

THE USE OF CUE CARDS FOR TEACHING WRITING OF BIOGRAPHY TEXT

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Abstract. Students at schools learn to write in order to express their ideas well. They should have a good ability in writing English texts. However, many students find it difficult to express their ideas in a paragraph, and to make a composition correctly. The media factor seems to be one that makes the teaching-learning process unable to achieve its goal. Therefore, the authors propose to apply Cue Cards as teaching media to overcome the problem. The objective of the research is to scrutinize whether there is a significant difference between teaching writing of biography text before and that after being taught by using Cue Cards. This experiment employed one group with pretest and posttest design was conducted at the eleventh grade students of SMA N 1 Karanganyar Demak in academic year 2017/2018 in second semester. There were 34 students of grade XI IPS 1 taken as the sample through cluster random sampling. The datasets for this research were collected through written test. Before cue cards were used in the treatment, the mean score was 60. After cue cards were used in some meetings of treatment, the mean score is 82. The hypothesis of the research stated that there is a significant difference between teaching writing of biography text on the eleventh grade students of SMA N 1 Karanganyar Demak in academic year 2017/2018) before and after being taught by using cue cards is confirmed. It can be seen from the calculation of t-test, with degree of freedom (df) = 33, α = 0,05, t (critical) is ± 2.042 and t (obtained) is 8.79. The analysis showed that H_0 was denied and H_a was confirmed. Therefore, it is suggested to the English teacher to keep using cue cards in teaching writing of biography text.

Key words: teaching writing, Cue Cards

INTRODUCTION

Writing has an important role in the process of language learning. Writing also becomes more important in a communicative language teaching. Communicative activities can help the students in writing process. According to Fatima (2012:108) "Communicative activities are very helpful in teaching technical writing like report writing skills. This approach creates interest in the subject for the students. They become more creative in writing".

There are several kinds of texts in teaching writing. Among others are descriptive text, narrative text, recount text, report text, and biography text. One of texts taught in SMA is biography, especially in the eleventh grade. Biography text is a simple bio that gives an account or detailed description about the life of a person. Biographies usually take the form of a narrative, proceeding chronologically through the stages of a person's life.

Ideally the eleventh grade students of Senior High School students are able to write English and know its meaning as stated in the 2013 Curriculum. According to standard score in SMA N 1 Karanganyar Demak, students must achieve 75 as the minimum score. Unfortunately, most tenth graders of SMA N 1 Karanganyar Demak are still difficult to achieve the target because of some factors, primarily lack of writing skill, including writing a biography text. The students tend to be passive in the teaching-learning process, and experience difficulties how to express the idea. The use of interesting media is not optimally employed, especially in practicing of English writing.

The use of media is important to help teaching and students in learning process, such as using pictures. The pictures are one of the solutions that can help the teachers to explain language meaning and construction. The teachers are able to cope with the problems in teaching English. Picture is one of the media of communication that can show people, place and thing that are far from us. Picture can make anyone getting clearer idea or information than language term. The writer uses wall mailbox that is pictures combines of clue, envelope and media display on the wall to teach writing biography text. Harmer (2007) "Music and picture are excellent stimuli for both writing and speaking". It means that picture can be media to teach writing. The writer introduces and develop a more interesting media. This can make the students more enthusiastic in learning writing. A previous research by Asrifan (2015) suggests that teaching writing by pictures story is better than teaching writing by using conventional way. Similarly a study by Yuliarsih (2016) reveals that the students taught with the picture series media perform better achievement than those who was taught with non-picture series. Theories and empirical findings mentioned above are relevant to notion of the effectiveness of teaching writing by using media. This motivates the authors to conduct a research entitled "Using Cue Cards for Teaching Writing of Biography Text (An Experimental Research on The Eleventh Grade Students of SMA N 1 Karanganyar Demak in Academic Year 2017/2018).

Based on the above-mentioned background, the problem of this investigation can be stated as follows "Is there any significant difference between the students' writing ability before and after being taught by using cue cards?"

