Improving Students' of Senior High School Writing Ability through Cue Card in Short Story

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Abstract
The author uses the cue card application method in the learning process. This study aims to determine the level of students' writing ability through the use of cue cards in Senior High School. The method of this research is classroom action research. The data collection techniques used were interview, observation, and writing test. The teacher observation sheet was used to assess how the teacher used cue cards in the classroom, the student activity observation sheet, and the student work test questions were used to evaluate and determine the creativity of X grade students of SMA Negeri 1 Maluku. The results of the meeting stated that the success of cycle I research had not been achieved because those who scored ≥ 70 were 24 students. In cycle II, 36 students scored more than ≥70. This means that the target of learning has been achieved. This can be seen from the students' score of 60% from cycle I to 90% in cycle II. Based on these results, it can be concluded that the application of cue cards has a positive impact on students' writing skills, this can be seen from the increasing writing skills of tenth grade students at SMA Negeri Maluku.

Keywords: Writing Ability, Cue Card, Senior High School

1. INTRODUCTION

The language is used widely for communication between people who do not share the same first (or even second) language (Kohler, 2019). Language is essential for a human being. People use it to communicate with other people (Hamied & Musthafa, 2019). They also use language to transfer and express their ideas, inner thoughts and emotions, to make sense of complex and abstract thoughts, to communicate with other, to fulfill their wants and needs, as well as to establish rules and maintain their culture (Nunan, 2000). English was stated in national competency standard, which aims to have students understand and express information, thoughts, and feelings and develop science, technology, and cultural used English language (Kristiani & Pradnyadewi, 2021). The objective of teaching English as a foreign language in Indonesia particularly at senior high school to make students able to used that language for communication. In this era, English subject was the demand that students must

master. To achieve this subjective, the teaching of English directed to develop the student's competency covering listening, speaking, reading, and writing (Cloudia Ho, 2020).

Learning English in Senior targeted so that learners can achieve the functional level to communicate orally and in writing to resolve everyday problems (Rashid et al., 2022). Subjectss in senior high school English learners aim to have the following capabilities. Develop the competence to communicate verbally and written to achieve the level of functional literacy. Be aware of the nature and importance of the English language to improve the nation's competitiveness in the global community . Develop the students understanding of the links between language and culture (Suwono, 2022).

Writing has traditionally occupied a place in most English language syllabuses as one of the four skills (Hashim Hameed Hamudi Ali, 2022). Writing is usually conceived of as the construction of written sentences, or of controlled paragraphs, with little or no linguistic freedom and no content freedom being offered to the writer (Dykstra, Port, and Port, 1968; Jupp and Milne, 1968; Alexander, 1971; etc).

Applied media at the instructional process to assist teacher transfers the materials more effective and efficient (Ansorida, 2022). The media are varied such as picture, cue card, flash card, flip flop. The teacher must choose which media relevant to material, the students need and characteristic (Yulianti & Sulistiyawati, 2020). The media also will make students interest to write. The teacher must be creative and smart to choose media because it can improve student writing ability (Sahronih, Purwanto, & Sumantri, 2019). The Teaching learning through cue card towards students' writing ability at school can be taught at short story text instruction in order to improve their ability in writing through cue card . Media all means of communication, such as radio, television, cinema, and print, provide the public with news and entertainment. Media a general term for television, radio, and newspaper considered as a whole and as ways of entertaining or spreading news or information to a large number of people. In language teaching, teaching materials which involve the use of different kinds of media such as visual and printed media are sometimes known as multimedia or mixed media.

Cue card is media that teacher may use in applying various kinds of methods or techniques (Sriati, Sudarsono, & Surmiyati, 2014). A teacher should have competences in mastering material, applying various kinds of techniques and providing and select the instructional media. Cue card is small card which students use in pair or group work (Conderman & Hedin, 2010). When

students are provided with cue card in writing task they will think hard to express it on their paper and do what teachers ask them to do. The students as active learner will try to find a meaning and purpose for activities that are presented to them.

