

**THE INCREASING OF GREETING CARD WRITING SKILLS THROUGH  
GREETING CARDS PHOTO MAKER APPLICATION FOR THE VIII A GRADE  
STUDENTS IN SMP NEGERI 1 PLUMPANG**

**ACADEMIC YEAR 2016/2017**

Vera Khairun Nissa

e-mail:[vera37761@gmail.com](mailto:vera37761@gmail.com)

Mobile Number: 085866938196

**ABSTRACT**

Smooth review because it is repeated, smooth running because it is taken. This proverb is interesting to describe students' writing ability in English in general. Unaccustomed students to write, making writing activities always felt difficult by most students. The difficulties that students always complain about are due to limited vocabulary and a lack of understanding of grammar. This problem is also experienced by the writer when giving assignments to write one type of functional text, namely *Greeting Cards* (Greeting card). This can be seen from the results of students' writing which tended to only copy existing text, mistakes in using vocabulary, punctuation, writing text structures and most of all, namely grammatical errors. Given that *greeting cards* is a type of text that can most often be applied directly in everyday life because at any time there are incidents where students can directly give greeting cards, so the authors conducted research by simultaneously implementing one of the IT-based applications using *smartphones* which has now become more interesting to students than a book, ie *Greeting Cards Photo Maker*. Thus, the purpose of this research is to describe the improvement of writing skills *greeting card* through learning media *Greeting Cards Photo Maker* in class VIII A Semester II SMP Negeri 1 Plumpang, Plumpang District, Tuban Regency, 2016/2017 Academic Year. Through this research it is hoped that students will get new discourses to be able to take advantage of advances in information technology through *smartphones* them for positive things related to learning activities, such as writing *greeting card*. This research method is descriptive, with data collection through test and non-test instruments, observation sheets, field notes and documentation. While data analysis was carried out by analyzing the value of learning outcomes starting from the Pre-Cycle, Cycle I and Cycle II. From the results of the study showed an increase in the average value of the pre-cycle of 63.44 to 71.56 in Cycle I and to 83.75 in Cycle II. This is also shown in the graph of the increase in the percentage of classical mastery of students, namely 21.88 % in the pre-cycle, up to 46.88% in Cycle I, and to 93.75% in Cycle II, which means that classically, students have finish on the material

writing learning *greeting card*. So it can be concluded that the use of application learning media *Greeting Cards Photo Maker* can significantly improve writing skills *greeting card*.

*Keywords: writing skills, greeting cards, learning media, Greeting Cards Photo Maker application*

## A. INTRODUCTION

Competency standards for English subjects that must be mastered by junior high school students in aspects *listening, speaking, reading* and *writing* namely communicating orally and in writing using the appropriate variety of language fluently and accurately in the form of interactional discourse and/or monologue involving discourse in the form of *descriptive, narrative, recount, report, And procedure*. In addition, discourse is also taught in the form of functional texts of various types. In class VIII SMP, one type of functional text that is taught is shaped text *greeting card* (*greeting card*).

*Greeting Cards* (*Greeting Cards*) is one type of functional text which is one of the easiest to understand because the contents of the text in the greeting cards are usually written in a short, concise and direct way to the point. Several types *greeting card* including a happy birthday card (*birthday card*), greeting card (*congratulations card*), happy birthday greeting cards, wedding greeting cards, graduation greeting cards, and child birth greeting cards. Learning this type of text is always fun because at the end of learning, namely in the writing cycle, students will write one or several types *greeting card* addressed to fellow friends or other people. However, due to the lack of vocabulary and grammar from the students, sometimes even simple things can become complicated for them. As a result, most students choose to rewrite sentences that are already in textbooks or other sources. This is a special concern for researchers, namely the importance of correct writing on *greeting card*, because if there are vocabulary and grammatical errors used then this will be able to confuse the contents of the message to be conveyed so that the recipient of the greeting card can become confused and even unable to catch the message to be conveyed.

Another thing that prompted the authors to conduct this research was the length of time students usually needed to complete a task *greeting card* varied and interesting. Even though sometimes this assignment is given as homework that must be completed at home, most students will still not finish doing it when collection time arrives, so inevitably the teacher gives additional time for students to complete it. This is very time-consuming learning.

