre-test sebesar 59,20. Sedangkan hasil post-test nilai rata-rata kelas eksperimen sebesar 73,80, sedangkan nilai rata-rata kelas kontrol sebesar 67,50. Hasil yang diperoleh dari uji hipotesis adalah $0,00 < 0,05$ yang berarti terdapat pengaruh yang signifikan penggunaan media kartu isyarat terhadap keterampilan menulis teks deskriptif siswa di kelas sepuluh SMK As-Shof Pandeglang.

Kata Kunci: Keterampilan Menulis, Teks Deskriptif, Kartu Isyarat

Abstract

This research aims to find out whether there is any effect writing English using the Cue Card media in class X students at SMK As-Shof Pandeglang. This study used quantitative research approach and quasi-experimental method with pre-test and post-test design. This research paper used triangulation of data collection methods involving pre-test, treatment and post-test. Data were obtained from two classes, namely the experimental class and the control class. The experimental class for this research was X.A and the control class was X.B. Each class had 20 students with a total sample of 40 students. The average value of the experimental class in the pre-test was 61.45 while the average value of the control class in the pre-test was 59.20. While the post-test results, the average value of the experimental class was 73.80, while the average value of the control class was 67.50. The result obtained from the hypothesis test is $0.00 < 0.05$ which means that there is a significant effect of using cue card media toward students' writing skill in descriptive text at the tenth grade of SMK As-Shof Pandeglang.

Keywords: Writing Skill, Descriptive Text, Cue Cards

INTRODUCTION

In life, language is important. The language that people use to communicate with each other greatly influences their existence. Harmer & Rohimajaya (2018) stated that language is supported by three components, including grammar, vocabulary and pronunciation. One of a country's identities is its language, which varies from region to region. Learning a language is crucial in education if you want to improve communication.

English language learning is a part of language learning. Furthermore, English is an international language. Every student must study English in order to compete internationally in the realms of

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education, economics, information technology and anticipation in the age of globalization. English is one of international language and one of the world's official language is English. The majority of nations on the globe speak English as their primary language. It is interesting to be studied and mastered in order to communicate with people from other countries. In English Students frequently have trouble in writing. Student writing performance is less than ideal due to their limited vocabulary, grammar proficiency, ability to create ideas, and resistance to practice writing texts.

Writing is a language skill that calls for in-depth understanding. It is challenging since decent language and careful thought are required when writing. According to Spahr (in Alawiah, 2021) that writing is a talent that differs from speaking in a variety of ways, including rules in grammar and vocabulary, challenges with letter, word, and text construction, and issues with handwriting, spelling, layout, and punctuation. Furthermore, Hyland (2003:9), writing serves as a medium for communicating personal thoughts, and writing classes place great emphasis on an individual's ability to form their own opinions. In addition, Oshima and Hoga (1999:3) argue that writing, especially academic writing, is very difficult. In writing there was several kinds of writing. The researcher conducted descriptive text in this research.

According to Wishon and Burks (in Rofi'ah, 2017): "Sense impressions such as sensation, sound, taste, smell and appearance are the objects that are described. Furthermore, according to Knap and Watknis (2000:351), "Descriptive text is text that talks or writes about a picture, writes about a character or place in a story, and talks about an animal." In addition, According to Kemendikbud (2013), stated that English language curriculum in Indonesia use descriptive text. English can be learned and taught through a variety of media, strategies, and methodologies in current technology advanced world.

According to Harmer (2001:134) that a card with an image and a word is a cue card. He also added, the simplicity and beauty of the cue card make it interesting. Because it will help students understand and learn a certain topic, the use of media is important. Seeing pictures is so commonplace. In addition Harmer (2001:134) that a card with an image and a word is a cue card. He also added, the simplicity and beauty of the cue card make it interesting. Because it will help students understand and learn a certain topic, the use of media is important. Seeing pictures is so commonplace. Everywhere we look on the street there are several images. Cue cards are promoted as being straightforward and visually appealing. Various types of media are used in teaching English. One of them is cue cards. Cue cards are a communication tool that teachers can use to teach their students how to write.

Based on pre observation at tenth grade of SMK As-Shof Pandeglang Banten, researcher found several problems. The first problem is that most students are uninterested in English because they lack of motivation to learn it. The second problem is most students lack of vocabulary. The third problem is Students' writing skills was relatively low. The last problem is the teaching methods used by the teacher was monotonous.

This indicates that the text consists of words, phrases and sentences that are related to each other. This means that texts are either sequential records of spoken or written language, or they are collections of words, phrases and sentences. Texts have a specific function and make sense. Therefore, it should be done correctly using cue card media. Depending on the problem that the researcher wants to discuss in the study, it is called "The effect of cue card media toward students' writing skill in descriptive text at the tenth grade of SMK As-Shof Pandeglang Banten."

