

**THE INFLUENCE OF USING CUE CARDS TOWARDS
STUDENTSABILITY IN WRITING NARRATIVE TEXT AT
THE SECOND SEMESTER OF EIGHTH GRADE OF MTS
RAUDLATUL MUTA'ALLIMIN KASUI WAY KANAN IN
ACADEMIC YEAR OF 2020/2021**

**A Thesis
Submitted as Partial Fulfillments of the Requirements for S1-
Degree**

**By: DESTALIA
NPM 1511040027**

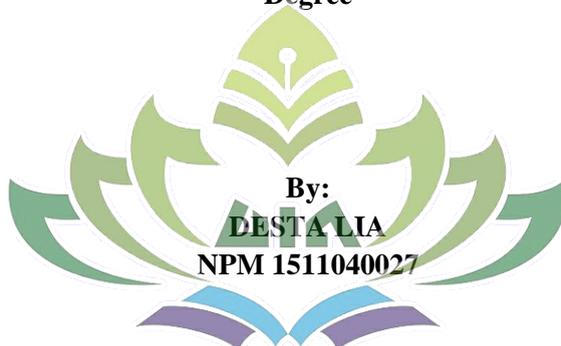
Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY STATE
ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG 2021**

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Study Program : English Education

**Advisor : Dr.Melinda Roza, M.Pd
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ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG 2021**

ABSTRACT

In studying foreign language, writing is one of language skills that should be mastered by the students. The students of MTs Raudlatul Muta'allimin Kasui Way Kanan have a problem in writing, especially in writing narrative text. Therefore, the researcher applied Cue Cards media, in learning writing at MTs Raudlatu Muta'allimin Kasui Way Kanan. Cue Cards is small photos or picture struck onto cards. This media is a system to help students understand their role as a writer. The objective of this research is to find out whether there is a significant influence of using Cue Cards media towards students' ability in writing narrative text at the second semester of the eighth grade of MTs Raudlatul Muta'allimin Kasui Way Kanan in the academic year of 2020/2021.

The method used in this research was quasi-experimental design. The sample was taken from two classes in control and experimental class. In determining the sample of research, the researcher used cluster random sampling. The researcher used Cue Cards media for experimental class as a treatment, and Teacher-Centered for control class. The population of this research was the eighth grades students of MTs Raudlatul Muta'allimin Kasui Way Kanan. In collecting the data, the researcher used writing narrative text test. The researcher analyzed the data by using independent sample t-test.

Based on the data analysis, it was obtained that $\text{sig} = 0.000$ and $\alpha = 0.05$. It means that H_a is accepted H_o is rejected because $\text{sig} < \alpha = 0.05$. In other words, it could be concluded that there was influence of using Cue Cards media towards students' ability in writing narrative text at the second semester of the eighth grades of MTs Raudlatu Muta'allimin Kasui Way Kanan in the academic year of 2020/2021.

Keywords: Writing, Narrative Text, Cue Cards, Quasi Experimental Design



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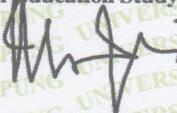
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MOTTO

أَلَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

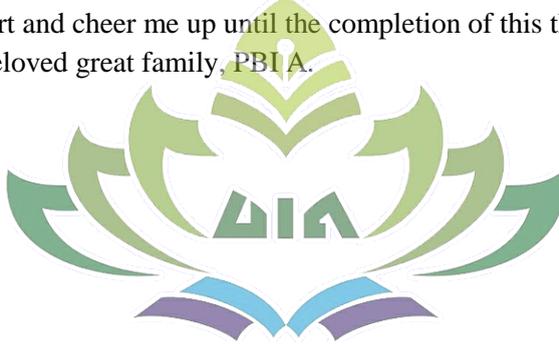
*“Who taught by the pen, Taught man that which he knew not.
(Q.s Surat Al-Alaq 4-5)”*



DEDICATION

This thesis is proudly dedicated to:

1. Allah SWT who always loves me and keeps me everywhere and everytime.
2. My beloved parents, Mr. Kosrin Jaya and Mrs. Misrawati who always love and pray for all the best for me, give me support and motivation to study hard until now.
3. My little sister, Merta Dwi Safitri who always give me spirit and suggestion for my success.
4. My big family: Grandmothers, Grandfathers, Aunts, Uncles, and Cousins.
5. My beloved lecturers and almamater UIN Raden Intan Lampung.
6. My beloved friends wulan suci, siti rahmania, herlina who always support and cheer me up until the completion of this thesis.
7. My beloved great family, PBI A.



CURRICULUM VITAE

The researcher's name is Destalia. Her nick name is Desta. She was born in Gunung Tiga, Ulubelu Tanggamus on June 28th, 1998. She is the first child of Mr. Kosrin Jaya and Mrs. Misrawati. She has one little sister whose name is Merta Dwi Safitri.

She began her study at Elementary School of SDN 01 Gunung Tiga Ulubelu Tanggamus and graduated in 2009. After that she continued her study in Junior High School of MTs Raulatul Muta'allimin Kasui Way Kanan and graduated in 2012. Then she also continued her study in Senior High School of MA Raudlatu Muta'allimin Kasui Way Kanan and graduated in 2015. After that she continued her study at Raden Intan State Islamic University (UIN) as a student of English Study Program of Tarbiyah and Teacher Training Faculty.



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In the name of Allah, the almighty, the most beneficent and the most merciful, for blessing me with his mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, as well as his family and followers. This thesis entitled “The Influence of Using Cue Cards media Towards Students’ Ability in Writing narrative Text at the Second Semester of The Eighth Grade of MTs Raudlatul Muta’allimin Kasui Way Kanan in The Academic Year of 2020/2021” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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Finally, the researcher is fully aware that there are still a lot of weakness in this thesis. For this, the criticism and suggestion from the reader are needed in order to fix the quality of the thesis.

Bandar Lampung, March 2021

The Researcher,



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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the activities that produce a record or information using writing as a medium. Many people use written language as a means to convey the message, idea, feelings, and information to someone, and so on. This is support by the nation that most writing should be done with the aim of communicating the message to the reader and the writer must have the reader in mind while writing.¹ It means that writing is an activity that produces writing which can be used to convey messages, information, ideas, and so on. Therefore writing is so useful for us.

In addition to speaking, writing is one of the productive skill that almost every day we use to communicate but writing is not only writing the word on paper but must have the structure, selection of the precise words, and many other provisions, this is done so that there is no misunderstanding between the writers and the readers in communication, as Raimes says that “writing also reinforces the grammatical structures, idioms, and vocabularies”.² It means that writing must have a thinking process in the communication of writing and must comply with the above provisions so that the message written can be conveyed properly. Therefore the writing structure is very important.

From the definition above, the writer can conclude that writing is a process of pouring ideas on paper, expressing opinions, and convey feelings to someone by using the correct structure, choosing the right words, so that the message can be

¹ I.S.P. Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge,2009), P.94

² Ann Raimes,*Techniques in Teaching Writing* , (New York: Oxpord Univercity Press,1983), P.3

conveyed or received well and no misunderstanding between the readers and the writers.

Writing is a skill that is difficult to learn because there are many that must be estimated in writing, as the results that, there are many elements to consider in producing writing, such as content, grammar, mechanics, organization, vocabularies, and so on.³ Even so with Richards and Renandya saying that writing is the most difficult skill for L2 learners to master.⁴

Bryne state that writing is a taks which is often imposed on us, perhaps by circumstances, being at a loss for ideas is a familiar experience to most of us when we are obliged to write.⁵ There are three problems that influence, they are psychological problems, linguistic problems, and cognitive problems.⁶ it means that Writing is a very difficult learn, because students have a lot of consideration in writing, and students have to understand the writing component. One of the writing components besides content, organization, vocabulary, and mechanics of mastering writing skills should be mastered. remembering that language is grammar.

