

**IMPROVING CHARACTER BASED WRITING BY USING CUE CARDS
TO THE TENTH YEAR STUDENTS OF SMK MUHAMMADIYAH 2
KLATEN UTARA IN ACADEMIC YEAR OF 2020/2021**

S-1 THESIS

Submitted as a Partial Fulfillment of the Requirements for Undergraduate Degree
in English Education Study Program, Teacher Training and Education Faculty,
University of Widya Dharma Klaten



By

Name : Dhita Amadea

Student No. : 171120008

TEACHER TRAINING AND EDUCATION FACULTY

WIDYA DHARMA UNIVERSITY

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2021

APPROVAL

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Name : Dhita Amadea

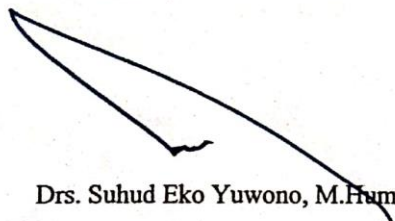
No : 1711200008

Approved by the Consultants on:

Day : Wednesday

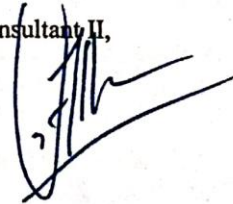
Date : 9th June 2021

Consultant I,



Drs. Suhud Eko Yuwono, M.Hum
NIK. 691 092 128

Consultant II,



Umi Sholihah, S.Pd., M.Pd
NIK. 690 112 326

RATIFICATION

**IMPROVING CHARACTER BASED WRITING BY USING CUE CARDS
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By

Name : Dhita Amadea

No : 1711200008

Accepted by the Board of examiners of Teacher Training and Education Faculty,
University of Widya Dharma Klaten on:

Day : *Tuesday*

Date : *13th July 2021*

Board of Examiners

Chairman,



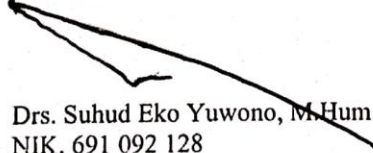
Dr. H. Ronggo Warsito, M.Pd.
NIK. 690 890 113

Secretary,



Kustinah, S.Pd., M.Hum.
NIK. 690 903 274

First Examiner,

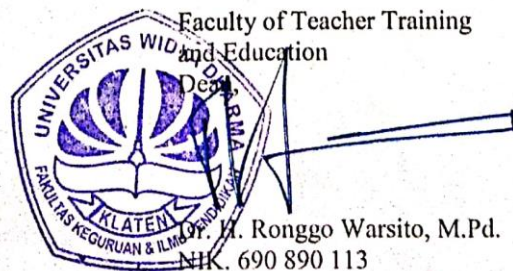


Drs. Suhud Eko Yuwono, M.Hum
NIK. 691 092 128

Second Examiner,



Umi Sholihah, S.Pd., M.Pd.
NIK. 690 112 326



PRONOUNCEMENT

This is to certify that I, myself, write this thesis entitle "IMPROVING CHARACTER BASED WRITING BY USING CUE CARDS TO THE TENTH YEAR STUDENTS OF SMK MUHAMMADIYAH 2 KLATEN UTARA IN ACADEMIC YEAR OF 2020/2021".

It is not a plagiarism or made by others. Anything that related to other's work is listed in bibliography.

If this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancelation of my academic degree.

Klaten, 30 May 2021



Dhita Amadea

1711200008

PRESENTATION

I dedicated this thesis to:

My father, Papa Busro.

My mother, Mama Ukik,

Also to:

My siblings, Fatah and Raihan.

With love,

Dhita.

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In the name of Allah, the Most Gracious, the Most Merciful. I would like to express my great appreciation to Drs. Suhud Eko Yuwono, M.Hum. and Umi Sholihah, S.Pd., M.Pd. as my consultants, for their valueable guidance, motivation, and advice, throughout the research writing process. I would also like to express my gratitude to:

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5. Mrs. Yustin Nugraheni as the English Teacher of SMK Muhammadiyah 2 Klaten Utara who has given guiding, advice, and support during conducting the research.

Therefore, I realize this thesis has not been perfect yet and still has many disadvantages. At last, I expect this research will bring benefits for all readers in the future.