The final factor that motivated the authors to conduct this research was the increasingly advanced and sophisticated era of communication and technology, which indirectly had a major influence on everyone's lifestyle and communication, especially students. Giving congratulations is a habit that researchers feel will most often be applied in the daily lives of students, because in just one year, at least a student will give a happy birthday or holiday to relatives, friends, or others. In fact, because of the many types of speech that can be conveyed, then with the time constraints that the author has previously described, *short message service* (SMS), *whatsapp*, *blackberry messenger*, *Facebook*, *line*, and so forth.

Therefore, researchers are interested in using a learning media that can facilitate students in writing *greeting card*. As we know that there are many types of learning media. The researcher chose a category of multimedia learning media that takes advantage of advances in information and communication media, namely a new application that will make it easier for students to write a greeting card quickly, attractively, and creatively, namely through the Application. *Greeting Cards Photo Maker*. This application is an application that must be installed *downloads* first through the application *Playstore* on *smartphones*. In this application, several features are available that will make it easier for students to be able to write greeting cards quickly, interestingly and creatively, namely *Gallery*, *camera*, *crop*, *Frames*, *Stickers*, *Apply Changes*, *Effects*, *Text*, *Quotes*, *signature*, *Save*, *Saved Pictures*, *Wallpapers*, *Preview*, *Share*, *App Share*, *And Rate*. Of the many features available, students have many opportunities to be creative in writing a greeting card so that this activity is no longer a difficult activity and takes a long time to do.

Based on the things above, the title of this classroom action research is Improving Writing Skills *Greeting Card* through Application Learning Media *Greeting Cards Photo Maker* in Class VIII A Students of SMP Negeri 1 Plumpang for the 2016/2017 Academic Year.

## B. METHOD

In this study, researchers used the method *descriptive* namely "problem-solving procedures that are being investigated by describing the state of the subject or object in research which can be in the form of people, institutions, communities, and others that exist today based on the facts that appear or what they are to describe the research activities carried out on the object research clearly and

systematic || . Research by method *descriptive* This aims to describe a symptom or event that is happening at this time.

While this research design uses Classroom Action Research (PTK)/ *Classroom Action Research* (CAR) is a form of reflective study by the perpetrators of the action carried out to increase the rational stability of the actions they take, as well as improve the conditions in which the learning practices are carried out. This research is designed to improve and improve practical learning activities, namely Writing Skills Improvement *Greeting Cards* through application learning media *Greeting Cards Photo Maker*.

The research process is carried out through cycle stages, where each cycle consists of four stages, namely planning (*planning*), action (*acting*), observation (*observed*), reflection (*reflecting*). At the planning stage, the activity begins with formulating the issues to be raised in the research, compiling research instruments and preparing the Learning Implementation Plan (RPP), which is carried out in 2 meetings with an allocation of 2 x 40 minutes for each meeting in Cycle I and Cycle II. In addition, researchers also prepared learning materials and observation sheets for collaborators.

At the implementation stage, the researcher carried out a series of planned activities in accordance with the prepared lesson plan. The first meeting was used to convey learning material, while the second meeting was used for the application of learning media and assessment. At the observation stage, it was carried out to observe teacher and student activities during the learning process using an assessment instrument in the form of an observation sheet by a collaborator, namely a research colleague, an English teacher for class VIII SMP Negeri 1 Plumpang. Meanwhile, in the reflection stage - the last stage - the researcher collects data that has been obtained from the research instruments used, analyzes and then evaluates it. *greeting card* in Cycle II. The reflection stage in Cycle II is the last stage in which the researcher really hopes to be able to provide answers to the formulated problems. The results of the data analysis activities in Cycle II are expected to be able to provide the expected results, namely an increase in the value of student learning outcomes in writing *greeting card*, so that research does not need to be continued in Cycle III.

The subjects of this study were 32 class VIII A students of SMP Negeri 1 Plumpang, Plumpang District, Tuban Regency, 2016/2017 Academic Year, consisting of 12 male students and 20 female students. This subject was taken on the basis of the consideration that the subjects were students who were taught by researchers in carrying out teaching and learning assignments. In addition, most students in class VIII A also have low mastery of writing *greeting card*. And the most important thing is that this class has the most access to be able to receive learning using applications *Online Greeting Cards Photo Maker*, Because

allows almost all students to have *smartphone* that can be brought to school and can install this application. While the research was carried out in the second semester of the 2016/2017 school year for 3 months.

