

Improving Writing Skills of Personal Letter Through Problem Based Learning (PBL) Strategies Using Cue Card

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ABSTRAK

Tujuan Penelitian ini adalah untuk mengetahui sejauh mana peningkatan keterampilan siswa dalam menulis teks personal letter di kelas XI TE 3 SMK Negeri 4 Semarang semester genap Tahun Pelajaran 2022/2023 sebagai hasil penerapan strategi Problem Based Learning (PBL) melalui media Cue Card. Metode yang digunakan dalam penelitian ini adalah metode Penelitian Tindakan Kelas dengan teknik siklus yang terdiri dari dua tindakan siklus yaitu siklus 1 dan siklus 2. Setiap siklus terdiri empat tahap : (1)perencanaan, (2)tindakan, (3)observasi dan (4)refleksi. Alat pengumpulan data yang digunakan dalam penelitian ini meliputi hasil tes menulis, lembar rubrik penilaian, studi pustaka tentang peningkatan keterampilan, dan dokumentasi yang berupa foto-foto tentang kegiatan siswa pada setiap siklus pembelajaran. Teknik pengumpulan data yang digunakan adalah tes dan non-tes. Teknik analisis data menggunakan metode deskriptif kualitatif. Hasil penelitian menunjukkan teknik cue card dapat meningkatkan keterampilan menulis teks personal letter. Ketuntasan belajar mengalami peningkatan dari kondisi awal 13,8% menjadi 52,7% pada siklus I dan meningkat menjadi 86,1% pada siklus II. Untuk nilai rata-rata mengalami peningkatan dari pra-siklus 49,78 menjadi 70 pada siklus I dan meningkat menjadi 78,05 pada siklus II.

Kata kunci: menulis, *personal letter*, *problem based learning*, *cue card*

ABSTRACT

The purpose of this study was to determine the extent to which students' skills in writing personal letter text in class XI TE 3 of SMK Negeri 4 Semarang 2nd semester of the 2022/2023 academic year have increased as a result of applying Problem Based Learning (PBL) strategies and cue card media. The method used in this study is the Classroom Action Research method with a cycle technique consisting of two cycle actions, namely cycle 1 and cycle 2. Each cycle consists of four stages: (1) planning, (2) action, (3) observation and (4) reflection. The data collection tools used in this study included the results of writing tests, assessment rubric sheets, literature on skills improvement, and documentation in the form of photographs of student activities in each learning cycle. Data collection techniques used are tests and non-tests. The data analysis technique uses a qualitative descriptive method. The results of the study show that Problem Based Learning (PBL) strategies and cue card media can improve personal letter writing skills. Learning completeness increased from 13.8% in pre-cycle to 52.7% in cycle I and increased to 86.1% in cycle II. The average score has increased from pre-cycle 49.78 to 70 in cycle I and increased to 78.05 in cycle II.

Keywords: *writing, personal letter, problem based learning, cue card*

1. INTRODUCTION

Writing is an important skill in teaching and learning English. Writing ability is a complex ability because it requires a number of knowledge and skills (Sri Winarti, 2001:24). Writing is the process of unifying the author's ideas as a form of communication through expressing the author's ideas and thoughts through structure and vocabulary knowledge. Writing is actually not something foreign to us. Articles, essays, reports, reviews, literary works, books, comics, and stories are examples of forms and products of written language that are familiar to our lives. According to Hogue (2008), writing is a productive skill which enables students to express their ideas and feelings in written form. It is a final product from several separate activities such as outlining, defining main ideas, drafting, editing and summarizing. The writings present in a coherent and interesting way the ideas, thoughts, and feelings of the author.