In fact, many students complain that they have difficulty expressing their ideas. Therefore, this research will focus on writing. Writing is one of the difficult skills and must be taught to the students. Finally to make correct writing certainly requires a process to achieve it.

Based on preliminary research from the class VIII of MTs Raudlatul Muta'allimin many problems of learn, especially in writing narrative text. To find out the problems, the researcher asks directly to the English teacher about what the media are used when teaching writing. Especially narrative text. Then the researcher also asked the English teacher about

³ Ann Raimes, *Op.Cit*,p.6

⁴ Jack c.Richards and Willy a.Renandya, *Methology In Language Teaching An Anthology of Current Practice* (London: Cambridge University Press,2002), p.303

⁵ Doon Bryne. *Teaching Writing Skill*, (New York: Longman 1998),p.5

⁶ *Ibid*,p.4

the students' abilities in English. In addition, the researcher interviewed Mrs (Marisa, S.Pd) as an eleventh-grade English teacher. She said that the writing ability to procedure paragraphs of students is still low and there were no special media in teaching narrative text and she usually only followed the instructions in the module of book, then asked them to write their own stories, and asked what they did not understand.⁷ It means that the textbook is the only one for the teacher to teach writing.

After interviewing the teacher, the researcher also interviewed the students from class VIII of MTs Raudlatul Muta'allimin. Students say that English lessons are a boring lesson because the teacher only gives theory and there are no special media especially in teaching writing, the students are confused about how to express their ideas and develop them. Thus the students have difficulty in learning to write. Because of the in effective class situation, became students will find it difficult and did not have a focus on receiving the material delivered by the teacher.

Based on preliminary conduct in MTs Raudlatul Muta'allimin Kasui Way Kanan, the writing ability of to narrative texts of the student is still low. It can be seen in the column.

Table 1.

Score Writing of the Eleventh Grade of MTs Raudlatul Mutallimin Kasui Way Kanan in Academic Year of 2021

Class	VIII A	VIII B	VIII C	Jumlah	Percentage
≤76	19	17	18	54	72,97
≥76	5	7	9	20	27,02
	24	24	26	74	100%

⁷ Hindun Tati Choisiah, *The English Teacher at MTs Raudlatul Muta'allimin*, on Maret 11 2019, (An interview).

(Source: Documentation of English Teacher at MTs Raudlatul Muta'allimin Kasui Way Kanan)

From the table above, there are 20 students from 74 students who pass the test based on minimum mastery criteria (KKM) and there are 54 students who fail. In the study, the KKM student's score in the MTs Raudlatul Muta'allimin kasui way kanan is 76 and there are many students who score below 74. The number of students who have difficulty writing is 54 of 74 students. That means there are many students from two classes who find it difficult and have the same problem in writing is 72%.

Based on the description above, to overcome this problem a teacher must have a way so that students are not bored, interest, and also enthusiastic in receiving material in the learning process. For this matter, the reseacher wants to use Cue Cards as the solution for teaching writing, with the Cue Cards media each student will have their own image inside the picture. It means, that the teacher can be used Cue Cards media which have an element of the picture in it to teach writing because it can help the students in generating their ideas. The teacher can demonstrate how to write better in terms of text organization using the Cue Cards. Cue Cards is small photos or picture struck onto cards. They are flash cards with images. As tell by Harmer Cue Cards has many advantages, there are cheap, colorful, interesting, and clearly visible.⁸ It means that Cue Cards are interesting media and many benefits them.

Bazo state, "Cue Cards is small photos or pictures stuck onto cards". They are flashcards with images.⁹ And also according to harmer that the pictures can be in the form of Cue Cards.¹⁰ It means that the pictures can be used for creative

⁸ Harmer Jeremy, *The Practice Of English Language Teaching* (Cambridge: Longman ed. 4,2001), p.134

⁹ Placido Bazo, "Cue Cards Some Ideas for Using Them in Primary Classroom". The Internet TESL Journal, Vol, XIII <http://Iteslj.Org/Techniques/Bazo-Cuecards>, HTML, p.1 Retrieved on 19 Juli 2019: 9.30 p.m

¹⁰ Harmer Jeremy, *Op.Cit*,p.134

language use. Pictures can also be used to imagine by the students and create writing behind the picture. Therefore Cue Cards can help the teaching writing process.

Previous Cue Cards are used in teaching writing at SMP 39 Surabaya by Gisella Kartika Arsadea. Students are taught using Cue Cards. The result shows the use of Cue Cards can improve the ability to write a descriptive text of the students. Cue cards media can help the students to express their idea. They are taught to produce and organize ideas easily. They can write descend their thought, feelings, and opinion in writing form. This is can make students more feel interested in learning the writing process. So it does not make them feel bored to learning in writing class. Cue Cards media can help improve their writing skills.¹¹

Kartika Dewi purnama also used Cue Cards media in teaching recount text in SMPN 4 Yogyakarta, from the research result Kartika said by using cue card media, the students become more active to follow the class and they become more enthusiastic in learning recount text paragraph. Since that time Cue Cards media gives the improvement in some aspect of writing such as content, organization, vocabulary, language use, and mechanic. So that enjoy the class during the teaching-learning process. Besides, Cue Cards media can give opportunities in developing interaction between students themselves and also with the paragraph. In learning recount paragraph of writing, the student is given the opportunity to express their ideas in writing the paragraph.¹²

From the previous research above, the researcher conclude that the Cue Cards media can be used in a specific teaching and learning process in writing subjects, and can motivate student's writing skills. By using Cue Cards will be

¹¹ Gisella Kartika Arsadea. *Using Cue Cards In Teaching Writing Descriptive Text For Junior High School 39 Surabaya Students in Academic Year 2016* P.6

¹² Kartika Dewi Purnama. *Improving Students Writing Ability Through The Use Of Cue Cards Media At Grade Eight of SMPN 4 Yoyakarta in The Academic Year Of 2015/2016*. 2015 P 100

more students enthusiastic it ignore students boredom while taking the writing class process and students can be more active during the learning process. There are some differences between the two researchers above with the researcher, among others differences in the study, school, and which is definitely the object study by the researcher.

In view of the exposure above, the research by using Cue Cards Media in teaching the language especially the narrative text paragraph, and researching whether using Cue Cards media influencing students writing skills especially narrative text. Therefore, the researcher suggests research entitled the influence of using Cue Cards Media towards students' Narrative Text writing ability during the second semester of the eleventh grade of MTs Raudlatul Muta'allimin kasui way kanan in the academic year of 2021.

B. Identification of Problem

1. Based on the background above, the researcher conclude that there are some problems as follows. The students get problems in expressing their ideas because of thir lack of vocabulary.
2. The students get difficulties with grammar.
3. The students have a lack of enthusiast in learning writing

C. Limitation of Problem

Based on the identification and limitation of the problem above, the writer will focus on the influence of using Cue Cards towards students' ability in writing narrative text. The focus of the text is about the fable. It has been chosen due to the syllabus at the grade of MTs Raudlatul Muta'allimin kasui way kanan.

D. Formulation of the Problem

Based on the identification and the limitation of the problem above, the writer formulated the problem as follow: “Is there any influence of using Cue Cards towards students’ ability in writing narrative text at the second semester of the eleventh grade of MTs Raudlatul Mutallimin kasui way kanan in the academic year of 2021?”

E. Purpose of The Research

Based on the formulation of the problem above, the purpose of this research is to know whether there is an influence of using Cue Cards towards the narrative text.

F. Significant of the research

This research expect that there is some sign of the research and they are as follows

1. **Theoretically**, to inform for English teacher about the influence of using Cue Cards towards students writing ability.
2. **Practically**, to help the students to learn their writing ability.

