

## The Effect of Greeting Card Media on Students' Writing Skill

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### ABSTRACT

#### Keywords:

*Greeting Card Media*

*Descriptive Text*

*Students' Writing Ability*

The research was aimed to know about the effect of greeting card media on students' ability in writing of eighth grade at junior high school in Bangka Belitung. This experimental study employed quasi experimental design. The samples used was the 8<sup>th</sup> grade students of high school as many as 54 students. The research used a writing test as a data collection technique. In the technique of analyzing the data, the research used t-test was in the form of paired sample t-test to test the hypothesis through the SPSS. The finding showed an improvement in students' writing when they used greeting card media. The result of t-obtained 5.712 was greater than the t-table 2.007. The result of 2-tailed significance 0,00 have less score than 0,05. Thus, it means that the experimental group had a greater performance than the control group.



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### Introduction

Writing is one of the most important skills a foreign language learner needs to develop. Writing becomes the last English skill that students must learn and master after listening, speaking, and reading. In other words, researchers could say that writing is an indicator of whether students need to have all the skills they have acquired beforehand. Before students can write, they must be able to listen, speak, and read. Writing skills are different from other skills like speaking and listening, because writing skills include all the knowledge and abilities related to expressing ideas through the written word (Fujianti & Sudirman, 2019).

Besides, writing is a difficult skill because a writer needs to master the art of how to spell words correctly, how to put those words into sentences and arrange them according to rules of grammar. Additionally, some students may struggle with writing because it is a complex skill that involves multiple processes and skills. Tan explained that writing is a complex cognitive analysis and language synthesis activity (Septiani, 2018).

Then, the researcher believed that in learning English, especially in learning writing skill there are types of text that must be learning, which one is descriptive text. Descriptive text is text that provides information about a specific person, place, or thing. Additionally, descriptive text here can be considered as an adjective meaning- saying what someone or something looks like (Furaidah, 2023). In other words, descriptive text has the role of describing someone or something that includes both the person's appearance and personality.

On the other hand, the researcher believed that the media can be used in learning English. Media is tool that can satisfy needs, activities, and by its nature, it can facilitate its use by anyone. (Rasyad, 2023) In addition, the researcher using greeting card media in research. Greeting card media is a card in the form of paper which contain picture and beautiful decorations, because greeting card media involves traditional media for teacher in teaching English and could help students quickly understand.

Therefore, the researcher would like to find out if there is any significant differences in writing skills between students' who used greeting card media and those who did not. This is based on the results of

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several previous studies by Fitriyani & et. al's study (Fitriyani & et. al., 2022) and by Fita Faridah & Afifatus Sa'diyah (Faridah & Afifatus. S) that suggested an effectiveness in using the media in students' writing skill improvement.

In the preliminary study, it was found that the students had problems in writing. It seems that the result of their assignment was less than satisfactory. Many of the students found it difficult to put the ideas that were in their minds into writing. Moreover, the students were lack of vocabulary and thinking about grammar and fear of making mistakes in it.

In a test, students wrote a simple paragraph consisting of minimum 50 words. Then, in evaluating students' writing there are five aspects of writing such as content, organization, vocabulary, grammar, and mechanics. The results of the mean score of descriptive text writing in all aspects need to be improved.

## **Method**

This study employed experimental type of study with quasi-experimental design. Quasi-experimental design is an extension of the true experimental design, which the control group and the experimental group were not randomly selected. (Sugiyono, 2011). The sample of this research were two classes consisting of 54 students with the lowest scores.

The techniques of collecting data, the researcher used tests: pre-test and post-test. In the test, the researcher used a written test. Test is a method that provides an important role in teaching. Written test is a collection of questions given to students to assess their knowledge of a particular subject or topic. (Mulyatiningsih, 2014) It used to measure the level of understanding and retention of the material presented. Then, the test divided by two types, namely pre-test and post-test. In the documentation, the researcher used photos during processing and hard copies of files including lesson plan, textbooks, attendance list of students, and pre-test & post-test results.

