



The Use of Cue Cards in Teaching Procedure Text to Promote Seventh Graders' Writing Skills

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Abstrak

Kurikulum telah merekomendasikan beberapa pedagogi pengajaran yang diterapkan di kelas untuk memudahkan siswa mencapai pembelajaran. Salah satu tujuannya adalah menggunakan kartu isyarat untuk meningkatkan kesadaran akan bidang minat tertentu dalam lingkungan yang toleran dan tidak mengancam; Jadi, dalam hal ini peneliti menyatakan bahwa kartu isyarat diasumsikan sebagai metode yang diterapkan dalam pengajaran menulis di salah satu SMP yang ada di Maluku. Menggunakan desain penelitian kualitatif, penelitian ini melibatkan siswa sekolah menengah pertama di pedesaan Maluku yang berjumlah 30 orang. Berdasarkan analisis data dan uji hipotesis yang dilakukan dalam penelitian ini, maka dapat ditarik hasil sebagai berikut, Sehubungan dengan pertanyaan penelitian pertama mengenai penerapan media kartu isyarat untuk memudahkan siswa dalam menyusun teks prosedur, maka dapat disimpulkan agar siswa menyelesaikan tugas dengan baik apabila telah menyelesaikan praktiknya dalam melaksanakan tahapan-tahapan pembelajaran menulis teks prosedur. Mereka menyelesaikan langkah-langkah: pendahuluan, kegiatan utama, dan kegiatan penutup. Pada pertanyaan penelitian kedua, Kesulitan siswa ditemukan selama proses pembelajaran ketika kartu isyarat digunakan di kelas mereka, siswa mengatakan Menulis adalah masalah tersulit dalam belajar bahasa Inggris yang dihadapi siswa selama proses belajar mengajar di kelas. Beberapa siswa mengatakan bahwa penggunaan kartu isyarat dalam pembelajaran terasa sulit. Pertanyaan penelitian ketiga, kartu isyarat, memungkinkan siswa untuk meningkatkan kosakata mereka dalam proses menulis teks dalam bahasa Inggris.

Kata Kunci: Kartu Isyarat, Keterampilan Menulis, Teks Prosedur.

Abstract

The curriculum has recommended several teaching pedagogies implemented in the classroom to make it easier for students to achieve learning. One of the aims is to use cue cards to increase awareness of specific areas of interest in a tolerant, non-threatening environment; So, in this case In this case, the researcher stated that the cue card was assumed to be a method applied in teaching writing in one of the junior high schools in my shame. Using a qualitative research design, this research involves a class of 30 junior high school students in rural Maluku. Based on the data analysis and hypothesis testing carried out in this study, the following result can be drawn, In connection with the first research question regarding the application of cue card media to make it easier for students to compose procedural texts, it can be concluded that students complete the task well when they complete their practice in carrying out the stages of learning to write a procedure text. They complete the steps: introduction, main activities, and closing activities. In the second research question, Students' difficulties found during the learning process when cue cards are used in their classroom, the students' said Writing is the most difficult problem in learning English faced by students during the teaching and learning process in class. Several students said that using cue cards in learning felt

difficult. The third research question, Cue Cards, allows students to increase their vocabulary in the process of writing a text in English.

Keywords: *Cue Cards, Writing Skill, Procedure Text.*

Introduction

Education in Indonesia has changed over time. The Indonesian government is trying to improve the results of all teaching programs, including teaching English as a foreign language. The general objective of teaching and learning English in Indonesia is that it has been included in the curriculum used in SMP Negeri 14 Buru, namely the 2013 Curriculum, which facilitates students to be able to communicate in English both in spoken and written form (Haryanti, Sukhriani, Usmirawati, Yuana, & Suryana, 2018). English is one of the required disciplines that must be taught in junior high and senior high school, according to the Indonesian curriculum. For this reason, writing should be taught to pupils as one of the essential talents. Writing is used as a tool to gauge students' English proficiency.