There are two kinds of instruments used in this study, namely test and non-test instruments. Test instruments are instruments in the form of student performance tests in the form of assignments where the results are in the form of writing learning outcomes *greeting card*. To find out the students' writing results, an assessment format sheet instrument is used which assesses the writing elements, namely *content* (contents), *vocabulary* (vocabulary) and *language use* (use of language/ grammar). While the non-test instruments consist of observation or observation sheets, questionnaires, field notes and documentation.

Data analysis was carried out through the process of selecting, simplifying, organizing data systematically and rationally according to the research objectives. After that it is described and interpreted in descriptive form (description) and conclusions are made. Basically data analysis is carried out through three stages, namely: 1. Data Exposure; 2. Data Processing; 3. Data Summarization. Data obtained from the instrument, namely from learning outcomes (writing assignments), from observations and from the results of questionnaires. At the data exposure stage, the researcher describes and looks at all the data that has been obtained as a whole. Furthermore, at the data processing stage, the researcher began to classify, calculate and provide an assessment of the data according to predetermined criteria. In the final stage, data collection,

### C. DISCUSSION AND RESULTS

The implementation of learning activities is carried out through predetermined learning stages as stated in the Learning Implementation Plan (RPP). The data obtained from Cycles I and II were then presented, processed and then concluded.

Based on the data obtained from Cycles I and II, in general and in outline the researcher can state that learning by using application learning media *Greeting Cards Photo Maker* can improve students' skills in terms of writing *greeting card*. This is clearly seen from the data on the increase in student scores, the number of students who have passed, the class average, and also the classical percentage.

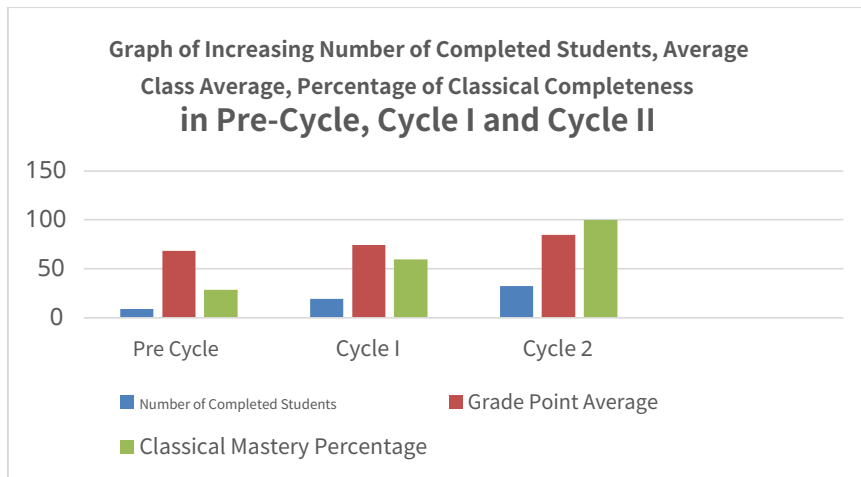
In addition, students also felt that at the end of learning in Cycle II, writing skills *greeting card* they have increased. If in pre-cycle activities, writing assignments *greeting card* on students is done on their notebooks, which takes quite a long time in the process of decorating greeting cards to make them look more attractive, then in carrying out actions using application learning media *Greeting Cards Photo Maker* In Cycles I and II, students were able to be more creative and in a not too long time they were able to complete their writing assignments well.

However, it turns out that not all students feel that writing *greeting card* with learning media *Greeting Cards Photo Maker* this is easy to do. This is due to the following reasons:

- a. Difficulty understanding the terms used in the features available on the menu in the application *Greeting Cards Photo Maker* for using English.
- b. Lack of various display frames available and can be selected.
- c. The length of loading time required to insert photos, as well as arrange photos in frames.
- d. Ads appear *on line* which suddenly often appears so that it interferes with student activities while writing.
- e. Expired student data packets used for sending assignments when *smartphone* they cannot connect to the available wi-fi.