REVIEW TO RELATED LITERATURE

Rationale of Teaching Writing

Brown (2000:7) argues that "Teaching is guiding and facilitating learning, telling the learner to learn, setting the conditions for learning". It is in relevance to the teaching and learning in SMA N 1 Karanganyar Demak who uses the Curriculum of 2013 as its current curriculum. The curriculum is a set of plans and arrangements regarding the purpose, content, teaching materials and methods used to guide the organization of learning activities to achieve specific educational goals. It means that curriculum is a set of guideline consisting of goals and materials of a subject of study to achieve the objectives of educational program. Based on the curriculum 2013, the standard competence of SMA/MA includes the four skills of English mastery; listening, speaking, reading, and writing. The

component of language such as structure, pronunciation, and vocabulary are taught in integration with the teaching of four language skills. The English materials taught are usually based on the agreement of English Teacher Forum held by each regency. And the materials that the teacher gives in the eleventh grade are among others simple past tense and biography text composition. Based on the syllabus of the eleventh grade students of SMA N 1 KaranganyarDemak, biography text which becomes the concern of this research is taught in English lesson. The students have to write a story of a person's life from famous persons or figures. A biography text is a detailed account or description about the life of a person. The social function of biography text is to provide details regarding the life of the person.

Writing has always formed part of the syllabus in the teaching of English. Harmer (2004) said that there are four main elements; plans, drafting, editing and final draft in writing process. In the process of writing, there are a number of strategies we need to consider; the way we get students to plan, the way we encourage them to draft, reflect, and revise and the way we respond to our students' writing. Learning writing is getting of knowledge of writing skill by studying. In learning writing, the students should have four elements to writing text. McGillick (1987:2) explains that the emphasis of learning to write fairly extended process of English. We are more interested in helping the students to express ideas, thoughts, and feeling in writing. It means that in teaching writing teacher helps students to express ideas, thought and feeling on papers. Then teacher also helps students to organize those ideas, thought and feeling in sentence to compose meaningful paragraph or text on learning to write. To help learning writing process, the teacher can use discussion or media. Herminingsih (2013) states that "using instructional media is assumed to very essential and expected to be an effective way to improve students' motivation in learning writing".

Media has an important role to help teachers in the teaching and learning process. Hamalik (1994) argues that a media is communication tool used by an organization to achieve efficiency and effectiveness with maximum results. In teaching practice program in SMA N 1 KaranganyarDemak, the existing media was not interesting for the students. The teacher just used power point presentation, not using pictures, film or sound. The students just listened to the explanation, so the students felt bored and the students were not interested in the media. Consequently, the students did not get any benefit from the use of media. Good media should have stimulated students to express their ideas in writing.

DePorter and Hernacki (1992) argue that the important things in learning style is visual. The students understand the material clearly and are more interested in writing details to get more information by using diagram, picture, video and film. It means that the teachers should be aware that they need to use appropriate teaching media to improve students' writing performance. Callahan (1992) suggests teachers to use pictures effectively because the media are very helpful for the teaching.

Cue Cards as Media of Teaching

The use of media is suggested in teaching and learning process because it will help the students easier to understand the material taught by the teacher. Harmer (2001: 134) “Media of teaching aid used by language teachers to explain language meaning and instruction, engage students in topic, or as the basis of a whole activity.” In addition, according to Murcia (2001: 461), “Media can serve as an important motivator in the language teaching processes.”

Cue Cards is a media that combined of picture, clue, and envelope, media display on the wall to build students’ imagination about the material related to biography text by touching, playing, and observing directly. Biography is a description of a real person’s life, including factual details as well as stories from the person’s life. Biographies usually include information about the subject’s personality and motivations, and other kinds of intimate details excluded in a general overview or profile of a person’s life. For example, about people who are or were famous, such as politicians, actors, athletes, and so on. (<http://www.literarydevices.com/biography/>). Based on the explanation above, it is assumed that by applying Cue Cards media in teaching English writing of eleventh graders in SMA N 1 Karanganyar Demak may be able to help students in teaching and learning process. The cards in question are organized into a kind of post box format.



Figure 1. Cue Cards

Using Cue Cards media for Teaching Writing

According to Raimes (1983), “pictures as one of the advance organizers can help the teachers and students in teaching and learning vocabulary, and other components of language”. Cue Cards which also employs pictures is a media to teach writing created by combining pictures, clues, envelopes, and media display on the wall. Procedures of using picture as basic guidelines for teachers are presented as follows:

1. showing slides about biography text and its example.
2. showing Cue Cards media.
3. having students observe Cue Cards media.
4. having each student chooses and takes one part of the Cue Cards media.
5. having students identify what the story is about by considering pictures and clues in each part of Cue Cards.
6. having students make a paragraph based on the pictures.