Giving Task is one of important things for teacher in training the students but the most important is the teacher can give something that can make them interest in learning. When a teacher applies an interesting way for students, it means that the teacher has motivated them so that they will be comfortable and easier in doing their task and activities. Using cue card is one of the appropriate teaching media in teaching writing. It can make them interested, joyful and relaxed in their learning process. It can also guide them in doing their task and activities especially for writing. Another important thing in using cue card is that the students learn by doing rather than receiving (Parmi, 2019).

Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking, and reading . Writing is usually conceived of as the construction of written sentences, or of controlled paragraphs, with little or no linguistic freedom and no content freedom being offered to the writer (Dykstra, Port, and Port, 1968; Jupp and Milne, 1968; Alexander, 1971; etc). Writing is a complex skill progressing from the level of copying familiar words and phrases to developing and awareness of text structure, genres, the processes of drafting and editing, writing for an audience. Writing is the medium for dialogue, for interacting ideas, attitudes (Perrin, 2019). Sometimes used as a production mode of learning, reinforcing, or testing grammatical concepts, and involves successive cycles of rehearsing, drafting, and revising . It means that, writing is a degree of copying of words, sentences, to be use as a dialog to interact or communicate without the use of language is determaine. According to Trudy state that writing is the final product of several separate acts that are hugely challenging to learn simultaneously . So, writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities.

The implementation here, means that the researcher will improve students' writing ability through cue card in short story text. A short story is a relatively brief fictional narrative in prose. It may range in length from the short-short story of 500 words up to the "long short story" of 12,000 to 15,000 words. It may be distinguished from the sketch and the tale in that it has a definite formal development, firmness in construction. It finds its unity in many things other than plot-although it often finds it there in effect, theme, character, tone, mood, and style. It may be distinguished from the novel in that it tends to

reveal character through actions, the purpose of the story being accomplished when the reader comes to know what the true nature of a character.

The novel tends, on the other hand, to show character developing as result of actions. However natural and formless the short story may sometimes give the impression of being, a distinguishing characteristic of the genre is that is consciously made and reveals itself to be the result of conscious, skilled work. Furthermore, however slight the shot story may appear, it consists of more than a mere record of an incident or an anecdote. It has a beginning, middle, and an end; it possesses at least the rudiments of plot. Very brief history of the short story. A short story must have following characteristics; it must produce a certain unique effect. Must have brevity (a reader should be able to read it in "one sitting"), It must have unity, It must have intensity, and must begin with the first sentence (i.e., not spend too long on background, setting, introduction of characters, etc.). Based on the explanation above it could be concluded that a short story is a narrative, rarely, over 10.000 words or below 500 words, more commonly 1.500- 5000 words a single sitting read, but with enough time and weight to move the reader. It is narrow and focused to produce a singular effect, the story's meaning, most commonly thru events affecting some change or denial of change in an individual. Short story has some characteristics. It means that in teaching through short story, the teacher have to use the appropriate story for the students. It is better if the story not spend too long on plot and limited characters. So it will make the students easier in understanding the short story

The researcher will apply some cue card for the students' interest or motivation in writing. To easier students' express their experience or story. At writing activity, the students' writing ability in tenth grade of Senior High School high it is not what the Minimum Basic Standardize (*KKM*) stated 70. Most of students find difficulties in expressing their ideas, feelings and seeing into the text. The students are low of motivation, the teaching method which is not interesting. And some students are not able to write correctly and meaningful. Their writing were not good, the researcher found mistakes in aspect of writing, i.e.; content, form, grammar, style and mechanics.[1] Based on the explanation above, the problem of this study can be formulated as follows. How can cue card improve the students' writing ability in short story at the tenth grade of Senior High School.