With the existence of some of the problems mentioned above, researchers are trying to keep motivating students to be able to remain active in participating in learning activities by giving assignments in groups first before giving assignments individually. This is intended so that students become more familiar with and understand in advance the applications they will use for writing, as well as so that there is a peer tutoring learning process.

Thus, in Cycle II the increase in learning activities and learning outcomes was increasingly visible as seen at the end of the lesson which showed an increase in the graph of the number of students who completed, the class average grade, and the percentage of classical student completeness, as shown in the following graph:



The data in the tables and graphs above show an increase in the number of students who successfully complete, the class average score, and the number of classical percentages indicating that learning to write *greeting card* through application learning media *Greeting Cards Photo Maker* managed to experience a significant increase. This can be seen from the number of students who completed the assignment, which was originally only 7 people in the pre-action assignment, increased to 15 people in Cycle I and increased again to 30 people in Cycle II. This significant increase is due to the use of applications that are easy and fast to use to complete writing assignments *greeting card*, so that it greatly influenced the increase in the class average which was originally only 63.44 increased to 71.56 in Cycle I and 83.75 in Cycle II. This automatically shows an increase in the percentage of classical completeness which at the end of Cycle II reached 93.75%. The incompleteness of 2 students in the second cycle was due to student negligence in the results of student writing that still did not follow the structure of a writing *greeting card* correctly. Apart from that, these two students were caught not doing their writing assignments *greeting card* alone, but by asking for help from his friends because he didn't bring it *smartphone*, even though the teacher had allowed these two students to borrow a friend's property.

Meanwhile, the observed data is shown in the following table:

**a. STUDENT ACTIVITY**

No	Observed Aspects	Cycle I	Cycle II
1	Pay attention to the teacher's explanation	B	A
2	Actively participate in learning	B	A
3	Diligent doing learning assignments	B	A
4	Can work well together	C	B

5	There is good interaction between students	C	B
6	There is high motivation of student B to study		B

#### b. TEACHER ACTIVITIES

No	Observed Aspects	Cycle I	Cycle II
1	The teacher looks good in front of the class	A	A
2	Teachers motivate students well	B	B
3	Teacher convey learning objective	B	A
4	The teacher plans and delivers material well		A
5	Teacher use learning media	A	A
6	The teacher arranges assignments to students in groups and individually		A
7	The teacher controls class management	B	B
8	The teacher carries out assessments and evaluations		A

From the data above it can be seen that learning activities have also increased both from student activities and from teacher activities. This can be seen in the observational data which shows an increase in ratings from observers or collaborators, where from the number of ratings with a B score in Cycle I increased to the number of A scores in Cycle II. This shows that learning activities experience an increase in changes to better conditions.

Meanwhile, from the seven questions given on the observation sheet, it is known that all students have a good and positive impression of learning activities, because they like learning activities using application learning media. *Greeting Cards Photo Maker* which they think is interesting, fun, and makes it easy for them to write, so that almost all students feel they have no difficulty in using this application and can increase the value of learning outcomes. Although there are some students who find it difficult to use this application and feel they have not experienced an increase in skills



write *greeting card* them, but researchers can still conclude that learning media is an application *Greeting Cards Photo Maker*. This is useful for students to facilitate and improve writing skills *greeting card* they. This can be seen in the following table:

No Questions	Amount	Amount
	Response Positive	Response Negative
1. What do you think about learning to write <i>greeting card</i> by using the application <i>greeting cards photo maker</i> ?	32	0
2. Do you like learning 32 to write <i>greeting card</i> with application <i>greeting cards photo maker</i> ?	32	0
3. Do you think learning 32 with media <i>greeting cards photo maker</i> is it interesting and fun?	32	0
4. Do you think learning 32 with media <i>greeting cards photo maker</i> makes it easy for you to write <i>greeting card</i> ?	32	0
5. In your opinion, what are the advantages of learning to write answers <i>greeting card</i> with application <i>greeting cards photo maker</i> ?	Lots the advantages	0
6. In your opinion, what are the things that are lacking/difficulty in learning to write <i>greeting card</i> with application <i>毕业 毕业 模型照片 difficulty</i> any <i>maker</i> ?	23 answer over difficulty	9 answered experience difficulty
7. Do you think skill 29 is writing <i>greeting card</i> You experience improvement after using learning media <i>greeting cards photo maker</i> ?	29	3

