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The Effect Of Using Cue Cards On The Students' Ability In Writing Descriptive Text Of Eighth Grade At Smp Negeri 1 Pematang Siantar

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan kartu isyarat untuk mengembangkan Menulis Teks Deskriptif siswa kelas VIII di SMP Negeri 1 Pematangsiantar. Penelitian ini menggunakan penelitian kuantitatif dengan desain penelitian kuasi eksperimen. Populasi penelitian ini adalah siswa kelas VIII SMP Negeri 1 Pematangsiantar yang berjumlah 330 siswa. Sampel penelitian ini dibagi menjadi dua kelas, yaitu kelas VIII-3 sebagai kelas kontrol yang terdiri dari 30 siswa yang menggunakan media konvensional dan kelas VIII-4 sebagai kelas eksperimen yang terdiri dari 30 siswa yang menggunakan Cue Cards. Instrumen pengumpulan data menggunakan tes essay untuk pre-test dan post-test. Rubrik penilaian penulisan Jacob dkk digunakan dalam penelitian ini, yang mencakup lima aspek: isi, organisasi, kosa kata, penggunaan bahasa, dan mekanika. Pada hasil post-test kelas eksperimen diperoleh rata-rata sebesar 81,93, sedangkan pada kelas kontrol diperoleh rata-rata sebesar 62,23. Sedangkan hasil perhitungan uji t sebesar 2,699 lebih besar dari T hitung < T tabel dimana T hitung sebesar 2,699 dan T tabel untuk $df = 58 = 1,672$ ($2,699 > 1,672$) maka H_a diterima dan H_0 ditolak. Oleh karena itu, dapat disimpulkan bahwa penggunaan kartu isyarat memberikan pengaruh yang signifikan dalam pengajaran menulis Teks Deskriptif siswa kelas VIII di SMP Negeri 1 Pematangsiantar.

Kata Kunci: *Penulisan, Teks Deskriptif, dan Kartu Isyarat*

Abstract

The objectives of this research was find out whether the using of cue cards to develop Writing Descriptive Text of grade eighth students at SMP Negeri 1 Pematangsiantar. This research used quantitative research with a quasi-experimental research design. The population of this study was the VIII grade students of SMP Negeri 1 Pematangsiantar with a total of 330 students. The sample of this study was divided into two classes, class VIII-3 as the control class consisting of 30 students who used the conventional media and class VIII-4 as the experimental class consisting of 30 students who used Cue Cards. Data collection instruments used essay test for pre-test and post-test. Jacob et al writing assessment rubric was used in this research, which includes five aspects : content , organizations , vocabulary , language use , and mechanics. In the post-test results for the experimental class, the average was 81,93, while in the control class the average was 62,23. Moreover , the result of the t-test calculation was 2,699 which is higher than T count < T table where T count was 2,699 and T table for df 58 = 1,672 (2,699 > 1,672) then Ha is accepted and Ho is rejected. Therefore, it can be concluded that the use of cue cards gives significant effect in teaching writing Descriptive Text of Eighth grade students at SMP Negeri 1 Pematangsiantar.

Keyword: *Writing, Descriptive Text, and Cue Cards*

INTRODUCTION

Many people around the world use English as one of their primary languages. In society, language is utilized to have conversations. Humans communicate with one another through using language to express their thoughts, feelings, opinions, and knowledge. Both oral and written communication use language. Learning English allows people to communicate with others all around the world (Rizkiana & Pulungan, 2020). English is now considered to be the most important language for humans, and it holds a distinct place in education as a topic that offers opportunities for professional growth for college students as well as access to information between teachers, students, and books. That is why it is important for students to be proficient in both spoken and written English (Lestari et al., 2018).

There are 4 language skills in english , they are speaking, listening, reading, and writing. Since written language is becoming more prevalent in daily life, writing is one of the important abilities that one should learn (Jalaluddin, 2019). Writing position is very fundamental among the other skills such as listening, speaking and reading (Hyland, 2003). Because teaching writing is essential to learning English as a foreign language, the growth of writing must be further increased (Magnifico et al., 2019). The fundamental writing skill that junior high school students should have mastered is conveying meaning via the use of rhetorical devices.