G. The Scope of the Research

The scope of the research are:

1. The Subject of The Research

The subject of the research is students of the second semester at the eighth grade of MTs Raudlatul Muta’allimin kasui way kanan in the academic year of 2021.

2. Object of The Research

The object of the research is the use of Cue Cards media and student’s narrative text writing ability.

3. Place The Research

The research place was conducted at MTs Raudlatul Muta'allimin kasui way kanan in academic year of 2021..



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theories

1. Teaching English as a Foreign Language

Each proportion of teaching is systematical which cover much proportions that cannot be parted because it has to be run coincide dependently. It depends on the capability of the teacher in implementing the class at the time when teaching English, how is exact her or his skills within teaching English.

According to Setiyadi that Teaching English as a foreign language is different from English as the second language even though both refer to the target language.¹³ That's because English is used in everyday life and considers it to be an unconscious process such as Malaysia, India. Instead learning a foreign language is a conscious process to get a language. Because in Indonesia, English is not needed in everyday communication language, but is only focused on language subjects at school. Therefore English is not portrayed so important in everyday life because they only learn English at school and are required to pass on the subject. But still, English is very important to be learned by learners from elementary school until university.

Broughton says that in the rest of the world, English as a foreign language, that is taught in schools often widely, but it does not play an essential role in national or social life.¹⁴ English is a foreign language means where an English teacher who teaches English is not a native language in a country. For example in Indonesian, students teach English in Indonesia world include in this category. While in social life does not play

¹³ Ag Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006). P.28

¹⁴ Geoffrey Broughton et al., *Teaching English as a Foreign Language* (2nd Ed) (New York: Routledge 1980), p6

an important role in national. This is support by Setiyadi that English is really a foreign language for language learners in indonesia, because English is only taught at school and people do not speak the language in society.¹⁵

In teaching English as a foreign language, a teacher should be able to manage the class well. The teachers should find ideas the choose good strategies to make interesting class. According to Broughton teaching is the process of showing or helping someone to learn how to do something, giving intruction, guiding in the study of something that learned.¹⁶ It is a situation that the English teacher should be able to create circumstances that can be used for the teaching and learning process to enable students to communicate with the using English language more naturally.

In other words, brown stated that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.¹⁷ It means that in teaching a foreign language the teacher as a facilitator helps students make good situations that are pleasant for the learning process. A good situation can support a more conducive teaching and learning process.

Based on the explanation above, the researcher concludes that teaching as a foreign language where English is not the main language. The teacher should aid and help students in the authority of the material. In other words, the teacher as a facilitator should be able to give an interesting strategy or technique, a good metod in the learning and teaching process, so the teaching and learning process will be effective and students understand what is explained by the teacher.

¹⁵ Ag Bambang Setiyadi, Op. Cit p.22

¹⁶ H. Douglas Brown, *Principle of Language Learning and Teaching: Fourth Edition* (New York: addition Wesley Longman 2000), p.7

¹⁷ Ibid

2. Concept of writing

a. Definition of writing

As we know that writing is one of the difficult skills in language and must be mastered by the students. Besides that writing is the way to convey a message to the reader also convey information from the writer to the reader. According to Hyland says that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic.¹⁸ It means It means that writing is process of personal meanings and one way that people convey information known by the writer and give their opinions on some subject on the written type.

Besides that, Nunan stated that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging into a statement and paragraph clearly.¹⁹ It means that writing is a process to express ideas and write on written text in writing activities people have already said what are going to say and how to express ideas. while writing, you should understand exactly what the idea that will be expressed in your writing.

Josept says that writing is among the most complex human activities. It involves the development of design ideas, the capture of mental representation of knowledge, and of experience of the subject.²⁰ It means that writing is a connected activity that involves the development of acdesign idea, the capture of mental representation of knowledge and experience of the subject.

The last Beth means Lindy Linder states that writing is thinking on paper but trying to draft and thinking

¹⁸ Ken Hyland, *Second Language Writing* (1stEd) (New York: Cambridge University Press, 2003), p.9

¹⁹ Nunan, David, *Op. Cit*, P.88

²⁰ Horfath, jozsef, *Advanced in Writing in English as a Foreign Language a Corpus Based Study of Processes and Product* (Pecs: Lingua Franca C sport, 2001), p.5

simultaneously is difficult.²¹ It means that writing is reveals idea on the paper, but difficult in drafting and thinking simultaneously. According to mark conelly writing takes place in the writer's goals.²² It means that writing is be based on the goals or writer like answer the question, giving an opinion, express idea, and share motivate and inform the reader.

From all the addition, it can be concluded that writing is an activity to share information from the writer to the reader in accordance with the writers goals belong knowledge of grammar, the rules of writing, and punctuation in order to facilitate the reader the intent of the writing. Writing is an activity that is not easy for students to draft and takes a long process to think of ideas but it is important that each of them must-have.

b. Writing Ability

Many people said that writing is the most difficult language skill. It is because this skill requires a long process of time. Also difficult for the writers must attention to several aspects such as content, grammar, vocabulary, and others. It is also strengthened by Raimes stated that writing reinforces grammatical structures, idioms, and vocabulary that have been teaching our students.²³ According to Heaton writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical device but also of conceptual and judgemental elements.²⁴ It means that to produce good writing, the students must be attentive to their writing ability.

²¹ Beth Means and Lindy Lindner, *Teaching Writing in Middle School*, (Colorado: Greenwood Publishing Group, 1998), P.57

²² Mark Connely, *Get Writing Paragraphs And Essay (third edition)*, (Boston: Wads Word,2013) P.5

²³ Ann Raimes, *Op.cit*, P3

²⁴ J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1998), P.135

The following analysis attempts to group the many and varied skills necessary for writing good prose into five general components of main areas They are as follows:

1. Language use: the ability to write the correct and appropriate sentences.
2. Mechanical skills: the ability to use correctly those conventions peculiar to the written language-e.-g. punctuation, spellings:
3. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information:
4. Stylistic skills: the ability to manipulate sentences and paragraphs and use language effectively:
5. Judgements skills: the ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information;²⁵

Based on the explanation, we must have the ability to write. Writing ability is able to channel our thoughts or feelings in written form by fulfilling the five aspects written above. The reader can capture information written by the writer about something that is explained in the written form.

c. Aspect of writing

Writing has some components that must be attend to Tribble states that there are five scoring criteria for scoring writing, They are:

1. Content (the ability to think creatively and develop thoughts)
2. Organization (the to write an appropriate manner)
3. Vocabulary (the ability to use of word/idiom)
4. Language (the ability to write inappropriate structure)

²⁵ Ibid

5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).²⁶

From the statements above, it can be stated that there are many variations in writing, and there are some aspects of writing that must be considered when writing. By mulling aspects those aspects students will have perfect writing and easy to understand by the reader.

d. Writing process

Nunan states that the process writing approach involves the process-steps necessary to produce a good quality final piece of writing.²⁷ This means that the purpose of the writing process is to produce a good quality final writing. So students must follow those steps to make their writing is good and well. Harmer classified that the writing process has four elements, They: planning (pre-writing), drafting, editing (reflecting and revising), and final version.

1. Planning

Experienced researches plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some researchers, this may involve making detailed notes. When planning, researches have to think about three main issues. In the first, place, they have to consider the purpose of their writing, the audience they are writing for, and the content structure of the specie.

2. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

²⁶ Cristopher Tribble, *Language Teaching Writing*, (London: Oxford University Press, 1996), P.3

²⁷ Nunan, David, *Op.Cit*, P.101

3. Editing (Reflecting and Revising)

Once the researcher has produced a draft they then, usually, read through what they have written to see where it works and where it doesn't.