METODE

In this research used the quantitative approach, which used numeric data collection to investigate the effect of the media that were used in this research. Especially, the researcher used a quasi-experimental design that had two variables in this approach. This research used two classes as a sample, and it had divided into two: the experimental class and the control class.

In addition, (Ary *et al*, 2014:339) stated that the designs of a quasi-experiment are similar to those of randomized experiments, the individuals are not randomly assigned to treatment groups. Instead, an independent variable is modified. Both a pre-test and a post-test were presented to the experimental class and the control class. Before beginning the treatment, a pre-test was used to assess the students' ability and score. While a post-test was conducted to measure the ability and score after giving the treatment. Whether or not a difference exists was assessed with the use of the pre-test and post-tests.

The population of this research used the students from SMK As-Shof Pandeglang Banten that consist of three classes namely class RPL, ATPH A and ATPH B. Whereas, the total number of them

is 56 students. Class RPL consisting of 16 students, class ATPH A consisting of 20 students, and class ATPH B consisting of 20 students.

As a result, the researcher selected the required samples as well as those that tended to have the necessary information and consider. The class divided into two parts, 20 students as an experimental class that will be taught by using the cue cards media and 20 students as a control class that taught by using the picture cards. The researcher took two classes from the tenth grade of SMK As-Shof Pandeglang. Class ATPH A as the experimental class used cue card and class B ATPH as the control class used picture.

The writing test created based on the syllabus of curriculum 13 revision 2017. It constructed into essay. The question was taken one essay which consisted to describe the beach tour that is on the Pandeglang Banten.

Table 1. Descriptive Writing Blueprint

No	Basic Competence	Topic of Material	Indicator	Dimension	Number of Question	Form of the Test
1	Distinguishing and differentiating social functions, text structures and linguistic elements of some spoken and written descriptive texts by giving and asking for information related to tourist attractions and famous historic buildings, short and simple, according to the context of their use. written descriptive texts, short and simple, related to tourist attractions and famous historical buildings, taking into account social functions, text structure, and linguistic elements, correctly and in context	Descriptive text, tourist attractions and historical buildings	Students can be mastered by descriptive text writing through implementing the cue card media	1. Organization -Introduction -Body -Conclusion 2. Content 3. Grammar 4. Vocabulary 5. Mechanics	1	Essay Test

The analysis of the validity and reliability are the next step after trying out is completed. The try out held on Monday, 10 July, 2023. It was taken of 16 students of X RPL. There is one question of try out that consist of writing descriptive text. In the technique of taking a try out, the researcher passes through several procedures, and the procedures as follows: 1. Creating and prepare for the tests. 2. Giving the try out test to student of X RPL. 3. Asking students to do the test. 4. Collecting the answer sheet of the test. 5. Calculating and giving score to the answer sheet. 6. Analysing the result of the test to determine if the test is valid or not. 7. If the findings are valid, it means that the test item as the instrument of this research is appropriate to use.

To collecting the data the test that used in this research was using essay paragraph test and the steps are; pre-test, treatment and post-test.

RESULT AND DISSCUSSION

This research was conducted at tenth grade of SMK As-Shof Pandeglang. Throughout a roughly one-month period beginning on July 13rd and ended on August 12nd, 2023. In order to carry out the pre-test and post-test for this research, the research started with a try out test on students in class X RPL. So, the test results can be obtained and given to the students.

The following are the data of pre-test and post-test score in the experimental and control class are shown below:

Table 2. Pre-Test Experimental Class & Control Class

Experimental Class			Control Class		
No	Students	Pre-Test	No	Students	Pre-Test
1	Exp1	60	1	C1	63
2	Exp2	67	2	C2	50
3	Exp3	63	3	C3	57
4	Exp4	53	4	C4	53
5	Exp5	63	5	C5	57
6	Exp6	60	6	C6	63
7	Exp7	70	7	C7	50
8	Exp8	70	8	C8	70
9	Exp9	50	9	C9	50
10	Exp10	56	10	C10	57
11	Exp11	53	11	C11	53
12	Exp12	57	12	C12	60
13	Exp13	70	13	C13	65
14	Exp14	65	14	C14	70
15	Exp15	67	15	C15	67
16	Exp16	57	16	C16	60
17	Exp17	70	17	C17	63
18	Exp18	53	18	C18	53
19	Exp19	60	19	C19	60
20	Exp20	60	20	C20	63
Amount		1229	Amount		1184
Mean		61.45	Mean		59.20
Minimum		50	Minimum		50