From the process of learning to write, students can easily express ideas, ideas and opinions. In addition, writing also trains students to dare to express themselves through words without having to hear what is conveyed in their writing. One of the writing skills that must be mastered by class XI students is writing personal letters. Based on the results of the researchers' observations, the writing ability of class XI TE 3 students at SMK Negeri 4 Semarang in making personal letters is still not as expected. There are several problems found in the field when teaching writing to students. The first problem is that students' writing cannot be understood, because the contents of the essay are not relevant to the topic, the ideas are not clearly stated, and the sentences are not well organized. The second problem is the large number of errors in vocabulary, grammar, and spelling. Another problem is that students have low motivation in doing assignments because writing activities are not interesting. This is because in the learning process students tend to pay less attention to the teacher's explanation, as well as in providing material the teacher still purely uses the lecture method. To overcome this problem, researchers plan to use Problem

Based Learning (PBL) learning strategies and cue card media as an effort to improve the quality of learning.

Problem Based Learning (PBL) strategies are possible and important strategies to develop. Viewed from the context of improving the quality of education, Problem Based Learning (PBL) strategies is one of the learning models that can be used to improve systems in learning. This Problem Based Learning (PBL) strategies is different from other learning strategies. In this learning strategy, the role of an educator is to present a problem, ask questions, and facilitate when the learning process is taking place. Therefore, the things that have been described above, the research wants to examine the use of Problem Based Learning (PBL) strategies as a learning model for writing personal text essays, so that it can facilitate the role of the teacher in learning and the teacher as a facilitator can be carried out properly. This study will use a problem-based learning model in writing personal letter. The author uses this model so that students get a solution in solving a problem. Personal letter text will act as a text that clarifies and convinces the reader about certain information, so that the reader will always understand and understand the text without asking other people. The purpose of Problem Based Learning (PBL) strategies is to guide students in compiling explanatory ideas in the form of information from a problem and demanding reader understanding. Then the researcher will use the Problem Based Learning (PBL) strategies in writing personal letter. Problem Based Learning (PBL) is a teaching strategy used by teachers by involving students in solving a problem.

In this study, cue cards were also introduced as a learning media. Bazo (2007) suggests that cue cards can be used in certain educational activities and learning processes. According to the definition above, the key words on the cards can help students describe something or someone verbally from the pictures shown. Cue card was chosen as one of the learning media because of its simplicity and

attractiveness. Besides being cheap, the manufacturing process is not complicated. A teacher sometimes needs creativity to make media more interesting. Cue cards as image modifications have many advantages, one of which is clearly visible. Thus, when students are asked to describe something in detail, cue cards can help them produce these descriptions easily. A cue card is a card that has a picture and contains key words and the purpose of the card to help students start a conversation (Mora: 1944). Cue cards also inspire students to express themselves spontaneously or use certain words and phrases in discussions. It can be concluded that cue cards inspire students to compose paragraphs. In addition, cue cards can be used as a medium for solving problems in language learning in the classroom through group and individual work methods. Cue cards have various qualities and applications in the learning process. With the cue card media, students are expected to be able to improve their skills in writing personal letters through the topic issues presented on the cue card.

Against the background of the study stated above, 2 (two) problems were identified as follows: (1) students' text writing skills were still low, so it was expected that after using Problem Based Learning (PBL) strategies and Cue Card media students' writing skills would increase especially in writing personal letter texts, (2) researchers have not used Problem Based Learning (PBL) strategies and Cue Card media in teaching personal letter writing skills. It is hoped that this treatments will improve students' writing skills, especially in writing personal letter texts.

This research is different from previous research conducted by Fenny Thresia (2017). The difference is in the results of the test assessment. The results of the assessment in previous research and research conducted by researchers have differences in the development of the average value in each cycle. The cycle includes pre-cycle, cycle I, and cycle II. So it becomes a fact that the strategies used

can improve students' writing skills effectively.

Writing

As we know that writing is one of the most difficult skills in language and must be mastered by students. In addition, writing is a way of conveying messages to readers as well as conveying information from the author to the reader. Hyland said that writing is a way of sharing personal meaning and the course of writing forces the individual to construct or view a topic. That is, writing is a process of personal meaning and one of the ways in which the person conveys information known to the writer and gives his opinion about some subjects. That is, about the type of writing. In addition, Nunan stated that writing is a thought process to find ideas, think about how to express good writing, and organize it into a clear statement and paragraph. The meaning of writing is the process of expressing ideas and writing on written text in writing activities, people have said what to say and how to express ideas. When writing, you should really understand what ideas will be expressed in writing.

