



**THE APPLICATION OF CUE CARD MEDIA TO IMPROVE STUDENTS'
ABILITY AT WRITING DESCRIPTIVE TEXT AT THE SECOND GRADE
MTS HIFZHIL QUR'AN YAYASAN ISLAMIC CENTRE SUMATERA
UTARA**

THESIS

**Submitted to Faculty of Tarbiyah Science and Teachers Training UINSU
Medan as a Partial Fulfillment of Requirements for Degree of
Educational Bachelor S-1 program**

By:

**MASNUN KHAIRANI SIREGAR
REG. NUMBER: 0304163215**

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
2020**



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MASNUN KHAIRANI SIREGAR
REG. NUMBER: 0304163215

Advisor I

Dr. Mhd. Dalimante, S.Ag, SS, M.Hum
NIP. 19710328 199903 1 003

Advisor II

Ernita Daulay, S.Pd,M.Hum
NIP:198012012009122003

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBİYAH SCIENCE AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN**

2020

Nomor : Istimewa
Lamp : -
Prihal : Skripsi
a.n **Masnun Khairani Siregar**

Medan, 18 November 2020
Kepada Yth,
Bapak Dekan Fakultas Tarbiyah
UIN-SU
di –
Tempat

Assalamualaikum Wr.Wb

Setelah membaca, meneliti, dan memberikan saran-saran perbaikan
seperlunya terhadap skripsi mahasiswi :

Nama : Masnun Khairani Siregar

NIM : 0304163215


Jurusan/Prodi : Pendidikan Bahasa Inggris

Judul : *“THE APPLICATION OF CUE CARD MEDIA TO IMPROVE STUDENTS’ ABILITY AT WRITING DESCRIPTIVE TEXT AT THE SECOND GRADE MTS HIFZHIL QUR’AN YAYASAN ISLAMIC CENTRE YAYASAN ISLAMIC CENTRE SUMATERA UTARA ”*

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di
munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU
Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima
kasih.

Advisor I



Dr. Mhd. Dalimunte, S.Ag, SS, M.Hum
NIP. 19710328 199903 1 003

Wassalam,

Advisor II



Ernita Daulay, S.Pd,M.Hum
NIP:198012012009122003

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini :

Nama : Masnun Khairani Siregar

NIM : 0304163215

Jur / Prodi : Pendidikan Bahasa Inggris

Judul : ***“THE APPLICATION OF CUE CARD MEDIA TO IMPROVE STUDENTS’ ABILITY AT WRITING DESCRIPTIVE TEXT AT THE SECOND GRADE MTS HIFZHIL QUR’AN YAYASAN ISLAMIC CENTRE YAYASAN ISLAMIC CENTRE SUMATERA UTARA ”***

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

Medan, 04 November 2020

Yang Membuat Pernyataan

Masnun Khairani Siregar
NIM. 0304163215

ABSTRACT

MASNUN KHAIRANI SIREGAR.0304163215. THE APPLICATION OF CUE CARD MEDIA TO IMPROVE STUDENTS' ABILITY AT WRITING DESCRIPTIVE TEXT AT THE SECOND GRADE MTS HIFZHIL QUR'AN YAYASAN ISLAMIC CENTRE SUMATERA UTARA.

A Thesis. Department of English Education, Faculty Tarbiyah Science and Teacher Training, The State Islamic University of North Sumatera, Medan, 2020

This research was aimed to apply of Cue Card Media to improve the students' ability at writing descriptive text at the second grade students of Mts Hifzhil Qur'an Yayasan Islamic Centre Sumatera Utara. This research was conducted by using classroom action research, which carried out through four step, they were planning, action, observation, and reflection. The subjects of this research were the second grade student of Mts Hifzhil Qur'an Yayasan Islamic Centre Sumatera Utara in academic year 2020/2021. The subject consists of 36 students. The technique or procedure of analyzing the data of this research was applied quantitative and qualitative approach. The quantitative data was taken from written test. The qualitative data were taken from observation sheets, interview sheets, diary notes, and documentations. The result of data analysis showed that there was improving student's ability at writing descriptive text from each cycle. It showed from the mean of pre-test was 56,91, the percentage of the students who successful was 22,22% and the students who unsuccessful was 77,78% , the mean of the post-test I was 72,63, the percentage of the students who successful was 55,55% and the students who unsuccessful was 44,44%, and the mean of post –test II was 81,38, the percentage of the students who successful was 88,11% and the students who unsuccessful was 11,11%. Based on the data, the researcher concluded that the student's ability at writing descriptive text had been improved by using Cue Card Media. The student's respond in writing teaching when they were being taught by using guided writing was very good. It can be seen from student's activity observation sheet on cycle I until cycle II in text.

Keywords: Writing, Descriptive Text, Cue Card Media

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Writer

Masnun Khairani Siregar
Reg.Number:0304163215

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CHAPTER I

INTRODUCTION

A. The Background of the Study

In English writing skills, students often find it difficult. Limited vocabulary, mastery of grammar, developing ideas, and reluctance to practice to compile written texts make student achievement in writing less satisfactory. Accordingly, a teacher must use appropriate media, models, and learning strategies.

Writing could be an exceptionally vital capability for being owned by students, writing is additionally a great communication instrument in language. Through writing, each individual will be expressed their mind, feelings, thoughts into written language to other individuals.

Writing is a skill which we express ideas, feeling, and thought which are arranged in word, sentences, and paragraph and using eyes, brain, and hands. Writing is central to our personal experience and social identities and we are often evaluated by our control of it.

Writing has always formed part of the syllabus in teaching of English. However, it can be used for a variety purposes, ranging from being merely a backup for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for a learners.¹

In the Curriculum 2013 syllabus of junior and senior high school curriculum require students to able to write some kind of genre in writing. They

¹ Jeremy Harmer. 2007. *How to Teach English* (London:Pearson), p.33

are narrative text, recount text, report text, procedure text, descriptive text, explanation text, analytical exposition text, hortatory exposition text, discussion text, reviews text, anecdote, spoof, and news items.

Based on the explanation above, the descriptive text is one of genre that have to learn in English. Descriptive text is the way how to describe or illustrate the object, person place, thing or idea by her/his eyes physically.

Then, descriptive text can also be defined as the way how things look, smell, taste, feel or sound. This is usually done in order to evoke moods such as happiness, loneliness, or fear.²

Most of students are not able to write descriptive text properly and in accordance with the existing elements or generic structure in the descriptive text. They still do not understand deeply what the descriptive text, how to describe persons, places, and things in English writing.

From the clarification above, student's ability at writing descriptive text still exceptionally less. To solve the problem and to improve the student's achievements writing ability, the teacher ought to make varieties and select an appropriate media in teaching writing descriptive to make students feel intrigued. A media will help students learn and keep in mind information for a long time to be utilized as a bridge for students. Here, the researcher tries to utilize Cue Card media. The researcher utilizing Cue Card as media in teaching learning process. The researcher select Cue Card media since by utilizing Cue Card media students will more effectively to organize descriptive text since students can see directly the object to be described. By employing a

²Dirgeyasa. 2014. *College Academic Writing : A Genre-Based Perspective* (Medan: Unimed Press) p.3

little piece of card which contain of picture media can make students interest and in agreement with the characteristics that can motivate students learn. Perspectives of the engaging quality of this media can be done by applying the cue card whereas writing. By using this media, students not only gain knowledge, but students will also get experience in reality, and lessons can be accepted in fun, because it is associated with the nature of the media is entertaining and exhilarating. The researcher has several reasons why using the Cue Card media as a supporting tool, this is because the researcher has several factors about the condition of students in teaching and learning English process. They are:

1. Most of students feel bored to join the English class
2. Most of students were busy with their own activity because they are not interest with the English subject
3. Most of students still confused how to arrange the descriptive text

Based on the explanation above, the researcher is interested in carrying out the research entitled “The Application of Cue Card Media to Improve Students’ Achievement In Writing Descriptive Text”. The researcher was expect that Cue Card can improve the students’ achievement in writing descriptive text properly and in accordance with the existing elements in the descriptive text.

B. The Identification of the Problem

1. The students still difficult to express their idea in writing descriptive text
2. The students still confused how to describe something
3. The student have less interest in writing especially using English

C. The Research Question

Based on the background of the study, the research question of this study are:

1. How is the students' writing ability at descriptive text before taught by using Cue Card ?
2. How is the implementation of Cue Card in teaching writing descriptive text ?
3. How is the students' writing ability at descriptive text after they were taught by using Cue Card ?

D. The Objective of Study

Based on the research question, the objective of this study are:

1. To describe the students' writing ability at descriptive text before taught by using Cue Card
2. To describe the implementation of Cue Card in teaching descriptive text
3. To describe the students' ability at descriptive text after they were taught by using Cue Card

E. The Limitation of Study

Based the statement above, it is very important for the researcher to limit the problem. The researcher limit the problem only on the improvement of students achievement in writing descriptive text by using Cue Card Media.

F. The Significance of the Study

This research is expected to be useful for:

1. English Teacher

Make a positive contribution to English educators to create students' abilities in writing descriptive texts.

2. Students

Make a positive contribution to students in improving their ability to write descriptive texts.