This study used normality test, homogeneity test, paired sample t-test, and independent sample t-test to analyze students' scores. The normality test used to find a normality data or not normality data in pre-test and post-test of experimental group and control group. And then, the homogeneity test was used to find variance of post-test experimental group and control group were homogeneity or not homogeneity. Meanwhile, paired t-test used to find the difference between the pre-test and post-test results of students in experimental group and control group separately. In independent sample t-test used to compare the differences in overall student learning outcomes on the pre-test and post-test for the treated experimental group and untreated control group.

## **Results**

### **1. The Result of Pre-Test and Post-Test in Experimental Group**

In this part, the researcher described the results of the pre-test, and post-test in experimental group from the first meeting to the last meeting. The data for the experimental group consisted of the pre-test, and post-test of students who were taught using Greeting Card Media.

The pre-test and post-test were given to the students of the experimental group. The purpose of pre-test and post-test given by the researcher was to find out whether there was a significant improvement or not implementing the greeting card media as a learning process. And also, to find out whether there is an increase or not in students' writing skill. Therefore, the results of the test were seen from the students' pre-test and post-test results. Based on the results of the students' pre-test and post-test the results of the experimental group's pre-test and post-test scores taught using Greeting Card Media are presented as follows.

The lowest score on the pre-test was 21.3 and the highest score was 53.6. Then, the average students' pre-test score was 43.01. Then, on the post-test, the lowest score was 77 and the highest score was 91.6. Then, the average student post-test score was 85.13. Therefore, the researcher can conclude that the scores of all students in the experimental group increased. Then, from the pre-test and post-test results, the researcher analyzed that there was a significant improvement in the all aspect of writing skills (content, organization, grammar, vocabulary, and mechanics). It was found that the gain from the pre-test and post-test for each aspect of writing had increased in the content aspect, the increase in gain points occurred well. The total points of the content aspect are 20 points. It was found that there were 9.5 points in the pre-test, and there were 17.3 point in the post-test. Therefore, the improvement point of the content aspect is 7.8 points.

In the organization aspect, the points obtained also increased. The total points of the organization aspect are 20 points. The researcher found that there were 8.8 points in the pre-test, and there were 16.9 points in the post-test. Therefore, the improvement point of the organization aspect is 8.1 points.

Moreover, the improvement points of the vocabulary aspect also increased. The total points of the vocabulary aspect are 20 points. The researcher found that there were 8.6 points in the pre-test, and there were 17.5 points in the post-test. Therefore, the improvement point of vocabulary aspect is 8.9 points.

Furthermore, the improvement points of the grammar aspect also increased. The total points of grammar aspect 20 points. The researcher found that there were 8.6 points in the pre-test, and there were 17.5 points in the post-test. Therefore, the improvement point of the grammar aspect is 8.9 points. In addition, the total point of mechanics aspect is 20 points. The researcher found that there were 7.4 points in the pre-test, and there were 17.1 points in the post-test. Therefore, the improvement point of the mechanic aspect is 9.7 points. From the description, the researcher concluded that the highest improvement of the writing skill aspects was from the mechanics.

## 2. The Result of Pre-Test and Post-Test in Control Group

In this part, the researcher described the results of the pretest and post-test in the control group from the first meeting to the last meeting. The data obtained from the results of the pre-test, and post-test in the control group. Data for the control group consisted of pre-test, and post-test scores of students who were taught writing descriptive text without using greeting card media.

The pre-test and post-test were given to students of control group. The purpose of the pre-test and post-test given by the researcher was to find out whether there was an improvement or not in the students' writing skill. Therefore, the results of the test were seen from the students' pre-test and post-test results. Based on the students' pre-test and post-test results, the results of the control group's pre-test and post-test scores taught writing descriptive text without greeting card media were presented as follow: the lowest score of the control group's pre-test was 35.3 and the highest score was 77.7. The average score of the control group's pre-test was 59.82. Meanwhile, in the post-test, the lowest score was 70 and the highest score was 85. The average score of the control group's post-test was 78.75. Based on the results of pre-test and post-test in the control group, it can be concluded that there is a significant increase between the students' pre-test and post-test results.

