

The Effect Of Greeting Card Toward Students Writing Skill At The Eighth Grade Student Of Mts Daarul 'Ulum Cihara Lebak In Academic Year 2021/2022

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Abstract: This research paper aims to know whether there is a significant effect of greeting card media toward students writing skill at eighth grade students' of MTs Daarul 'Ulum Cihara lebak in academic year 2021/2022. This research paper uses a quantitative approach and a quasi-experimental design. The sample selection technique is cluster random sampling; The researcher used class VIII A (25 students) as the experimental class and class VIII B (25 students) as the control class. In the data collection technique, the researcher gave a pre-test and post-test. In analyzing the data, the researcher used SPSS 25 statistical calculations and used the post-test results of both the control and experimental classes to analyze the hypothesis test. The researcher found that output SPSS on table 4.8. It could be seen that significance value (p -value) = 0.001 at pair 1 and 0.001 at pair 2. They are $< \alpha = 0.05$, meanwhile H_1 is accepted and H_0 is rejected. Therefore, the researcher concludes that there is a significant effect of greeting card media on students' writing skills.

¹⁾ **Keyword:** Student writing skill, greeting card media, media

INTRODUCTION

Language is a symbol system of speech sounds used to communicate by the user community. Language serves as a tool to communicate between humans with one another (Nurcholis & Hidayatullah, 2019; Wicaksono, 2016). Languages are also very diverse, an example is Malay which is used by people in the Malay area to communicate with each other.

Language as a means of to express their self expression utilized for express everything between the line in mind and feeling (Zellawati, 2011). Mind expression and feeling of human being influenced by two matters that is by situation of mind and feeling of itself. Expression oral language can be seen from mimic, song or intonation, pressure, and others (Handoko, 2020). Language expression write can be seen with diction, usage of punctuation mark, and Language style (Juwati, 2017; Novari & Dayat, 2018). Their self expression of discussion of someone shows all its desire, its education background, social, economic. Besides, election of special expression and word can mark group identities in a society.

There are four skills need to be learned in English, and this skill are listening, reading, writing and speaking. Writing is a skill namely the skills to pour ideas/ideas into writing or activities to make a note or information on a medium by using characters (Sardila, 2015; Zulela, 2014). Writing is usually done on paper-shaped media using tools such as pens.

Writing is among the most important skill that foreign language students need to develop. Writing becomes the last English skill that students must learn and master after listening, speaking and reading. In other words, the researcher can say that writing is an indicator whether students have to gain all skills before. Before students have to write, they have to be able to listen, to speak, and to read. Writing skill differ from other skills like speaking and listening (Fujianti & Sudirman, 2019)

Based on the research that researcher did namely by interviewing the English teacher and several students at MTs Daarul 'Ulum Cihara. After conducting interviews, the researcher found several problems in students' writing skills which were still low so they make many mistakes in writing such as, using incorrect punctuation, incorrect tenses. Lack of vocabulary, vocabularies become complex problem especially in writing. Lack of understanding of grammar and spelling. Students have difficulty understanding the questions given by the teacher. Students have difficulty stringing words into sentences and the teaching media usage is still monotone. Based on the reasons above, the researcher decided that

students' writing skills at MTs Daarul 'Ulum Cihara need to be improved. To make students motivated and enjoyable to study writing, one of the strategies that can be used by teachers is using media to support the teaching-learning process. And seeing these problems, the researcher assume that one of the media that is considered suitable to improve students' writing skills is greeting card media because in this era students are more active in social media and students prefer to learn by using gadgets. Therefore, researchers are interested in conducting research on increasing writing skills using greeting card media for class VIII A and VIII B MTs Daarul 'ulum cihara as a solution to improve students' writing skills.