Joseph said that writing is one of the most complex human activities. This involves developing design ideas, capturing mental representations from knowledge, and from the experience of the subject. That is, writing is a connected activity that involves developing design ideas, namely capturing a mental representation of the knowledge and experience of the subject.

Lindy Linder stated that writing is thinking on paper but trying to compose and think simultaneously is difficult. This means that writing expresses ideas on paper, but is difficult in organizing and putting thoughts together. According to Mark Connelly, writing takes place within the author's purpose. It means writing based on the purpose or the author such as answering questions, giving opinions, expressing ideas, and motivating readers and readers.

From all these sums it can be concluded that writing is an activity of sharing information from the writer to the reader in accordance with the aim of the

writer to have knowledge of grammar, writing rules, and punctuation in order to make it easier for the reader to understand the intent of the writing. Writing is an activity that is not easy for students to organize and takes a long time to think about ideas, but it is important that each one should be owned.

Personal Letter

According to Adlan & Tanzili as quoted in Helmi (2012) "a letter is a piece of paper or more that is used as a communication tool to convey statements or information in written form, from one person to another". From these statements it can be seen that personal letters are written text on paper sent from person to person and used as communication.

Harni, (2016) "personal letters are also called personal letters and contain personal information about experiences in written form to be sent to certain people".

Farid (2012) adds that there are many types of personal letters, and they are written for various reasons. And personal letters are also known as friendship letters. It consists of expressing feelings, personal matters, and important matters as a way to communicate and allows one to leave messages and stay in touch.

Problem Based Learning (PBL)

Problem Based Learning (PBL), namely a learning approach that uses real problems as a context so that students can learn to think critically in solving problems aimed at gaining essential knowledge or concepts from essential materials. In this quote, the learning strategy is Problem Based Learning (PBL), a learning strategy that uses problems so that students can think critically to solve these problems.

Wina Sanjaya stated, "Problem based learning can be interpreted as a series of learning activities that emphasize the process of solving problems encountered naturally. Problem-based teaching is an effective approach to teaching higher-order thinking processes. This learning helps students to process ready-made information in their minds, and compile their own knowledge about the social world

and its surroundings. This learning is suitable for developing basic and complex knowledge

H. Barrows in M Taufiq Amir as a Problem Based Learning (PBL) expert states that "Problem Based Learning (PBL) is a learning method based on the principle that problems can be used as a starting point to gain or integrate new knowledge". Problems are used as a means for students to learn something that can support their knowledge. Problem Based Learning (PBL) is a learning process whose starting point is learning based on real-life problems, then from this problem students are stimulated to study problems based on the knowledge and experience they already have so that from this new knowledge and experience will be formed. Discussion using small groups is the main point in implementing Problem Based Learning (PBL).

David Boud and Graham Felletti said "Problem based learning is an approach structuring the curriculum which involves confronting students with problems from practice which provides a stimulus for learning. However, there are many possible forms that a curriculum and process for teaching and learning might take and still be compatible with this definition." This means that problem-based learning is a curriculum structuring approach that involves confronting students with problems from practice that provide a stimulus for learning. However, there are many possible forms that curriculum and teaching and learning might take and still fit this definition. From the quotation above David Boud and Graham Felletti state that an approach that involves students with problems is to provide a stimulus for learning.

In the problem-based learning model, small groups of students work together to solve a problem that has been agreed upon by students and teachers. When the teacher is implementing the learning model, students often use a variety of skills, problem solving procedures, and critical thinking. In this model learning begins by presenting real problems whose resolution requires cooperation between students. In this learning model the teacher guides

students to describe the problem solving plan into stages of activity; the teacher gives examples of the use of the skills and strategies needed so that the tasks can be completed. The teacher creates a flexible classroom atmosphere and is oriented towards student inquiry efforts.