Then, from the pre-test and post-test results, the researcher analyzed that there was an improvement in all aspects of writing skills (content, organization, grammar, vocabulary, and mechanics). The researcher found that the gain from the pre-test and post-test for each aspect of writing had increased. In the content aspect, the gain points increased well. From the pre-test and post-test result, the total points of the content aspect are 20 points. The researcher found that there were 12.1 points in the pre-test, and there were 15.6 points in the post-test. Therefore, the improvement point of content aspect is 3.5 points.

After that, in the organization aspect, the points obtained also increased. The total points of the organization aspect are 20 points. The researcher found that there were 11.8 points in the pre-test, and there were 15.8 points in the post-test. Therefore, the improvement point of the organization aspect is 4 points. The improvement points of the vocabulary aspect also increased. The total points of the vocabulary aspect are 20 points. The researcher found that there were 15.4 points in the pre-test, and there were 15.8 points in the post-test. Therefore, the improvement point of vocabulary aspect is 0.4 points.

Furthermore, the improvement points of the grammar aspect also increased. The total points of grammar aspect are 20 points. The researcher found that there were 11.6 points in the pre-test, and there were 15.8 points in the post-test. Therefore, the improvement point of the grammar aspect is 4.2 points. In addition, the total point of mechanics aspect is 20 points. The researcher found that there were 11.7 points in the pre-test, and there were 15.9 points in the post-test. Therefore, the improvement point of the mechanic aspect is 4.2 points. From the description, the researcher concluded that the highest improvement of the writing skill aspects was from the mechanics.

## 3. Statistical Analysis

### a) The Statistical Analysis of Normality Test and Homogeneity of Variance

Table 1 <Test of Normality>

Kelas	Kolmogorov-Smirnov		
	Statistic	df	Sig.

<b>Hasil belajar writing skills in descriptive text</b>	Pre-Test Experimental Group	.145	27	.154
	Post-Test Experimental Group	.087	27	.200
	Pre-Test Control Group	.144	27	.155
	Post-Test Control Group	.151	27	.118

Based on table above, showed there were a normality data in pre-test and post-test of experimental group, and control group. As the results, the significant of Kolmogorov-Smirnov > 0.05.

**Table 2 <Test of Homogeneity of Variance>**

		Levene Statistic	df 1	df 2	Sig.
<b>Hasil belajar siswa</b>	Based on Mean	1.041	1	52	.312
	Based on Median	1.010	1	52	.320
	Based on Median and with adjusted df	1.010	1	51.740	.320
	Based on trimmed mean	.959	1	52	.332

Based on the table above, we concluded that the significant of all the data of homogeneity above was > 0.05. It could be concluded that the variance of post-test experimental group and control group was same or homogeneity.

**b) The Statistical Analysis of Pre-test and Post-test in the Experimental Group Using Paired Sample T-Test**

Table 3 <Paired Samples Statistics>

Pair 1	Mean	N	Std. Deviation	Std. Error Mean
<b>Pre-Test Experimental Group</b>	43.015	27	9.2736	1.7847
<b>Post-Test Experimental Group</b>	82.737	27	5.3643	1.0323

Based on the above paired sample statistics, the experimental group had a pre-test mean of 43.015, a pre-test standard deviation of 9.2736, and a mean standard error of 1.7847. The post-test mean was 82.737, but the post-test standard deviation was 5.3643, and the mean standard error was 1.0323.