One of the disciplines that are required in Indonesian schools is English. Since they may access material from various nations, students must master English. They may communicate and share ideas with people throughout the world by becoming fluent in English. As a result, English is taught in Indonesian schools. In English, there are four skills. In addition to speaking and writing, they are also listening. The pupils should be able to employ those four skills effectively to be proficient in English. Speaking and writing are crucial for being able to communicate in English since they are productive abilities. The processes that writers and speakers use to create language share commonalities in both their forms and workflows.

Cahyono and Widiati in (Djafri, 2024) state as follows: Compared to hearing, reading, and speaking, writing may be a more integrated skill in language learning. In Hanafi and Dyah, (Arifudin, 2024) writing is a language-based form of

communication. Writing is the most challenging process that allows the writer to explore concepts and ideas and make them clear and concrete, according to Flynn and Stainthorp (Pardiyono in (Ramli, 2024). According to this perspective, writing is the capacity of a person to express ideas through written form. Writing is a useful skill that can be used to express thoughts. Since writing includes adapting one's current ideas into an orderly result, each person's writing process is unique.

There are various writing formats. They are exposition, reasoning, description, narration, and explanation. They differ in certain respects, such as how they express concepts. As a result, many Indonesian students struggle to express themselves in English. Writing an explanation text is a skill that students should master when learning English. The students are expected to master the curriculum. Additionally, they must practice their writing skills to pass national and competency exams. Students who lack the necessary writing abilities will find it challenging to compete in the modern world. The kids should also be prepared to engage with a variety of problems, including writing abilities. An explanation text is created to describe how or why something occurs, claims Matwin in (Rifky, 2024). This type of material typically includes an explanation of the phenomenon being described. Identification of the phenomena (or object) being explained is the first step in an explanation. (Identifying a phenomenon.) An explanation sequence that explains how things operate follows.

Students who lack the writing proficiency necessary to succeed in the global era may find it challenging. The pupils should also be prepared to deal with a variety of difficulties, including those involving writing abilities. An explanation text is allegedly prepared to describe how

or why something occurs, according to Matwin in (Nuary, 2024). A description of the phenomenon and an explanation are typical components of such texts. Finding the phenomenon (object) to be explained is the first step in any explanation. Identification of phenomenon the process of how things operate is then explained.

The fact necessitates the promotion of writing instruction as early as possible, but regrettably, according to Ghazali in (Sanulita, 2024), writing activities in the teaching of a second language is typically considered a secondary skill whose importance lies below the capacity for listening, speaking, and reading. Because writing is regarded as a secondary skill, pupils have less incentive to continue learning it, and the results are less promising. Their writing output is significantly limited because of this ailment. When given writing projects by their teachers, especially ones that include writing essays, students often feel extremely burdened.

Writing is crucial for learning English, and it serves as a means of communication. In writing, people can convey their thoughts, feelings, and desires. Writing is an effective instrument for accomplishing tasks and a language ability to transmit information and knowledge. People may learn what a writer wants to communicate to readers through their writing. We can determine the student's level of language comprehension by looking at their writing. It's harder than we may assume to teach writing. We require strong abilities and a thorough knowledge of the written language. Teaching writing is different from teaching speech. While speaking is typically done in face-to-face interactions, teaching to write requires teaching proper grammar to express messages. The use of body language during speaking aids the listener in deciphering the message that is being conveyed. In addition, it takes extra work to help students learn how to articulate ideas since they convey their opinions in writing in

addition to organizing the framework. Students often struggle to articulate their thoughts. Teachers should have a successful teaching strategy for writing to assist students in lessening the occurrence of such an issue.

Thresia (2016) found that as students practice descriptive writing, their ability to create a written account of a particular experience increases. According to Rahman in (Arifin, 2024), writing is one way to communicate and transmit messages that are produced in writing. Writing may also be used to express an idea, viewpoint, or feeling. Writing is a tremendously complex activity, according to Erikson in (Arifudin, 2022), due to its many components, including the creation of ideas, syntax, grammar, organization, vocabulary, content, communication skills, and punctuation use. Writing, however, involves more than just putting ideas on paper; it also involves structuring language, choosing the right diction, and organizing words and sentences.