4. Final version

Once researchers have edited their draft, making the changes they consider to be necessary, they produce their final version.²⁸

Based on the explanation above, it can be concluded that the writing process there are several steps that must be followed in the right sequence there are planning, drafting, editing, and the final version. In a sense, the teacher must use the four stages of the writing process because they are a framework for good writing. Student's writing will be better if they follow the rules of the writing process.

5. Teaching writing

According to Harmer the reason for teaching writing to students of English a foreign language include reinforcement, language development, learning style and most importantly writing as a skill in its own right.²⁹ It means that there are four reasons for teaching writing based on harmer. The first is writing for reinforcement means that after the students have studied a new language they should try to make sentences in a new of language. The second is writing for language deployment meaning that writing can express their abilities in English as a foreign language. Third, writing for learning style means that use words to send and approve information. The last writing as a skill it is because writing skills students must have to know how to read a letter, genres, and others.

Graves said that teaching writing would also enable our students to have better knowledge and awareness of the new

²⁸ Harmer, J, *Op.Cit.* P. 4-6

²⁹ Ibid

language they were using.³⁰ It means that teaching writing can improve their knowledge because practice make better. With practice by write in a new language can improve their writing skill in english as a foreign language.

Based on the explanation above it can be concluded that there are four reasons to teach writing first is to reinforcement, language development, learning style and writing as a skill should know by the learners who teach English. It is also allows students to be better in their knowledge best in writing.

6. Approaches in Teaching Writing

According to Harmer, there are approaches to teaching writing as follows:

a. Process and Product

In the teaching of writing, we can either focus on the product of that writing or on the writing process itself. When concentrated on the product, we are orally interested in the aim of the task in the end product. As we shall see below, consideration of written genre has a lot in common with a product approach to writing, i.e an approach with values the construction of the end product as the main this to be focused on (rather that the process of writing itself).

b. Genre

A lot within a discourse community is very genre bound. In other words, writers frequently construct their writing so that the people within that discourse the community will instantly understand what kind of writing it is. We know what an advertisement is when we see it, we recognize poetry formats and we know what a formal letter should look like. The Genre represents the norms of a different kind of writing.

³⁰ Kathleen Graves, *Teacher as A Developer* (New York: Cambridge University Press; 1996), P. 120

c. **Creative writing**

The term creative writing suggests imaginative tasks, such as writing poetry, stories and plays. Such activities have a number of features to recommend them. Chief among these is that ‘most people feel pride in their work and want it to be read’. This sense of achievement is significantly more marked for creative writing than for other more standard written products.

d. **Writing as a cooperative activity**

Although many people in their personal lives write on their own, whether at home or at work, in language classes teachers and students can take advantage of the presence of others to make writing a cooperative activity, with great benefit to all those involved. In one example of such an approach, group writing allowed the lecturer to give more detailed and constructive feedback since she was dealing with a small number of groups rather than many individual students.

e. **Building the writing habit**

Building the writing habit can be done with a range of activities. We can promote instant writing by dictating half a sentence which the students have to complete. We can get them to write three Don't sentence for a new school. We can get students to respond to music by writing what words or scenes a piece of music suggests, or by describing the film scene a piece of music might accompany. They can write about how a piece of music makes them feel or write stories that the music ‘tells them to write’.

f. **Writing for learning and writing for writing**

Writing for learning is the kind of writing we do to help students learn the language or to test them on that language. The same is true when we get them to write (say for the test) four sentences about what they wish about the present and the past. When we ask students to design a good magazine advertisement, however, we are doing this so that they may

become good at writing advertisements. When we get them to write a narrative, it is their ability to write a story that counts, not just their use of the past tense.³¹

Based on the statement above, it can be concluded that there are several approaches to teaching writing. They are process and product, genre, creative writing, writing as a cooperative activity, building the writing habit, and writing for learning and writing for writing.

7. How to test writing

In teaching writing, there are some ways how to test writing for the students. There is three designing assessment task for writing skills, as follow:

1. Imitative writing

Imitating writing is used for the beginning level English learner which needs basic training in and assessment of imitative writing: the rudiments of forming letters, words, and simple sentences. We examine this level of writing first.

- a) Task in (hand) writing letters, words, and punctuation.
 - ✓ Copying
 - ✓ Listening cloze selection task
 - ✓ Picture-cued task
 - ✓ Form completion task
 - ✓ Converting numbers and abbreviation to words
- b) Spelling task and detecting phoneme-grapheme correspondences
 - ✓ Spelling test
 - ✓ Pictured cued-task
 - ✓ Multiple choices techniques

³¹ Jeremy Harmer, *The Practice of English Language Teaching* (4th Edition),(Cambridge: Pearson Education Limited, 2007), P.325-330.

- ✓ Matching phonetics symbols.

2. Intensive (controlled) writing

This next level of writing is what second language teacher training manuals have for decades called controlled writing. It may also be thought of as form-focused writing, grammar writing, or simply guided writing. A good deal of writing at this level is display writing as opposed to real writing: students produce language to display their competence in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for an authentic purpose. The traditional grammar/vocabulary test has plenty of display writing in it, since the response model demonstrates only the test-takers ability to combine or use words correctly. No new information is passed on from one person to the other.

- a) Dictation and Dicto-comp
- b) Grammatical transformation tasks
- c) Picture cued tasks
 - ✓ Short sentences
 - ✓ Picture description
 - ✓ Picture sequence description
- d) Vocabulary assessment task
- e) Ordering tasks
- f) Short answer and sentence completion tasks

3. Responsive and Extensive

In this section, we consider both responsive and extensive writing tasks. They will be regarded here as a continuum of possibilities ranging from lower-end tasks whose complexity exceeds those in the previous category of intensive or controlled writing, through more open-ended tasks such as writing short reports, essays, summaries, and responses, up to texts of several pages or more.

- a) Paraphrasing
- b) Guided question and answer
- c) Paragraph construction tasks
 - ✓ Topic sentence writing
 - ✓ Topic development within paragraph
 - ✓ Development of main and supporting ideas across the paragraph.
- d) Strategic options
 - ✓ Attending to task
 - ✓ Attending to the genre.³²

From the statement above, there are designing assessment tasks for writing skills, they are imitative writing, intensive writing and the last responsive and extensive. Because the researcher asks to students to make a paragraph of narrative text so, researcher will use designing assessment task of writing is responsive and extensive that included in paragraph construction tasks.

3. The Concept of Text

1. Definition of text

Language is always produced, exchanged or received as text; that is, language as a system of communication is organized as cohesive units we call texts.³³ The definitions mentioned by Peter Knapp and Megan Watkins in their book, *Genre, Text Grammar Technologies for Teaching and Assessing Writing*. In the different word but still in the same meaning, Siahaan and Shinoda said that a text is a meaningful linguistic unit in a context, it

³² Arthur Hughes, *Testing for Language Teachers, Second Edition*, (Cambridge: University Press, 2003), P. 83-85

³³ Peter Knapp And Megan Watkins, *Genre, Text Grammar Technology for Teaching and Assessing Writing* (Sydney: AUNSW press Book, 2005), P.29

is both a spoken text and written texts.³⁴ The definition mentioned by them, told us that text is sequence of paragraph as a system of communication between writer and reader that organized as a cohesive, it is both spoken and written texts.

2. Type of writing

There are many kinds of genres that must be taught to give knowledge to the students. According to english, there are many kinds of text that are taught in senior high school. The texts are divided into several types. Gerot and wignel classify the genre into thirteen types. They are

1. Spoof

Spoof is a text to retell an event with a humorous twist.

2. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

3. Report

The report is a text to describe the way things are with reference to a range of natural, made, and social phenomena in our environment.