Cue Card

In an inactive class, students must think, create, and analyze problems only from passive listening to speaking. Active learning media that can be used in the classroom, especially in writing, is Cue card media.

Harmer said that pictures can be in the form of Cue cards (small cards used by students in working in pairs or groups). It can be applied in classroom learning especially in writing. This means that Cue cards are images that can be formed on cards used by students in pairs or group work and can be used by the teacher in the process of learning to write in class.

In addition to Harmer, Bazo stated that cue cards are small photos or pictures attached to the card. They are flash cards with pictures. This means that images can be used to create the use of language. Images can also be used for imagination by students and for writing on the back of the image. Therefore cue cards can help the process of teaching writing.

Harmer states that Cue Cards can be made in many ways. We can take a picture from a magazine and stick it on a card. We can draw them. And also we can buy reproductions, photographs and posters from shops or we can photocopy them from various sources. This means that there are several ways that can help teachers get Cue Cards media, such as taking pictures from magazines, drawing them, buying photos and posters from shops or we can photocopy them from various sources. It really helps teachers in teaching those who use cue cards in the classroom.

And also according to Ika Sastrawat, cue cards are attractive because of their simplicity and attractiveness. Besides being cheap, the manufacturing process is not complicated enough. A teacher, sometimes,

needs creativity to make the cards more attractive. Cue card as a modification of an image has many advantages, one of which is clearly visible. So, when students are asked to describe something/someone in detail, the cue card method can help them to produce descriptions easily.

From the definition of Cue Cards above, researchers can conclude that Cue Cards are an alternative media in the teaching and learning process. In the form of small cards (small cards that students use in pairs or working groups), so that with this media students can think and imagine making writing through these pictures, therefore Cue Cards can help the process of teaching writing. This media hopes to analyze problems because students generally find problems to produce their ideas in written form.

2. METHOD

This research was conducted at SMK Negeri 4 Semarang in class XI TE 3 students. This class action research was carried out for three months, from mid-March 2023 to mid-June 2023 during class hours which was on Wednesday in the first hour and Thursday in last hour. The subjects in this study were 36 students in class XI TE 3 of SMK Negeri 4 Semarang for the academic year 2022/2023 consisting of 10 female students and 26 male students.

The source of the data for this research are primary data sources and secondary data sources. Primary data sources in this study were taken from: 1)pre-test results in pre-cycle; 2)student learning outcomes in each action cycle; 3)post-test results at the end of cycle I and cycle II, (4)teacher's anecdotal record. While secondary data sources in this study were obtained from: 1)data regarding the number of students in class XI TE 3 obtained from class attendance lists; 2)literature study data that supports the preparation of this research; and 3)documentation of student activities during pre-cycle, cycles I and cycle II.

There are 2 (two) kinds of techniques used to collect data; those are test and non-test. The test technique used to measure the progress of student learning outcomes is

the provision of post-test I and post-test II. While the non-test technique is in the form of observing students' learning behavior during the learning process.

The instrument of data collection used in this study included: (1) the results of the pre-test before cycle I in the form of assignments to make personal letter texts freely; (2) The results of post-test I and post-test II were in the form of assignments to make personal letter texts based on the problems in the cue cards; (3) Assessment rubric sheets used to measure students' skills in writing personal letter texts using Problem Based Learning (PBL) strategies and Cue Card media used by the research teacher to assess products; (4) Literature study on improving personal letter writing skills using Problem Based Learning (PBL) strategies and Cue Card media to support this research; (5) Documentation of the students' activities in each learning cycle.

To analyze the research data, the researcher used the following methods: (1) descriptive, which is used to solve problems or answer the problems faced. (2) qualitative, depiction in words or sentences separated by the category of qualitative descriptive data analysis in which data analysis cannot be measured through calculations with numbers but by using words.

This Classroom Action Research validation uses source triangulation and method triangulation. Triangulation of data sources came from class teachers, students and peer teachers as collaborators. While the triangulation method was data from document collection, observation results and written test results.