Media always come with two different sides that is advantages and disadvantages. The advantages of Cue Cards are as follows:

1. providing interesting media which is colorful and fun.
2. encouraging both teacher and students in teaching and learning process.
3. exploring students' ideas through various contents.

Meanwhile, the disadvantages of Cue Cards are as follows:

1. taking much time to prepare the media.
2. consuming much time in the implementation.
3. depending on teachers' skill in controlling classroom.

From the explanation above, the advantages seem to be a lot more than its disadvantages. The disadvantages are surely not essentials and easily to cope with.

Previous Research

There were several previous research related to the use of Cue Cards. Yuliarsih (2016) conducted an experimental research and found that Picture Series gave a significant effect on the students' writing achievement. The result of the research showed that the students after being taught by using Picture Series in Writing Descriptive has better achievement in the posttest than the students taught by non-Picture Series. Similarly, Muna (2016) conducted an experimental research investigating the effectiveness of using picture series for teaching descriptive text writing. The finding showed that the writing performance of the students in experimental class was better than that of in control class. Another research was accomplished by Gutierrez, et al (2015), an action research which aimed at improving narrative writing of the students by using picture series technique. It revealed that the use of Pictures series technique made more effective the Process approach implemented in the groups. There was a marked improvement in the overall writing skills of the targeted population using Picture series technique. Participants improved their sequencing skills by writing stories in

RESEARCH METHOD

The present research is a quasi-experimental research design. According to Arikunto (2006:3) "experimental is a research as a way to look for the cause-effect relationship between two factors that are appeared by the researcher through elimination or deducing another factor that can influence". The research was designed to investigate the difference between teaching writing of biography text before and after being taught by using Cue Cards. It is conducted in SMA N 1 Karanganyar Demak. The research subject in this research was 34 students of the eleventh grade of SMA N 1 Karanganyar Demak in academic year 2017/2018. The research only used one class as the sample with pre-test and post-test. The pre-test (T_1) was given to the sample before the treatment, and the post-test (T_2) was administered to the sample after the treatment.

The instrument used in this research was written test. The test was used to measure the students' ability in writing biography text before and after taught by using Cue Cards. The scoring rubric used was adapted from Oshima and Hogue (2006):

Table 1. Writing Scoring Rubric (adapted from Oshima And Hogue (2016))

ELEMENTS	COMPONENTS	SCORE
FORMAT 5 points	There is a title.	
	The title is centered.	
	The first line is indented.	
	There are margins on both sides.	
	The paragraph is doubled-spaced.	
MECHANICS 5 points	There is a period, a question mark, or an exclamation mark after every sentence.	
	Capital letters are used correctly.	
	The spelling is correct.	
CONTENT 20 points	The paragraph fits the assignment.	
	The paragraph is interesting to read.	
	The paragraph shows thought and care.	
ORGANIZATION 35 points	The paragraph begins with a topic sentence that has a topic and a controlling idea.	
	The paragraph contains several specific and factual supporting sentences that explain or prove the topic sentence, including at least one example. (How many?.....)	
	The paragraph ends with an appropriate concluding sentence.	
GRAMMAR AND SENTENCE STRUCTURE 35 points	The paragraph has correct verb tenses.	
	The paragraph has a correct use of subject-verb agreement.	
	The paragraph has a correct use of articles (a, the).	
	The paragraph has no choppy sentences.	
	The paragraph has no stringy sentences.	
	The paragraph has no sentence fragment.	
The paragraph has no run-on sentences/comma splices.		

The steps of doing the experiment are as follows. The first, the sample of the class was determined. The second, the writer administered pre-test to know the students' writing ability of biography text before being taught by using Cue Cards Media. The third, the writer taught the material about biography text and example before giving treatment for experimental class by using Cue Cards. The fourth, the writer gave post-test to know the students' writing ability of biography text after taught by using Cue Cards. Finally, the writer calculated and compared the scores from pre-test and post-test to find out the effectiveness of using Cue Cards to the

students' writing ability of biography text. The hypothesis testing was done by using five steps are: 1) Making assumptions and meeting test requirement; 2) Stating the null hypothesis; 3) Selecting the sampling distribution and establishing the critical region; 4) Computing the test statistic; 5) Making a decision and interpreting the result of the t-test.