Previous research related to the use of greeting card media in improving writing skills has been widely carried out. Nurcahya & Sugesti (2020) succeeded in improving students' writing skills by implementing Project Based Learning assisted by Greeting Cards. Naik & Yulitriana (2019), in their research, also succeeded in improving the writing skills of junior high school students by using Video Greeting Cards. Yohana et al. (2020) in their research also showed an increase in the ability to write short functional texts using Greeting Card media. From the background of the problem above, the researcher interested to conduct a research with the title “ The effect of greeting card media toward students writing skill at eighth grade students of MTs Daarul ‘Ulum Cihara Lebak”

METHOD

In this research, the researcher explains method and approach that will be used, something specific related to the method. For example: model, research design, variable and treatment, the procedure in teaching writing using greeting card.

Quantitative research design the main aim of quantitative research design is to control the connotation between an independent variable and a population dependent variable or outcome variable. Either descriptive or experimental is this research style. In reality, only relations between variables are formed by descriptive analysis. Also, an experiment produces interconnections. For an accurate evaluation of the relationship between variables, a descriptive analysis also requires a sample of hundreds or even thousands of subjects; only tens of subjects can need an experiment, especially a crossover. (Mehrad, & Tahriri at Abuhamda 2021).

RESULTS AND DISCUSSION

In this chapter, the researcher presents the results of the writing achievement test of the sample students, both the experimental class and the control class. The data of this study were taken from a written test. It is taken before and after giving treatment. The object of research is the students of class VIII MTs Daarul Ulum Cihara. The class consists of an experimental class who is taught to write by writing greeting cards using social media and writing greeting cards using pictures and written in origami. The test results from the two classes were compared to determine the effect of using media greeting cards on students' writing skills in eighth grade students of MTs Daarul Ulum Cihara in the 2021/2022 academic year.

The data are taken from the pre-test and post-test score of the two classes which are chosen as samples of the research. The class VIII.A as experimental class which is taught by applying greeting card media, meanwhile the class VIII.B as control class which is taught by applying greeting card picture. The following tables are the score of pre-test and post-test both experimental class and control class. Based on the calculation using SPSS 25.0, the data above can be described as follows:

Table 1. Description of the data

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pre-test experiment	25	25	75	1313	51.52	14.063
post-test experiment	25	25	69	1775	48.32	12.516

pre-test control	25	50	94	1218	71.76	11.991
post-test control	25	38	75	1465	57.88	9.435
Valid N (listwise)	25					

Based on the result of the pre-test in the experimental class; the total number of students are 25, the highest score is 75, the lowest score is 25, and the total score 1.313. Meanwhile, the result of the pre-test at control class; the total students are 25, the highest score is 94, the lowest score is 50, and total score 1.218. On the other hand, the result of the post-test at experimental class; the total students are 25, the highest score is 69, the lowest score is 25, and total score is 1.775. Meanwhile, the result of the post-test at control class; the total students are 25, the highest score is 75, the lowest score is 38, total score is 1.465. while the total score of experimental class and control class is 8.123

1. Analysis of the Data

a. Normality

The researcher analyses the normality test in *Kolmogorov-Smirnov* with software SPSS 25.0 by comparing the p-value with $\alpha = 0.05$. The description of hypothesis of normality test as follow:

H_0 : The data is in normal distribution

H_1 : The data is not in normal distribution

The estimations are if p-value $> \alpha = 0.05$, the data is in normal distribution (H_0 is accepted).

The following table is the result of normality test of both pre-test and post-test of experimental and control.

Table 2. Test of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
class		Statistic	df	Sig.	Statistic	df	Sig.
Result	pre-test experiment	.127	25	.200*	.939	25	.137
	post-test experiment	.122	25	.200*	.967	25	.561
	pre-test control	.158	25	.106	.943	25	.174
	post-test control	.156	25	.119	.954	25	.312

Based on the output normality test table 4.5 showed of the normality test obtained p-value (0,200, 0,200, 0,106, 0,119) are higher than $\alpha = 0.05$, it means that H_0 is accepted. on the other word, based on the test result normality, the data is normally distributed.

b. Homogeneity

Homogeneity of the sample is important to generalize the result of the research. This analysis means to investigate the equality of the variants in sample. In testing homogeneity of the sample the research uses F-test.