The end of this classroom action research was the achievement of improving students' writing skills in personal letter texts. Therefore, there must be a determining indicator that will determine whether the students of class XI TE 3 experience an increase in the skills of writing personal letter texts. The indicator of success is that the grades obtained by students must reach or exceed the minimum completeness standard of 75.

This class action research procedure (CAR) was designed to be carried out in two

cycles where cycle I was carried out in two meetings, cycle II was also carried out in two meetings, with an allocation of time for each meeting of 4X45 minutes (180 minutes). Each cycle consists of four stages that must be followed, they are planning, action, observation and reflection.

3. FINDINGS AND DISCUSSION

Students were given assignments to improve their writing skills after the researcher used Problem Based Learning (PBL) strategies and cue card media as the treatments. Researcher assessed both the implementation of the treatments and its outcomes. Researchers discovered that it made it possible for individuals to use cue cards to increase their writing abilities. Data processing and analysis come last. Each cycle's data was gathered by the researcher. In this study, researchers used Problem Based Learning (PBL) strategies and cue card media to teach English and enhance students' writing abilities.

Description of Pre-Cycle Results

In the initial learning conditions, the teacher conducts a pre-cycle (pre-test), namely in the form of a written test, making personal letter text according to the topic or theme that students like. The pre-cycle was carried out to determine the initial conditions of students before the action of cycle I. From the results of reflecting on the initial conditions of student learning outcomes in class XI TE 3 SMK Negeri 4 Semarang before taking action in cycle 1, the following results were obtained:

Tabel 1.1. The Results of Pre-Cycle

No.	The Pre-Test	Score
1.	Lowest Score	15
2.	Highest Score	85
3.	Average	49,78
4.	<75	31
5.	≥75	5
6.	Learning completeness (%)	13,8

Based on the results of the pre-test above, the writing ability of class XI TE 3 students at SMK Negeri 4 Semarang in writing personal letters is still not as

expected. There are several problems found in the field when teaching writing to students. The first problem is that students' writing cannot be understood, because the contents of the essay are not relevant to the topic, the ideas are not clearly stated, and the sentences are not well organized. The second problem is the large number of errors in vocabulary, grammar, and spelling. Another problem is that students have low motivation in doing assignments because writing activities are not interesting. This is because in the learning process students tend to pay less attention to the teacher's explanation, as well as in providing material the teacher still purely uses the lecture method. To overcome this problem, in subsequent studies the researcher plans to use Problem Based Learning (PBL) learning strategies and cue card media as an effort to improve the quality of learning.

Description of Cycle I Results Planning

The planning phase starts with (1) preparing lesson plans and learning scenarios for cycle I for two meetings with a time allocation of 4X45 minutes for each meeting; (2) Prepare examples of illustrated cue cards for students; (3) Designing power point slides that are used by the teacher to explain the material; (4) Making worksheets for students that contain material and exercises; (5) Designing the necessary instruments during the implementation of the action; (6) Arrange pre-test and post-test which refer to personal letter material.

Action

The researcher administered a pre-test to gauge the students' writing proficiency. The first meeting took place on Thursday, March 30, 2023. The researcher also provided details regarding the personal letter which consist of the definition, social function, generic structure, language features, and the examples of personal letter. In the second meeting on Wednesday, April 12th 2023, the researcher explaining about cue card and discussing the assignment. There were six cue cards which consist of the types of the personal letter and the students solved the

assignment with their groups by creating a personal letter. And the last meeting in cycle 1 on Thursday, April 13th 2023 the students did the presentation with their group about the result of the personal letter text writing. The last, the students made a personal letter individually as a post-test.

Observation

At this stage, the researcher observed the learning behavior of students who were participating in learning activities, monitored group discussion activities, and observed students' understanding in mastering the learning material that had been designed. Observations were made by researchers with the same subjects. The observer recorded all the events that took place from the beginning of the meeting to the end of the meeting and provided notes on the findings during the learning process. The aspects observed in this CAR are (1) the process of the action, (b) the effect of the action (intentional and unintentional), (c) the conditions and constraints of the action, (d) how these conditions and constraints hinder or facilitate the planned actions and influence.