3. Researcher

To add references for other researchers who have the same problem as the author.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

Theoretical framework aims to give clear concept to the application of Cue Card in this study. In conducting this research, a theory is needed to explain some of the concepts or terms used in research. The terms associated with this research are to prevent misunderstanding between the author and the researcher. A literature review of this research is presented and discussed as follows:

1. Writing

In the Al-Qur'an writing is also an important skill that must be learned and there are verses in which the existence of writing is written in the Qur'an, namely the letter Al-Qalam: 1

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ۝۱

“Nun. By the Pen and the [Record] which [men] write,-(Al-Qalam: 1)³

Surah Al-Alaq: 4-5

أَقْرَأَ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝۱ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝۲ أَلَمْ نَقْرَأْكَ

الْأَكْرَمَ ۝۳ الَّذِي عَلَّمَ بِالْقَلَمِ ۝۴

³A. Yusuf Ali, The Meaning of The Holy Quran,P.292

“He Who taught [the use of] the pen. Taught man that which he knew not”⁴

Based on these verses, Allah explained that He taught humans with a pen (Qalam). Whereas with a pen, humans can write and transfer their knowledge to future generations, and making pens is a tool to convey ideas. It shows that writing and writing tools themselves have an important role to play. You can explore all the ideas you have in your mind into articles, paragraphs or text and make you understand something new

According to Flynn and Stainthorp (2006) in Fenny Thresia in her journal entitled “*IMPROVING STUDENTS’ WRITING ABILITY THROUGH CUE CARDS TECHNIQUE*” writing is a complex process that allows writers to explore thoughts, ideas, and make it visible and concrete.⁵

Writing is pouring thoughts into a written form or telling something to others through writing. Writing also can be interpreted as an expression or expression of feelings as outlined in written form. In other words, through the writing process, we will communicate indirectly.

In writing, there is a process of arranging letter, words, sentences, and paragraph by using knowledge of grammar, spelling, punctuation and other elements which related to another. It also an essential skill which express a speech to a group of visual system

Writing can help us explain our thinking. It is not uncommon for us to see what we really think and feel about people, ideas, problems, and events only in the actual writing process.

⁴ Ibid.P.320

⁵ Fenny, Thresia, 2017, *IMPROVING STUDENTS’ WRITING ABILITY THROUGH CUE CARDS TECHNIQUE*, Vol 6 (1), p.9

Erna Iftanti in her journal research entitled “ *Improving Students’ Writing Skills Through Writing Journal Articles* “ said that writing is vital and regularly utilized in people’s daily lives either as individual like writing an application letter, messages, and dissemination of the research results or member of society like in workplace issues.⁶

According to Jeremy Harmer, writing is that the stage a writer goes through so as to supply something in its final written forms. it's a process of communication, which needs a completely different set of competencies and uses rhetorical convention.⁷

According to Ken Hyland, writing is central to our personal experience and social identities, and we are often evaluated by our control of it.

Writing is disembodied and it's far away from context and therefore the personal experience of the author because meaning are often encoded I text and recovered by anyone with the proper decoding skills. Writing is therefore treated like an object, and its rules imposed on passive users.⁸ Also Yi (2009) in Erna Eftanti there are three approaches to writing, namely Product/Oriented Approach, Process/Cognitive-Oriented Approach, and Genre-Based Approach⁹.

Based on the explanation above, writing improvement can be measured by counting gross increase in feature such as relative clauses,

⁶Erna Iftanti, (2016), *Improving Students’ Writing Skills Through Writing Journal Articles*, IAIN Tulungagung, East Java, Vol 8 (1), p.2

⁷ Jeremy Harmer, 2007, *How to Teach Writing*, (London : Pearson Education), p.4

⁸ Ken Hyland, 2009, *Teaching and Researching Writing*. (London : Longman), p.1

⁹Erna Iftanti, 2016, *Improving Students’ Writing Skills Through Writing Journal Articles*, IAIN Tulungagung, East Java, Vol 8 (1), p.3

modality, passive, communicative purpose, rhetorical structure and grammatical patterns which are seen as important part to successful writing.

Writing is pouring ideas, opinions, feelings, desires, and needs, and knowledge into writing to be conveyed to others. This means that writing means to convey thoughts, feelings, or considerations through writing. The tool is a language consisting of words, phrases, clauses, sentences, paragraphs, and discourses. Thoughts that want to be conveyed to others must be expressed in words that support the meaning precisely and in accordance with what you want to express. The words must be organized regularly into clauses and sentences so people can catch what they need to say. The more organized the language used, the better it's for people to catch the thoughts that are channeled through that language. a piece of writing is claimed to be good if it's characteristics, among others meaningful, clear, round, and whole, economical, and grammatical rules. Writing ability is the ability of somebody to pour thoughts and concepts by employing a series of written communication that's good and right. Therefore, writing skills at school are very important.

Based on explanation above, the researcher can concluded that writing is what we write to what we see, feel and think. When we feel something we need somebody can listen us. So, in this process we will call it is an interaction between two sides.

1. Process of Writing

According to Harmer writing process is that the stages a writer goes through so as to produce something in its final written form. The hallmarks of

excellent writing are the hallmarks of excellent communication. they're accuracy, appropriateness, brevity, or conciseness, punctuation usage, grammar, clarity, and coherence of thought avoidance of ambiguity and in particular attentiveness to your readers. Harmer says the writing contains four steps. There are planning, drafting, editing (reflecting and revising), and final draft.

a. Planning

In planning somebody who wants to write down consider what they need to write down. Harmer describes when in planning steps, writers need to believe three issues. Firstly, consider the aim of the writing. Secondly, make a scope of who are going to be the audience or the target of writing. Thirdly, the writers need to consider the content structure of the writing.

b. Drafting

Drafting is an action in making a bit of writing as a draft. Some of the draft lists are going to be produced within the final version. during this activity, the author prioritizes the contents of the writing instead of the orthography in order that all thoughts, ideas, and feelings are often poured into writing.

c. Editing (Reflecting and Revising)

In this step, the writing needed through all the written words then determine the incorrect words or the message which isn't clearly conveying, and lots of else are needed to enhance.

Reflecting and revising are regularly made a difference by other readers or editors who comment and make suggestions. Another reader's response to a bit of writing will help the creator to make suitable corrections.

d. **Final version**

In final version, writer already finishing writing, the final product that had revised is ready to send to its intended audience¹⁰

It can be concluded that writing should be organized and arranged effectively and include aspects such as ideas, word choice, grammar and coherent. If we pass one among the steps above, our writing products cannot be categorized nearly as good writing, it might be better if we follow step by step in order that the results of our writing are good.

2. Genres of Text

Genre is a term for grouping texts together, representing how writers typically use language to reply to recurring situations. Generally, the writing text can be divided into narrative text, descriptive text, news itemtext, exposition text, argumentative text, recount text, report text, analytical exposition text, hortatory exposition text, procedure text, discussion text, review text, anecdote text, and spoof text.¹¹

According to I Wy. Dirgeyasa, there are some genre of text in writing, they are:

a. Descriptive text

Description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It

¹⁰ Jeremy Harmer, 2007, *How to Teach Writing*, (London : Pearson Education), p.4-5

¹¹<https://www.ef.co.id/englishfirst/kids/blog/jenis-jenis-teks-dalam-bahasa-inggris/>, on the date of June 25, 2020

can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic.

b. Recount text

Recount is a written English text in which the writer retells something that happened in the past and to tell a series of past event

c. Narrative text

Narrative is a text that amuse, entertain and to tell a story. Narration is a series of related events a story. Its problem is twofold, that are to arrange the events in a sequence of time and to reveal their significance.

d. Procedure text

Procedure is a written English text that discusses and explains how something works or how something is operated. Procedure text is a text that designed to describe how something is achieved through a sequence of actions or steps.

e. Report text

Report is a text to describe the way things in around of our environment are described. Usually tells the natural or non-natural phenomena or even social phenomena.

f. Explanation text

Explanation is a written English text in which the writer explains a process of formation. This genre explain why an object exists as it is or to describe how an object works.

g. Discussion text

Discussion is a written English text in which the writer presents a problematic discourse. This problem will be discussed from different points of view.

h. Hortatory exposition text

Hortatory exposition is a type of English text that belongs to the class of argumentation.

i. Analytical exposition text

Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. This genre will often involve the writer comparing opposite points of view, analyzing the arguments and concluding with an overriding opinion or conclusive argument.

j. News item text

News item is a written English text in which the writer informs the daily and real factual happenings in human life.

k. Spoof text

Spoof text is a written English text in which text which the writer tells a funny incident or event that has happened in the past

l. Anecdote text

Anecdote is a written English text which the writer shares with others an account of an unusual or amusing incident.

m. Commentary text

Commentary is a written English text which the writer uses to analyze and interpretation to find patterns of meaning in events, trends, and ideas

n. Book review text

Book review text is both a description and an evaluation of a book. It should focus on the book's purpose, contents, and authority.

o. Critical review text

Critical review is a written English text which the writer summarizes and evaluates of the ideas and information in an article¹²

3. Assessment in Writing

Assessment within the 2006 Curriculum is that the process of collecting data or information about students through various sources of evidence associated with what they know and what they will do. This information is employed as a basis for creating a choice. Assessment must have two requirements, namely 1) measuring competence, and 2) must have benefits for the training process.

According to Brown in Wahyuni and Gratitude assessment is an ongoing process and covers a broader domain. When students answer questions, provide comments, or try with a replacement structure, that's when the teacher has actually assessed student performance. Reading and listening activities usually require productive performance as assessed by the teacher. Therefore, good teachers never stop doing assessments, both programmed and incidental. Thus, testing or

¹²I Wy.Dirgeyasa. 2014, *College Academic Writing : A Genre-Based Perspective*, (Medan : Unimed Press), p. 1-299

giving questions are a part of the assessment and therefore the test isn't the only form of the assessment conducted by the teacher.

In addition, there's another term associated with assessment, namely measurement, and evaluation. Measurement is that the process of getting quantitative data about the extent of student achievement especially learning. Measurements will provide answers associated with what percentage questions. Thus, the measurement results are quantitative, within the sort of numbers (original scores). The test is one a part of the assessment.