As the media, cue cards can facilities in teaching writing short story. Teacher makes some cue card and one of students choose one of cue card. The cue card there is title or key word, and teacher give task to students for make

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[1] David P. Haris. *Testing English as Second Language.* Mc. Grew Hill Inc. new York. 1974. P. 68-69

short story based on title or key word. In writing short story students will find meaning to write experience.

2. RESEARCH METHODOLOGY

This research the researcher use classroom action research because the research has objective to know whether the using cue card to improve the students' writing ability in short story text at the tenth grade. The design of the study will be a classroom action research. A form of research which is becoming increasingly significant in language education is action research. Cohen and Manion, in David Nunan state "action research is first and foremost situation, being concerned with the identification and solution of problems in specific context." According to Yogesh action research is a method for improving and modifying the working system of a classroom in school (fitrah, 2017). Action research is a term used to describe professionals studying their own practice in order to improvement. Based on the definition above, researcher know that classroom action research is an effective media in improving the quality of English teachers' performance in instruction as well as students' achievement the learning English in classroom. Classroom action research activities involve repeated cycles, each consisting of planning, acting, observing and reflecting (E. Mulyasa, 2009).

3. RESULT AND DISCUSSION

The data will be discussed here is Data Finding Cycle 1, Data Finding Cycl2, and Data Finding from Interview.
Data Finding Cycle 1
Cycle 1 began on November 11th to November 20th 2022.
a. Planning
    Planning held on 11st 2022. In this step, the researcher prepared the teaching strategy, designs a lesson plan (appendix 1), prepared the material and media, prepared the observation sheet, and determined the criteria of success.
b. Implementing/ Acting
    Acting in cycle I was done in two meeting with time allocation 2x40 minutes per meeting. The first meeting took place on November 13th 2022, the material to be taught was about narrative text.
First Meeting
    The teaching learning process in the first meeting was teacher began the lesson by greeting student and asked their condition, checking students' attendance, and teacher reminded students about the last material and knowledge about narrative text that they have studied in the last by asking question, and then teacher gave the students motivation to participate in the learning process actively. After that teacher gave explanation the

purpose of the learning and teacher checked the students' previous knowledge about the narrative text.

The teacher gave explanation about narrative text. Teacher gave stimulus to the students to explore more about narrative text by giving them some examples of it. And teacher gave the students how to use cue card, and teacher give an example of narrative text and then teacher gave students further explanation about the material. Teacher gave the students chance to ask if there is something that they still didn't understand about the material.

The teacher asked the students to wrote narrative text and the teacher went around the class to monitoring and checking the students who were still having trouble with the material which was presented. And then teacher evaluated the learning process that has been done and asked the student's difficulty about the material, gave the students positive feed-back. Teacher together with students made conclusion about learning process that had been done and the last teacher informed the students about next meeting lesson material and closed the class.

Second Meeting

Second meeting in cycle I was on November 16th 2013. The teaching learning process in the second meeting was teacher began the lesson by greeting student and asked their condition, checking students' attendance, and teacher reminded students about the last material and knowledge about narrative text that they have studied in the last by asking question, and then teacher gave the students motivation to participate in the learning process actively. After that teacher gave explanation the purpose of the learning and teacher checked the students' previous knowledge about the narrative text (Dewi, 2023).

The teacher gave explanation about narrative text. Teacher gave stimulus to the students to explore more about narrative text by giving them some examples of it. And teacher gave the students how to use cue card, and teacher give an example of narrative text and then teacher gave students further explanation about the material. Teacher gave the students chance to ask if there is something that they still didn't understand about the material.