FINDINGS

The result of pre-test showed that the lowest score was 20 and the highest score was 84. The pre-test score could be seen in this table as follow:

Table 1. Pretest Score of the Students before the Treatment

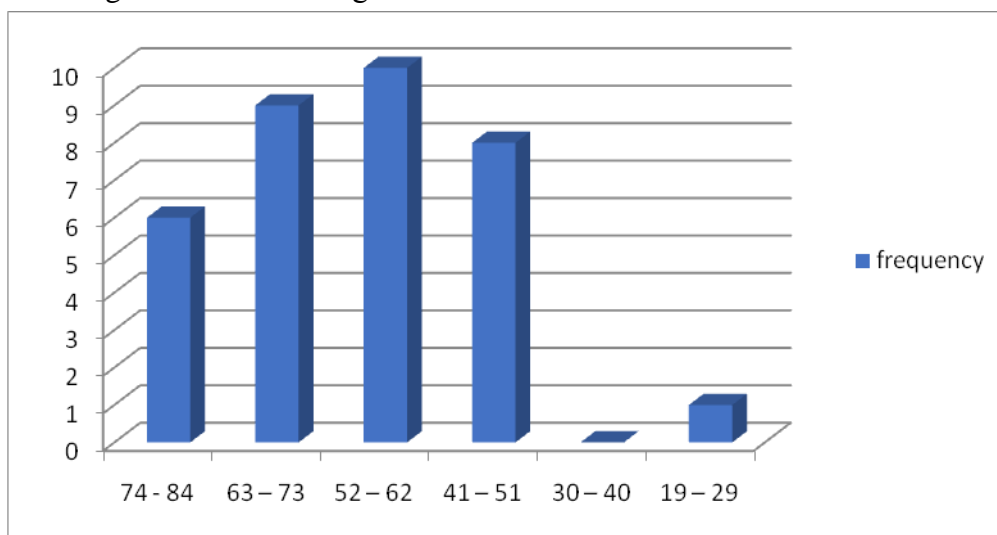
Students Number	Pre-Test Score	Students Number	Pre-Test Score
1.	74	18.	84
2.	68	19.	69
3.	69	20.	20
4.	48	21.	60
5.	64	22.	60
6.	63	23.	64
7.	48	24.	44
8.	43	25.	59
9.	47	26.	43
10.	78	27.	60
11.	58	28.	48
12.	73	29.	58
13.	79	30.	63
14.	58	31.	60
15.	84	32.	74
16.	60	33.	64
17.	44	34.	58

Based on the data, the result of interval width was 11, the range was 64, and the number of interval was 6. The mean of pre-test was 60 and the standard deviation was 12.87. Then, the writer made a frequency distribution as follow:

Table 2. The Frequency Distribution of Pre-Test Score

No.	Score	F	X	Fx	x'	fx'	x' ²	f(x' ²)
1.	74 - 84	6	79	474	2	12	4	24
2.	63 - 73	9	68	612	1	9	1	9
3.	52 - 62	10	57	570	0	0	0	0
4.	41 - 51	8	46	368	-1	-8	1	8
5.	30 - 40	0	35	0	-2	0	4	0
6.	19 - 29	1	24	24	-3	-3	9	9
	Σ	34	309	2048	-3	10	19	50

Figure 1. The Bar Diagram of the Students' Score Before the Treatment



From the data in the table above, the mean of pre-test was 60 and the standard deviation was 12.87. It means that teaching writing of biography text (an experimental research on the eleventh grade students of SMA N 1 Karanganyar Demak in academic year 2017/2018) before and after taught by using Cue Cards was categorized as **sufficient**.