4. Analytical Exposition

Analytical Exposition is a text to persuade the reader or listener that something in the case.

5. News Item

The News item is a text to inform readers, listeners or viewers about events of the day which are considered new worthy or important.

³⁴ Sanggam Siahaan and Kisno Shinoda, *Generic Structure Text*, (Yogyakarta: Graha Ilmu, 2008), P.1

6. Anecdote

The Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

A Narrative is a text to amuse, entertain, and to deal with the actual or vicarious experience in different ways.

8. Procedure

The Procedure is a text to describe how something is accomplished through a sequence of actions of steps.

9. Description

Description text is a text to describe a particular person, place, or thing.

10. Hortatory Exposition

Hortatory Exposition text is a text to persuade the reader or listener that something or should not be the case.

11. Explanation

Explanation text is a text to explain the processes involved in the formation or working of natural or socio-cultural phenomena.

12. Discussion

Discussion text is a text present (at least) two points of view about issues.

13. Reviews

The Review is a text to critique an atwork or event for a public audience.³⁵

From the explanation above, can be concluded that there is some genre of texts. They are narrative text, procedure text,

³⁵ Linda Gerot And Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Education Enterprises Publishing, 1994), P. 192-220

report text, and so on. As we know that the definition of several texts, the generic structure, language feature, and the purpose of the text are different from the first text until the end. The students must be understand the language feature and generic structure of the kinds text. The researcher will coopt the narrative text in this research.

4. Concept Of Narrative Text

a. Definition of narrative text

The narrative text is a piece of text which tells a story to entertain and inform the reader or listener.³⁶ It means that narrative text is a sort of text which narrates the past event or activity which has the purpose to entertain. The text also gives the example of moral not just entertain to the reader.

The Further narrative is kinds of text about the story of legend and resolution to amuse and give entertain to readers.³⁷ It means that the narative is the legend story to entertain and amuse with the resolution at the end of the story to the readers.

The last john Langan in Rayendriani Fahmei Lubis says ‘Narration is a writer tells the story of something that happened’ through narrative, we make the statement clear by relating in detail something that has happened to us. It means that the narative is introducing in order of written or spoken words. It can be series fiction and real story.

From the explanation above it can be concluded that narrative text is one of the kinds of texts that taught in the tenth-grade students. It says about past events or activities with the various problematic occurrences and attempts to find the resolutions to analyze the problems which amuse or entertain and give moral to the reader.

³⁶ Sangam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), P.8

³⁷ Rayendriani Fahmei Lubis, *Writing Narrative Text*, Journal English Education Vol. 02 No. 01. (January 2014), P. 68-69

b. Social Function of Narrative Text

The social function of narrative text is to amuse and give a moral lessons to the reader with the past event which shows the problematic experience and resolution.³⁸ It means that the social function of narrative text is to console and extend the reader moral value that also in the story entertain the problematic experience and the solution at the end of the stories. Besides, entertain this text so there is moral lesson or a moral view. At the end of story, the authors always put positive messages. It is hoping to make a trace for readers. We can get the lesson of stories of narrative text to be applied in daily life.

c. Generic Structure of Narrative Text

There are generic structures of narrative text

1. Orientation

Orientation is parts of text give setting or opening about narrative

2. Complication

The Complication is part of text to inform about the conflict in narrative

3. Resolution

Resolution is parts of text to describe the reaction to solve the problem.

4. Coda

Coda is the describe reflection or evaluation of the conflict about narrative.³⁹

It means that there are four components to write the narrative that shall be care for.

d. Language features of narrative text

The language features of narrative text typically use

³⁸ *Ibid*

³⁹ Rayendriani Fahmei Lubis, *Op. Cit*, P. 68-69

- ✓ Action verb: for examples, went collecting, heard, got and etc
- ✓ Temporal connectives: for examples then, after, etc
- ✓ Narrative text is typically written in the past tense
- ✓ In action sequences, mainly action verbs (bold) are used, while in reflection/evaluations, mental verbs (italicized) predominate: for example bells **were ringing**, everywhere.

Maria did not know what to do next. She *thought* about her mother and wondered what was in her head.

- ✓ Narratives often use action verbs metaphorically to create effective images: for example, words were flying everywhere.
- ✓ Narratives often use rhythm and repetition to create particular effects; for example, Riding. The boy went riding across the wintry moor
- ✓ Play with sentence structure in another common feature of narratives.⁴⁰

e. Type of Narrative Text

There are many types of narrative text. Emilia states that there are five types of narrative text. There are as follows:

- a. Fable is a story that teaches a lesson, often using animal characters that behave like people, (mouse deer, and crocodile. The Ant and the grasshopper, etc).
- b. Legend is a story that is based on fact but often includes exaggerations about the hero. (Sangkuriang, Malin kundang, the story of Toba lake, etc).
- c. Fairy tale is a humorous story that tells about impossible happenings, exaggerating the

⁴⁰ Peter Knapp and Megan Watkins, *Op. Cit* P.221-222

accomplishment of the hero. (Cinderella, Snow white, Pinnocio,etc).

- d. Folk Tales, an old story that reveals the customs of a culture.
- e. Myth, a story that is believed by some people but the stories cannot be true. It was told in an ancient culture to explain a practice, belief, or natural occurrence.⁴¹

From the fifth type of narrative mention, in this research, the researcher will decide to focus on the legend as the material of research. It is appropriate with student's need in the second grade of SMP Bina Utama Ulubelu Tanggamus.

f. The Example of Narrative Text

The following shows an example of narrative text and its generic structure analysis.

The Smart Monkey And The Dull Crocodile

Orientation

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Complication

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again."

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank."

⁴¹ Emi Emilia, *Pendekatan Genre Based Dalam Pengajaran Bahasa Inggris; Petunjuk untuk Guru*, (Bandung: Rizqi Press, 2011), P.94

Resolutions

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

Source <http://nandaaryunita48.blogspot.com/2016/03/the-smart-monkey-and-dull-crocodile.html>

g. Concept of students' writing Ability in Narrative Text

To make a good narrative text the writer must be understand about points and also has to creative about the points that must be there in narrative text writing. According to Anderson, narrative text which tells a story and in doing so, entertains or informs the reader or listener.⁴² Narrative text can entertain or inform the listener or reader. Also in narrative text, the reseacher generate the topic or idea of the text by deciding attention about language feature and theoretical structure of narrative text. The reseacher must be attention about some aspect of writing like content, vocabulary, language, mechanic, and organization. This research, the students renarate the story of narrative text they read.

Based on the definition above, the research concluded that students' writing ability in narrative text is their ability to produce a text by renarate a story which have purpose is to entertain and give good moral to the readers, which complete the criteria of good writing comprise content, vocabulary, organization, mechanic and languages.

⁴² *Ibid*, P.6

5. Concept of Cue Cards media

a. Definition of Cue Cards media

Inactive learning classroom, students have to think, make, and analyze problems only than passively hear to talk. Active learning media that can be used in the classroom particularly in writing is Cue Cards media.

Harmer says that pictures can be in the form of Cue Cards (small cards that students use in pair or group work). It can be applied in teaching in the classroom especially in writing.⁴³ It means that Cue Card is an image that can be formed on a card that students use in pair or group work and can be used by the teacher in the process of learning to write in class.

Besides Harmer. Bazo stated that Cue Cards are small photos or pictures stuck onto Cards. They are flashcards with images.⁴⁴ It means that the pictures can be used for creative language use. Pictures can also be used to imagine by students and create writing behind the picture. Therefore Cue Cards can help the teaching writing process.