Evaluation is an identification activity to see whether a planned program has been achieved or not, whether it has benefits to the learning process, and can also to see the level of efficiency of its implementation.

The purpose and function of conducting assessment activities are first to find out the position of students compared to other students. The second is to separate students who fall into certain categories and those who do not. The third is to describe the extent to which a student has mastered competence. The fourth is to evaluate student learning outcomes in order to help students understand themselves, make decisions about the next step both for the selection of personality development programs and for majors. The fifth is to show the learning difficulties experienced by students and the possibility of achievement that can be developed, this will help the teacher determine whether a student is remediated or enriched. The sixth is to get information that can predict how students perform at the next level of education. The seventh is to determine

the level of efficiency of learning methods and other components used during a certain period of time.¹³

Good writing in descriptive text is the main goal of learning to write for all grade levels for students. Accurate assessment in writing descriptive texts needs to be used to identify student abilities and achievements and to help plan future learning. Assessment provides the teacher to find out the level of skill achieved or not achieved by students. It's needed to help teachers to know the skill level of their students.

According to Knapp and Walkins, here the following of the assessment and criteria appropriate of the generic structure and language feature of descriptive text¹⁴ :

Table 1
Generic Structure and Language Feature of Descriptive Text

Assessment	Criteria	Score	
Generic Structure	Identification	20	
	Description	Content	30
	Using adjective in describing the object		20
Language Features	Textual Language	Grammar	30
Total		100	

¹³Wahyuni and Syukur, 2014, *Assesmen Pembelajaran Bahasa*, (Bandung: PT Refika Aditama), p.2-3

¹⁴ Knapp and Walkins, 2005, *Genre, Text, and Grammar*, (Sydney : University of New South Wales), p.199

4. Descriptive Text

4.1. Definition of Descriptive Text

Etymologically, the description or descriptive comes from the word describe. Describing means drawing, illustrating, or depicting an object, place, person in order to have a visual appearance of the object being described. However, descriptive genres can also describe ideas or points of view so that they have a visual appearance. In other hand, it can be said that the descriptive genre is a way of describing or illustrating an object, person or idea so that the reader can see the object or person or idea through his physical eyes. Then specifically it can be said that descriptive writing brings something abstract to concrete. Or, descriptive writing is a type of written text that has a special function to describe an object (human and non-human or an idea) clearly so that readers can visualize the object being described.

Descriptive genre can also be defined as the look, smell, taste, taste, or sound of something. This is usually done to evoke moods such as happiness, loneliness, or fear. Suryana (2008) states that this term is also used to create images of people, places, even units, times, or seasons. He also argues that descriptive genres can be used to describe more than just people's outward appearances, but also traits of their character or personality.

In addition, descriptive writing is a genre that asks the student to describe experience, emotion, situation, qualities, and characteristics, etc. This genre encourages the students 'ability to create a written account of a

particular experience. What is more, it allows for a great deal of artistic freedom (the goal of which is to paint an image that is vivid and moving in the mind of the reader)¹⁵

According to Siahaan and Kisno, description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic. Description is a text containing two component that are identification and description by which a writer describes a person, animal, tree, house or camping as his topic. The identification is to identify the object to describe. The description describes parts, qualities, and characteristics of the parts of the objects.¹⁶

Gerot & Wignel; Knapp & Watkins in Eko Noprianto stated Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place and or event to the readers or hearers.¹⁷

Based on the explanation above can be conclude that descriptive text is a text in which the main idea is conveyed by clearly describing the object, place, or event that is being the topic to the reader. So the reader feels as if the writer directly feels what is being expressed in the text.

¹⁵I Wy.Dirgeyasa, 2016, *College Academic Writing: A Genre-Based Perspective*. Jakarta: Kencana. p. 3-4

¹⁶Sanggam Siahaan and KisnoShinoda, 2008, *Generic Text Structure* (Yogyakarta : GrahaIlmu), p.89

¹⁷EkoNoprianto, (2017), *Student's Descriptive Text Writing in SFL Perspectives* , Indonesia University of Education (UPI), Vol. 2(1), p.67

4.2. The Social Function of Descriptive Text

According to I Wy. Dirgeyasa, the affair of descriptive writing or text is primarily to explain an individual, place or thing such how that an image is made within the reader's mind. Capturing an occasion through descriptive writing or text involves paying close attention to the small print by using all of your senses. The goal of the descriptive genre is to explain an individual, place or thing od idea in vivid detail. Additionally, the aim of descriptive writing or text is to form our readers see, feel, and listen to what we've seen, felt and heard. Whether we are describing an individual, a place, or a thing, our aims is to reveal a topic through vivid and punctiliously selected details.

Based on the explanation above are often conclude that there are three things which may be described into descriptive writing or text. The three are object or place, human or person, and idea¹⁸.

4.3. The Generic Structure and Textual Elements

Actually, every genre has its own characteristics in terms of the rhetorical structure or generic structure and textual elements. The genre based descriptive text also has its own rhetorical structure or generic structure and textual elements. The each elements has its own function and purpose. Here are the generic structure and textual elements of descriptive writing :

Table 2
The Generic Structure and Textual Elements

¹⁸I Wy.Dirgeyasa. 2014. *College Academic Writing: A Genre-Based Perspective*. Jakarta: Kencana. p. 4-5

Textual Elements	Functions
Identification	<ul style="list-style-type: none"> - It is a statement describing and illustrating about the topic to be described - Statement must be interesting and is able to attract and to provoke the reader so that the reader becomes interested in reading the complete description - The use of adjective and degree of comparison of adjective is advisable
Description	<ul style="list-style-type: none"> - It is a complete description about the topic proposed in identification text - Description is the detail description or elaboration of the topic or theme as described in the identification - Grammatical Patterns :

	<p>a. Present tense, present perfect tense</p> <p>b. Verb ; be (is, are), have, linking verb (seems, looks, sounds, like)</p> <p>c. Use of adjectives that function to describe or illustrate the condition of an object</p>
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1.1. The Linguistics Features

Grammatical patterns of ascertain genre writing seem to have distinct or specific features. This may occur because different genre writing states different and distinctive communicative purpose, readers, and contexts in terms of when it happens, how it happens. In general, the common grammatical patterns of descriptive text include :

- It uses present tense and present perfect tense
- It uses adjective to describe or illustrate the condition of the topic described
- It uses passive sentences
- It uses attribute and identifying process

5. Cue Card Media

According to Harmer cue cards are cards with words and pictures on them, which students use in pair or group work. Cue cards also make

the students speak up on the spot or particular word or phrases in a conversation or in sentence. Harmer state that, there are types of picture. A motion picture and still picture. A motion picture includes film, cartoon movie, whereas still picture includes flash cards, wall picture, and cue cards¹⁹. Furthermore, Bazo (2007) in Fenny Thresia adds that cue cards are small cards with photos or pictures in envelope²⁰.

The teacher places students in pairs or groups and gives them several cue cards so that when the student takes the top cue card in the pile he has to write down the sentence the card suggests. By using cue cards, students will be more interested in learning because they can connect material with pictures or scripts.

Based on the explanation above, many people have tried to adopt the Cue Card function on television to improve students' speaking or writing achievement in class. In the world of education, the Cue Card is a medium in the teaching and learning process. Cue cards can improve students' speaking or writing skills in a natural way. The use of Cue Cards will be an interesting activity because students use media in the classroom.

6. Advantages of Cue Card

The use of Cue Cards in class can improve student achievement. According to Harmer, Cue Cards are cards with words and pictures that students use in paired group work. It is clear that Cue Cards

¹⁹Jeremy Harmer, 2007, *The Practice of English Teaching Language* (New York : Longman Publishing Group),p.178

²⁰ Fenny, Thresia, 2017, *Improving Students' Writing Ability Through Cue Cards Technique*, Vol 6 (1), p.9

can make students interact with other students. In class, students must discuss these instructions with their friends as a team. They must combine one clue with another. This activity will make students more active in the teaching and learning process. When using picture stories or cue cards in class, the key point is not to limit the teacher to regular classroom activities and writing exercises. Students need as much as possible in writing descriptive text.

7. Learning Mastery Method

In this research, the researcher use learning Mastery Learning as method in teaching-learning process. Mastery Learning or complete learning is a teaching system approach that requires students to completely master each unit of learning material either individually or in groups, as evidenced by the completeness of student learning outcomes by using a variety of applied methods. Mastery learning was developed by John B. Carroll (1963) and Benjamin Bloom (1971). Both of them develop a learning system that allows all students to achieve a number of educational goals. This model describes the main factors that affect student learning success, such as talent and time needed to reach a level of achievement.

The planning of the mastery learning teaching method can be grouped into two stages, where each stage has work steps that must be guided.

a. The first stage

In the first stage is defining the implementation of complete learning in the field of teaching that will be given to students. This stage is taught through 5 rare activities:

1. Determine teaching goals

Based on general instructional objectives in the outline of the teaching program or better known as the BCO (basic course outline) which includes cognitive, affective, and psychomotor aspects that have been determined for a period of one semester

2. Compile a table of lesson unit specifications

This table contains the discussion units that will be delivered by the teacher and each of these discussion units will be examined based on the taxonomic criteria of cognitive education consisting of 6 levels, namely knowledge of understanding, synthesis analysis and evaluation applications.

3. Check the specification table and determine the learning objectives in accordance with SK and KD

4. Determine the tools to check the final learning outcomes based on the specification table The tools used are generally summative in accordance with the competence to determine the learning success of students. This test is a reference criterion or refers to absolute standards or measures in order to assess student learning outcomes

5. Set standards of behavior

The standard of behavior standard is an indicator of the level of mastery of the subject matter.

b. The Second Stage

In this second stage, what is done is planning a lesson unit that allows all students to be able and willing to study thoroughly. The activity steps are as follows:

1. Identify units of learning
2. Provide a table of lesson unit specifications
3. Planning learning activities for an educational unit

Meanwhile, the implementation of the mastery learning method is carried out by following the steps as follows:

a. Orientation Activities

This activity aims to orient students towards the mastery learning learning method with an orientation about what students will learn.

b. Learning activities in the classroom

- The teacher introduces specific instructional objectives to the unit of study that students will learn.