The teacher asked the students to wrote narrative text and the teacher went around the class to monitoring and checking the students who were still having trouble with the material which was presented. And then teacher evaluated the learning process that has been done and asked the student's difficulty about the material, gave the students positive feed-back. Teacher together with students made conclusion about learning process that had been done and the last teacher informed the students about next meeting (November 20th 2012) will be a post-test exam, so teacher asked to review the material that had been learn in their home and then closed the class.

c. Observing

There were three kinds activity to be observed in this research. Those were teacher's activity, student's activity, and students learning result. The explanation of this activity as follows:

Learning Process

Based on teacher's observation sheet in cycle 1 (see appendix 7 and 8), the researcher reported that there were still several activities that the teacher did not do well. The teacher did not conduct teaching material well and did not apply variation of teaching style, gave less motivation and elaboration to the student; the teacher did not explain and answer the students' questions effectively; the teacher ability to communicate and interact to the students must be improved and increased; the teacher did not well writing on the board and did not manage the class well; the teacher did not helping the weak students and quality of teacher's voice was poor. The teacher also did not summarizing the material clearly.

Furthermore, students' activities were also crucial to measure the successfulness of the teaching learning process. There were five students' activities that the researcher considered as criteria of active students. The table below is students' activity that was being observed.

Table 1. Students' activity to be observed

No	Students' Activity
1	Students in group
2	Students in individual
3	Asking a question if they have a problem
4	Making note from the material
5	Writing narrative text

Based on students' observation sheet in cycle 1 (see appendix 11 and 12), can be explained as follows:

1) In aspect students in group, there were 25 (62,5%) students that active in group at the first meeting. It means that, there were only 15 (37,5%) of them that did not active in group. This number even increased at the second meeting, 28 (70%) of 40 students were already in group, and only 12 (30%) were inactive.

2) In aspect students in individual, there were 30 (75%) students that active in the first meeting. It means that, there were only 10 (25%) of them that did not active. This number even increased at the second meeting, 32 (80%) of 40 students were already active and only 8 (20%) were inactive.

3) In aspect asking a question if they have a problem, there were 9 (22, 5%) students that active in asking a question to the teacher at the first

meeting. It means that, there were 31 (77, 5%) students that still shy to ask to the teacher if they have a problem in understand the material. At the second meeting, the number of active students increased from 9 (22, 5%) to 15 (37, 5%) students in class. It means that the student was enthusiasm to ask to the teacher.

4) In aspect making note from the material, there were 34 (85%) students that active in making note from the material at the first meeting. It means that, there were only 6 (15%) of them that inactive. This number even increased at the second meeting, 36 (90%) of 40 students were already active in making note from material and only 4 (10%) were inactive.

5) In aspect writing narrative text, there were 36 (90%) students that active in doing assignment at the first meeting. It means that, there were only 4 (10%) of them that still lazy to doing assignment. At the second meeting, the numbers of active students were also 36 (90%) students in class.

Students' Result

Students' results were writing test with doing an essay of narrative, the minimum target of success is 80% students passing grade. The Score in Content.

There were 9 (27, 5%) the students that got score 17-20, because the students' writing always intelligible and developing of sentences support the main idea good enough. 13 (32, 5 %) students got score 13-16, because students' writing in content problems developing of sentences support the main idea and occasionally lead to misunderstanding. 18 (45%) students got score 9-12, because the students' writing in content very hard to understand. And none of students that get score 5-8.

1) The Score in Organization

None of the students that got score 17-20. 23 (57, 5%) students that got score 13-16, because the students made frequent supporting sentences were written in chronological order based on generic structure. 17 (42,5 %) students that got score 9-12 because organization not sequence in generic structure and made comprehension difficult. And none of students that got score 5-8.

2) The Score in Vocabulary

There were 12 (30%) students that got score 17-20, because the students sometimes used inappropriate terms and/or must rephrase ideas. 12 (30%) students that got score 13-16, because the students frequently used the wrong words, 16 (40%) students that got score 9-12, because the students misused of words and very limited vocabulary made comprehension quite difficult. And none of the students that got score 5-8.

3) The Score in Grammar

There were 6 (15%) students that got score 7-20, because students made sentences were using grammar correctly. 15 (37, 5%) students that got score 13-16, because the students made frequent errors of grammar

and word order which occasionally obscure meaning. 19 (47, 5%) students that got score 9-12, because grammar and word- order errors made comprehension difficult. And none of students that got score 5-8.