After administering a pre-test, the treatment was conducted for around one month. Post-test was administered after the treatment was completed. It was found that the lowest score was 54, and the highest score was 95. Then the result of interval width was 7, the range was 41, and the number of interval was 6, the mean of post-test was 82, and the standard deviation was 9.31. It can be seen this table as follow:

Table 3 The Post-Test Score of the Students After the Treatment

Students Number	Post-Test Score	Students Number	Post-Test Score
1.	54	18.	90
2.	83	19.	88
3.	88	20.	68
4.	87	21.	83

Table 3 Continued

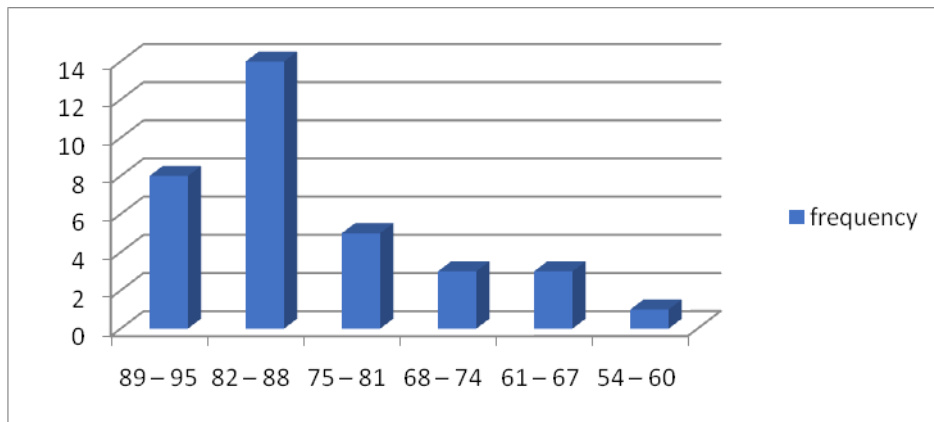
Students Number	Post-Test Score	Students Number	Post-Test Score
5.	95	22.	67
6.	85	23.	85
7.	85	24.	82
8.	84	25.	83
9.	84	26.	66
10.	90	27.	92
11.	77	28.	75
12.	89	29.	80
13.	89	30.	90
14.	72	31.	90
15.	84	32.	75
16.	65	33.	77
17.	68	34.	82

After getting the data from post-test score, the result of interval width was 7, the range was 41, and the number of interval was 6. Based on the result above, the writer made the frequency distribution as follow:

Table 4. The Frequency Distribution of Post-Test Score of the Students Afterthe Treatment

No.	Score	F	X	Fx	x'	fx'	x' ²	f(x' ²)
1.	89 – 95	8	92	736	1	8	1	8
2.	82 – 88	14	85	1190	0	0	0	0
3.	75 – 81	5	78	390	-1	-5	1	5
4.	68 – 74	3	71	213	-2	-6	4	12
5.	61 – 67	3	64	192	-3	-9	9	27
6.	54 – 60	1	57	57	-4	-4	16	16
	Σ	34	447	2778	-9	-16	31	68

Figure 2. The Bar Diagram of the Students' Score After the Treatment



From the data above, the mean of post-test was 82, and the standard deviation was 9.31. It means that teaching writing of biography text after taught by using Cue Cards was categorized as **good**. The writer used hypothesis testing to know whether hypothesis testing was confirmed or unconfirmed. To know the result, the summary is made as follows:

Table 5 The Summary of T-Test Result

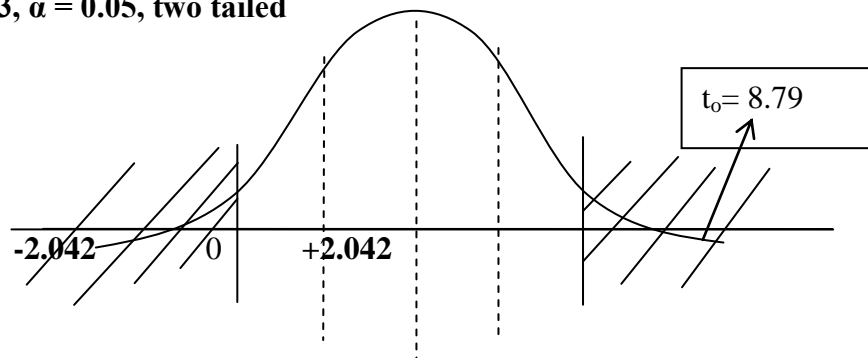
Test	N	Mean	Standard Deviation	Df	T-table	T-observation
Pre-Test	36	60	12.87	33	2.042	8.79
Post-Test	36	82	9.31			

From the calculation of this research, the writer found that $t_o = 8.79$ in t-critical was **2.042**, the degree of freedom (**df**) = **33**, and the level of significance was (α) = **0.05**

Figure 4. Sampling Distribution with Critical Region and Test Statistic Displayed.