- Presenting a plan of learning activities based on group standards.

The aim is to explain what students want to do in learning activities.

- Presenting lessons based on unit lessons.

- Identifying the learning progress of students between what is successful and what has not been successful

- Determine students whose learning outcomes are satisfactory

- Provide corrective activities to students whose learning outcomes are not satisfactory
- c. Determine the level of mastery of learning material
- d. Provide or report back the level of mastery achieved by each student.
- e. Check program effectiveness

B. Related Study

1. Fenny Thresia (2017) has done research on the title "IMPROVING STUDENTS' WRITING ABILITY THROUGH CUE CARDS TECHNIQUE". The classroom action research is conducted at physics study program of Muhammadiyah University of Metro. Eight Grade Student of SMP Bajiminasa Makassar. The method of this research was classroom action research consisted of two cycles. One cycle consisted of four meeting. it meant that were eight meetings for two cycles. This research was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. The data were collected from tests (pre-test and post-test), observation. The result of this research can be seen from the average score of pre-test (before treatment) was 61.86, in cycle 1 was 70.90 and in post-test cycle 2 was 78. That was involved in upgrading maximally. It implied that the cue cards technique can improve the students' writing ability in descriptive text. In other words, the class had fulfilled the criteria of success of standard students' competency from the school. It was supported by the observation of the students. From the

results of the discussion, the researcher concludes that in this research there is an improvement in student writing abilities in the descriptive text using cue cards technique at the students of physics academic year 2015/2016.

2. Ika Sastrawati (2016) has done research on the title “IMPROVING STUDENTS’ WRITING SKILL THROUGH CUE CARD METHOD”. The classroom action research is conducted at Eight Grade Students of SMP Bajiminasa Makassar. The method of this research was classroom action research consisted of two cycles. One cycle consisted of four meetings. It meant that there were eight meetings for two cycles. Consist of 36 students’. The research findings indicated that the application of cue card method was effective and significant in improving the students’ writing skill especially its focus on students content and vocabulary. It was proved that the mean score of D-Test was 5.64, Cycle I 6.13 and after conducted Cycle II improved to 8.23 and based two cycle researcher found percentage improvement that is from D-Test to Cycle I is 13.24 % and from Cycle I to II is 29.70 and D-T to Cycle II 46.35 %. Based on the result of the research, it can be concluded that the use of cue card method improves students’ writing skill and class condition. Therefore, it is recommended that the teachers use cue card media in teaching writing.
- C. Ririn Khairunnisa(2017) was done the research on the title “IMPROVING SPEAKING ACHIEVEMENT BY USING CUE CARD AS A MEDIA TO THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 6 PALEMBANG”. This study aims to determine whether or not there is a

significant increase in the speaking achievement of eleventh grade students who are taught using the Cue Card as a Media at SMA Muhammadiyah 6 Palembang before and after treatment and whether there is a significant difference in the learning outcomes of eleventh grade students between those taught using Cue Card media and those not at SMA Muhammadiyah 6 Palembang.

D. Conceptual Framework

Teaching is the method of giving instruction to someone in order to be able to do something. In teaching a subject matter, the educator should have a media to extend the students' achievement particularly on learning writing descriptive text.

Writing is the one of the four skills that must be mastered well. Writing could be a complex activity that includes the constant thinking through thoughts and looks for the best words and phrase put on the paper. Writing activity have to be done in creative and interesting way to minimize students' difficulties in writing since writing is considered as the most difficult ability. It is very important for the teacher to make writing easier by encouraging a supporting the students' to do and practice it. Writing is a skill that can be acquired through practice.

This study is concerned with the improvement of writing descriptive text by using Cue Card. It is concerned about the students' ability in producing a good text and describing something in details in order to enable the readers to see, to hear, to feel, to touch it directly or involve themselves in the event.

Through cue card, it is hoped that the students' can express their ideas easily by giving a good grammatical order and increase their competence in writing so the students will be better in writing descriptive text.

By using cue card, students' will understand the topic because they will see the material or the things directly and they will know how to describe the things. It is aimed to increase the students' confidence to write and to decide the best words that is used to write the best descriptive text according to him/her. Therefore it is expected by using real media (Cue Card) generates better result in improving students' achievement in descriptive writing.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was conducted by carrying out classroom action research (PTK). Classroom action research (CAR) is action research carried out by teachers in the classroom or researchers or together with others (collaboration) within planning, implementing, and reflecting on collaborative and participatory actions that aim to improve or upgrade the learning process in the classroom. through certain activities in the cycle.

According to Harmer, action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and or appropriate of certain activities and procedures.²¹

Arikunto stated that action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence, and situation.²²

According to Suryanto in Rosmala Dewi said classroom action research is defined as a form of research that is reflective by taking certain actions in order to improve and enhance learning practices in the classroom in a more professional manner.

²¹ Jeremy Harmer, *The Practice of English Language Teaching* (England: Longman, 2007), p.344.

²²Suharsimi Arikunto, *Penelitian Tindakan Kelas* (Jakarta: PT. BumiAksara, 2008), p.104.

Based on the explanation above, it can be concluded that classroom action research is an observation of activities that are deliberately raised and occur in a class. So this class action research is intended to develop new skills or approaches and to solve problems by applying directly to the classroom.

Classroom Action Research aims to improve the quality of learning as well as to help empower people in solving learning problems in schools.²³

B. Subject of the Research

The subjects of his study were the second grade of MTs Hifzhil Qur'an Yayasan Islamic Centre Sumatera Utara. The reason researchers chose this class, because:

1. schools easily conduct ³¹ for data collection purposes;
2. The school welcomes the goal of improving the quality of teaching and learning
3. Collaboration between teachers and schools makes it easier for researchers
4. The location is near to the Research Rental in Medan.

C. Location and Time of Research

This research was done at the second grade of MTs Hifzhil Qur'an Yayasan Islamic Centre Sumatera Utara in academic year 2020/2021. It was located on Jalan Selamat Ketaren, Medan Estate, Percut Sei Tuan.

D. Research Procedures

²³Masnur Muslich. 2009. *Penelitian Tindakan Kelas*, (Jakarta : PT BumiAksara), p. 10

This research was conducted in two cycles. Each cycle consists of four stages, namely planning, implementing, observing and reflecting.

1. Preliminary Study

In the preliminary study, the researcher was expected to find out the initial conditions of the students by giving tests to students before getting treatment. Tests are descriptive texts about themselves. Researchers observed students' actions in writing lessons. Based on these observations, the researcher knew the problems that occur to students and their difficulties in writing.

2. Cycle I

The researcher used cue card in teaching writing. The topic was asking and giving opinion about the material. The procedure as follows:

a. Planning

In this stage the researcher prepared several activities for planning, namely:

1. Arranging lesson plan
2. Prepared media related to the material
3. Prepared teaching materials
4. Prepared an observation checklist
5. Created the test material.

b. Action

1. The teacher was delivered and explained the material

2. The teacher was explained about how to make a good writing and expressing their writing by giving the example of writing descriptive text.
3. The teacher was introduced cue card to the students, strategy and importance to make them understand how to write appropriately utilizing cue card
4. In the pre-task, the teacher presented the topics and highlight useful words and phrases by using a picture to assist students understand the task instruction
5. The teacher asked students to create a descriptive text based on the subject given.

c. Observation

In this stage there were several activities observed by the collabulator.

There were:

1. Observing student activities in asking questions and giving opinions
2. Observing student responses during the teaching and learning process
3. Observing the improvement of students' writing skills.
4. Observe the teacher's steps during the teaching and learning process

d. Reflecting

This stage analyzes the completeness of the activities that have been carried out. Based on the information that has been collected, teachers and researchers review and make assessments to determine the next cycle.

3. Cycle II

Cycle II was the improvement of the previous cycle after doing reflection.

This cycle moreover conducted in four steps, the steps were:

a. Planning

1. Identified the problem and make the solution for the problem
2. Arranged lesson plan
3. Prepared the media related to the material
4. Prepared teaching material
5. Prepared checklist observation
6. Created the test material.

b. Action

The teacher was delivered and explained the material

1. The teacher was explained about how to make a good writing and expressing their writing by giving the example of writing descriptive text.
2. The teacher was introduced cue card to the students, strategy and importance to make them understand how to write appropriately utilizing cue card

3. In the pre-task, the teacher presented the topics and highlight useful words and phrases by using a picture to assist students understand the task instruction
4. The teacher asked students to create a descriptive text based on the subject given.

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There were:

1. Observing student activities in asking questions and giving opinions
2. Observing student responses during the teaching and learning process
3. Observing the improvement of students' writing skills.
4. Observe the teacher's steps during the teaching and learning process

d. Reflecting

This step analyzes the complete activities that have been carried out. Based on the information that has been collected, teachers and researchers discuss and make assessments. Researchers compared the results of all tests and compared the results of students' completeness. As a result, researchers can make conclusions in conducting classroom action research.

E. Technique for Data Collection

Classroom action research required data to support the investigation. There are two types of data used in this study, namely qualitative data and quantitative data. Researchers used interview strategies, diary notes, and observations to obtain qualitative data, and used pretest and post-test to obtain quantitative data.