When writing is considered a product, emphasis is put on the written work's ultimate form, such as the essay, report, or tale, or on how the product "should look" (Brown, 2001). It means that the writing should (a) adhere to a specific set of grammar rules, (b) reflect correct usage, and (c) be structured in a way that makes sense for the intended audience. In other words, the value of the final output should take precedence over the writing process itself (Harmer, 2007).

The researcher's first observation was done in the seventh grade at SMP Negeri 14 Buru. The researcher has identified a few issues that students in writing classes encounter from the data. First, from the perspective of the pupils, they are not proficient writers. It occurred because of students' laziness and fear of making mistakes, lack of interest and attention while the teacher described the lesson, and limited opportunities for active participation or the exploration of their ideas during the teaching and learning

process. Second, the observation reveals that the teacher utilized a boring approach to the teaching and learning process and did not use any effective instructional material.

Based on the explanation above and the strong desire to find the solution to these problems, the researcher has a motivation to do the research by finding effective methods on techniques to teach writing in formal classes by using the Cue Cards Technique.

Teachers employ a wide variety of media in the teaching and learning process nowadays. Such as pictures, posters, and others, but for students who lack vocabulary, it is better to use cue cards as learning media in class to make it easier for students to compose vocabulary. Cue cards, according to (Bazo, 2007), are tiny photos or images that are piled onto the cards.

The use of media in instruction and learning is essential. One of the educational media is the cue card. The Mora in (Sappaile, 2024) cue card is a picture- and keyword-filled card that serves as a conversation starter for pupils. Cue cards also encourage students to speak out in class or utilize a particular term or phrase during a speech or discussion. It is possible to deduce that the cue cards encourage students to write paragraphs. Cue cards can also be used in large group activities in class and are suited for usage in settings where language is taught and learned. A cue card can be used in the classroom to address issues.

On the other hand, the cue cards display the context of the scene, the function of the items, and the actual object. The students can compose sentences based on the meaning of the cards. It is a visual flashcard of sorts. Teachers and students can create their own cards or change pre-existing ones by adding text, images, or both. According to (Mulyana, 2009), students use cue cards enable to remind them what to say, cue cards should consist of keywords, key facts, thoughts, and a heading, not a full sentence. Following the criteria given above, the keywords on the

cards let students describe something or someone in the image vocally.

According to (Thresia's, 2017) study, "Improving Students' Writing Ability Through Cue Cards Technique". The classroom action research is conducted at the physics study program of the Muhammadiyah University of Metro. According to Hanafi Wibowo and Dyah Eka Putri's research from 2022 "Using Cue Cards to Improve Students' Writing Skills" This research was carried out at SMK HUTAMA Bekasi. It was conducted from July 2021 to March 2022. According to Srimati, Sudarsono, and Surmiyati's (2014) study, "Cue Cards to Teach Writing of English Descriptive Paragraph," employing cue cards to teach writing can help students' writing abilities. from the research above it can be concluded that the use of cue cards in learning can improve students' writing skills.

Most previous studies have shown that cue cards can promote learning for students, but current research differs from existing research, most of the previous studies were conducted at the primary and higher education levels, Akbar (2009) in his thesis written under the title "", found that there was a significant score of students before and after joining treatment with pair interview. It means that pair interviews can improve students' English writing skills at SMAN 2 Palopo. Pahira (2010) in her thesis wrote under the title "Improving Students' Writing Skill through Grammar Translation Method. It is found that it is effective to use GTM in developing students' writing skills. Those researchers have the same focus as this current research, where those researchers also studied writing. The special one that makes this research different from the previous researchers is the objective of this research focused on Promoting students' writing skills using cue cards. First, only a few of them were used at the secondary education level. Therefore, this study tries to investigate the implementation of cue cards in junior high school classes in learning

writing. Second, many researchers use cue cards in speaking skills and still not much in writing, and this research will focus on writing. Third, many researchers use cue cards in learning procedure text and this research will focus on learning procedure text

Based on the statement above, the researcher is interested in carrying out research entitled "The use of cue cards in teaching procedure text to promote seventh graders' writing skills".