After giving a lesson on personal letters using the Problem Based Learning (PBL) strategy and cue card media, the researcher gave a post-test to find out how much the students' understanding of the development was measured from the post-test scores obtained. Following are the results of the post-test 1 assessment which are presented in the table.

Tabel 1.2. The Results of Cycle I

No.	The Post-Test I	Score
1.	Lowest Score	15
2.	Highest Score	90
3.	Average	70
4.	<75	17
5.	≥75	19
6.	Learning completeness (%)	52,7

Based on the data above, the percentage of learning completeness obtained from 36 students of class XI TE 3 is 52.7% with an average score of 70. The highest score is 90 while the lowest score is 15. From these results it can be seen that a total of 19 students have achieved

minimum standard of completeness and 17 students have not reached the minimum standard of completeness (≥ 75).

Reflection

From the results of observations made by researchers and observers about learning in cycle I, there has been a change in student behavior compared to the initial or pre-cycle conditions. Student activity has increased although not as a whole. There are still some students who don't participate in group discussions because they don't fully understand the Personal Letter material. The percentage of learning completeness obtained was 52.7% so that it can be concluded that some of the XI TE 3 students did not sufficiently understand the personal letter material. Classically, learning in the first cycle has not reached the specified percentage of mastery learning (85%).

Description of Cycle II Results

Planning

In cycle II, the researcher returned to discuss with the observer teacher to discuss the lesson plan. After conducting the discussion, the researcher will again apply the cue card media but by giving each group a different topic. From this treatment it is hoped that there will be an increase in the results of writing personal letter texts compared to cycle I and can achieve a minimum standard of completeness.

Action

At the first cycle II meeting on Thursday, April 27th, 2023, the researcher repeated the personal letter material and explained in more detail the material in it. Then, the researcher asked the students if there was material that was not clear and they wanted to ask. After all students understood the material, the researcher carried out the same treatment using cue card media. The researcher distributed six cue cards with different topics from cycle 1. In cycle 1, the cue cards contained types of personal letters, while in cycle II, cue cards contained more specific problems to be solved by students and their groups. At the second cycle II meeting on Wednesday, May 3rd 2023, students and their groups presented the results of their discussions and held questions and answers about the

tasks they were working on. At the last meeting of cycle II on Thursday, May 4th 2023, the researcher gave a post-test by asking students to write personal letters individually.

Observation

At the first meeting of cycle II, the researcher again explained the personal letter material in more detail so that students could gain a deeper understanding of the personal letter material. After explaining the material, students returned to work in groups to solve the topics on the cue cards into a personal letter. By giving more specific topics, it is hoped that students can better understand their assignments and they can get more results in cycle II. Based on the researchers' observations, by being given a more specific topic, students felt more enthusiastic in doing the assignment because they were able to develop their ideas related to the topic given.

After giving a more detailed lesson on personal letters using the Problem Based Learning (PBL) strategy and cue card media with a more specific topic, the researcher gave a post-test to find out how much the students' understanding of understanding was developed as measured by the post-test scores obtained. Following are the results of the post-test II assessment which are presented in the table.

Tabel 1.3. The Results of Cycle II

No.	The Post-Test II	Score
1.	Lowest Score	50
2.	Highest Score	90
3.	Average	78,05
4.	<75	5
5.	≥ 75	31
6.	Learning completeness (%)	86,1

Based on the data above, the percentage of learning completeness obtained from 36 students of class XI TE 3 was 86.1% with an average score of 78.05. The highest score is 90 while the lowest score is 50. From these results it can be seen that a total of 31 students have reached the minimum standard of completeness and 5 students have not reached the minimum standard of completeness (≥ 75).

Reflection

From the results of observations made by researchers and observers regarding learning in cycle I, there was an increase in student behavior compared to cycle I. Student activity had increased almost entirely. Most students are active in learning activities because they already understand the personal letter material so that the results obtained have increased. The percentage of learning completeness obtained was 86.1% so that it could be concluded that some of the XI TE 3 students had sufficiently understood the personal letter material. So it can be concluded that learning in cycle II has reached the specified percentage of mastery learning (85%).