The sampling distribution showing t-obtained versus t-critical can be seen in the following figure:

df = 33, $\alpha = 0.05$, two tailed



The result was the null hypothesis (H_0) is rejected and H_a (alternative hypothesis) is confirmed, because t (obtained) falls in the critical region. It means that there is a significant difference between teaching writing of biography text (an experimental research on the eleventh grade students of SMA N 1 Karanganyar Demak in academic year 2017/2018) before and after taught by using Cue Cards

DISCUSSION

The first meeting, the writer gave the pre-test for the students of XI IPS 1 class. During the pre-test, it was noticed that the students got the problems in writing biography text. The students had difficulty to understand the meaning of text because they lack of grammar and vocabulary. They also seemed confused and had few ideas to write a paragraph.

The result from the data of pre-test showed that the students' lowest score was 20, the highest score was 84, mean of pre-test 60 and the standard deviation was 12.87. It means that the students did not reach the criteria of standard competency (KKM) yet since the passing grade of English subject in SMA N 1 Karanganyar Demak is 75. So, the writing ability of the eleventh grade students of SMA N 1 Karanganyar Demak before taught by using Cue Cards was categorized as sufficient.

After giving pre-test, the writer continued to give the treatment for the students for a month. The writer applied Cue Cards to teach biography text. In the initial meeting, the writer introduced Cue Cards to the students and then explained the material of biography text about Kartini's Biography as an example of biography text. Further, the students chose one picture and made a paragraph. For the next meetings, the students were more familiar with the media. The students started to understand to make paragraph appropriately and more active to learn with the help of Cue Cards.

According to Hyland (2003), learning styles are the cognitive, effective, and perceptual traits that indicated how to learners perceive, interact with and respond to their learning environment. There are some styles in learning writing such as visually and auditory. Cue Cards which used in the treatment was visual media. The students were noticed to be interested in teaching and learning process. It was also proven by the students' writing performance. The mean score of the students' writing was higher than before being taught by using Cue Cards.

After calculating the data, the writer concluded that there is a significant difference between the pre-test and post-test score. The lowest score of pre-test increases from 20 to 54. Then the highest score of pre-test increases from 84 to 95. And also, the mean of pre-test increases from 60 up to 82 in post-test. It means that Cue Cards Media is an effective media to develop the students' writing ability.

The mean of post-test is higher than the mean of pre-test ($82 > 60$). The t observation (t_o) is 8.79 in the level of significance is 0.05 and the degree of freedom (df) 33 which is gained from $N-1$, t -table is 2.042 it is shown that $t_o > t_t$. So, the null hypothesis (H_0) is rejected. The writer decided that teaching writing of biography text (an experimental research on the eleventh grade students of

SMA N 1KaranganyarDemak in academic year 2017/2018) after taught by using Cue Cards is better than before taught by using Cue Cards. So, there is a significant difference between teaching writing of biography text (an experimental research on the eleventh grade students of SMA N 1KaranganyarDemak in academic year 2017/2018) before and after taught by using Cue Cards.

CONCLUSION AND SUGGESTION

This research revealed that there is a significant difference between students' writing ability before and after being taught using Cue Cards. The calculation of t-observation was higher than t-table ($t_o = 8.79 > t_t = 2.042$). After being taught by using Cue Cards, the mean score of the students' writing ability was 82 which was categorized as "good". It is higher than that of before being taught by using Cue Cards; it was 60 which was categorized as "sufficient" ($82 > 60$). In conclusion, these Cue Cards media is effective for teaching writing of biography text.

Regarding to the findings, it is suggested to teachers to alternate Cue Cards for teaching writing in order to provide students with interesting and meaningful media. Further research might deal with similar media for the same or other kinds of writing instead of biography text.

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