Klaten, May 2021

Dhita Amadea

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LIST OF ABBREVIATIONS

Abbreviation	Explanation
KKM	Kriteria Ketuntasan Minimal (KKM) or English Minimum Criteria Achievement
SMK	State Vocational High School
X AK 1	The class of the tenth year students of Accounting 1

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ABSTRACT

Dhita Amadea. 1711200008. English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University Klaten, 2021. Thesis: *Improving Character Based Writing by Using Cue Cards to the Tenth Year Students of SMK Muhammadiyah 2 Klaten Utara in Academic Year of 2020/2021.*

This research was conducted to reveal the students' competence and the process of teaching and learning in character based writing to the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2020/2021. The participants consist of 10 students of X AK 1 class. The method conducting the research was Classroom Action Research. This research was conducted by following the Kemmis and McTaggart's model which consisted of planning, acting, observing, and reflecting with two cycles. The data were collected in this research through the observation, interview, documentation, test, and questionnaire.

The findings showed that students' competence and the process of teaching and learning improved gradually. The mean score of students' writing in pre-cycle was 68; cycle I was 75; cycle II was 82 with the English Minimum Criteria Achievement was 75. The mean score of students' character in pre-cycle was 71; cycle I was 77; cycle II was 83. On the other hand, the teaching and learning process improved. The improvement of teaching and learning process were shown from the observation of students and teacher's activities, the observation of students' writing and character, the observation of teacher's professionalism, the observation of students' interest individual and group. Based on the results achieved in two cycles, the classroom action research was successful in improving the students' competence and the teaching and learning process in character based writing by using cue card.

Keywords: *Cue Cards, Writing.*

CHAPTER I

INTRODUCTION

A. The Background of the Study

In curriculum 2013 revision for language teaching, there are perspectives for teacher to interpret competencies from psychomotor domains, language system, micro skills, and macro skills (Ahmad, 2014: 8). The macro skills are taught in English as follows: writing, speaking, listening, and reading. (Brown, 2001: 336) states that writing is the ability to think then write down what has been thought before. Therefore, to be successful in writing skill, the students need to actively process what they want to write.

In SMK Muhammadiyah 2 Klaten Utara, this school has been pointed by the government to implement curriculum 2013, that the students need to learn four skills of learning English. From four skills of learning English, the students have a difficulties in writing. the first, they admitted that writing needs more vocabularies that they must be mastered; secondly, they had problems in arranging for right structure sentences.

The researcher also assumes that writing is the skill that needs to be improved because it will hamper students in learning if the students cannot solve what is their problem in writing. Seeing the extent of they are successful to teaching students in writing skills. Because the students have problems in writing, so the teacher needs to help students to solve their problems in writing.

Ministry of Education and Culture have brought some resources to develop the quality of English language teaching and learning as suggested in the syllabus. The tenth year students of senior high school are expected to achieve some competencies in writing skill. Based on the syllabus of curriculum 2013, the basic competencies of writing for the tenth year students of senior high school are expected to be able to fill the expectation in writing interpersonal text (past events), short functional text (songs), and long functional text (recount text, narrative text).

Through the syllabus, Ministry of Education and Culture states the concept and implementation of curriculum 2013 in Indonesia is focused on the critical thinking of students. It is lines with the purpose of cue cards' process. In this study, the researcher uses cue cards to improve students writing skill and help students in thinking critically through identify and observe the material which they learned.

Cue cards are contain instructions for students to find the result of their learning. According to (Ulya et al., 2018: 4), cue cards as media which the content is combined of picture, clue and envelope, media display on the wall to build students' imagination about the material that is learned by the students. Cue cards are made specifically for students with combination picture and clue as a reference for students to think and understand about the material which they learned. As (Brown, 2001: 336)says that writing is a process of thinking, the implementation of cue cards will give the students more chances and times to collect their ideas related to the material and organize them in writing. The students have

chance to organize their ideas, so the students can decide the content that they want to write under the teachers' guidance.

With the aim to get information about problems in the classroom, an pre-observation was conducted in the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2020/2021. The information from the observation was combined from an interview between the teacher and the researcher.