The most critical skill that all pupils need to learn is writing. It is backed up. According to Abdelwahab (2002) cited in Kuora and Zahran (2017), writing is the main component of language instruction because it is essential for pupils to learn. Because they must be able to communicate in writing, it is crucial that the kids practice writing. The capacity to modify students' writing to suit the purpose and audience would benefit them not only in the classroom but also in the workplace and their environment, claims Langan (2008). It is obvious that writing proficiency is crucial for students learning English as a second language. Students must therefore improve their writing skills (Timperley & Parr, 2009).

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). 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 & Renandya (2002). Therefore, the use of media is needed in teaching and learning writing (Primasari et al., 2021).

When we want to describe something or someone, we use descriptive text, which is always around us. It is taught in the first and second years of Junior High School (SMP). In general, descriptive means describing specific details about a person, place, or item (PURNAMASARI, 2022). Descriptive prose should emphasize action (verbs) over sensation (adverbs and adjectives). Abisamra (2001: 1) adds that "descriptive is the text picturing the person, place and thing with clear detail to help the readers visualize an object which is described". So, by writing a descriptive text, the writers will create their sense of impression and get a clear picture of the object which is described (Ariyanti & Fitriana, 2017). Furthermore, description activity is used to describe an object and make the readers understand it so that they may image the object that is described clearly as the real one.

According to Gerot and Wignell (1994: 208), "descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound etc". it means that we can use descriptive prose to convey how something looks, smells, feels, acts, tastes, or sounds to someone (Sari, 2018). Essentially, it provides detailed information about people, places, and objects. The specific information is utilized to assist the reader in forming a mental image. In brief, descriptive writing emphasizes language to tell something specifics. They go on to say that descriptive text has two generic structures: identification and description. During identification, students will identify the phenomenon or subject that

will be described. During description, students will describe distinct components, traits, and characteristics of the thing being described. Furthermore, they discuss the grammatical features of descriptive writing (language traits (simple present tense, action verb, and adjective), vocabulary, and mechanics).

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 one of media that can be used in teaching writing (Oktarina et al., 2022). According to Mora 1994 (in Thresia, F, 2017) 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 arrange it in written prose just as well (Sholikhin, 2021).

According to my experience at my teaching practice before , I found out that the students had problems in writing. The problem are that students are shown by their lack of writing a text text. This is usually shown through the following indicators: 1) The students lacked motivation to learn, 2) Students had a restricted vocabulary and occasionally used incorrect English words to express their ideas, especially Adj. 3) The students lacked of grammar, especially present tense. And 4) The teacher's media could not motivate and encourage students to participate in the teaching and learning process. Aside from that, students found it difficult to organize sentences into good paragraphs, therefore they did not organize their works in accordance with the basic pattern provided. They also translated their Indonesian lines into English directly (Alfaki, 2015). This is evidenced by the reading value of students. Most of the students scored under the Minimum Completeness Criteria (KKM) of SMP Negeri 1 Pematang Siantar. The KKM for writing applied to grades eighth by the school is 65. To support the statement above, the researcher have the total score of all the students is 56,8 , eighth students pass the kkm , four students get the kkm , and fourteen get the low kkm.

Based on the students problems above, the researcher wants to determine whether utilizing cue cards during instruction has any discernible effects on students' writing abilities compared to not using cue cards during instruction (Irsa, 2019). Based on the fact above ,

the researcher has chosen to do a research with title "The Effect of Using Cue Cards on the Students' Ability in Writing Descriptive Text of Eighth Grade at SMP Negeri 1 Pematang Siantar".

METHOD

In this research, the researcher was conducted by using quasi-experimental as research design. . Fraenkel (2009) states that quasi-experimental do not include the use of random assignment. In addition, Ary et al (2010) state quasi- experimental designs are used when the investigator cannot randomly assign subjects to treatments. In quasi experiment design the researcher cannot choose the sample randomly from the population because the researcher cannot make a new class that can be disturb school learning process.

The place of the research was conducted at SMP Negeri 1 Pematang Siantar, which is located in Jl. Merdeka No.331 Pematang Siantar, Pardomuan, kec Siantar Timur, Kota Pematang Siantar, Provinsi Sumatera Utara (Niño & Páez, 2018). This research was going to carry out in two classes of grade eighth academic year 2023/2024.

