

**THE IMPLEMENTATION OF CUE CARD ON TEACHING AND  
LEARNING WRITING FOR THE TENTH GRADE STUDENTS OF SMK N  
4 KLATEN**

**S-1 THESIS**

Submitted as a Partial Fulfillment of the Requirements for Undergraduate Degree  
in English Education Study Program



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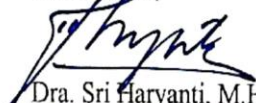
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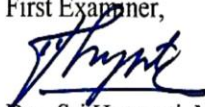
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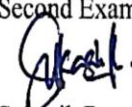
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## PRONOUNCEMENT

This is to certify that I, myself, write this thesis entitled “**THE IMPLEMENTATION OF CUE CARD ON TEACHING AND LEARNING WRITING FOR THE TENTH GRADE STUDENTS OF SMKN 4 KLATEN**”.

It is not a plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed on bibliography. If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

en, June 2023  
  
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## **MOTTO**

*Don't be a person who is trying to impress others, be someone who is trying to progress. The focus is different.*

(The Writer)

*No one is afraid of heights, they're afraid of falling down. No one is afraid of saying I love you, they're afraid of the answer.*

(Kurt Cobain)

*I am in competition with no one. I have no desire to play the game of being better than anyone. I am simply trying to be better than the person I was yesterday.*

(The Writer)

*Do not pray for an easy life, pray for the strength to endure a difficult one.*

(Bruce Lee)

*If you spend too much time thinking about a thing, you'll never get it done.*

(Bruce Lee)

## **PRESENTATION**

This thesis is dedicated to:

1. My beloved parents, Purwanto and Rukini for giving me all the motivation and support in finishing this thesis.
2. My beloved fiancée, Novia Zhara Dewi for giving all the love and spirit in finishing this thesis on time.
3. My beloved sister, Raka Puspita Sari for accompanying and helping whenever I have the problem during this thesis progression.

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As a student, the writer has been learning English for almost 15 years. He combines English along with his interest in the implementation of the learning media for teaching and learning English in this thesis. This thesis is all that he can do, but still, it is neither good nor perfect. The writer realized that his tough and experiences are quite awful, rather be slow, but he made a promise to never stop in learning. Thus, he will be much pleased to anyone who is willing to send some suggestion, criticism, and corrections due the content in this thesis, as the next improvement to be better more. The writer hopes that this study will be useful for anyone and inspires them who love English more.

Klaten, June 2023

Ervan Arga Permana



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## ABSTRACT

**ERVAN ARGA PERMANA, Student's Number. 1911200009**, English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2023. Thesis. **THE IMPLEMENTATION OF CUE CARD ON TEACHING AND LEARNING WRITING FOR THE TENTH GRADE STUDENTS OF SMK N 4 KLATEN.**

This study aims to describe the implementation of cue card on teaching and learning writing for the tenth grade students of SMK N 4 Klaten. The data used in this study are the results of the teacher and students' interview, students' questionnaires, and the field note data that contains the process from the implementation of cue card learning media. The sources of data in this study are the teacher and the students. The writer used three steps to analyzing the data, namely data analysis, data reduction, and data display.

The results of the research showed in two sections. First section is learning material. The learning material used in this study was about describing the process. The source of the material is from the handbook used by teacher, live worksheet, and materials that have been provided by the Ministry of Education and Culture (*Kementerian Pendidikan dan Kebudayaan*). Since the class was X TJKT (*Teknik Jaringan Komputer dan Telekomunikasi*) 1, the material was about how is the process of operating command buttons in *Microsoft Office Word (Ms Word)*. Second section is learning steps. There are several steps that were taken by the teacher in carrying out the teaching and learning process by using cue card learning media, namely opening, main activity, and closing. In the opening activity, the teacher prepared the learning material on describing the process using cue card learning media. The teacher opened the class by checking the students' attendance, then the teacher conducted some apperception to the students. The next process was the main activity, it was about the implementation of cue card learning media. With the help of the writer, the teacher explained the definition and the function of the cue card, then the teacher distributed the answer sheets that the writer had prepared to the students. The cue cards were given randomly by the way of distribution per table, or in this case the students were in pairs. Students were only allowed to use dictionaries for the help in writing texts. In the closing section, once the writing completed, the students could take back the smartphone that had been collected before. From these results, it can be stated that cue card learning media can be implemented properly.