B. The Reason of Choosing the Topic

There are problems that encourage the researcher to choose the topic as follows:

1. Writing skill is the one of English language skills that the students have to master based on the competency standard of senior high school in syllabus.
2. The students have difficulties in using vocabulary that must be mastered and arranging the right structure sentences in writing.
3. The researcher is interested in using cue cards in this study because cue cards can make the students more enthusiastic in writing activities.

C. The Limitation of the Study

In this study, the researcher focused on improving the process of teaching and learning in character based writing of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2020/2021.

D. The Problem of the Study

In this study, the researcher formulates the statement of the problems as follows:

1. “Can cue card improve the competence of students’ character based writing of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2020/2021?”
2. “Can cue card improve the process of teaching and learning in character based writing of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2020/2021?”

E. The Aim of the Study

The researcher formulates the statement of the aim in this study as follows:

1. To verify whether applying cue cards can improve the competence of students’ character based writing of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2020/2021.
2. To verify whether applying cue cards can improve the process of teaching and learning in character based writing of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2020/2021.

F. The Use of the Study

After achieving the result of the study, it is expected to be useful both theoretically and practically as follows:

1. The Theoretical Use

The result of the study can be used to enrich, extend, and strengthen the teaching and learning English especially for writing skill.

2. The Practical Use

The result of the study can use cue cards as teaching model for other schools.

G. The Clarification of the Key Terms

The researcher clarify the key terms as follows:

1. Improving

According to Hornby (2015: 767), improving is to become better than before. It means in this study, the students' character based writing should be improved by using cue cards to the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2020/2021.

2. Writing

According to the syllabus of curriculum 2013 for the tenth year students, writing is accuracy in using text structure and linguistic elements in making a text. In this study, the researcher will guide the students to use text structure in their writing.

3. Character Based Writing

According to (Pala, 2011: 25), character education is a movement from schools with the aim to make students are responsible, and caring to another by teach to them about good character.

4. Cue Cards

According to (Ulya et al., 2018: 4), cue card is a combination of picture and clue, with the aim to increase the students' imagination in learning something. In this study, the researcher uses cue card to improve the students' character based writing.

H. The Organization of the Study

The researcher would like to describe the organization of the study as follows:

Chapter I is Introduction. It consists of 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 key terms, and the organization of the study.

Chapter II is Review of Related Literature. It consists of teaching and learning writing in SMK, theory of writing, character education, cue cards, previous studies, position of the study, and action hypothesis.

Chapter III is Research Method. It consists of the meaning of the research method, the strategy of the research, the data and source of the data, the technique of collecting the data, the subject of the research, the validity of the data, the procedure of the action, the analysis of the data, testing performance indicator.

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

Chapter V is Conclusion and Suggestion. It consists of conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presented the conclusion and suggestion of the study after implementing cue card to the teaching and learning process.

A. Conclusion

There were two questions to be answered in this study based on the problem statement as follows:

1. “Can cue card improve the competence of students’ character based writing of the tenth year students of SMK Muhammadiyah 2 Klaten utara in academic year of 2020/2021?”
2. “Can cue card improve the process of teaching and learning in character based writing of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2020/2021?”

According to analysis of the data, it could be concluded that:

1. The improvement of students’ mastery of writing skill could be seen from the increasing of the students’ mean score in writing test. The mean score of students’ writing in pre-cycle was 68, the mean score of students’ writing in cycle 1 was 75, and the mean score of students’ writing in cycle 2 was 82. There were 7 students did not pass the English minimum criteria achievement (KKM) in pre-cycle, there were 3 students did not pass the English minimum criteria achievement in cycle 1, and there were 1 student did not pass the English minimum criteria achievement.

2. The improvement of the process of teaching and learning in character based writing could be seen from:
 - a. The teacher activities during the lesson. In pre-cycle, the teacher never gave the apercption about the material to the students although the teacher explained the material and answered if there was any questions from the students. In cycle 1, the teacher gave the apercption also explained the material and answered the questions from the students. In cycle 2, the teacher gave the apercption before teach, explained and reviewed the material, and did not answer the students' questions because no one of them asked to the teacher. They did not ask to the teacher in cycle 2 because almost all of them understand about the material, it can be seen from the score of students' writing test.
 - b. The students activities during the lesson. In pre-cycle, the students did not active in the learning, the students confused in using and had a little understanding about the material from the learning resources, and the students was not brave to ask about the material. In cycle 1, the students started to active during the learning, two of the students was brave to ask about the material, the students can not use the learning resources very well, and the students still had a little understanding about the material. In cycle 2, the students still active in the lesson, the students can use the learning resources very well, the students had more understanding about the material, but no one