According to Subana, et.al, (2000:24) define population as a large group of individuals to whom the results of a study can be generalized. Indeed, the target population of this study is all the students of SMP Negeri 1 Pematang Siantar of 2023/2024 academic year. The total population is 330 students, consisting of 11 classes.

According to Best and Khan (2006:13) a sample was a small proportion of the population that selected for observation and analysis. The researcher chooses class VIII-3 and VIII-4 as the samples of this research. The sample are 60 students: there are 30 students VIII- 4 an experimental class by using media cue cards, meanwhile 30 students in class VIII- 3 as a control class by using teacher's presentation. The writer also used pre-test before the treatment and post-test after the treatment for two groups of sample. The Reason of the Researcher chose VIII- 4 as the experimental class because half of student's in this class has the low score than the student's in control class (García Santalla, 2022).

The instrument of this research, researcher used written test to be student's ability in writing descriptive text. According to Ary et al (2006: 201) test is a set of stimulate presented to individual in order to elicit responses on the basic of which a numerical sore can be assigned. There are two kinds of test used in this study consist of pre- test and post- test. Pre- test is conducted to find out, measure the students' ability in writing descriptive text before using cue cards as the media. Then a Post-test is conducted to know how far the students' ability in writing descriptive text after applying cue cards as media in teaching.

In the Pre – test and post – test , the Students are asked to write a descriptive text about animals based on the pictures/cue cards that have been given in one paragraph. The text must be completed during class hours until it is completed within 2 x 40 minutes (Harahap, 2017).

In collecting data, the test was divided two, namely pre-test and post-test, pre-test is given without treatment, while post-test is given with treatment (Khoirunnisya, 2017). There are some steps to collect data, namely :

1. Giving the students an essay writing test, pre-test for experimental and control class Taught treatment in the experimental group using Cue cards
2. Explaining about Cue cards in teaching writing Descriptive Text.
3. Questioning and answer about how to use Cue cards in writing descriptive text.
4. Giving post-test in the experimental and control class based on the topic was determine with the same test with pre-test.
5. Collecting the students result of the test
6. Correcting and the students' answer of the test

RESULT AND DISCUSSION

In the research finding were describing the table of students scores. The researcher wanted to know the use of Cue Cards in teaching writing descriptive text by conducting research in SMP Negeri 1 Pematang Siantar. The researcher took two classes as samples, they are VIII-4 as the experimental class and VIII-3 as the control class. The students scores on the pre-test and post-test were analyzed by using the theory proposed by Jacobs, H.J.et.al., (1981: 90) assessment writing rubric, which rates students on content, organization, grammar, vocabulary, and mechanics (Febriyanto & Yanto, 2019).

Data Description

The data of this research collected from the results of the pre-test and post-test of the eighth-grade students of SMP Negeri 1 Pematang Siantar. The experimental class was VIII-4 class which was taught using Cue Cards as media, and the control class was VIII-3 which was taught by subject teachers at the school. The data described into two tables, one for each class. It showed the scores of the student's pre-test and post-test as well as their gained score.

Data of Experimental Class

Table 1. The Pre-test Score of Experimental Class

NO	Students Name	Aspect of Writing					Total Score
		C	O	V	L	M	
1	ATH	13	8	8	8	2	39
2	AR	18	18	10	10	2	58
3	AMR	18	16	8	9	2	53
4	AF	16	9	9	10	5	49
5	CJS	21	17	16	20	4	39
6	DAP	17	9	9	10	2	47
7	DCP	21	17	16	20	4	40
8	DMAS	15	8	8	8	2	41
9	DIA	21	17	16	21	4	34
10	EGP	21	13	13	16	3	66
11	FRAF	23	16	14	18	4	75
12	HSNT	18	13	10	18	3	62
13	IKS	22	18	14	20	5	39
14	JGP	14	8	8	7	2	39
15	JOS	21	14	13	16	3	67
16	MYZLT	13	8	8	8	2	39
17	OLPS	25	17	14	18	4	78
18	PAS	18	13	10	18	3	62
19	RP	22	18	14	21	5	80
20	RS	21	13	13	16	3	35
21	RPS	18	13	9	13	2	55
22	ROGS	14	8	8	7	2	39
23	RA	22	18	15	20	5	44
24	SNN	18	18	10	10	2	58
25	SL	16	9	9	10	2	46
26	SFA	26	17	16	19	5	60
27	UHA	16	9	9	10	2	46
28	VLM S	21	17	16	21	4	34
29	VY	13	8	8	7	2	39
30	YLS	21	13	13	17	3	67