The results of student writing in general can also be said to be getting better and seen to have improved a lot, although for some students there are still many shortcomings, especially in writing the names of recipients and senders who forgot not to include, choosing inappropriate vocabulary, and sentence structure (grammar) ) which is inaccurate. In Cycle I, the most common errors found in student writing were aspects *vocabulary* (vocabulary) and *language use* (language used). Errors in the vocabulary aspect are caused by a lack of students' knowledge of changing a certain type of word into another type of word, for example a noun *health* when changed to an adjective will change to *healthy*. While on the aspect *language use* (the language used), student errors are also caused by their lack of knowledge of how to compose or arrange words into meaningful sentences in accordance with proper grammatical rules. The following are examples of some errors in student work:



Based on the results of the student writing above, it can be seen that student errors have decreased, although there are still some errors in aspects *language use* (the language used) that is in the words that are underlined *got success* should *get success* because it shows hope for the future and not something that has been done in the past, *proud to you* should *proud of you*, *keep your talent* should *keep your talents* course without *the* and on words *can won* should *can win* Because *can* is *capital* which must always be followed by the first form of the verb. In addition, there are also double errors in aspects *language use* and *vocabulary* simultaneously that is in words *science olympiad* should *science Olympiad*, and also on the word *science* should be *science*.

These examples of students' writings generally represent the writings of other students, although in some students there are still many shortcomings, especially in writing the recipient's and sender's names, choosing inappropriate vocabulary, and inappropriate sentence structure (grammar). . Errors in the vocabulary aspect were caused by a lack of students' knowledge of changing a certain type of word into another type of word. While on the aspect *language use* (language used), student errors are also caused by their lack of knowledge

on how to compose or assemble words into meaningful sentences according to the rules of proper grammar.

To overcome these problems, the researcher conducted a discussion on the results of student writing in Cycle I which were inappropriate and inappropriate at the beginning of learning activities in Cycle II. Discussion of errors in student writing is the most important activity for explaining, providing corrections, increasing students' knowledge and insights about the prevalence of vocabulary use, text structure, and grammar. As a result, in Cycle II, the mistakes made by students seemed to decrease and it can be said that the implementation of the actions in Cycle II had a significant effect on improving students' writing outcomes. So, at the end of Cycle II it can be concluded that on aspects *content* (text content), *vocabulary* (vocabulary), and *language use* (the language used) is basically good because there are almost no fatal mistakes made by students. On the aspect *content* (content of writing) it can be seen that the communicative purpose of the text has been conveyed clearly and well, also on the characteristics of the text, although some still write the sender's and recipient's names at the bottom of everything and the sender's name precedes the recipient's name. On the aspect *vocabulary* (vocabulary), vocabulary selection is more appropriate for use, vocabulary mastery also looks richer and more diverse. The same goes for aspects *language use* (the language used), it has been seen that the use of good grammar is in accordance with grammar. This is as seen in the following student writing results:



Based on the observed data, it appears that student activity and teacher activity have also increased. This shows that the learning process is more conducive and enjoyable. If in Cycle I, student activities related to activeness, collaboration and interaction between students were still lacking, this was no longer seen in Cycle II. Most of the male students who usually prefer to depend on other friends, become more active because of writing *greeting card* with application *Greeting Cards Photo Maker* this motivates them to be active and creative to try and create interesting writing results. It shows that all

learning process by using application learning media *Greeting Cards Photo Maker* has been implemented properly. This also shows that with the use of learning media, teachers will indirectly improve themselves actively and creatively to improve performance in preparing, carrying out the learning process and carrying out evaluations and follow-up.

Meanwhile, based on the results of the questionnaires distributed to students, it is known that most students give a positive assessment of the overall use of application learning media *Greeting Cards Photo Maker*. This can be seen from the results of student assessments which show that most students respond positively to the learning activities they have participated in using application learning media *Greeting Cards Photo Maker*. They like this application, feel that this application is interesting, fun, has many advantages and can facilitate and improve their writing skills *greeting card*.