4) The Score in Mechanic

None of students that got score 17-20. 21 (52, 5%) students that got score 13-16, because the students write punctuation, spellings, and capitalization were used correctly. 19 (47, 5%) students that got score 9-12, because the students write punctuation, spellings, and capitalization were used un correctly. And none of students that got score 5-8.

Based on the students' post test score (see appendix 19), the students learning result not yet achieved passing grade, because only 24 (60%) students that got score 70. So, Classroom Action Research continued to cycle 2.

d. Reflecting

After conducting the implementation and observation, the next step was conducting the test for cycle 1. Based on the cycle 1 students' post test score (see appendix 15), there were 24 (60%) students that already passed the test, and 16 (40%) of them were failed. This number, of course, was not good enough comparing with the researcher expectation of success teaching learning process. The minimum target of success that the researcher expects is 80% of the students in a class.

By the end of implementing process, observing process and final test of cycle 1, the researcher considered some problems that hold up the successfulness of teaching learning process at cycle 1, that were:

a. The delivering of lesson material by the teacher was not quite effective
b. There were some students that did not take part of the learning process actively
c. Lack of students' motivation in learning writing. It was because the students still lazy to write

By considering those problems, the researcher decided to carry this research on the cycle 2, and perform some improvement such as:

a. Improving the teaching strategies in delivering the learning material effectively
b. Motivating and encouraging the students to take part of learning process intensely
c. Motivating students to write well through cue card.

Data Finding Cycle II

Cycle 2 was begun on November 22nd 2022, right after the cycle 1 post-test done. By considering the evaluation at the end of cycle 1, the researcher decided to bring this research into the cycle 2 with some improvement that already mentioned before.

a) Planning

Planning on cycle 2 was held on November 22nd 2012. The researcher re-arranged the teaching strategy, prepared the improved material and

media, prepared the observation sheet, and determined the criteria of success.

b) **Acting/Implementing**

Implementing in cycle 2 would be done in two meetings with time allocation 2x40 minutes per meeting.

First Meeting

First meeting in cycle 2 was on November 23th 2013, the teaching learning process in the first meeting was teacher began the lesson by greeting student and asked their condition, checking students' attendance, and teacher reminded students about the last material and knowledge about narrative text that they have studied in the last by asking question, and then teacher gave the students motivation to participate in the learning process actively. After that teacher gave explanation the purpose of the learning and teacher checked the students' previous knowledge about the narrative text.

The teacher gave explanation about narrative text. Teacher gave stimulus to the students to explore more about narrative text by giving them some examples of it. And teacher give an example of narrative text and then teacher gave students further explanation about the material. Teacher gave the students chance to ask if there is something that they still didn't understand about the material.

The teacher asked the students to wrote narrative text and the teacher went around the class to monitoring and checking the students who were still having trouble with the material which was presented. And then teacher evaluated the learning process that has been done and asked the student's difficulty about the material, gave the students positive feed-back. Teacher together with students made conclusion about learning process that had been done and the last teacher informed the students about next meeting lesson material and closed the class.

Second Meeting

Second meeting in cycle 2 was on November 27th 2022. The teaching learning process in the second meeting was teacher began the lesson by greeting student and asked their condition, checking students' attendance, and teacher reminded students about the last material and knowledge about narrative text that they have studied in the last by asking question, and then teacher gave the students motivation to participate in the learning process actively. After that teacher gave explanation the purpose of the learning and teacher checked the students' previous knowledge about the narrative text.

The teacher gave explanation about narrative text. Teacher gave stimulus to the students to explore more about narrative text by giving them some examples of it. And teacher gave the students how to use cue card, and teacher give an example of narrative text and then teacher gave students further explanation about the material. Teacher gave the students chance to ask if there is something that they still didn't understand about the material.