From the table above, the average scores of pre - test in experimental group was low. The lowest score of pre-test in experimental group was 34. There was two student who got 34. Those were one students who got 35. That was seven student who got 39. There was one students who got 40. That was one student who got 41. That was one student who got 44. There was two students who got 46 (Fitri et al., 2022). There was one student who got 47. There was one student who got 49 . There was one student who got 53. There was one students who got 55. There was two student who got 58. There was one student who got 60. There was two student who got 62 , there was one students who got 66, there was two students who 67. There was one student who got 75. There was one student who got 78 , and There was one student who got 80.

Table 2. The Post-Test Score of Experimental Class

NO	Students Name	Aspect of Writing					Total Score
		C	O	V	L	M	
1	ATH	15	13	19	11	2	60
2	AR	27	15	15	18	5	80
3	AMR	20	17	18	17	4	76
4	AF	27	16	15	18	5	80
5	CJS	26	17	16	18	3	80
6	DAP	23	18	17	17	4	90
7	DCP	23	17	18	18	4	90
8	DMAS	27	18	17	20	3	85
9	DIA	26	18	18	18	3	83
10	EGP	25	18	17	18	2	80
11	FRAF	26	18	16	18	3	81
12	HSNT	24	16	13	12	2	67
13	IKS	25	18	16	18	3	80
14	JGP	25	17	17	19	2	80
15	JOS	29	20	20	22	5	94
16	MYZLT	27	21	17	22	5	92
17	OLPS	27	17	17	20	4	85
18	PAS	26	17	16	18	3	80
19	RP	28	19	18	22	5	92
20	RS	22	16	15	20	3	76
21	RPS	26	17	17	20	4	84
22	ROGS	24	16	16	12	2	70

23	RA	27	18	17	18	5	85
24	SNN	25	17	17	16	4	79
25	SL	18	16	16	17	3	70
26	SFA	28	20	19	22	5	94
27	UHA	25	17	16	18	4	80
28	VLM S	23	18	16	16	4	90
29	VY	28	21	10	9	3	95
30	YLS	25	15	15	10	3	80

From the table above, the average scores of post-test in experimental group was high. The lowest score post-test in experimental group was 60. That was one student who got 60. That was one student who got 67. Those were two students who got 70. Those were two students who got 76. There was one students who got 79. There were ninth student who got 80. There was one students who got 81. There was one students who got 83. There was one who got 84. Those were two students who got 85. There was three students who got 90. There was two student who got 92. There was two student who got 94 , and There was one student who got 95. The highest score in experimental group was 95.

Finding out t-test:

$$t_{test} = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t_{test} = \frac{30,93 - 12,8}{\sqrt{\left(\frac{32702 + 6562}{30 + 30 - 2}\right) \left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t_{test} = \frac{18,13}{\sqrt{\left(\frac{39264}{58}\right) \left(\frac{2}{30}\right)}}$$

$$t_{test} = \frac{18,13}{\sqrt{676,96 \left(\frac{2}{30}\right)}}$$

$$t_{test} = \frac{18,13}{\sqrt{\frac{1353,92}{30}}}$$

$$t_{test} = \frac{18,13}{\sqrt{45,13}}$$

$$t_{test} = \frac{18,13}{6,717}$$

$$t_{test} = 2,699$$

The result above was calculated to compare the result between two classes , and the result was found for the T-test result.

Testing of Hypothesis

The test of hypothesis is aiming to know questions about the significant influence of the students writing ability taught by Cue Cards.

To get the answer to the questions the researcher should purpose an Alternative Hypothesis and Null Hypothesis as follow:

H_a : Using cue cards media significantly effect students ' ability in writing descriptive text

H_o : Using cue cards media does not significantly effect student's ability in writing descriptive text.

