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 1.8. It could be selected that signification value (p-value) = 0.001 at pair 1 and 0.001 at pair 2. They are < α = 0.05, meanwhile H1 is accepted and HO is rejected Therefore, the researcher concludes that there is a significant effect of greeting card media on students' writing skills.

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 problems 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, reseach design, variable and treatment, the procedure in telaching 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 formeld by descriptivel analysis. Also, an experiment produces intellectual connections. 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 student, both the experimental class and the control class. The data of this study were taken from a written test. It is taken beforehand and afterward giving treatment. The object of the research is the students of class VIII MTs Daarul Ulum Cihara. The class consists of an experimental class which is taught 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 scores of the two classes which were 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>
<thead>
<tr>
<th>Table 1. Description of the data</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Sum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre-test experiment</td>
<td>25</td>
<td>25</td>
<td>75</td>
<td>1313</td>
<td>51.52</td>
<td>14.063</td>
</tr>
<tr>
<td>post-test experiment</td>
<td>25</td>
<td>25</td>
<td>69</td>
<td>1775</td>
<td>48.32</td>
<td>12.516</td>
</tr>
</tbody>
</table>
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 is 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 is 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 experiment 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 α = 0.05. The description of hypotheses 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 > α = 0.05, the data is in normal distribution (\( H_0 \) is accepted). On the other word, based on the test result normality, the data is normally distributed.

<table>
<thead>
<tr>
<th>class</th>
<th>Kolmogorov-Smirnov</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>pre-test experiment</td>
<td>.127</td>
<td>25</td>
</tr>
<tr>
<td>post-test experiment</td>
<td>.122</td>
<td>25</td>
</tr>
<tr>
<td>pre-test control</td>
<td>.158</td>
<td>25</td>
</tr>
<tr>
<td>post-test control</td>
<td>.156</td>
<td>25</td>
</tr>
</tbody>
</table>

Based on the output normality test table 4.5 showed of the normality test obtained p-value (0.200, 0.200, 0.106, 0.019) are higher than α = 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 samplel. In testing homogeneity of the samplel the research used F-test.

The formula is written as follows:

\[ F_{\text{count}} > F_{\text{table}} \text{, the samples are homogeneous.} \]
\[ F_{\text{count}} < F_{\text{table}} \text{, the samples are not homogeneous} \]

<table>
<thead>
<tr>
<th>Table 3. Homogeneity test of pre-test Control &amp; Experimental Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene Statistic</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>.704</td>
</tr>
</tbody>
</table>

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
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 requirement of research analysis (normality and homogeneity test), so the next step is analyzing the hypothesis. In analyzing the hypothesis, this research used SPSS 2.5. The result of data analysis could be seen on the following table:

<table>
<thead>
<tr>
<th>Table 5. Paired Samples Test</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Mean</th>
<th>Std. Error of Difference</th>
<th>Lower</th>
<th>Upper</th>
</tr>
</thead>
</table>

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

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

The statistical hypothesis as follows:

\[ H_0 \]: There is no significant effect of greeting card media toward students' writing skill of eighth grade students of MTs Daarul 'Ulam Cihara Lelbak

\[ H_1 \]: There is a significant effect of greeting card media toward students' writing skill of eighth grade students of MTs Daarul 'Ulam 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 \( p \)-value > \( \alpha = 0.05 \), \( H_0 \) is accepted and \( H_1 \) is rejected.

If \( p \)-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 \( (p\text{-value}) = 0.001 \) 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 hand, there is significant effect of greeting card media toward students writing skill at eighth grade students of MTs Daarul 'Ulam 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 at eighth grade student of MTs Daarul Ulum Cihara Lebak in academic year 2021/2022. It can be seen that t-count = 3.699 and significance value (p-value) = 0.001 < = 0.05, then Ho is rejected and Ho is rejected. This means that teaching writing using greeting card media has a significant positive effect of greeting card media toward students writing skill at eighth grade student of MTs Daarul Ulum Cihara Lebak in academic year 2021/2022. Therefore, the null hypothesis (Ho) is rejected; otherwise the alternative hypothesis (Ha) is accepted.

REFERENCES
Nurcahya, N., & Sugesti, I. (2020). Enhancing students’ writing ability and creativity through Project Based Learning on Greeting Card. ETERNAL (English Teaching Journal), 1(1).