1. Interview

Before implement classroom action research (CAR), the researcher ask the teacher to know what the problem that happened in teaching learning English process. In this event, the researcher interview the English teacher approximately her problem in teaching English, her students' difficulty in learning English and her teaching strategy that was utilized in teaching learning handle. In carrying out, the interview the researcher utilized organized interview in arrange to be more proficient in getting data, since it can be focused on the things that's mentioned within the meet sheet.

2. Diary Note

The diary is used to write down situations during the teaching and learning process. The diary notes are useful for knowing all student activities, student difficulties, and student interests during the teaching and learning process.

3. Observation

The researcher carrying out each sections of the observation. The researcher ought to understand what problem ought to be solving immediately. The strategy of this observation was real-time observation. It means that the observation was watch and analyze as the teaching learning really happening without using any electronic means of reviewing the data. This was done by

simply taking notes. Second, the observation was held during the CAR. In this classroom observation, the object of the observation is students' activities in English teaching learning.

4. Test

In this research, there were two tests, the test were pre-test and post-test. Pretest was the first test before the students were taught by using the Cue Card and the post-test was the second test after the students were taught by using the Cue Card. Test was to find out how far the difference is in students' writing on descriptive text after the students are taught by using the Cue Card. The tests were carried out to measure students' writing skills.

F. The Procedure of Analyzing the Data

The data analysis technique comes from the interpretation of data collection. In analyzing the data, the researcher obtained data from observations of the teaching and learning process and student test results. In processing the research data using descriptive analysis. Described the conditions for improving the achievement indicators of each cycle, and described the success of the teaching and learning process in improving writing skills. Meanwhile, to answer research questions, researchers took data from the test. After knowing the students' personal scores, the researcher analyzed the students' normal scores by using the mean formula to determine and check the students' improvement in writing. The formula is as follows:

$$M = \frac{\sum x}{N} x$$

Where:

M: The mean of the students

$\sum x$: The total score

N: The number of the students

The researcher got a score from two cycles in carrying out this research. The mean score of the first cycle, the researcher will compare with the mean score of the second cycle. It is to determine the extent to which students progress in this study. To calculate the completeness score of students with the lowest grade / KKM score (75) using this formula

$$P = \frac{R}{T} \times 100\%$$

Where:

P: The class percentage

R: Total percentage score

T: The number of students

By analyzing data from qualitative and quantitative data, the researcher can draw conclusions on whether the Cue Card media can improve students' writing achievement or not.

G. Instrument for Collecting Data

1. Test

In this research, there were two tests, the tests were pre-test and post-test. The pretest was the first test before the students are taught by using the Cue Card

and//the post-test was the second test after the students are taught by using the Cue Card. The test was to find out how far the difference is in students' writing on the descriptive text after the students are taught by using the Cue Card. The tests were carried out to measure students' writing skills.

2. Observation Sheet

The observation was a researcher's observation to find out the data relating to this research, namely: the teaching and learning process. The English teacher will observe the researcher when the teaching and learning process is like opening and closing the lesson and the observation sheet for students when the learning process is carried out.

3. Interview

Interviews will be conducted some time recently and after giving treatment, Cue Card in classroom action research. Before giving the treatment, the researcher asked the English teacher to answer several questions about the students' abilities and difficulties in writing descriptive texts. At that point, the meet would be conducted after applying Cue Card to discover out the teacher's reaction to the Cue Card Media

4. Diary Notes

In this research, researcher used the field notes used to indicate how students description during the learning process.

5. Documentation

To collect data, documentation is one source of documentation for researchers to take moments during the learning process that are considered important.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. Data Analysis

To analyze the data, the researcher using quantitative and qualitative data. Quantitative data is taken from the average score of students in doing the test. Qualitative data were taken from interviews, observations, and documentation. This research was conducted by one class with a composition of 36 students. Each cycle was comprised into four steps: planning, action, observation and reflection.

1. The Students' Pre-Test Score in Writing Descriptive Text

In this research, the researcher got the data approximately the students' ability in writing descriptive text before instructed by utilizing Cue Card media and physical appearance. The result of the students' score can be seen from the following table:

Table 3
The Students' Pre-Test Score

No	Students' Initial	Score	Successful Criteria Score (≥ 75)
1	FMH	60	Unsuccessful
2	FAN	75	Successful
3	FM	50	Unsuccessful
4	FHS	75	Successful
5	FNH	75	Successful
6	GAA	60	Unsuccessful
7	HDKKA	70	Unsuccessful

8	HS	50	Unsuccessful
9	HM	60	Unsuccessful
10	HFSP	50	Unsuccessful
11	IQ	70	Unsuccessful
12	IAH	55	Unsuccessful
13	KA	50	Unsuccessful
14	KMA	40	Unsuccessful
15	KA	40	Unsuccessful
16	CP	60	Unsuccessful
17	KN	60	Unsuccessful
18	LHL	50	Unsuccessful
19	LK	40	Unsuccessful
20	MR	75	Successful
21	MAN	40	Unsuccessful
22	MA	40	Unsuccessful
23	MA	40	Unsuccessful
24	MS	40	Unsuccessful
25	M	50	Unsuccessful
26	MJ	75	Successful
27	MA	55	Unsuccessful
28	NA	80	Successful
29	NWHM	55	Unsuccessful
30	NM	60	Unsuccessful

31	NAH	80	Successful
32	NM	40	Unsuccessful
33	NSW	40	Unsuccessful
34	NRA	75	Successful
35	NA	60	Unsuccessful
36	FRY	50	Unsuccessful
Total		$\sum X = 2045$ $M = 56,91$	

Based on the data above, the students' score in pre-test was 2045 and the students' mean score was 56,91. The students that got score up to 75 were 8 students and the students were not success 28 students. The percentage of students who successfully write descriptive text is calculated by the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{8}{36} \times 100\%$$

$$= 22,22 \%$$

$$P_2 = \frac{28}{36} \times 100\%$$

$$= 77,77 \%$$

Table 4
The Percentage of Students' Score in Pre-Test

	Criteria of	Number of	Percentage

	Successful	Students	
P ₁	Successful	8	22,22%
P ₂	Unsuccessful	28	77,78%
Total		36	100%

Based on the data above, it is known that the students' ability in writing descriptive texts was low. The data shows the percentage of students who succeed is 22.22% and the number of students who are not successful is 77.78%. It can be concluded that the students' ability in writing descriptive texts was low. This means that researchers must plan activities that can be carried out in cycle I by using direct methods to solve problems in order to improve students' abilities in writing descriptive texts.

2. The Treatment and Research Finding in Cycle I

a. The Treatment in Cycle I

Researchers have carried out several stages in the cycle, namely planning, acting, observing, and reflecting. Here the activities that each step have done

1. Planning

At this stage, the researcher has compiled all the material used during the teaching and learning process such as analyzing and observing, carrying out student tests, compiling perception sheets, and lesson plans.

2. Action

At this stage, there are several activities that have been carried out by researcher. First, the researcher explain the descriptive text, simple

present tense, and adjective by giving examples of each material so that students understand better. After the students knew about descriptive text, the researcher was connected Cue Card and physical appearance to make it simpler to get it how to describe a individual. At that point, the researcher asks the student to analyzed a picture of the physical of the picture and collect their assignment after they were finished.

3. Observation

In this stage, the researcher ask the students about what is the descriptive and observing how the students deliver their supposition about descriptive text. How the students analyzed the physical appearance of picture.

4. Reflection

The researcher assessed the teaching and learning process within the final meeting. The researcher moreover asked the students how the students' felt when they were learning writing descriptive text by utilizing cue card media and physical appearance, the students' difficulties and problem in the mean time learning process.

b. The Research Finding in Cycle I

After the researcher gave the treatment to the students, at the end of learning process the researcher gave the post-test to the students to know the students' ability at writing descriptive text after they were give a treatment. The test was different with the pre-test. The students' score in post-test I can be seen from the table below:

Table 5
The Students' Score in Post-Test I

No	Students' Initial	Score	Successful Criteria Score (≥75)
1	FMH	75	Successful
2	FAN	80	Successful
3	FM	65	Unsuccessful
4	FHS	80	Successful
5	FNH	80	Successful
6	GAA	75	Successful
7	HDKKA	80	Successful
8	HS	80	Successful
9	HM	80	Successful
10	HFSP	75	Successful
11	IQ	75	Successful
12	IAH	70	Unsuccessful
13	KA	70	Unsuccessful
14	KMA	68	Unsuccessful
15	KA	60	Unsuccessful
16	CP	70	Unsuccessful
17	KN	70	Unsuccessful
18	LHL	60	Unsuccessful
19	LK	55	Unsuccessful
20	MR	85	Successful
21	MAN	60	Unsuccessful

22	MA	70	Unsuccessful
23	MA	60	Unsuccessful
24	MS	65	Unsuccessful
25	M	70	Unsuccessful
26	MJ	80	Successful
27	MA	75	Successful
28	NA	85	Successful
29	NWHM	75	Successful
30	NM	80	Successful
31	NAH	85	Successful
32	NM	65	Unsuccessful
33	NSW	65	Unsuccessful
34	NRA	75	Successful
35	NA	77	Successful
36	FRY	75	Successful
Total		$\sum X = 2615$ $M = 72,63$	

From the data above, the student's score in the post-test I was 2615 and the students' mean score was 72.63. Students who get a score of 75 are 20 students and students who are not successful are as many as 16 students. The percentage of students who successfully write descriptive text is calculated by the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{20}{36} \times 100\%$$

$$= 55,55\%$$

$$P_2 = \frac{16}{36} \times 100\%$$

$$= 44,44\%$$

Table 6
The Percentage of Students' Score in Post-Test I

	Criteria of	Number of Students	Percentage
	Successful		
P ₁	Successful	20	55,55%
P ₂	Unsuccessful	16	44,44%
Total		36	100%

From the data above, it was found that the students' ability in writing descriptive text was still low. The data showed that the percentage of the students who successful was 55,55% and the students who unsuccessful was 44,44%. It can be concluded that students' ability in writing descriptive text was still low. Its mean that the researcher also must plan activities that can be carrying out in cycle II to solve the problem in order to improve students' ability at writing descriptive text.