The teacher asked the students to wrote narrative text and the teacher went around the class to monitoring and checking the students who were still having trouble with the material which was presented. And then teacher evaluated the learning process that has been done and asked the student's difficulty about the material, gave the students positive feed-back. Teacher together with students made conclusion about learning process that had been done and the last teacher informed the students about next meeting (November 30th 2013) will be a post-test exam, so teacher asked to review the material that had been learn in their home and then closed the class.

c) **Observing**

The explanation of the activity in cycle 2 as follows:

Learning Process

Based on the teacher's observation sheet in cycle 2 (see appendix 9 and 10), the researcher reported that activity to deliver the material was done well. The teacher was conduct teaching material well and was apply variation of teaching style well, gave more motivation and elaboration to the students; the teacher explain and answer the students' question effectively; the teacher ability to communicate and interact to the students increased, the teacher was writing on the board well and was manage the class well; the teacher intensely in helping the weak students and quality of teacher's voice was good; the teacher was summarizing the material clearly.

Furthermore, there were still 5 students' activities that the researcher considered as criteria of active students in cycle 2. Based on students' observation sheet in cycle 2 (see appendix 13 and 14), can be explained as follows:

a) In aspect students in group, there were 35 (87, 5%) students that active at the first meeting. It means that, there were only 5 (12, 5%) of them that did not active. This number even increased at the second meeting, 36 (90%) of 40 students were already in group, and only 4 (10%) were inactive.

b) In aspect students in individual, there were 35 (87, 5%) students that active at the first meeting. It means that, there were only 5 (12, 5%) of them that did not active. This number even increased at the second meeting, 36 (90%) of 40 students were already active, and only 4 (10%) were inactive.

c) In aspect asking a question if they have a problem, there were 20 (50%) students that active in asking a question to the teacher at the first meeting. It means that, there were 20 (50%) students that still shy to ask to the teacher if they have a problem in understand the material. At the second meeting, the number of active students increased from 20 (50%) to 28 (70%) students in class. It means that the student was enthusiasm to ask to the teacher.

d) In aspect making note from the material, there were 38 (95%) students that active in making note from the material at the first meeting. It means that, there were only 2 (5%) of them that inactive. This number even increased at the second meeting, there were all students 40 (100%) that active in making note from material. It means that, here the students already taking a good part in teaching learning process.

e) In aspect writing narrative text, there were 38 (95%) students that active in doing assignment at the first meeting. It means that, there were only 2 (5%) of them that still lazy to doing assignment. At the second meeting, there were all of students 40 (100%) that active in doing assignment. It means that, here the students already taking a good part in teaching learning process.

Students' Result

Student result was writing test with an essay, the minimum target of success is 80% student passing grade. The score in Content

There were 9 (27, 5%) the students that got score 17-20, because the students' writing always intelligible and developing of sentences support the main idea good enough. 13 (32, 5 %) students got score 13-16, because students' writing in content problems developing of sentences support the main idea and occasionally lead to misunderstanding. 18 (45%) students got score 9-12, because the students' writing in content very hard to understand. And none of students that get score 5-8.

1. The Score in Organization

    None of the students that got score 17-20. 23 (57, 5%) students that got score 13-16, because the students made frequent supporting sentences were written in chronological order based on generic structure. 17 (42,5 %) students that got score 9-12 because organization not sequence in generic structure and made comprehension difficult. And none of students that got score 5-8.

2. The Score in Vocabulary

    There were 12 (30%) students that got score 17-20, because the students sometimes used inappropriate terms and/or must rephrase ideas. 12 (30%) students that got score 13-16, because the students frequently used the wrong words, 16 (40%) students that got score 9-12, because the students misused of words and very limited vocabulary made comprehension quite difficult. And none of the students that got score 5-8.