Table 4 <Paired Sample T-Test in Experimental Group>

Mean	Paired Differences			t	t	Df	Sig. (2-tailed)
	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper				

Pair 1	Pre-Test Experimental Group & Post-Test Experimental Group	-	10.41	2.0034	-	-	-	-	26	.000
		39.721			43.840	35.603	11.757	19.826		

Based on the paired sample t-test above, the experimental group had a pre-test and post-test mean of 39.721, a standard deviation of 10.41, a standard error of the mean of 2.0034, and a t-conserved of 19.826. The degrees of freedom were 26 and the significance (2-tailed) was 0.000. Then the significance (2-tailed) of 0.000 was lower than calculated at the significance level of 0.05, allowing the researcher to conclude that there was progress between the pre-test and the post-test in writing descriptive text who taught used greeting card media.

**c) The Statistical Analysis of Pre-test and Post-test in the Control Group**

Table 5 <Paired Samples Statistics>

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	59.82	27	11.001	2.117
	Posttest	78.97	27	3.744	.720

Based on the above paired sample statistics, the control group had a pre-test mean of 59.82, a pre-test standard deviation of 11.001, and a mean standard error of 2.117. The post-test mean was 78.97, but the post-test standard deviation was 3.744, and the mean standard error was 0.720.

Table 6 <Paired Samples Test in Control Group>

	Paired Differences	t	T	Sig. (2-tailed)	95% Confidence Interval of the Difference	
					Lower	Upper
Pair 1	Pre-Test Experimental Group & Post-Test Control Group	-19.149	92	.000	22.855	15.443
		11.757	10.621			

Based on the paired sample t-test above, the control group had a pre-test and post-test mean of 19.149, a standard deviation of 9.3682, a standard error of the mean of 1.8029, and a t-conserved of 10.621. The degrees of freedom were 26 and the significance (2-tailed) was 0.000. Then the significance (2-tailed) of 0.000 was lower than calculated at the significance level of 0.05, allowing the researcher to conclude that there was progress between the pre-test and the post-test in writing descriptive text who taught without greeting card media.

**d) The Difference Analysis of Students' Pre-test in the Experimental Group and Control Group**

Table 7 <Group Statistic Independent Samples T-Test of Students' Pre-Test>

<b>Levene's Test for Equality of Variances</b>		<b>T-Test for Equality of Means</b>								
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
<b>Result of Pre-Test</b>	Equal Variances Assumed	965	.331	6.070	52	.000	16.080	2.769	11.25	22.36
	Equal Variances Not Assumed			6,070	50.552	.000	16.080	2.769	11.24	22.36

Table showed the difference analysis of students' pre-test between experimental group and control group. The mean of experimental group pre-test score was 43.01, a standard deviation was 9.273, and standard error mean was 1.784. While the mean of control group pre-test score was 59.82, a standard deviation was 11.00, and standard error mean was 2.117.

Table 8 <Independent Samples T-Test of Students' Pre-Test>

<b>Group</b>	<b>Result of Pre-Test</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
<b>The Control Group</b>	1.00	27	49.82	11.00	2.117
<b>The Experimental Group</b>	2.00	27	43.01	9.273	1.784

The result of independent sample t-test table above, the degree of freedom was 52, the significant (2-tailed) value was 0.000, the t-count was 6.070, and the mean difference students between the experimental group and control group was 16.808 with standard error difference was 2.769.

**e) The Difference Analysis of Students' Post-test in the Experimental Group and Control Group**

Table 9 <Group Statistic Independent Samples T-test of Students' Post-Test Group Statistics>

<b>Group</b>	<b>Result of post-test</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
<b>Experimental Group</b>	1.00	27	85.13	4.167	.801
<b>Control group</b>	2.00	27	78.97	3.744	.720

Table showed the difference analysis of students' post-test between experimental group and control group. The mean of experimental group post-test score was 85.13, a standard deviation was 4.167, and standard error mean was 0.801. While the mean of control group post-test score was 78.97, a standard deviation was 3.744, and standard error mean was 0.720.