Methodology

A qualitative case study is used in this study. There are several reasons underlying the use of qualitative research. Creswell (2012) asserts that qualitative research can be used to find and understand the significance given by certain people or groups to human social problems. In addition, multiple data sources, including observation, interviews, and document analysis, are needed to learn more about this issue. Where this research will explore information about the implementation of cue cards in English classes, so researchers conduct research in Maluku at SMP Negeri 14 Buru.

Findings and Discussions

Finding

Research Question 1: How does the implementation of cue cards media facilitate the students in composing their procedures text?

Learning program, implementation of Cue Cards, carried out to make it easier for students to learn English writing in the classroom. This research was conducted in six sessions. Researchers began researching on 20 November 2023 where there were 6 meetings, namely the first meeting was Introduction to Cue Cards, the second meeting was Work in Group Cards, discussion (cue cards implementation), the third meeting was Composing procedural text, the fourth meeting was Work in a

group, discussion (cue cards implementation), fifth meeting Composing procedural text, sixth meeting Evaluation, interview, and questionnaire.

The researcher takes the role of an internal teacher class, which teaches students to use Cue Cards; thus, next description, the researcher will hereafter be referred to as 'teacher' and the object of research was 30 students in SMP Negeri 14 Buru. SMP Negeri 14 Buru is one of the schools on Buru Island, Namlea subdistrict, Maluku province. Researchers took data on seventh-grade students with 30 students consisting of 10 male students and 20 female students.

Step 1: Introduction

This stage occurs at the initial meeting which acts as a planning session for all the resources students will need to complete the material. In other words, both teachers and students necessary to ensure that they have completed all steps in the study achievement process to verify that learning is on track and that the results are relevant. Tally (2015) recommends that academics clarify necessary information for students before attempting it independently. It is important to ensure that students have their needs met responsibility properly.

In relation to the preparation of professional teachers, this needs to be done by the teacher to provide good preparation in a learning program so that they can provide criticism instructions to students. Teachers are also required to adapt to circumstances and performance standards, by national standards, integrate school schedules, and develop the learning experience itself (Harris, 2014). To overcome challenges in previous studies, the instructors discuss the main issues of the assignment, collected from the Core and Foundations Competencies listed in the national curriculum. They also research, generate, and produce content items to be taught and studied through a guidance plan throughout the semester.

The teacher begins to present the components of cue cards, and procedural

texts, which are listed in Basic Competencies when students have a clear understanding of what they are going to do next few meetings. According to Richards and Schmidt (2010) and Stoller (2002), instructors must clarify the resources and everything their students need in the teaching and learning process; Therefore, the teachers openly state this the learning material will be the goal. As a result, the teacher acts as a facilitator, allowing students to recall earlier task-related experiences (Harris, 2014).

In turn, the teacher asked several questions about the procedure text to verify their question's prior knowledge of the components of a procedural text, which will be primary cue card topics. From this discussion it can be understood that the students In the previous class, we were familiar with procedure texts. This prior knowledge can help students in their studies and new lessons. Additionally, Hailikari et al. (2008) and Gee (2012) acknowledge this learning from previous classes helps build new understanding for students and very influential on student learning achievement. After the researcher asked about the procedure text, the researcher continued by asking about cue cards, the researcher explained how to use them and then we continued to the next step.

Step 2: Main activities

At the "main activity" stage, the researcher gave examples of procedure texts to students and explained procedure texts and the stages of writing a procedure text, students listened and asked questions. Next, the researcher divided the students into 6 groups where 1 group contained 5 students.