The formula is written as follows:

If $F_{\text{count}} > F_{\text{table}}$, the samples are homogeneous.

If $F_{\text{count}} < F_{\text{table}}$, the samples are not homogeneous

Table 3. Homogeneity test of pre-test Control & Experimental Class

Levene Statistic	df1	df2	Sig.
.704	1	48	.406

The statistic result showed, the score of homogeneity of pre-test between Control and Experimental is higher than $\alpha = 0.05$. P-value (0.406) $> \alpha = 0.05$. The result of Homogeneity test is accepted.

Table 4. Homogeneity test of pre-test Control & Experimental Class

Levene Statistic	df1	df2	Sig.
1.717	1	48	.196

The statistic result showed, the score of homogeneity of post-test between Control and Experimental is higher than $\alpha = 0.05$. P-value (0.196) $> \alpha = 0.05$. The result of Homogeneity test is accepted.

c. Hypothesis Analysis

After the data have fulfilled the pre-requisite of research analysis (normality and homogeneity test), so the next step is analysing the hypothesis. In analysing the hypothesis, this research used SPSS 2.5. The result of data analysis could be seen on the following table:

Table 5. Paired Samples Test

		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		Lower	Upper	t	Sig.
					Difference					
Pair 1	pre-test experiment - post-test experiment	-3.200	22.886	4.577	-6.247	12.647	-3.699	24	.001	
Pair 2	pre-test control - post-test control	-13.880	18.720	3.744	-6.153	21.607	-3.707	24	.001	

Based on the data above, so it could be concluded that:

Is there any significant effect of greeting card media toward students writing skill at eighth grade student of MTs Daarul 'Ulum Cihara Lelbak?

The statistical hypothesis as follow:

H_1 : There is a significant effect of greeting card media toward students writing skill at eighth grade student of MTs Daarul 'Ulum Cihara Lelbak

H_0 : There is no significant effect of greeting card media toward students writing skill at eighth grade student of MTs Daarul 'Ulum Cihara Lelbak

The probability value (P-Value/Significant) can be interpreted as the magnitude of the observed probability from the test statistic.

The estimations are:

If $p\text{-value} > \alpha = 0.05$, (H_0 is accepted and H_1 is rejected).

If $p\text{-value} < \alpha = 0.05$, (H_1 is accepted and H_0 is rejected).

Based on the output SPSS on table 4.8. It could be seen that significance value (p-value) = 0.001 at pair 1 and 0.001 at pair 2. They are $< \alpha = 0.05$, meanwhile H_1 is accepted and H_0 is rejected. On the other word, there is significant effect of greeting card media toward students writing skill at eighth grade student of MTs Daarul 'Ulum Cihara Lelbak. The results obtained in this study support the results obtained in previous studies conducted by Nurcahya & Sugesti (2020), Naik & Yulitriana (2019), and Yohana et al. (2020) which states that the media greeting card can improve students' writing skills

CONCLUSIONS

Learning English will increase if students are given the opportunity to actively apply writing learning by using greeting cards media in their writing. through writing, students can practice to produce grammar, vocabulary and sentences in according to the required grammatical aspects or language features. A good English course book is one that usually provides students

with the necessary opportunities for them to use the of greeting cards media through the given writing task.

Based on the results of data analysis and research interpretation, it is clear that there is a significance in the application of greeting card media toward students writing skill et eighth grade student of MTs Daarul 'Ulum Cihara Lebak in academic year 2021/2022. It can be seen that $t\text{-count} = 3.699$ and significance value ($p\text{-value}$) = $0.001 < 0.05$, then H_1 is accepted and H_0 is rejected. This means that teaching writing using greeting card media has a significant positive effect of greeting card media toward students writing skill et eighth grade student of MTs Daarul 'Ulum Cihara Lebak in academic year 2021/2022. Therefore, the null hypothesis (H_0) is rejected; otherwise the alternative hypothesis (H_a) is accepted.

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