**Keywords:** *implementation, cue card, writing*

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

English has four skills that students must master. They are speaking, listening, reading, and writing. The first skill is speaking. According to Hatim & Mason, speaking is at the same time as the source of text producer, interpreters have to run several processing activities concurrently. In addition to processing current input, the students have to translate the immediately preceding input, encode the output and monitor it (the interpreter's headset incorporates feedback from microphone to earpiece of his/her own voice so that output can be monitored) (Hatim & Mason, 1997). It means that speaking as the way of communication influences our individual life strongly by processing current input. The second skill is listening. It is one of the most important language skills. According to Asemota, listening is the part in communication, through listening people can share their ideas with other. It is the most frequently used language skill in everyday life. It is the process of identifying the components of sounds and sound sequences, whereby known words are recognizable (Asemota, 2015). Listening is a cognitive activity. It is a process, involving much more than hearing of sounds and noises, as it includes identifying, understanding, and interpreting spoken languages. The third skill is reading. It is an important activity in life which one can update his or her knowledge. According to Wilson, reading is an important skill in English language because it develops the mind. Through

reading, the students expose themselves to new things, new information, new ways to solve a problem, and new ways to achieve one thing (Wilson, 1963). Scott & Ytreberg add that reading is an activity carried out by someone to obtain information or knowledge that was not previously known by the reader (Scott & Ytreberg, 1995). The last skill is writing. According to Leki, writing is a visual-motoric process of expressing the creative ideas and knowledge that is generated through time, has the inherent potential to persist over time, and for different sections to be revisited in the same form but in a different order to acquire the knowledge to share and learn. Writing is a creative and spontaneous act of inspiration: that they can write only when the 'muse' descends (Leki *et al.*, 2008). It is a visual-motor process that, like all human actions, is produced through the dimension of time. It has the potential to persist over time which can be revisited in the same form but in a different order, as when the writer goes back and re-reads part of a paragraph or sentence or when the writer does not understand. According to Hughes, by writing someone can express his thoughts more communicable to others (Hughes, 2005). The four skills are interrelated in learning English. Listening and reading are known as receptive skills, while speaking and writing are known as productive skills. Listening and reading contents in the language which are learned are the great way to develop the vocabulary and comprehension.

In addition, there are three points of language which support of the skills that the learners must understand. They are grammar, vocabulary, and spelling. They really relate each other in language. The first point is grammar. According



to Thornbury, grammar is a study of what forms (or structures) which are possible in a language (Thornbury, 2003). Having known the definition of grammar, it is not hard for us to understand why grammar is useful and important. Without knowing the grammar of a language, the students cannot comprehend the essence of the text.

The second is about vocabulary. The term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use (Hatch & Cheryl, 2021). Since vocabulary is a list, the only system involved is the alphabetical order. The choice in vocabulary selection and methods used in teaching vocabulary is an important factor.

The last point is spelling. According to Hornby, spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together. Besides, spelling is act of forming words correctly from individual letters; ability to do this (Hornby, 1995). Based on the four skills and the three aspects of language that the learners must understand, there is a ministerial regulation including personal competence, pedagogic competence, social competence, and professional competence of graduation to be fulfilled by the learners. These skills can be maximized in learning by using cue card.

Cue cards are some cards that contain instructions for students to find the results of their learning. According to Maliyatika *et al*, cue cards are media which the content is combined of picture, clue, and envelope to build the students'

imagination about the material which is learned by the students. The cue cards make specifically for students with a combination of picture and clue as a reference for students to thinking and understanding the material which are learned by the students (Maliyatika *et al.*, 2018).

Cue cards learning media makes students more enthusiastic in teaching and learning process, it is in line with the roles from curriculum 2013. The curriculum in high school which has been implemented since the 2013/2014 school year is called the 2013 high school curriculum (*Permendikbud*, 2014). The concept and implementation of curriculum 2013 in Indonesia focus on students' thinking. It is accordance with teaching and learning process that uses cue cards to help students in thinking critically when observing and identifying the material.

Teachers must consider several factors that can influence the process of teaching and learning writing in order to be successful. There are still many issues in the process of teaching and learning writing, such as internal and external factor. Internal factors are student motivation related to writing skills due to lack of vocabulary. External factors are interaction between each student or between students and the teacher. Then, learning facilities in the classroom will also help students to create thinking. Students are also less motivated to write. This issue has been identified at SMK N 4 Klaten. Based on several factors above, the writer implements the cue card learning media to overcome these problems. With the implementation of cue card learning media, the teaching and learning process will be more effective and fun because it will help students to be creative using several

clues from the cue card which will trigger the student learning process in writing effectively.

After the explanation, by using cue card learning media, the students can get the optimal benefit from the writing time through the cue card learning media. Based on the statements above, the writer focuses on writing and decides to do a study entitled “The Implementation of Cue Card on Teaching and Learning Writing for the Tenth Grade Students of SMK N 4 Klaten”.

**B. The Reason for Choosing the Topic**

Cue cards look interesting, and moreover like a game with the value of education. The writer thinks that cue cards can make students more enthusiastic in writing activities. The classroom atmosphere will look more fun if they are more enthusiastic to follow the teaching and learning process.

**C. The Limitation of the Study**

In this study, the writer focuses on the implementation of cue card on teaching and learning writing for the tenth grade students of SMK N 4 Klaten.

**D. The Problem of the Study**

The problem of this study is as follow. How is the implementation of cue card on teaching and learning writing for the tenth grade students of SMK N 4 Klaten?