Harmer stated that Cue Cards can make in various ways. We can take pictures from magazines and stick them on Cards. We can draw them. And also we can buy a reproduction, photographs, and posters from shops or we can photocopy them from a variety of sources.⁴⁵ It means there are some ways can help the teacher to get Cue Cards media, such as we can take pictures from magazines, draw them, also buy reproduction, photographs, and posters from shops or we can photocopy them from a variety of sources. It very helpful to the teacher to teach which uses Cue Cards in the classroom.

And also according to Ika Sastrawat said, the Cue card is interesting due to its simplicity and attractiveness. Besides

⁴³ Harmer, J, *Op. Cit* P. 6

⁴⁴ Placido Bazo, *Op. Cit* P. 6

⁴⁵ Jeremy Harmer, *The Practice Of English Language Teaching* (Cambridge: Longman Ed.3, 2001), P.134

inexpensive, the process of making it was not quite complicated. A teacher, sometimes, needs creativity to make the cards more attractive. Cue card as the modification of the picture has many advantages, one of which is that it is clearly visible. Thus, when students are asked to describe something/someone in detail, cue cards method can help them to produce the description easily.⁴⁶

From the definition of Cue Cards mention above the researcher can conclude that Cue Cards is can be one of alternative media in teaching learning-process. In the form of small cards (small cards which students use in pair or group work), So with this media students can think and imagine making writing through these images, therefore Cue Cards can help the teaching writing process. These media expect to analyze the problem because the students generally find trouble to generate their ideas in writing form.

b. Advantages of Cue Cards Media

According to Harmer, there are several advantages of Cue Cards first The use of the picture on the Cue Cards can give motivate to the students' Cue Card media are very simple, Cue card is interesting due to its simplicity and attractiveness⁴⁷ and according to easy to produce and use.⁴⁸

It means by using Cue Cards media can provide motivation for students to be interested in a lesson, by exploring the picture stuck on the cards the teacher can make the relation between their learning, interest, thought, and experience they can look in the pictures. Additionally, in choosing and making teaching materials, the teacher and students can work together. Such as the teacher prepares the card and something like glue, double tip, etc. And the students are ask to prepare the

⁴⁶ Sastrawati, Ika *Improving Students' Writing Skill Through Cue Card Method English Education Department, Faculty of Teacher Training and Education Muhammadiyah University of Makassar* (University of Makassar, Vol. 5 No. 2 November 2016) P.2

⁴⁷ Harmer Jeremy, *Op.Cit*, P.51

⁴⁸ Bazo Placido, *Op.Cit*, P.1

picture based on the topic of the lesson. It will make the students interest and simple in the teaching learning process.

c. Disadvantage of Cue Cards Media

1. They are can be very time consuming to prepare media of Cue Card as you ask them to look for small pictures from magazine related to the topic you will be working on.
2. You need aid to make or prepare materials for use in class.⁴⁹

From the explanation above concludes that disadvantage of this media are spend a lot of time, still need much time to the students must look for small pictures from magazine. It is decrease effective if used the Cue Cards in straight activity without preparation. It means to use media of Cue Cards you have to really prepare well.

G. Concept of Guided Writing

In order to implement the Cue Cards media, the researcher will be used a guided writing technique. The researcher showed about guided writing. It was divided into four points: definition and concept of guided writing, the advantages, and disadvantages of guided writing, teaching narrative text through guided writing, the procedure of teaching narrative through guided writing.

a. Definition of Guided Writing

There were some theories about guided writing, according to Tyner, “guided writing is an instructional writing context chiefly teaching the writing process through modeling, support, and practice.⁵⁰ It means that guided writing is teaching-learning to the write in writing

⁴⁹ *Ibid*

⁵⁰ Yu-Feng LAN, Chun - Ling HUNG and Hung-Ju HSU, *Effects of Guided Writing Strategies on Students' Writing Attitudes Based On Media Richness Theory*, TOJECT: The Turkish Online Journal of Educational Technology, p.149

process. In the learning process, guided writing is learning steps they are modeling support and practice.

Then according to Smith, “guided writing is packed with specific help for the teacher and a rich supply of student activities in vocabulary and sentence building and paragraph and story writing. Following this program will result in your students becoming strong, confident writers. Guided writing provides support for success while students learn to write.⁵¹ It means that guided writing is give support and rich supply of activities for students in the writing learning process.

Fountas and Pinnell state that, “guided writing is defined here as an instructional framework presented to students who share similar needs at a particular point in time.⁵² It means that guided writing is instructional the framework to give the learners and help them at a particular time. Guided writing is a teaching strategy that is valuable to expand and develop texts in the written form during writing. It means that guided writing is the strategy to the teaching of increase or develop writing skills.

Guided writing loosens the teachers’ control but still offers a series of stimulators by Brown.⁵³ For example, the teacher gives the combination of questions to the students in order to attract the student to tell a story. The question can be about the participants of the story or when and where the story is happen. So , although the teachers lose their control the teacher still help students to write.

By using guided writing, the students not to be left alone in creating their writing, but instead they be guided and

⁵¹ Mary D. Smith, *Classroom Authoring: Guided Writing Grade 2*, U.S.A, 2008, p. 5

⁵² Fountas and Pinnell in Gibson, *Effective Framework for Primary-Grade Guided Writing Instruction*, 2008

⁵³ Douglas Brown, *Op.Cit.*, P.344

monitored from first until last step.⁵⁴ It means the teacher still help the students in writing process, although they write their text by themselves. The teacher help them provided that paper-based text, picture or video media related to the writing subject. Like the example above that students are asked to tell story after observing pictures by asking them some questions based on the topic. The teacher can also give other a series of stimulators, it is like the students are asked to retell the narrative story based on their answers with their own selves after giving the list of questions based on the topic.

The following example of the questions can be used. The story is "*The monkey and The crocodile.*"

Question : Who was the main characters?

Answer : The monkey and The Crocodile

Question : Where did the story take place?

Answer : the story took place in a side of the river

Question : What happened in the beginning?

Answer : the monkey ask the crocodile to take him across the other side of the river

Question : what happened in the middle?

Answer : The Crocodile was very hungry when they in the middle of the river and stop there.

Question : What was the problem ?

Answer : The monkey feel dangerous situation but he had good idea to invite the crocodile swim back to the river bank. And after the monkey arrived in side of the river then he climbed up to the top of tree and said now I am free and I have my heart.

⁵⁴ Leena Noer Syari, Syafar and Ferry Rita, Applying Guided Writing Technique In English Teaching to Develop Ability of Grade X Students at SMK N 2 Palu in Writing Tour Literary, Available at: (www.jurnal.untad.ac.id), Vol 3 No.2 Accessed on December 6th 2019

Question : what did the main character do?

Answer : The monkey is very very smart to

Question : how was the problem solved?

Answer : With intelligence of the monkey managed to persuade the crocodile back to the river bank.

Question : how did the story end?

Answer : finally the monkey can survive the crocodile threat.

from the explanations above, the researcher can concluded that guided writing is a strategy to teaching writing to develop and help students' writing ability, by providing stimulators for the students in the type of questions based on the topic.

b. The Advantages and Disadvantages of Guided Writing

Some advantages and disadvantages of guided writing based on explanations are as follows:

1. The Advantages of Guided Writing

- a) Building the confidence students to be active participant in writing
- b) Supporting the students in making writing.
- c) Helping the students are easier in developing the text.