5. The Treatment and Research Finding in Cycle II

a. The Treatment in Cycle II

After the first cycle was carried out, the problems faced by students were still found and provided information about students' abilities in writing descriptive texts. There the researcher has a plan to carry out a second cycle which consists of

two meetings. Researcher was expected that the second cycle of action research will be better than cycle. In this cycle, the researcher gave the inspiration and also more explanation about the material. Here are the activities that have been carried out at each step:

1. Planning

At this stage the researcher organized he lesson plan and emphasized the teaching and learning process in learning descriptive text. In this cycle the researcher explains more deeply about the material that students think can improve and know well about how to describe something. Other than that, researchers as teachers use media so that students are more interested. The researcher also made a supportive and active in the classroom during the teaching and learning process so that students don't get bored..

2. Action

At this stage there are several activities that have been carried out by researchers. First, the researcher explained the descriptive text, basic present tense, and adjective by giving the examples of each material so that students understand better. After the students knew about descriptive text, the researcher was applied Cue Card and physical appearance to make it easier to understand how to describe a person. Then, the researcher asks the student to analyzed a picture of the physical of the picture and collect their task after they were finished.

3. Observation

In this stage, the researcher observed students activity and the it showed that most of students students have no more problems with descriptive text, especially how to describe people. They were active during teaching learning process and more enthusiastic than previous cycle.

4. Reflection

After examining students 'writing descriptive abilities by giving them tests, it was found that the students' scores showed improvement. Based on their observations and test results, the researcher concluded that students could improve their writing descriptive abilities especially describing a person by using Cue Card Media. Student scores in the second cycle increased compared to the first cycle.

b. The Research Finding in Cycle II

After the researcher gave the treatment to the students, at the end of learning process the researcher gave the post-test II to the students to know the students' ability at writing descriptive text after they were give a treatment. The students' score in post-test II can be seen from the table below:

Table 7
The Students' Score in Post-Test II

No	Students' Initial	Score	Successful Criteria Score (≥75)
1	FMH	85	Successful
2	FAN	85	Successful
3	FM	80	Successful
4	FHS	90	Successful
5	FNH	85	Successful

6	GAA	80	Successful
7	HDKKA	85	Successful
8	HS	90	Successful
9	HM	85	Successful
10	HFSP	80	Successful
11	IQ	85	Successful
12	IAH	80	Successful
13	KA	75	Successful
14	KMA	75	Successful
15	KA	65	Unsuccessful
16	CP	80	Successful
17	KN	85	Successful
18	LHL	85	Successful
19	LK	65	Unsuccessful
20	MR	85	Successful
21	MAN	60	Unsuccessful
22	MA	85	Successful
23	MA	75	Successful
24	MS	70	Unsuccessful
25	M	80	Successful
26	MJ	85	Successful
27	MA	80	Successful
28	NA	90	Successful

29	NWHM	85	Successful
30	NM	85	Successful
31	NAH	90	Successful
32	NM	85	Successful
33	NSW	80	Successful
34	NRA	80	Successful
35	NA	90	Successful
36	FRY	85	Successful
Total		$\sum X = 2930$ $M = 81,38$	

Based on the data above, the students' score in post-test II was 2930 and the students' mean score was 81,38.

Based on the data above, the students' score in post-test II was 2930 and the students' mean score was 81,38. The students' that got score up to 75 were 32 students' and the students were not success 4 students. The percentage of students who were success in writing descriptive text was calculated by using the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{32}{36} \times 100\% \\ = 88,88 \%$$

$$P_2 = \frac{4}{36} \times 100\% \\ = 11,11 \%$$

Table 8
The Percentage of Students' Score in Post-Test II

	Criteria of Successful	Number of Students	Percentage
P ₁	Successful	32	88,89%
P ₂	Unsuccessful	4	11,11%
Total		36	100%

Based on the data above, it was found that the students' ability in writing descriptive text was improved. The data showed that the percentage of the students who successful was 88,11% and the students who unsuccessful was 11,11%. It can be concluded that students' ability in writing descriptive text was improved. Its mean that Cue Card media can improve the students' ability at writing descriptive text.

B. Research Findings

From the data that has been analyzed, the researcher gets data from each stage that has been carried out. In the pre-test data showed that the higher score was 80 and the lowest score was 40. The students that got score up to 75 were 8 students and the students were not successful 28 students. The mean of the pre-test was 65,91. The percentage of the students who successful was 22,22% and the students who unsuccessful were 77,78%. In the post-test I the data showed that the higher score was 85 and the lowest score was 55. The students that got score up to 75 were 20 students and the students were not successful 16 students. The mean of the post-test I was 72,63. The percentage of the students who successful was 55,55% and the students who unsuccessful were 44,44%. In the post-test II the data showed that the higher score was 90 and the lowest score was

60. The students that got score up to 75 were 32 students and the students were not successful 4 students. The mean of the post-test I was 81,38. The percentage of the students who successful was 88,89% and the students who unsuccessful were 11,11%. It can be concluded that there was an improvement of students' scores from cycle to cycle. The researcher agreed that Cue Card Media was suitable to use in the class. From the observation sheet, it is known that the class runs effectively. The students seemed more comfortable working individually. All these data shown that the students gave their great attitude and reaction during the teaching and learning process. Indeed they got into trouble in the first meeting but they were able to overcome their difficulties and enjoy their lessons as time went on. It shown that the application of Cue Card can improve students' ability at writing descriptive text. Other than that, the improvement of students' ability in each cycle could seem from the table below:

Table 9
The Improvement of Each Cycle

No	Initial of Student	Pre-Test		Post-Test I		Post-Test II	
		Score	Criteria Successful	Score	Criteria Successful	Score	Criteria Successful
1	FMH	60	Unsuccessful	75	Successful	85	Successful
2	FAN	75	Successful	80	Successful	85	Successful
3	FM	50	Unsuccessful	65	Unsuccessful	80	Successful
4	FHS	75	Successful	80	Successful	90	Successful
5	FNH	75	Successful	80	Successful	85	Successful

6	GAA	60	Unsuccessful	75	Successful	80	Successful
7	HDKKA	70	Unsuccessful	80	Successful	85	Successful
8	HS	50	Unsuccessful	80	Successful	90	Successful
9	HM	60	Unsuccessful	80	Successful	85	Successful
10	HFSP	50	Unsuccessful	75	Successful	80	Successful
11	IQ	70	Unsuccessful	75	Successful	85	Successful
12	IAH	55	Unsuccessful	70	Unsuccessful	80	Successful
13	KA	50	Unsuccessful	70	Unsuccessful	75	Successful
14	KMA	40	Unsuccessful	68	Unsuccessful	75	Successful
15	KA	40	Unsuccessful	60	Unsuccessful	65	Unsuccessful
16	CP	60	Unsuccessful	70	Unsuccessful	80	Successful
17	KN	60	Unsuccessful	70	Unsuccessful	85	Successful
18	LHL	50	Unsuccessful	60	Unsuccessful	85	Successful
19	LK	40	Unsuccessful	55	Unsuccessful	65	Unsuccessful
20	MR	75	Successful	85	Successful	85	Successful
21	MAN	40	Unsuccessful	60	Unsuccessful	60	Unsuccessful
22	MA	40	Unsuccessful	70	Unsuccessful	85	Successful
23	MA	40	Unsuccessful	60	Unsuccessful	75	Successful
24	MS	40	Unsuccessful	65	Unsuccessful	70	Unsuccessful
25	M	50	Unsuccessful	70	Unsuccessful	80	Successful
26	MJ	75	Successful	80	Successful	85	Successful
27	MA	55	Unsuccessful	75	Successful	80	Successful
28	NA	80	Successful	85	Successful	90	Successful

29	NWHM	55	Unsuccessful	75	Successful	85	Successful
30	NM	60	Unsuccessful	80	Successful	85	Successful
31	NAH	80	Successful	85	Successful	90	Successful
32	NM	40	Unsuccessful	65	Unsuccessful	85	Successful
33	NSW	40	Unsuccessful	65	Unsuccessful	80	Successful
34	NRA	75	Successful	75	Successful	80	Successful
35	NA	60	Unsuccessful	77	Successful	90	Successful
36	FRY	50	Unsuccessful	75	Successful	85	Successful
Total		2046		2615		2930	
Mean		56,91		72,63		81,38	
Percentage		22,22 %		55,55 %		88,88 %	

C. Discussion of Research Finding

The research was conducted to discover out the improving of the students ability at writing descriptive text by utilizing cue card. Cue card is one of many strategies or techniques that can help students learn to write, particulally writing descriptive texts. The research that had been done by the researcher demonstrated that Cue Card was successful or could be utilized in teaching writing. It could be seen from the tables that showed us the improvement of students' score from pre-test, post-test of cycle I and post-test of cycle II. The improvement since of the teacher knew how to control the class and made the active class. Other than that, Cue Cards help students understand the subject matter effectively. Based on the data and information

analysis, it showed that the improvement of the student's score were better. In expansion, teaching and learning process within the second cycle was more interesting.

Based on the explanation above, it showed that improving the students ability at writing descriptive text got the great improvement. There was an improvement in students' ability at writing descriptive text using Cue Cards.

D. The Qualitative Data

The qualitative data was taken from some steps, there were observation, interview, and documentation.