Maximum	70	Maximum	70
SD	6.509	SD	6.371

Table 3. Post-Test Experimental Class & Control Class

Experimental Class			Control Class		
No	Students	Post-Test	No	Students	Post-Test
1	Exp1	70	1	C1	60
2	Exp2	80	2	C2	65
3	Exp3	75	3	C3	70
4	Exp4	65	4	C4	63
5	Exp5	67	5	C5	60
6	Exp6	70	6	C6	75
7	Exp7	75	7	C7	70
8	Exp8	73	8	C8	57
9	Exp9	70	9	C9	60
10	Exp10	73	10	C10	65
11	Exp11	70	11	C11	60
12	Exp12	70	12	C12	63
13	Exp13	73	13	C13	65
14	Exp14	80	14	C14	75
15	Exp15	85	15	C15	67
16	Exp16	80	16	C16	77
17	Exp17	70	17	C17	70
18	Exp18	77	18	C18	75
19	Exp19	73	19	C19	73
20	Exp20	80	20	C20	80
Amount		1476	Amount		1350
Mean		73.80	Mean		67.50
Minimum		65	Minimum		57
Maximum		85	Maximum		80
SD		73.80	SD		5.156

Based on the data of pre-test and post-test that are collected above, the researcher needs to know the descriptive data statistics score containing the minimum, maximum score, mean and standard deviation. To find out them all, the researcher uses the computer-assisted program SPSS 22 version, and the result can be described below:

Table 4. The Data Descriptive Statistic

	N	Minimum	Maximum	Mean	Std Deviation
Pre-Test Experiment	20	50	70	61.45	6.509
Post-Test Experiment	20	65	85	73.80	5.156
Pre-Test Control	20	50	70	59.20	6.371
Post-Test Control	20	57	80	67.50	6.724
Valid N (listwise)	20				

In order to determine whether the research hypothesis is accepted or not, the hypotheses must be tested. The researcher evaluates the results of the hypothesis tests using the paired samples T-test, which can be found in SPSS 2.2 version. The purpose of the paired samples test is to determine whether the performance of two paired samples differs from the average or mean.

Table 5. Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1				
Pre-Test	61.45	20	6.509	1.455
Experiment				
Post-Test	73.80	20	5.156	1.153
Experiment				
Pair 2				
Pre-Test Control	60.70	20	5.904	1.320
Post-Test Control	67.90	20	6.290	1.407

Based on the paired samples statistic above, for mean of pre-test experimental class is 61.45 and post-test is 73.80. So, there is a difference between learning results between the pre-test and post-test findings descriptively because both the average or mean scores on the pre-test are lower than the post-test.

In this case, the results of the paired sample t-test are needed to determine whether or not there is a significant effect of hypothesis, and the statistical hypothesis are:

H_0 : There is no significant effect of using the cue card media toward students' writing skill in descriptive text at the tenth grade of SMK As-Shof Pandeglang

H_a : There is no significant effect of using the cue card media toward students' writing skill in descriptive text at the tenth grade of SMK As-Shof Pandeglang.

According to Santoso (in Raharjo, S. 2021) the criteria of paired samples T-test are:

If significance (2 tailed) < 0.05 , it means H_0 is rejected and H_a is accepted

If significance (2 tailed) > 0.05 , it means H_0 is rejected and H_a is accepted

The following are the result of paired T-test as follows:

Table 6. Paired Sample T-Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval Difference				
				Lower	Upper			
Pair 1 Pre-Test Experiment- Post-Test Experiment	-12.350	6.808	1.522	-15.536	-9.164	-8.113	19	.000
Pair 2 Pre-Test Control- Post-Test Control	-7.200	7.641	1.708	-10.776	-3.624	-4.214	19	.000

According to the table's paired samples t-test, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted due to the fact that level significance is lower than the results of the significance (2 tailed) test 5% ($0.000 < \alpha = 0.000$) for both the experimental class and the control class.

CONCLUSION

The researcher conducted this research to determine the effect of Cue Card media toward students' writing skill in descriptive text at the tenth grade of SMK As-Shof Pandeglang Banten in the academic year 2023/2024.

Based on the discussion presented in the previous chapter, it can be concluded that based on the average results of the pretest to post-test, there is a significant increase in the writing descriptive text of tenth grade A students taught using Cue Card media and there is a significant difference in eighth grade B students who are not taught using cue cards but with picture media. Students who were taught using Cue Card media showed better improvement. This can be seen in the descriptive statistical data comparing the post-test results of the experimental and control classes, after getting the treatment the average of the experimental class is 73.80 while the control class is 67.50, it means that the experimental class results are higher than the control class.

In addition, based on the paired sample t-test with a significance level of 5% ($\alpha = 0.05$) ($\alpha = 0.05$), it was found that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. The alternative hypothesis (H_a) is accepted because the significance result (2 tailed) for the significance class (2 tailed) for the experimental class is smaller than the 5% significance level ($0.000 < \alpha = 0.05$).

The students are very enthusiastic with the Cue Card media in the learning process, they are more enthusiastic in writing, not afraid of mistakes and confused in conveying ideas in the form of English writing, as well as learning a lot of new vocabulary and they work together with their group, so the results obtained that cue card media can improve students' writing skill.

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