From the results of the research analysis above and based on a series of actions that have been taken, researchers can draw conclusions about some of the weaknesses and strengths of using application learning media *Greeting Cards Photo Maker* as follows:

1. Weaknesses in using the application *Greeting Cards Photo Maker*:

- It is not possible for students to create their own frames because the choice of frames is already available.
- The available frames are less diverse and less numerous.
- The available frames are too small or narrow so that the insertion of photos, drawings, or text, etc. becomes less free to place them.
- Choosing a typeface that is too small and too varied will make the writing unclear and difficult or illegible because the frames are too small and narrow.
- Demands patience and thoroughness of students when they want to insert and organize pictures and writing.

2. Pros of using the *Greeting Cards Photo Maker* application:

- Can be installed quickly and easily via *Playstore*.
- Provides many menus that make it easier for students to create greeting cards.

- Provides many delivery applications to make it easier for users when they want to send *greeting cards*.
- It doesn't take long to create a greeting card (efficient in time and effort).
- Can be worked on *offline*.
- Provide opportunities for students to be more active and creative in making greeting cards by combining several available menu features.
- Increase students' knowledge and mastery of IT.

#### D. CONCLUSIONS AND SUGGESTIONS

From the existing research data and discussion results, it can be concluded that the use of application learning media *Greeting Cards Photo Maker* can improve writing skills *greeting card* on students. This can be seen from the learning outcomes of students who have increased from the pre-cycle, Cycle I to Cycle II, which is seen in the increase in student writing outcomes which include aspects *content* (text content), *vocabulary* (vocabulary), and *language use* (language used) in accordance with the assessment criteria. The observation results show that in the learning process teacher activities and student activities also experience a lot of improvement in each aspect of the assessment which indicates a positive influence on learning activities. Likewise based on the results of the questionnaire, it is also known that most students also give positive assessments or impressions of learning to write using learning media *Greeting Cards Photo Maker*. This can be seen in the students' answers to the questionnaire given after the implementation of Cycle II, where most of them gave positive responses, which means that students have a positive impression of the learning they have participated in.

Based on the conclusions above, the researcher suggests:

1. For English teachers who want to improve students' writing skills, especially functional texts *greeting card* or other material that has almost the same characteristics, it is advisable to apply this research in the learning process.
2. For the Principal, it is hoped that being able to facilitate teachers with facilities and infrastructure can encourage and motivate teachers to continue to innovate and be creative in using various kinds of learning media, especially those based on IT to improve the quality of learning processes and outcomes.

3. For other researchers, it is hoped that they can use the results of this study as reference material in conducting other relevant research, and can further develop the results of this research on aspects of language and/or language skills with other materials.

## BIBLIOGRAPHY

Department of Education and Culture. 1995. *Indonesia Dictionary*. Jakarta: Public Housing Balai Pustaka.

Djuharie, Otong Setiawan. 2007. *Genre is equipped with 700 Comprehension Test Questions*. Bandung: CV. Yrama Widya.

Tarigan, Henry Guntur. 1992. *Writing as One of Language Skills*. Bandung: Space.

Teacher Certification Committee (PSG) Rayon 114 Surabaya State University. *English Teacher Professional Education and Training Materials (PLPG)*. Surabaya: State University of Surabaya.

Falahuddin, Ivan. 2014. *Widyaiswara Circle Journal*(www.juliwi.com). Issue 1. Number 4. [http://juliwi.com/published/E0104/Paper0104\\_104-117.pdf](http://juliwi.com/published/E0104/Paper0104_104-117.pdf). 13 February 2016 .

<http://kurniaoktafrima.blogspot.co.id/2013/03/pengertian-purpose-untung-dan-fungsi.html>. *Understanding Media, Purpose and Benefits of Learning Media*. Accessed 7 February 2017

<http://wawan-junaidi.blogspot.com/2011/11/pengertian-menulis.html>. *Definition of Writing*. Accessed November 27, 2014.

<http://www.berbahasainggris.com/2016/12/pengertian-greeting-card-exemplary-translation.html>. *Definition of Greeting Cards*. Accessed 7 February 2017.

<http://www.asikbelajar.com/2012/10/Type-Type-media-Pembelajar.html>. *Types Instructional Media*. Accessed 5 February 2017.