" The value of t-test the same or less than the value of t-table (t-test = t-table or t-test > t-table)

In this research, the calculation of the t-test for degree freedom (df) 58 at the level of significance 0.05 showed that the critical value (t-table) was 2,699.

t-test > t-table with df 58

2,699 > 1,672 with df 58

Based on the calculation of hypothesis testing above, it was concluded that the value of the t-test was higher than the value of the t-table (2,699 > 1,672).

Therefore , the Alternative Hypothesis (H_a) was accepted and the Null hypothesis (H_o) was rejected.

Research Finding

After reviewing the data analysis presented in the table, it can be concluded that the Video Tutorial has a greater impact on the writing procedure text of seventh grade students at SMP Negeri 1 Pematang Siantar (Fidriani et al., 2021). The researcher found some findings as follows:

There were 30 students (experiment) and 30 students (control). Researcher concluded score of pre-test and post-test as follows (Ismayanti & Kholiq, 2020):

Pre-test (experimental group)

Lowest score of pre-test was 34. There was 2 student who achieved 34.

Highest score of pre-test was 80. There was 1 student who achieved 80.

Post-test (experimental group)

Lowest score of post-test was 60. There was 1 student who achieved 60.

Highest score of post-test was 95. There was 1 student who achieved 95.

Pre-test (control group)

Lowest of pre-test is 34. There was 6 student who achieved 34.

Highest score of pre-tst is 80. There was 1 student who achieved 80.

Post-test (control group)

Lowest of post-test was 36. There was 1 student who achieved 36.

Highest score of post-test was 88. There was 1 students who achieved 88.

The researcher found the total of experimental group mean (M_x) = 30,93 and group mean (M_y) = 12,8 . The degree of freedom (df) = 58. The total standard deviation from Experimental Class (dx^2) = 3995,87, and the total standard deviation from Control Class (dy^2) = 1646,8 . After calculating the data from the previous point, the researcher found the t-table score with df 58 = 1,672 and t-test score = 2,699 from the t-test formula.

Discussion

Based on the research that has been done, the researcher found that cue cards are effective to improve students' writing ability. It is proven by the score of the pre-test and post-test, the scores of the post-test are better than the scores of the pre-test. Beside that, the scores of the post-test of the experimental class were better than the scores of the post-test in the control class. It can be seen from the mean score of the experimental class was 30,93 and the mean score of the control class was 12,8. Based on the calculation of hypothesis testing above, it was concluded that the value of the t-test was higher than the value of the t- table ($2,699 > 1,672$). Therefore, the Alternative Hypothesis (H_a) was accepted and the Null Hypothesis (H_o) was rejected. So, the researcher can conclude that the students of eighth grade at SMP Negeri 1 Pematang Siantar have a better score after being taught by using cue cards as media in the teaching and learning process than those students who learn writing descriptive text without being taught by cue cards as media and cue cards is effective to teach writing descriptive text.

By using cue cards as media, the students were more motivated and interested to study and participate in writing ability. At first, they said they can't to express their ideas in writing. Their grammar skill was low and their vocabulary low too. But after taught by cue cards, they were excited and give their attention to the cue cards they saw and they had lots of ideas for writing descriptive text.

Based on the research findings, it can be concluded that the using of cue cards in writing descriptive text resulted in a real improvement in the experimental group.

CONCLUSION

In this chapter, the researcher presented conclusions and suggestions from the research results. This present research study was conducted by using a quasi – experimental design which is aimed to reveal whether using cue cards media significantly effect students' ability in writing descriptive text or not. Based on the statistical calculation, it concluded that there was effect of using this media on students' writing of descriptive Text. It was proven from the mean score of the post-test of students in experimental class was 81,93 and the mean score of pre-test was 51 that were taught using cue cards media which was improved better than the control class, pre-test in the control class was 49,43 and post-test in the control class was 62,23. Moreover, the result of the t-test calculation was 2,699 which was higher than that T count > T table where T count was 2,699 and T table for df 58 = 1,672 (2,699 > 1,672) than Hypothesis Alternative (Ha) accepted and Null Hypothesis (Ho) was rejected. Thus, the use of cue cards media gives significant effect in teaching writing descriptive Text at eighth grade in SMP Negeri 1 Pematang Siantar.

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