**E. The Aim of the Study**

The aim of the study is to describe the implementation of cue card on teaching and learning writing for the tenth grade students of SMK N 4 Klaten.

## **F. The Use of the Study**

The result of the study is expected to be useful both theoretically and practically as follows.

### **1. The Theoretical Use**

The result of the study is expected to be a reference for developing innovation on media of teaching and learning English.

### **2. The Practical Use**

#### **a. For English Teachers**

- 1) This study provides experience on a more innovative model of teaching and learning writing for vocational high school students.
- 2) This study provides the material for consideration in determining learning media that are suitable for the students' characteristic and following development in government policies in terms of learning innovation.
- 3) This study provides the increasing knowledge and inspiration about the use of cue cards for the English teacher.

#### **b. For Students**

- 1) This study provides motivation to students to be more active and enthusiastic in the learning process of writing skill.
- 2) This study provides students' learning experiences by using cue card learning media that add learning motivation.

c. For School

- 1) This study improves the quality of teaching and learning writing by utilizing cue card learning media.
- 2) This study will make a positive contribution to the process of teaching and learning any material.

**G. The Clarification of the Key Terms**

To clarify the meaning of the title, the writer would like to describe the key terms as follows.

1. Implementation

Implementation is an honest and generally successful attempt to systematize analysis of the context (Woodrow, 1983). In this study, implementation is the actions and plan that must be taken by the writer who has been appointed to complete the implementation by using cue card learning media on teaching and learning writing of vocational high school students.

2. Writing

Writing is the activity or occupation of writing such as books, stories or article (Hornby, 1995). Writing is predicated on views of language use and education as the enactments of particular discourses (Leki *et al.*, 2008). In this study, writing is a representation of a language unity expression where the students can do writing based on their knowledge.

### 3. Cue Card

Cue card is a small card which consists of words or pictures that are used to encourage students to respond, because this media increases students' interest in writing skills. This media is used by the teacher to attract the attention of the students. Cue card will make it easier for the teacher to encourage the students' writing skills (Sulistyawati *et al.*, 2019). In this study cue cards will make the students easier to refer to their material because it has several clues in the cue card. It can also inspire the students to express spontaneously or to use a specific word or phrase based on the students' cue card. It will also inspire the students to construct paragraphs.

## **H. The Organization of the Study**

The writer would like to describe the organization of the study as follows.

Chapter I is Introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is Review of Related Literature. It consists of previous studies, learning models, learning media, cue card, writing, and conceptual framework.

Chapter III is Method of the Study. It consists of the meaning of research method, strategy of the research, the data and source of the data, the technique for collecting the data, the validity of the data, and the technique of analyzing the data.

Chapter IV is the Result of the Study. It consists of the analysis of the data and the discussion of the finding.

Chapter V is Conclusion and Suggestion. Conclusion is the summary of the study. Suggestion is addressed to students and English teacher.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion and the suggestion of the study.

#### A. Conclusion

In this study, the writer would like to answer the statement of the problem that had been written in the previous chapter. It is “How is the implementation of cue card on teaching and learning writing for the tenth grade students of SMK N 4 Klaten?” After analyzing the data, the writer found that there were two aspects of implementing cue card on teaching and learning. Those aspects are learning material and learning steps.

Firstly, the learning material was describing process. The source of this learning material is from the handbook, live worksheet, and materials from the Ministry of Education and Culture (*Kementerian Pendidikan dan Kebudayaan*). Secondly, the learning steps which contains several steps was taken by the teacher in carrying out the teaching and learning process by using cue card learning media. The learning steps consist of opening, main activity, and closing.

From the result of implementing the cue card learning media, it can be shown that the teacher and the students are very interested and enthusiastic in using this media. The writer also found that cue card learning media can help the students’ motivation in writing. They can get the writing ideas and can exchange ideas or opinions with their friends. Beside that, the control in the



classroom becomes more difficult. It can be known from the implementation of this cue card learning media. The students are required to communicate with their friends. Therefore, the classroom becomes more noise. Based on the explanation above, it can be concluded that cue card learning media for teaching and learning writing can be implemented well. From the results, the teacher and students are greatly helped in the teaching and learning process of writing.

## **B. Suggestion**

In this part, the writer would like to present some suggestions for the students and the English teacher.

### 1. To the Students

The writer suggests that students should pay more attention to the teacher when explaining the material to be taught. When discussing with the friend, it is better to use good language because it is more polite. In addition, the writer suggests the students' enriching their vocabulary and improving their grammar skills in order to develop students' writing.

### 2. To English Teachers

The writer suggests the English teachers applying the cue card learning media as an option in teaching and learning writing. It was an evident from the process of implementing the cue card learning media. The students can be more comfortable in learning and can help them in writing. The teacher is encouraged to monitor the class atmosphere more, so that the class can be more controlled in the implementation process. In addition, teacher should help students who have difficulty in writing or finding the meaning of words in the dictionary.

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