3. The Score in Grammar

    There were 6 (15%) students that got score 7-20, because students made sentences were using grammar correctly. 15 (37, 5%) students that got score 13-16, because the students made frequent errors of grammar and word order which occasionally obscure meaning. 19 (47, 5%) students that got score 9-12, because grammar and word- order errors made comprehension difficult. And none of students that got score 5-8.

4. The Score in Mechanic

None of students that got score 17-20. 21 (52, 5%) students that got score 13-16, because the students write punctuation, spellings, and capitalization were used correctly. 19 (47, 5%) students that got score 9-12, because the students write punctuation, spellings, and capitalization were used un correctly. And none of students that got score 5-8.

Based on the students' post test score, there were 36 (90%) students already passed the test, and only 4 (10%) students were failed. This result was just as the researcher expected to be. The minimum target of successes, that is 80% of the students in a class, has been achieved in cycle two.

During the research, the researcher observed that the students were interested in learning writing by using cue card as a media. They were enthusiastic followed teaching learning process. In cycle 1, the students was active in following first meeting in teaching learning process, there were 30 (75%) students that active in paying attention to the teacher explanation, 34 (85%) students that active in making note, and 36 (90%) students that active in doing assignment. There were only 25 (62,5%) students that active in responding to the topic, and 9 (22,5%) students that active in asked to the teacher if they have a problem in understand material. In second meeting, the number of active students increased. There were 28 (70%) students that active in group, 36 (80%) students that active in individual, 36 (90%) students that active in making note, and 36 (90%) students that active in writing narrative text. There were only 15 (37,5%) students that active in asked to understand the material. In the second meeting, the number of active students increased.

There were 28 (70%) students that active in group, 36 (80%) students that active in individual, 36 (90%) students that active in making note, and 36 (90%) students that active in doing assignment. There were only 15 (37,5%) students that active in asked to the teacher if they have a problem in understand the material. It means that, part of students was following the teaching learning process actively. In cycle 2, he students was active in following first meeting in teaching learning process, there were 33 (82,5%) students that active in group, 35 (87,5%) students that active in individual, 38 (95%) students that active in making note, and 38 (95%) students that active in writing narrative text. There were only 20 (50%) students that active in asked to the teacher if they have a problem in understand the material. In the second meeting, the number of active students increased. There were 36 (90%) students that active in group, 36 (90%) students that active in individual, 28 970%) students that active in asked to the teacher if they have a problem in understand the material, all of students 40 (100%) that active in making note from the material, and all of students 40 (100%) that active in writing narrative text.

The data obtained in cycle 1 post test showed that there were 24 (60%) students that already passed the test, and 16 (40%) of them were failed. In cycle 2, the number of success students has already achieved 36 (90%) of them, it means students already passed the test, and only 4 (10%) of them were failed. By this number, the researcher concluded that the minimum target of success, that is 80% of the students in class, has been achieved in cycle 2. The researcher assumed that teaching learning by using cue card can improved the students' writing ability. So, it had proved that using cue card can be one of interesting media in learning writing, especially for the students at the tenth grade of Senior High School Maluku.

5. CONCLUSION

Based on the data findings and discussion on the chapter IV, the researcher concluded that the cue card could improve the students' writing ability. The number of success students had reached 36 (90%) of 40 students. It means that, 36 (90%) students already passed the test and only 4 (10%) of them were failed. By this number, the researcher concludes that the minimum target of success, that is 80% of the students in a class, has been achieved in cycle 2, and it was prove that cue card can positively improve the students' writing ability at students in tenth grade of Senior High School Maluku.

Based on the interview, most of students said that use of cue card could help them in improving the students' writing ability. The cue card could increase the students' motivation in learning English. Therefore, it answered the problem of the study whether the cue card motivated children to learning writing. In addition, cue card was effective in teaching writing to improve the tenth grade of senior high school in write narrative text. The students were interest in it. They became more active to write narrative text. They also loved to learn and writing by using cue card. They enthusiasm in teaching learning process, it could be shown by their attitude and their motivation in learning English.

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