1. Observation

In this step, the researcher observed the students, situation, condition and what problem was found amid teaching-learning process in each meeting. The researcher inquired to the observer to fill the observation sheet during teaching and learning process to know the students activities when they were instructed by using Cue Card Media. It also to know how the interaction between students with the researcher. From the observation, the researcher stated that the students were exited, active, and enthusiastic in learning writing descriptive text by using Cue Card Media.

2. Interview

This step is carried out some time recently carrying out the primary cycle. Researchers interviewed English teachers and students. This action is also carrying out after applying the Cue Card media. Based on the answers of students and teachers in interviews, it was seen that there were

differences in feelings recently and after the use of the Cue Card media. Teachers felt the teaching and learning process is more active and student mastery increases after the strategy was implemented. Students also showed that they felt joy and appreciated learning to write descriptive texts using the Media Cue Card.

3. Documentation

Documentation is taken when the researcher sees students in front of the class. The documentation was taken by observer. It was taken when the students did the writing descriptive text and during the measurement of learning in the classroom. From the documentation will be found that the activities and enthusiasm of students during learning are measurable.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

This research was conducted by carrying out classroom action research (PTK). Classroom action research (CAR) is action research carried out by teachers in the classroom or researchers or together with others (collaboration) within planning, implementing, and reflecting on collaborative and participatory actions that aim to improve or upgrade the learning process in the classroom through certain activities in the cycle.

Supported by research results, it can be concluded that teaching writing using the Cue Card Media can develop students' abilities in writing descriptive texts, particularly for the second grade of MTs Hifzhil Qur'an Yayasan Islamic Centre. So the conclusion is as follows:

1. The ability of students in writing descriptive texts recently the treatment was still low. It can be seen from the data which shows that the students' mean score in the pre-test was 56.91. The students' percentage scores on the pre-test scored 75 while the 8 students out of 36 students (22, 22%). The improvement of students' ability in writing descriptive text after learning using Cue Card media was seen from the average post-test score in the first cycle (72.63) and the post-test average score in the second cycle (81, 38). It can be said that the students' scores continued to increase from post-test I to post-test II. This increase was also seen from the level of students' ability in writing expressive content, in the post-test cycle I there was 20 out of 36 students (55.56%) who scored 75

over. In the post-test cycle II, there were 32 students out of 36 students (88.88%) who scored up to 75. So, it can be concluded that the application of the Media Cue Card can improve students' abilities in writing descriptive texts. So it can be concluded that teaching writing uses the Media Cue Card can develop students' abilities in writing descriptive text, particularly for students the second-grade MTs Hifzhil Qur'an Medan Islamic Center Foundation

2. Student activity in writing learning was good in cycle I of the observation sheet and the increase in student activity in language learning is seen in cycle II very well.

B. Suggestions

Related to the conclusion above, this research showed that The Application of Cue Card Media To Improve Writing Ability at Descriptive Text was success. In relation above, some points are suggested as follows:

1. For the tudents, the students may apply this technique in learning english language. Since this technique is very interesting and suitable for the beginner in English to increase their writing ability.
2. The researcher suggests the English teacher to try to implement the Media Cue Card so that students are able to write descriptive text well.
3. To other researchers, the researchers need to do further research, in order to validate the results of this research and those who want to develop all information and knowledge and those who are interested in doing research related to the Cue Card Media can do research in other fields.

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APPENDIX I

LESSON PLAN (CYCLE II)

School : MTs Hifzhil Qur'an Yayasan Islamic Centre

Subject : English

Class : VIII

Material : Descriptive Text

Time allocation : 2 x 35 minutes

A. Core Competency

- K.1. Appreciate and live the teachings of the religion they hold
- K.2. Appreciate and behavior, discipline, responsibility, care tolerance, mutual cooperation), polite, confident in interacting effectively with the social and natural environment within the reach of relationships and their existence
- K.3. Processing, presenting, and reasoning in concrete domains (using, decomposing, assembling, modifying, and making) and abstract domains (writing, reading, calculating, drawing, and composing) in accordance with what is learned at school and other sources in the same perspective / theory.

B. Basic Competence and Indicators of Achievement

No	Basic Competence	Indicator of Competence Achievement
1	Grateful for the opportunity to learn English as a language of communication for international Communication which is manifested in the spirit of learning	1.1. Show gratitude to God during learning
2	Demonstrate responsibility, care, cooperation and peace-loving behavior in carrying out functional communication	2.1. Demonstrate caring behavior in learning
3	Applying text structure and linguistic elements to carry out the social function of descriptive text by giving and asking about descriptions of people, animals, and objects, short and simple, in accordance with the context of their use.	3.1. Give the name of the object 3.2. Identifying the nature of objects 3.3. Describe objects 3.4. Mention the social function of descriptive texts
4	Capture meaning in descriptive	

	oral and written texts, shorts and simple.	
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C. Learning Objectives

- a. Students are able to identify the generic structure of descriptive text
- b. Students are able to identify language feature of descriptive text
- c. Students are able to produce a descriptive text well

D. Learning Material

Descriptive text is a text in which the main idea is conveyed by clearly describing the object, place, or event that is being the topic to the reader.

Generic structure:

Identification : Identifying the phenomenon to be described

Description : Describes something or someone in detail

E. Learning Method

Approach : Scientific

Model : Mastery Learning

F. Media, too and resources

- a. Media : Cards
- b. Tool : Marker
- c. Resources : Book, dictionary and other resources

G. Steps of Learning Activities

Activity	Description
Introduction	<ul style="list-style-type: none">a. Say hello and pray and do an opening to start learningb. Check the students' attendance.c. Prepare students physically and psychologically in initiating learning activities
Core Activities	<ul style="list-style-type: none">d. First, the teacher prepares 36 envelopes containing a Cue Card.e. Second, the teacher gave the cardf. After the envelope have been opened, the teacher gives guidance to students about the function of the card that I give to the students and the things that students need to do after getting the card.

	<p>g. After the teacher gives guidance then each group analyze the physical appearance of Cue Card</p> <p>h. Then teacher checked what they have done, and tell them the teacher give the score based arrange detail of their writing or based element of writing that they have learned before.</p>
Closing	<p>Students with the teacher make conclusion in learning activities that have just been carried out.</p> <ol style="list-style-type: none"> 1. The teacher explains the plan of learning activities that have been learned 2. The class closes by saying Alhamdulillah and reciting prayers.

H. Scoring

No	Elements of Writing	Score
1	The content mastery	30%
2	The organization mastery	20%
3	The vocabulary mastery	20%
4	The grammar mastery	25%
5	The mechanic mastery	5%
	Total of score	100%

Knowing

Medan, November 2020

Head Master

English Teacher

Muhammad Dahrin, M.Pd.
NIP.

Melva Hairany, S.Pd.

Researcher

Masnun Khairani Siregar
Reg.Numb.0304163215

APPENDIX II

LESSON PLAN (CYCLE II)

School	: MTs Hifzhil Qur'an Yayasan Islamic Centre
Subject	: English
Class	: VIII
Material	: Descriptive Text
Time allocation	: 2 x 35 minutes

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- K.1. Appreciate and live the teachings of the religion they hold
- K.2. Appreciate and behavior, discipline, responsibility, care tolerance, mutual cooperation), polite, confident in interacting effectively with the social and natural environment within the reach of relationships and their existence
- K.3. Processing, presenting, and reasoning in concrete domains (using, decomposing, assembling, modifying, and making) and abstract domains (writing, reading, calculating, drawing, and composing) in accordance with what is learned at school and other sources in the same perspective / theory.

J. Basic Competence and Indicators of Achievement

No	Basic Competence	Indicator of Competence Achievement
1	Grateful for the opportunity to learn English as a language of communication for international Communication which is manifested in the spirit of learning	1.2. Show gratitude to God during learning
2	Demonstrate responsibility, care, cooperation and peace-loving behavior in carrying out functional communication	2.1. Demonstrate caring behavior in learning
3	Applying text structure and linguistic elements to carry out the social function of descriptive text by giving and asking about descriptions of people, animals, and objects, short and simple, in accordance with the context of their use.	3.5. Give the name of the object 3.6. Identifying the nature of objects 3.7. Describe objects 3.8. Mention the social function of descriptive texts

4	Capture meaning in descriptive oral and written texts, shorts and simple.	
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K. Learning Objectives

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Descriptive text is a text in which the main idea is conveyed by clearly describing the object, place, or event that is being the topic to the reader.

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M. Learning Method

Approach : Scientific

Model : Mastery Learning

N. Media, too and resources

- a. Media : Cards
- b. Tool : Marker
- c. Resources : Book, dictionary and other resources

O. Steps of Learning Activities

Activity	Description
Introduction	<p>i. Say hello and pray and do an opening to start learning</p> <p>j. Check the students' attendance.</p> <p>k. Prepare students physically and psychologically in initiating learning activities</p>
Core Activities	<p>l. First, the teacher prepares 36 envelopes containing a Cue Card.</p> <p>m. Second, the teacher gave the card</p> <p>n. After the envelope have been opened, the teacher gives guidance to students about the function of the card that I give to the students and the things that students need to do after</p>

	<p>getting the card.</p> <p>o. After the teacher gives guidance then each group analyze the physical appearance of Cue Card</p> <p>p. Then teacher checked what they have done, and tell them the teacher give the score based arrange detail of their writing or based element of writing that they have learned before.</p>
Closing	<p>Students with the teacher make conclusion in learning activities that have just been carried out.</p> <p>3. The teacher explains the plan of learning activities that have been learned</p> <p>4. The class closes by saying Alhamdulillah and reciting prayers.</p>

P. Scoring

No	Elements of Writing	Score
1	The content mastery	30%
2	The organization mastery	20%
3	The vocabulary mastery	20%
4	The grammar mastery	25%
5	The mechanic mastery	5%
	Total of score	100%

Knowing

Medan, November 2020

Head Master

English Teacher

Muhammad Dahrin, M.Pd.
NIP.