After students were given an understanding of procedural texts and how to write a text correctly, the researcher explained how to learn to use cue cards, then the researcher asked representatives of each group to choose 1 cue card each to see what instructions were on the cue card, here we learn while playing using cue cards with the aim of students feeling comfortable and

happy in the ongoing learning process, when all groups have received cue cards the researcher asks each group to make a procedural text using instructions from the cards they have, the researcher gives motivation to each group that they can produce a procedure text.

Each group competes to complete a procedure text correctly according to the instructions on the cue card. After everyone had finished working, each group was asked to come forward to present the results of their collaboration and the researcher assessed whether they were in accordance with the instructions on the cue card.

After all groups finished presenting their respective results, the researcher asked what problems they encountered during the process of writing a procedure text. The researcher and the students discussed the obstacles and whether the students felt happy learning using cue cards. To the next step.

Step 3: Closing activities.

At this stage the researcher provides conclusions from the results of today's meeting, the researcher also provides suggestions, advice, and motivation for students to always be enthusiastic in carrying out learning.

Research Question 2: What are the difficulties the students experience during the learning process when cue cards are used in their classroom?

Previous research shows that there are various challenges encountered throughout the teaching and learning process when using cue cards in the classroom. Has challenges with time, class administration, control, teamwork, learning program design, and evaluation. In fact, before holding a lesson using cue cards in research sites, researchers and English instructors discuss this challenges and offers some strategies for overcoming them. However, when using cue cards in the teaching and learning process, there are several challenges appears, which will be discussed further in the next section. Next are the general challenges.

students face from the beginning to the end of the learning program taking place. Where, Students' responses to difficulties encountered during writing learning, data from participant observation, are open-ended questionnaires, and interviews were triangulated.

In connection with the difficulties encountered along with the use of cue cards, the students answered the questionnaire and interview the difficulty is: Use of cue cards in groups. This is a difficulty faced by some students successful group discussion. To be more specific, from the question "Did you encounter any difficulties during the learning process? If yes, what were they? (Did you find any difficulties during the learning process? If yes, what were they? from Interview number 8, several students said that using cue cards in learning felt difficult.

Writing ability is complicated because many aspects such as vocabulary, grammar, and ideas need to be mastered. Students need to master the grammar and vocabulary used to convey ideas (Suryadiputra,1992: 7). If the idea is still ambiguous, even though you are good at vocabulary and grammar, you won't be able to write well. Researchers found several problems when providing students with text-writing materials, especially procedural texts. The first problem is that it is difficult for students to understand because they do not convey the concept and the organization of thoughts and sentences is not yet good and precisely ordered. The second problem stems from a lack of organizational skills and vocabulary, resulting in poor writing. Another problem is that students are less motivated.

In today's advanced era, there are lots of media, techniques, and methods that can be used to learn and teach English. One way is by using cue cards. To overcome this problem, researchers tried using cue card techniques in teaching. Some previous researchers stated that teachers can use cue cards as an alternative medium in classroom teaching because cue cards help

teachers manage class situations. Based on the problem formulation, objectives this classroom action research aims to examine the use of cue card techniques to improve students' writing skills by Dyah (2022).

Research Question 3: What are the students' perspectives toward the implementation of cue cards in their writing class?

Questioner.

Questioner findings also show that most participants feel learning with cue cards can help them increase their writing skills. Also, they think that learning with cue cards can increase their vocabulary. They also feel relaxed and increase their self-confidence while learning with cue cards. They also stated that cue cards made them more creative in writing a text. They also stated that cue cards are easy to understand and can develop their writing skill.

Only 1 participant of 30 participants did not have fun, which decreased their learning spirit and interest in learning when learning with cue cards.