The Progress of Learning Completeness

The improving of the students' writing skill before and after using Problem Based Learning (PBL) strategies and cue card media can be seen in the following table of progress students' average score from pre test and post test.

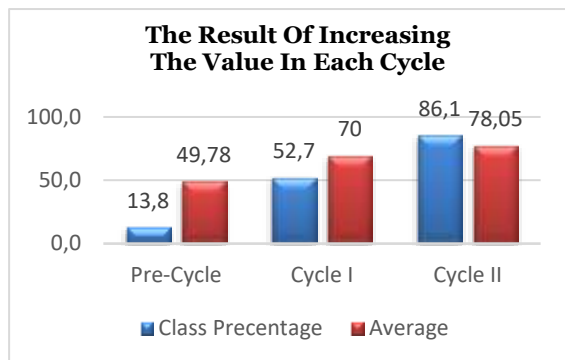
Table 1.4 The Progress of The Results

No	The Results	Pre-Test	Post - Test I	Post-Test II
1.	Lowest Score	15	15	50
2.	Highest Score	85	90	90
3.	Average	49,78	70	78,05
4.	<75	31	17	5
5.	≥75	5	19	31
6.	Learning completeness (%)	13,8	52,7	86,1

This research is divided into two cycles. Based on the table, the score rose in each cycle. As a result, during pre-cycle, the students had less understanding the lesson. As a result, the researcher assigned the students the assignment of personal letter text writing in accordance with the cue cards. The researcher then explained how

to use cue cards. Students should improve their writing skills by employing Problem Based Learning (PBL) strategies and cue card media since the researcher used it in this study.

Based on the research findings, it can be proven that students' understanding of personal letter material increased after the researcher applied Problem Based Learning (PBL) strategies and cue card media. This can be seen from the average score obtained by students in cycle I and cycle II. From the results of the analysis, the percentage of students who exceeded the learning completeness before using Problem Based Learning (PBL) strategies and cue card media was 13.8%. After applying the treatments in cycle I, there was an increase in the average score in which the percentage of students who had exceeded the learning completeness was 52.7%. In cycle II the same treatments was still applied and the average score obtained was much higher than cycle I. The percentage of students who succeeded in exceeding the learning completeness was 86.1%. The average value of student learning outcomes before using Problem Based Learning (PBL) strategies and cue card media was 49.78. After applying the treatments in cycle I, there was an increase in the average score to 70. Even though there had been an increase, the average score had not yet reached the minimum standard of completeness so the research continued to cycle II. In cycle II, the same treatments was still applied and the average value obtained was higher than cycle I, which was 78.05. From the calculation of the data obtained, it can be concluded that research using Problem Based Learning (PBL) strategies and cue card media can improve the skills of XI TE 3 students in writing, especially on personal letter material.



This research is different from previous research conducted by Fenny Thresia (2017). The difference is in the results of the test assessment. The results of the assessment in previous research and research conducted by researchers have differences in the development of the average value in each cycle. The cycle includes pre-cycle, cycle I, and cycle II. So it becomes a fact that all strategies can be used to improve students' writing skills effectively.

4. CONCLUSION

The research has three cycles that begin with the pre-cycle and then continue in cycle I and cycle II. The results show that writing personal letters from class XI TE 3 students using Problem Based Learning (PBL) strategies and cue card media can make it easier for students to compose a paragraph. It was proved from there was an increase in each cycle by learning to write personal letter using cue card. Student achievement was getting better in cycle I and cycle II, so that learning using Problem Based Learning (PBL) strategies and cue card media was a treatment in learning to write. Problem Based Learning (PBL) strategies and cue card media also motivates students to learn English, especially personal letters. When the learning process takes place, most students feel happy and not bored. And the cue card was chosen because its attractiveness and simplicity. According to Bazo (2007), cue cards are little cards with photographs or other images included in an envelope. In straightforward activities where students work in pairs or groups, cue cards may also be applied.

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