Melva Hairany, S.Pd.

Researcher

Masnun Khairani Siregar
Reg.Numb.0304163215

APPENDIX VI

INTERVIEW SHEET

Interview with the Teacher at the First Meeting

- The researcher : How is the process of English learning in classroom?
- The teacher : So far, I taught the students like usually, I gave material according to the text book, the other resources material that have correlation of the topic.
- The researcher : Based on your experience in teaching your students, what do you think about your students achievement in English learning especially at writing descriptive text?
- The teacher : There were several of them have a good ability and several of them were still low in English for example at writing descriptive text
- The researcher : What's the strategy that used at writing?
- The teacher : I used mastery learning strategy
- The researcher : Do you Cue Card media? Have you ever use it ?
- The teacher : I don't what is Cue Card and I never use it.

APPENDIX VII

INTERVIEW SHEET

Interview with the Teacher for the Last Meeting

- The researcher : What do you think about Cue Card Media?
- The teacher : It is a good media and it's very suitable to use in writing descriptive text
- The researcher : Based on your opinion, what is the advantage of Cue Card Media?
- The teacher : This media is very useful to help them to write descriptive text, because my student still low how to arrange the descriptive text.
- The researcher : Based on your opinion, is the Cue Card Media appropriate in writing descriptive text?
- The teacher : Yes of course, it is a best media that can help the students easier to write a descriptive text.
- The researcher : Thank for your support and helping me in conducting this research, Miss.
- The researcher : You are welcome.

APPENDIX VIII

INTERVIEW SHEET

Interview with the Students for the First Meeting

- The researcher : Pada mata pelajaran bahasa Inggris, apa saja yang di pelajari ?
- Student I : Reading, writing, speaking sama listening, Miss.
- Student II : Kami belajar reading, writing, speaking sama listening, Miss.
- Student III : Iya miss, kami belajar itu.
- The researcher : Nah, kalau belajar bahasa writing sudah kan?
- Student I : Sudah miss
- Student II : Sudah miss
- Student III : Sudah miss
- The researcher : Di kelas pas belajar writing cara gurunya mengajar bagaimana?
- Student I : Sering diskusi
- Student II : Iya miss kami sering diskusi, mandiri juga sering
- Student III : Iya miss, keduanya sering.
- The researcher : Jadi bagaimana kalau misalnya ada latihan writing di kelas? Student 1 : Susah buat kalimatnya miss
- Student 2 : Susah menyusun kalimatnya miss
- Student 3 : Sering bingung menulisnya mulai dari mana miss

The researcher : Jadi bagaimana kalau misalnya ada latihan writing di kelas?

Student I : Minta diajari sama gurunya miss

Student II : Minta diajari sama miss Melva miss

Student III : Iya miss, kami sering minta diajari lagi.

APPENDIX IX

INTERVIEW SHEET

Interview with the Students for the Last Meeting

- The researcher : Bagaimana pendapat kalian setelah miss menggunakan media Cue Card ketika menjelaskan tentang descriptive teks ?
- Student I : Menurut saya media ini sangat memudahkan saya miss untuk menulis teks deskripsi, apalagi miss bagikan gambar physical appearance bahasa Inggris jadi tidak bingung lagi bahasa inggrisnya apa.
- Student II : Lebih memudahkan kami miss apa yang pertama harus digambarkan, terus di kartunya juga ada petunjuknya apa yang harus ditulis.
- Student III : Kalau menurut saya miss kartunya media yang digunakan miss ketika menjelaskan tentang teks deskripsi sangat menarik, karna gambarnya juga familiar jadi kami tau miss bagaimana karakter yang harus digambarkan.

APPENDIX X

OBSERVATION SHEETS

Cycle 1

Date : October 10th, 2020

Object : Researcher

Observer : Teacher

No	Researcher's Activities	Yes	No
1	Researcher start the class by greeting, checking students' attendance and say praying		
2	Researcher introduces the topic of the lesson.		
3	Researcher does some brainstorming with the students regarding the topic of the lesson.		
4	Researcher distributes a cue card showing the physical appearance of a person.		
5	Researcher asks students some questions about the cue card to stimulate students' ideas.		
6	Researcher distributes a complete text related to the cue card previously given.		
7	Researcher and students discuss the text and matches it with the facts found in the cue card.		

8	Researcher asks some questions about the text collectively to the whole class.		
9	Researcher delivers another cue card and discusses it with students.		
10	Researcher gives students a poster showing a person's physical appearance and let the students study it in pairs.		
11	Researcher and students discuss the poster, researcher asks the students if there is something they are still confused about.		
12	Researcher gives another cue card with incomplete text with hints of what students should write.		
13	Researcher tells students alternatives of describing people in a descriptive text		
14	Researcher asks students to write their own text about someone they know.		
15	Researcher, together with students, conclude the lesson.		
16	Researcher ends the lesson by saying a prayer.		

Cycle 1

Date : October 10th, 2020

Object : Students

No	Students' Activities		
1	Students answer the researcher's greeting.		
2	Students actively discuss the topic of the lesson with researcher.		
3	Students answer questions asked by researcher about the cue card given.		
4	Students actively discuss the text given and match it with the facts found in the cue card with researcher.		
5	Students answer the questions asked by researcher about the text.		
6	Students complete an incomplete text distributed by researcher according to a cue card by choosing one of the options available.		
7	Students discuss a poster showing physical appearance of a person in pairs.		
8	Students ask researcher about things they		

	have not understood yet.		
9	Students complete a descriptive text by following the hints given in the text.		
10	Students study the alternatives of describing people		

Cycle 2

Day/Date : **October 13rd, 2020**

Object : **Researcher**

Observer : **Teacher**

No.	Researcher's Activities	Yes	No
1.	Researcher opens the class by greeting and checking students' attendance.		
2.	Researcher introduces the topic of the lesson.		
3.	Researcher discuss the previous lesson with students.		
4.	Researcher distributes a cue card consisting picture series about a person's physical, hobby appearance, hobby, and occupation		
5.	Researcher asks students some questions about the cue card to stimulate students' ideas.		
6.	Researcher asks students to write a descriptive text related to the cue card previously given by looking at the hints.		
7.	Researcher asks students to observe one of their friends' physical appearance and write the		

	description in a table available.		
8.	Researcher asks students to fill another table by interviewing that one friend about his/her additional information		
9.	Researcher asks students to write a descriptive on their own by looking at the description in both of the tables.		
10.	Researcher, together with students, conclude the lesson.		
11.	Researcher ends the lesson by saying a prayer.		

Cycle 2

Day/Date : October 13rd, 2020

Object : Students

Observer : Teacher

No.	Students' Activities	Yes	No
1.	Students with researcher, discuss the previous lesson.		
2.	Students answer the questions asked by researcher about the cue card given about a person's physical appearance, hobby, and occupation.		
3.	Students write a descriptive text related to the cue card previously given by looking at the hints.		
4.	Students observe one of their friends' physical appearance and write the description in the table available.		
5.	Students fill another table by interviewing the one friend about his/her additional information.		
6.	Students write a descriptive text on their own by looking at the description in both of the tables.		
7.	Students write a descriptive text on their own by looking at the description in both of the tables.		
8.	Students with researcher conclude the lesson		

APPENDIX XI

DIARY NOTES

First Meeting (October 3, 2020)

At the first meeting, the researcher introduced himself and conveyed the purpose of his arrival at school. Furthermore, the researcher gave a pre-test to students about writing. Students have difficulty writing, conveying what they want to write. Most of the students are confused about how to express their ideas. This makes the situation in the classroom not conducive. It can be concluded that only some of students can master writing and working on questions.

The Second Meeting (October 6, 2020)

At the second meeting, the researcher explain about the material and ask the students to give their opinion about descriptive text. Then the researcher gave the understanding about descriptive text deeply. The researcher also gave the example of descriptive text. Besides that, the researcher also explained what the social function of descriptive text. Then the researcher gave the picture and physical appearance. The students and researcher discuss about the physical appearance of picture then write a description.

The Third Meeting (October 10, 2020)

In the third meeting, the researcher reviewed the previous lesson in the second meeting. In this meeting, the researcher asks students to fill the table by interviewing and observing that one friend about his/her. Then, the researcher asks students to write a descriptive on their own by looking at the

description in both of the tables. Next, the researcher gave the Cue Card to students and asks them to write a descriptive text as post-test in cycle I.

The Forth Meeting (October 13, 2020)

After the researcher checked their score in post-test one, their score showed that ability at writing descriptive text was still low. The researcher gave the treatment in cycle II by explaining how to describe something, especially how to describe person. Then, the researcher gave a picture and asks the students to describe it.

The Fifth Meeting (October 17, 2020)

In the last meeting, the researcher gave a test of cycle II by giving a Cue Card. Like a previous cycle, the researcher also asks the students do describe based on the card that they were received. After they wrote the description of the card and collect their test then the researcher checked their work. Their score in the post-test II showed that their ability at writing especially at writing descriptive text was improved than cycle I. In this meeting, they were enjoyable and conducive their test. It means that the strategy had been worked in helping students in writing especially in descriptive writing. Supported at the reflection of the second cycle, it was not needed to do cycle III because students have an understanding of how to write descriptive text and the student's ability had been improved.

DOCUMENTATIONS

Giving the Pre-Test



Giving the Material in Cycle I



Doing the Exercise by Observing Seatmate



Doing Post-Test I



Giving the Treatment in Cycle II



Doing the Post-Test II



With the Headmaster of MTs Hifzhil Qur'an Yayasan Islamic Centre



With the English Teacher



The Last Meeting with the Students