According to Fenny Thresia's (2017) study, classroom action research is conducted at the physics study program of the Muhammadiyah University of Metro. The subject of this research is first-semester students of the physics study program. The result of this research can be seen from the average score of the 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 card technique can improve the student's writing ability in descriptive text. In other words, the class had fulfilled the criteria success of standard students' competency from the school.

According to Turk in Elvita Fenny (2012) there are several advantages of using cue cards in teaching speaking.

1. Cue card makes the students easier to refer to, both while preparing the talk, and in the heat of the moment.

2. Cue card gives the audience hope and confidence when see a rapidly diminishing pile of thick cards, rather than a sheaf of large, thin paper, which never seems to get any smaller.
3. Cue card is its stiffness. Cards are much easier for nervous fingers to hold; paper is flexible, and acts like a sounding board for every shake and tremble of the hands.

Interview.

From on research findings section, participants love using cue cards in learning because some participants stated Cue cards are a lot of fun. Some of them stated Cue cards are very easy to understand. Others stated Learning is easier to understand using cue cards, media that can help learning and Cue cards are a fun medium. Cue cards help students understand the material and can make learning easy to understand stated some others.

They also feel that cue cards can grammar, vocabulary, and English skills one of which is writing skills. Participants also felt more fun and very enjoyable while they studied in groups. They also feel that studying in a group makes it easier to do assignments after learning in a group using cue cards. They also love it if cue cards are used for the next term.

This result is in line with Novia, Sudirman, and Novari (2024) in their journal. They stated that learning with cue cards has a significant effect on vocabulary mastery. Also, Maliyatika, Syafei, and Rusiana (2018) stated use of cue cards can increase students' writing skills.

In response to the difficulties found during the Cue Cards implementation, the data from the participant observation, the questionnaires, and interviews.

a. Questioner finding

In the table below we can see all participant feel learning with cue cards can help them to increase their writing skill. Also, they think that learning with cue cards can increase their vocabulary. They

also feel relaxed and increase their self-confidence while learning with cue cards. They also stated that cue cards made them more creative in writing a text. They also stated that cue cards are easy to understand and can develop their writing skill.

We also saw 29 participants feel learning with cue cards is fun and increase their learning spirit and interest in learning when learning with cue cards. Only 1 participant did not feel fun, which decreased their learning spirit and interest in learning when learning with cue cards.

b. Interview finding

Data was collected through 10 structured interviews with students to find out students' opinions about cue cards in learning in English classes and classroom observations.

Question 1: What is your opinion about cue cards?

On this question, some participants stated Cue cards are a lot of fun. Some of them stated Cue cards are very easy to understand. Others stated Learning is easier to understand using cue cards, media that can help to learn, and Cue cards are a fun medium.

Question 2: What do you like about cue cards?

In this question, some participants stated cue cards Can make learning easy to understand. Other participants stated cue cards are easy to understand and very fun while used. Cue cards help students understand the material and can make learning easy to understand stated some others.

Question 3: What don't you like about it?

All participants on this question stated that everyone loves to use cue cards.

Question 4: Is your English skill getting better after the cue card implementation?

Cue card implementation has side effects that can increase participant English skills stated some of the participants. While other stated cue cards have better English skill

Question 5: Is your vocabulary increased?

Implementation of cue cards can increase participant vocabulary.

Question 6: Is your English grammar getting better?

Most of the participant felt their English grammar getting better after using cue cards.

Question 7: What do you think about working in groups? Do you like it?

Participants in this research felt more fun and very enjoyable while they studied in groups. They also feel that studying in a group makes it easier to do assignments after learning in a group using a cue card.

Question 8: Did you find any difficulties during the learning process? If yes, what were they?

Several of the participants did not find any difficulties during the learning process after learning using a cue card.

Question 9: Were your other skills gained after learning to use cue cards also getting better? If yes, what were they?

Most participants stated that they gained writing skills after learning to use cue cards. They also stated that their writing skills they have are getting better after learning to use cue cards.

Question 10: Do you recommend a cue card to be implemented for the next terms?

All the participants want to implement cue card for the next terms.