- of them asked. They did not ask because they had been more understanding in using past tense.
- c. The interview. In pre-cycle, the students like writing, but they had problem in using correct grammar in English and choosed the inaccurate vocabulary. It was line with the teacher' interview that the students had problem in understanding and using grammar in English. In cycle 1, the students had little understanding about grammar especially past tense which was used in recount text and still confused in choosing the correct vocabulary. The teacher said the students still confused in using the correct past tense. In cycle 2, the students could use simple past tense in writing recount text, but some of them had been using inaccurate vocabulary. The teacher also said that the students more understand in using past tense although there was inaccurate vocabulary in arranging the sentence.
 - d. The students' writing. According to the score which the students got in every aspects of writing, in pre-cycle, the students had problem in grammar, vocabulary, and the punctuation, so the score of those three aspects was fair. In cycle 1, the score which the students' got of grammar, vocabulary, punctuation were better than pre-cycle. In cycle 2, the score of grammar, vocabulary, and the punctuation had improvement and the structure of the recount text which made by all of the students was correct.
 - e. The students' character. In pre-cycle, the students had fair score in three aspects, there were pro-active, creative, and confidence. In

- cycle 1, the students had improvement in pro-active during the learning, confidence, but had a little improvement of creative. In cycle 2, the students were pro-active in collecting their duty on time, the students more confidence in responding the teacher' explain, and had an improvement of creative.
- f. Teacher' professionalism. In pre-cycle, the teacher had fair score in learning approach. In cycle 1, the teacher had improvement of three aspects, there were learning approach, making students to be more confidence, and giving feedback after the lesson. In cycle 2, the teacher had improvement in score of making the students more confidence, making students more creative, and the students assumed the learning method which was used by the teacher was fun and it helped the students to more understand the material about recount text. The mean score in pre-cycle was 80, in cycle 1 was 84, and in cycle 2 was 87.
- g. Students' interest individual. In pre-cycle, the students had fair score in English interest and writing interest because they confused to use the correct grammar. In cycle 1, there were improvement of students' enthusiasm, independent interest, English interest and writing interest because the students had little understand in using grammar. In cycle 2, the improvement was from students enthusiasism, independent interest, learning method interest, also the English and writing interest. The mean score in pre-cycle was 77, in cycle 1 was 80, and in cycle 2 was 83.

h. Students' interest group. In pre-cycle, the students had fair score in helping each other aspect and group participation. In cycle 1, the students had a little improvement of helping each other, and had more improvement of group participation and working together. In cycle 2, the students had improvement of score in group participation and helping each other. The mean score in pre-cycle was 78, in cycle 1 was 81, and in cycle 2 was 83.

So, the researcher concluded there were improvement of teaching and learning process after implementing cue card. The improvement can be seen from the result of teacher and the students' activities during lesson, the result of the teacher and the students' interview, the mean score of students' writing from pre-cycle until cycle 2, the mean score of students' character from pre-cycle until cycle 2, the mean score of teacher professionalism, the mean score of students' interest individual, and also the mean score of students' interest group from pre-cycle until cycle 2.

B. Suggestion

After conducting the study, there were some recommendations that the researcher can generate. The recommendatins were regarding in the teaching and learning process, the students, and the English teacher.

a. The Teaching and Learning Process

The appropriate method was important to implement in the teaching and learning process to build the students' interest in learning. The learning method like cue card could build the students' interest because

the students assumed that cue card was fun and help the students in understanding the material.

b. The Students

The students must realize their role in learning and the students must responsible with their learning. To understand the difficult material, the students must be active in learning through be brave in asked something about the material. When the students be active, it will built the students' confidence. After understand the material, the students can be hard working and creative in doing their duty, it will improve the students' score as well.

c. The English Teacher

The teacher were recommended to use cue card as learning method. From the result of this study, it can be concluded that cue card was fun and helped the students in understanding the material. Cue card can be implemented in teaching and learning process with the aim to make the students enthusiastic and responsible to their duty.

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