2. The Disadvantages of Guided Writing

- a) It needs a lot of time in the classroom before asking the student to make a text.
- b) The teacher should make the guided writing and need a good preparation.

c. Procedure of Teaching Narrative Through Cue Cards and Guided Writing

According to Tyner there are three steps to teach by using guided writing. They are modeling, support and practice. The researcher elaborated the procedure of learning

through Cue Cards media teaching retelling narrative through guided writing in the classroom follow.⁵⁵

a. Modelling

- 1) The teacher introduces about narrative text,
- 2) The teacher explains about how to make narrative text, generic structure, language features, social function to the students.
- 3) The teacher chooses a topic about narrative text and gives representation of the story based on the topic
- 4) The teacher gives some questions related the topic. The number of questions depends on the topic what the student are going to write,

b. Support

1. The teacher divides the students into five to six group, the teacher divides them based on their random or seatsly.

c. Practice

- 1) The teacher gave Cue Cards to the students and asked them to identify and learn the detailed of pictures.
- 2) Each groups ask to work together to write narrative text, exchanged mind with their group and discuss it.
- 3) The teacher walk around and help students who have difficulty by answered students question when they confused.
- 4) The teacher develops the narrative text based on the answer of the questions together as the model for the students.

⁵⁵ Tyner in Yu-Feng LAN, Chun - Ling HUNG and Hung-Ju HSU, *Loc. Cit*

Beside it Reid in dyan stated there are several procedures of guided writing. As follows;

a. Model paragraph

At the beginning, the teacher provides a model of the text. This can be written on the board or copied onto the worksheet. Students concentrate on reading comprehension first, then study the features of the text given.

Comprehension question

The teacher ask series of question about the basic information of the text.

b. Language based exercises

The teacher gives exercises which focus on vocabulary building and sentence structure. It can be in the form of transformation, substitution, or complete pattern drills.

c. Oral composition

By discussion, students make suggestions about what to write and the teacher make an outline or a list of key expressions on the board. It is used as a basis for students writing.

d. Written composition

Students follow the model given by the teacher, but involve some changes.⁵⁶

H. Concept of Teacher-Centered

a. Definition Teacher-Centered

The name given to such instruction has varied. Terms like ‘active teaching’ and ‘explicit instruction’ were used

⁵⁶ Laras Sekar Tanjung, *The Effect of Guided Writing Strategy Toward Students' Writing Skill at Senior High School 1 Ulakan Tapakis*, (S1 Thesis, Imam Bonjol University, Padang, 2017), P.30

from time to time. Such phrases conveyed the image of teachers on their feet in front of the room with eyes open, asking questions, making points, gesturing, writing key ideas on the board, correcting, encouraging, demonstrating and so on. The role of the teacher is obvious and explicit and tied to clearly identified content or skills. In other words, teacher-centered is a kind of approach or instruction which most of the instructions created by the teacher. The students' role will just pay attention and do what the teacher asked.

It is supported by Mark that teacher-centered instruction has again and again proven its value in studies that show it to be an especially effective instruction method.⁵⁷ It means that teacher-centered can be applied and good in the teaching-learning process because it has been proven. So the instruction of teacher-centered is effective.

Duckworth states that teacher-centered learning actually prevents students' educational growth.⁵⁸ It means teacher-centered has been dominant in education. In a tradition classroom, students become not active or quite just accept teachers' knowledge. Teachers make all judgments concerning the curriculum, different forms of assessment and teaching methods.

Teacher-centered learning can be described as students passively receive information, emphasis is on the acquisition of knowledge, and teachers' role is to be primary information giver and evaluator. There is no room for the student's growth. While learner-centered language teaching has been advocated in higher education in recent years, teacher-centered teaching

⁵⁷ Mark C Schug. Teacher-Centered Instruction; *The Rodney Dangerfield Of Social Studies*. Retrieved On November, 20th 2019 at 3.35 am From <https://pdfs.semanticscholar.org/Dfe1/6a1f3e0bc9a94a6df0620271489be094936c.Pdf>

⁵⁸ Duckworth F. *Helping Students Get To The Where Ideas Can Find Them*. 2009. *The New Educator*, 5[3]. P.185-188. Retrieved On November, 20th 2019 At 3.43 Am From <http://European-Science.Com/Jaelt>

styles may be still dominant in actual practice.⁵⁹ It means that teacher-centered more effective than learner-teacher language teaching.

From the statements above, the researcher can conclude that teacher-centered is described as an opinion that attention to the nature of students should be central to all aspects of language teaching, evaluation, and including planning teaching. It is a kind of method in teaching in which the teacher is at the center of the teaching and learning process. Teacher-Centered is a teaching style in which instruction is closely organize and controlled by the authority of the classroom. This has been establishing in its application.

b. The advantages of Using Teacher-Centered

Below some advantages of using Teacher-Centered;

- 1) It implies high degree of teacher direction and a focus of students on academic tasks.
- 2) Teacher handled all of the instructions.⁶⁰

c. The disadvantages of using Teacher-Centered

Below some disadvantages of using Teacher-Centered;

- 1) Teacher must be able to explain everything related to the material.
- 2) Students have no role to be active, they will just receive the material with no exploring.
- 3) The teaching-learning process could be only in short time, so that the students may still confused.

⁵⁹ Huba, M and Freed, J, *Teacher-Centered Vs Learner-Centered Paradigms*. 2000. Retrieved on November 20th 2019 at 4.00 am From <http://www.archive.jfn.ac.lk/obescl/mohe/scl-articles/academic-articles/20.teacher-centered-vs-learner-centered-paradigms.pdf>

⁶⁰ Mark C Schug. *Op.Cit*.

B. Previous Study

There were several studies about the use of Cue Cards media. All of these studies have been successful. The researchers were applied this media effectively. That is why in this research, the researcher also wants to conduct the media even it will have differences among them.

The first study did by Ruri Arianti. She was students of Universitas Bengkulu. She did reseach entitled ‘‘Improving Students’s Descriptive Speaking Compentence by Using Cue Cards of The Grade VIII 2 of Public Junior High School 03 Bengkulu City’’. This methology research was classroom action research. It was conducted in 2 cycles which consist of planning, action, observation and reflection in every cycle. The objectives of this research is was the observation to find out whether the Cue Cards media is improve the ability’s students of SMP N 03 Bengkulu in the academic Year 2011/2012 in descriptive speaking. The population of this research was 36 students of SMP N 03 Bengkulu which is total number of the students of the class is 30 students were chosen as the sample.

The result showed that there were improvements in students’ descriptive speaking performance in grade VIII 2 of SMPN 3 Bengkulu city. The First improvement can be proved by the increasing score. This was also followed by even students’ participation in a speaking activity. The next was the high motivation in speaking. The last was students talked a lot in speaking class. However, from the scoring aspect, there were weaknesses and the unsatisfied result of this research. The research was not successful yet to improve students’ descriptive speaking competence into 60% of total subjects reached score ≥ 60 . It also mean that the research showed that the using Cue Cards to improve students’ descriptive speaking competence at grade VIII 2 of SMPN 3 Bengkulu city was an effective and practicable media.⁶¹

⁶¹ Arianti, Ruri. *Improving Students’s Descriptive Speaking Competence by Using Cue Cards at The Grade VIII 2 Of Public Junior High School 03 Bengkulu City*

The second study conducted by Faridhatul Hikmah. She was students of english education departement graduate school sebelas maret of surakarta univercity. She did reseach entitled "Improving The Students Writing Skill by Using Cue Cards in The Eight Grade of Smp Negeri 2 Barat Magetan". The research is mainly aimed to improve students writing skill using Cue Cards media of the eight grade of smpn 2 magetan barat in academic year 2011/2012. The subject of this reseach was 30 students in class VIII. The objective of the study are; To know weather Cue Cards can improve the students skill in writing descriptve text, To know the streighs and weakness of Cue Cards used as a media to improve the students writing skill descriptive text of the eight grade students of SMP Negeri 2 barat in the academic year 2011/2012.