Table 10 <Independent Samples T-test of Students' Post-Test>

Levene's Test for Equality of Variances		t-test for Equality of Means								
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result of post test	Equal variances assumed	1.034	.314	5.712	52	.000	6.158	1.078	3.995	8.322
	Equal variances not assumed			5.712	51.412	.000	6.158	1.078	3.994	8.322

The result of independent sample t-test table above, the degree of freedom was 52, the significant (2-tailed) value was 0.000, the t-conserved was 5.712, and the mean difference students between the experimental group and control group was 6.158 with standard error difference was 1.078. The significant (2-tailed) value was  $0.000 < 0,005$ , which is there was a significant difference between the students taught used greeting card media and the students taught without used greeting card media. The difference between t-obtained and t-table with of 52 was  $5.721 > 2.007$ . The r-table obtained at level significant is 5.712, confirming that the experimental and control group post-test result for the student was significant.

From this explanation, this study finding revealed a considerable difference between the students taught used greeting card media and without used greeting card media. The result based on explanation above, the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

## Discussions

According to test results, students who were taught using Greeting Card Media significantly improve students writing skill in descriptive text who were not. A t-test analysis revealed a significant difference in the experimental group between before and after treatment. The experimental group's pre-test mean was 43.01, while the control group's pre-test mean was 59.82. The mean post-test in the control group was 78.75, whereas the mean post-test the experimental group was 85.13. We discovered that the mean post-test values for the experimental group were greater than the mean post-test values for the control group. The researcher's hypothesis (Ha) was accepted, while the null hypothesis (Ho) was rejected.

After calculating the gain point of each aspect in writing from the experimental group, the researcher classified the gain point of each aspect from the highest to the lowest, as follows:

1. The content aspect is an aspect with a very excellent gain point value because most students can think critically so that the content of their writing is quite good.
2. The vocabulary is the second aspect with a good score because most students can make attempts variety, good vocabulary, and parallel structures and concise.
3. The grammar aspect is the third aspect with a good score because most students use word order/function, articles, pronouns, prepositions appropriately.
4. The organization aspect is the fourth aspect with a fairly score because most students can express their ideas well and can arrange a logical sequence.
5. Mechanical aspect is the aspect with a very poor score because most students do not understand how to use punctuation correctly and they are still confused with paragraphs, so some of them do not write their writing in the form of paragraphs. This is because they underestimated simple things when the researcher shared knowledge about mechanics.

These results were supported by several theories related to students' writing skill in descriptive text using greeting card media. Ulfa et al stated that an image or photo can represent the shape of a person,

animal, building, and etc. In previous study, using card media such as greeting card can make it easier for students to observe objects or other objects that are far away and not reachable by the eye (Ulfa & et.al, 2018). According to Fita, F & Afifatus, S, a card of picture speaks more than a thousand words. Moreover, the main purpose of the appearance of these various types of images is to visualize the concept to be conveyed to students.

According to Arifin & Al Halim, the usage of card media in learning can boost students' motivation for learning and develop their object awareness (Arifin & Al Halim, 2021). Card media can make a student easy to describe. In writing a descriptive text, students had some problems, students had difficulty about what they should write a paragraph. With media cards depicting something objects, it will be easier for students to develop their writing into paragraph. There were several related studies previously whose findings shown writing skill in descriptive text and greeting card media.

Fita Faridah et al found that there was significance between card media and improve students' writing skill in descriptive text. In addition, Fitriyani et al also found that there was a significant between greeting card toward and students' writing skill. Ultimately, the findings in this study suggest that there is a significant between greeting card media and students' writing skill in descriptive text supported by previous theories and related research.

## Conclusion

Based on the statistical analysis, there was a significant difference between the experimental group's post-test score and control group's post-test score. This can be seen from the post-test mean score of the experimental group (85.13) which is higher than the post-test mean of the control group (78.75). Then, the independent sample t-test results state that the t-count (5.712) is higher than critical value of the t-table (2.007) and significant (2-tailed) of 0,000, lower than the calculation with a significant level of 0,005. These results mean that the alternative hypothesis (Ha) is accepted, while the null hypothesis (Ho) is rejected. It can be concluded that there is a significant difference between students who learned by using greeting card media and those who did not. That means the use of media card gave an effective development of students' writing skill.

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