Discussion

The implementation of cue cards media facilitates the students in composing their procedures text.

The material is well made to complement the learning process of writing a text. The students. This is done to facilitate the creation of literacy products because literacy is important for learners in the 21st century. The students completed this in six sessions, which included three steps: introduction, main activity, and closing activity.

This stage occurs at the initial meeting which acts as a planning session for all the resources students will need to complete the material.

In other words, both teachers and students necessary to ensure that they have completed all steps in the study achievement process to verify that learning is on track and that the results are relevant.

At the "main activity" stage, the researcher gave examples of procedure texts to students and explained procedure texts and the stages of writing a procedure text, students listened and asked questions. Next, the researcher divided the students into 6 groups where 1 group contained 5 students.

Closing activities. At this stage the researcher provides conclusions from the results of today's meeting, the researcher also provides suggestions, advice, and motivation for students to always be enthusiastic in carrying out learning.

Students' difficulties are found during the learning process when cue cards are used in their classroom.

Writing is the most difficult problem in learning English faced by students during the teaching and learning process in class. Writing is a communication activity expressed in language (Pardiyono, 2006). Writing is the most difficult process that enables the writer to explore concepts and ideas and make them plain and concrete, according to Flynn and Stainthorp (2006). This interpretation implies that writing is an individual's ability to convey his or her thoughts through the written framework. Writing can be a productive capacity that represents someone's ideas. The method of writing is different for each individual as it requires one's ideas now to adapt them into an organized outcome. Several students said that using cue cards in learning felt difficult.

Students' perspectives toward the implementation of cue cards in their writing class.

According to the data on students' opinions of their English learning

experiences, it can be stated that the students valued the learning, were encouraged to carry out the technique, and challenged the execution of the resulting tangible technique. Next, the discussion on the students' interpretations of the learning program's outcomes, the next materials should elaborate on the students' points of view on the topic.

Considering students' perceptions about writing procedure texts, data from the instrument it was revealed that students considered the use of cue cards can help them to increase their writing skills. Also, they think that learning with cue cards can increase their vocabulary. They also feel relaxed and increase their self-confidence while learning with cue cards. They also stated that cue cards made them more creative in writing a text. They also stated that cue cards are easy to understand and can develop their writing skill.

Conclusion

Based on data analysis and hypothesis testing carried out in this research, the following conclusions can be drawn: 1) In connection with the first research question regarding the application of cue card media to make it easier for students to compose procedural texts, it can be concluded that students complete the task well when they complete their practice in carrying out the stages of learning to write a procedure text. They complete the steps: introduction, main activities, and closing activities. Therefore, this research has implications that are comparable to previous research, According to Estika Maulida's research from 2019, "The Effect of Using Cue Cards on Students' Writing Descriptive Text Ability at Mts Al-Qodiri 1 Jember in the 2018/2019 Academic Year," the experimental and control groups scored 49.56 and 49.75 on the pre-test, respectively. It implies that before receiving any therapy, both groups possess the same capacity. The experimental group's mean post-test score was 80.11, whereas the control groups was 69.75. It may be determined that during the

2018–19 academic year at Mts Al–Qodiri 1 Jember, there is a considerable difference between pupils' writing abilities who are taught using cue cards and those who are not, 2) In the second research question, Students' difficulties found during the learning process when cue cards are used in their classroom, the students said Writing is the most difficult problem in learning English faced by students during the teaching and learning process in class. . Several students said that using cue cards in learning felt difficult, 3) The third research question, Cue Cards, allows students to increase their vocabulary in the process of writing a text in English, which is in line with several previous studies According to Fenny Thresia's (2017) study, classroom action research conducted in the physics study program of the Muhammadiyah University of Metro. The subject of this research is first-semester students of the physics study program. The result of this research can be seen from the average score of the 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 card technique can improve the student's writing ability in descriptive text. In other words, the class had fulfilled the criteria success of standard students' competency from the school.

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