The methology of reseach was classroom action research it was a method in class in order to improve students learning. it was conducted in 2 cycles which consist of palnning, action, observation and reflection in every cycle. The tecnique of collecting data was the observation to find out the teacher and students' activity during implementation Cue Cards media in writing classroom. The second was written a test to find out the students' writing skills in descriptive text The result of the first cycle and the second cycle which was higher than the t-table.

Then, Cue Cards can improve students writing skill. It is proven by the increase of students' mean scores from 62 in pretest to 71.1 in cycle 1, and 78.9 in cycle 2. That mean score of writing elements showed progress too. The mean score of all indicators reached above the minimum standard score and even higher. Secondly the implementation of teaching using Cue Cards had strengths and weakness. The strengths and weakness

existed in the students' writing skill and the situation in teaching and learning process.⁶²

The third by Imam Sofwan. He was the student of English Education Study Program Education Faculty of Tarbiyah of Univercity Purworejo. He did a research entitled 'Improving Vocabulary Through Cue Cards in Cooperative Learning The Case Study of Seventh Grade of SMP N 2 Satu Atap Alian in Academic Year of 2012/2013. The objective of this research is to find out wheather using Cue Cards is effective not to improve students vocabulary mastery of the 7th grade students of SMP N 2 Satu Atap Alian Kebumen.

The setting of this research is 36 students of VII A class. Because the students 7 have difficulties in vocabulary mastery. The purpose of this research is how to improve english vocabularies by using Cue Cards as teaching media for the seventh grade of junior highschool students in SMP N 2 Satu Atap Alian. The result of this research revealed that using cooperative learning is effective to increase the students' vocabulary. It was proved that result of students' average score increase, from 64.1 in cycle 1, to 84.2. in cycle 2. It can be seen at result test cycle 1 and cycle 2. It can be conclude that the use of Cue Cards and the application of cooperative learning can improve students vocabulary mastery, and also all students agree that using Cue Cards in cooperative learning as methods of teaching to increase vocabulary of SMP N 2 Satu Atap Alian in the academic year of 2012/2013 is effective.

The researcher suggest for english teachers to apply Cue Cards in cooperative learning as teaching method on teaching learning process. Based on the data analysis of the research data, the coclusion are formulated as follows; teaching vocabulaty through Cue Cards as teaching media improves

⁶² Hikmah, Faridatul. *Improving The Students' Writing Skill by Using Cue Cards A Classroom Action Research in The Eight Grade of Smp Negeri 2 Baratmagetan in The Academic Year 2011/2012* (English Education Departement Graduate School Sebelas Maret Univercity Surakarta Unpublished, 2012)

students vocabulary mastery. It can be seen table 7 and figure 2 that students' average score increases 20.1 points, from 64.1 in cycle 1 to 84.2 in cycle 1.

Cue Cards as teaching media is easy to create and to be used by anyone. Teachers use Cue Cards to attract students towards the subject matter. Giving simple exercises using Cue Cards to convey what teaching goals should be reached after learning activities. The writer also conducted cooperative learning as teaching model which is easy to apply because as social creature, students need 8 to interact with their community and to show their ability especially in vocabulary mastery by dividing them into groups. In this case, Cue Cards and cooperative learning are suitable strategies to improve students' vocabulary mastery by bringing comfortable and enjoyable situation during teaching learning activities.⁶³

The fourth researcher by Devy Kartika Ratnasari, "Improving Speaking Skill by Using Cue Card To Class VII-B of The Seventh Grade Students of Smp 2 Gebog in Academic Year 2013/2014"(a classroom action research). The population was the first year students of SMP 2 Gebog, while the sample was VII SMP 2 Gebog as experimental class and one class as control class. The writer used cluster sampling technique to decide the sample and the instrument of this research was test in the form of dialogue test.

Speaking considers as the skill that has to be mastered by the language learners because it is thought as one of the indicators to measure the success of learning language. In fact, teachers has less motivation to give the students' special treatment to make them eager to participate fully in learning speaking in the class. That condition is also happened in SMP 2 Gebog. The students cannot be focus and active. It is proved by

⁶³ Sofwan, imam. *Improving Vocabulary Through Cue Cards in Cooperative Learning The Case Study of Seventh Grade of SMP N 2 Satu Atap Alian in Academic Year of 2012/2013.* (English Education Study Program Education Fakultas of Tarbiyah of Univercitas Purworejo 2013)

the percentage of students that get high score is only 36.6% and 63.4% gets low score in speaking in the class.

After analyzing the problems, the writer assumes to use instructional media that is cue card to improve the students' speaking skill. This final project is action research. In this study, I limited the discussion by stating the following problem: "how is the achievement of speaking skill of class VII-B of the seventh grade students of SMP 2 Gebog in academic year 2013/2014 with the use of cue card?". The aim of the study was to describe the achievement of speaking skill of class VII-B of the seventh grade students of SMP 2 Gebog in academic year 2013/2014 with the use of cue card as the teaching medium. It is expected that the result of the study will provide a deeper understanding of the use of cue card as a teaching medium. There were four steps in conducting the Classroom Action Research i.e. planning, acting, observing, and reflecting. This action research was done in three cycles. The first cycle was how to express thanking and apologizing expression, like and dislike expression, and shopping list. As a result, the students' speaking skill improves from cycle I until cycle III. In cycle I, the average of students' speaking skill score is 71.06, in cycle II the average of the students' speaking skill score is 75.33 and in cycle III the average of students' speaking skill is 81.46. Besides, the students' and teacher's activity are improved and the problem faced by the teacher are decreased in every cycle.

Therefore, the writer can conclude that the use of cue cards can improve students' speaking skills is class VII-B at the Seventh Grade Students of SMP 2 Gebog in Academic Year 2013/2014. Referring to this action research, the writer offers several suggestions. First, she suggests that the English teacher should try to use that cue card as one of the teaching media. Second, English teachers should encourage the students to improve their speaking skills by giving more practice and exercise, such as retelling stories, performing

speeches, practicing dialogue, and so forth.⁶⁴

C. Frame of Thinking

Writing is a skill in which we reveal ideas which are organized in words sentences and paragraph, Brain and Hand state writing is to inform message to the reader. Writing is a device manner communication between the reader and the writer. The students find some difficulties in their school at moment learn of writing class, such as produce ideas, find some sentences that have related to the topic and how to start it, etc. Thus, to resolve this problem the teacher have to find and use strategies or effective techniques in command to make the students interest.

Cue Cards media is a good media to help the students generate ideas in writing form. In Cue Cards media, the students use in pair or group woks. They are can work together and also by using picture of Cue Cards the students can produce written and imagined and think which come into their mind. Beside that, this activity offered in Cue Cards media was interesting and give motivation, so that the students feel more interested in learning writing process because they are feel new atmosphere in classroom.

From the statement above, the reseacher considers that Cue Cards media can help the teacher in teaching writing process. And by using the Cue Cards media the reseacher belief that is proper to teaching writing ability because it will easy for the students develop idea especially in writing narrative text. The last the reseacher argue that Cue Cards media will be effective teaching towards students writing ability.

⁶⁴ Kartika Ratnasari, Devi. *Improving Speaking Skill by Using Cue Card to Class VII-B of The Seventh Grade Students of SMP2 Gebog in Academic Year 2013/2014 (A Classroom Action Research (English Education Department Teacher Training and Education Faculty Muria Kudus University 2013)*

D. Hypotesis

The reseacher formulated the hypotheses were of this research as follows:

Ha: There is an influence of using Cue Cards media to improve narrative writing at the second semester of eleventh grade of MTs Raudlatul Muta'allimin Kasui Way Kanan in academic year 2020/2021.

Ho: There is no influence of using Cue Cards media to improve narrative writing at the second semester of eleventh grade of MTs Raudlatul Muta'allimin Kasui Way Kanan in academic year 2020/2021.



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