

THE EFFECT OF PLAYING CARD TECHNIQUE TOWARDS STUDENTS' ENGLISH WRITING SKILL

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Abstract

The object of this research is to discuss students' English writing skills by using playing cards technique. This research was conducted at SMK Nur Hasanah 2 Medan. Research consisting of two classes. In the sample, the researcher chose class X-1 which consisted of 20 students as the experimental group and class X-2 which consisted of 20 students as the control group. The total is 40 students. During this study, the researcher has discovered the importance of the effect of which effect in the experimental class using playing cards technique. Students have obtained good grades, but in the control class students get low grades. In this study, the results showed that the experimental group's average was better than the control group's average. $M_x = 16$ while $M_y = 12$ where t (impact) = 1.801. After the data is analyzed, it turns out that the alternative hypothesis or H_a is accepted. From these data it can be concluded that there is an influence on the importance of students' English writing skills by using playing cards technique. In the teaching process, especially in the students' English writing skills.

Keywords: *Playing Card Techniques, English Writing Skills*

Abstrak

Objek dalam penelitian ini membahas tentang keterampilan menulis bahasa inggris siswa dengan menggunakan teknik bermain kartu. Penelitian ini dilakukan di SMK Nur Hasanah 2 Medan. Penelitian yang terdiri dari dua kelas. Di dalam sampel, peneliti memilih kelas X-1 yang terdiri dari 20 siswa sebagai kelompok eksperimen dan kelas X-2 yang terdiri dari 20 siswa sebagai kelompok kontrol. Total seluruh adalah 40 siswa. Selama kajian ini, peneliti telah menemukan pentingnya pengaruh dampak yang mana di dalam kelas eksperimen dengan menggunakan teknik bermain kartu. Siswa telah memperoleh nilai baik, tetapi di dalam kelas kontrol siswa memperoleh nilai yang rendah. Di dalam kajian ini, hasil menunjukkan bahwa rata-rata kelompok eksperimen lebih baik daripada rata-rata kelompok kontrol. $M_x = 16$ sedangkan $M_y = 12$ yang mana t (dampak) = 1.801. Setelah data di analisis ternyata hypotesis alternatif atau H_a diterima. Data tersebut dapat disimpulkan bahwa adanya pengaruh pentingnya keterampilan menulis bahasa inggris siswa dengan menggunakan teknik bermain kartu. Di dalam proses pengajaran,

khususnya di dalam keterampilan menulis bahasa inggris siswa.

Kata kunci: Teknik Bermain Kartu, Keterampilan Menulis Bahasa Inggris

1 Introduction

Writing is one of the important skills in learning English. Generally, writing is used to express ideas, feeling, and thought. Writing can be used as a communication tool to others without being face to face. Writing is a form of language communication (verbal) that uses written symbols as a medium. As a variety of communication, there are at least four elements involved in writing. The four elements are: (1) the writer as the delivery of the message, (2) the message or something conveyed by the author, (3) the channel or medium in the form of written language symbols such as a series of letters or sentences and punctuation marks, and (4) the recipient of the message. Namely the reader, as the recipient of the message conveyed by the author. Siti Anisatun (2018: 93) states that "Writing is a process, namely the process of pouring ideas or ideas into written language which in practice the writing process is realized in several stages which form a more complete system". Then according to Sudarwan Danim in the journal Qodarah (2017: 75) states that "Writing is one side of language skills, because of its nature, continuous practice is a requirement. Writers must have a lot of experience and vocabulary."

When the researcher observed, these facts were caused by several problems, namely lack of motivation in writing, very low knowledge of words, lack of writing practice, uncontrolled structure, lack of school or frequent absences, inadequate facilities, and monotone technique in teaching writing. English teachers only focus on translating grammatical forms, memorizing vocabulary, learning rules, and studying conjunctions. For example, an English teacher writes on the blackboard a sentence in the Past Tense and then asks students to translate it. These cases make students feel bored in writing because they do not get progress. Therefore, they just stayed silent and waited for all the information from the teacher. This problem still persists today. Actually, it will cause serious problems in student learning outcomes and also the teaching and learning process. Based on the explanation above, it is the responsibility of the English teacher to solve the problem. An English teacher must find other ways to improve students' writing skills.

One way is to use various techniques in the classroom. According to Budiningsih in Jamil Suprihatiningrum (2014: 15) "Learning is a process of knowledge formation, in which students actively carry out activities, actively think, organize concepts, and give meaning to what is being studied in the classroom." The classroom atmosphere is boring when students listen and see the teacher teaching using the same style or technique so that there is only no variation in the classroom.

Therefore, researchers are interested in conducting research in students' writing skill with the title The Effect of Playing Card Technique Towards Students' English Writing Skill

In this study, the problems are formulated in the form of question, they are:
"Does Playing Card Technique significantly give the effect for students' English writing skill?"

2 Review of Related Literature

Writing is very important for student, Patel & Jain (2008:125) stated that "Writing is a

skill which must be taught and practised. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students'expression at higher. Students have to master writing skills because most of academictask are done in written form. For example, when they have to write a paper or report for certain purposes or activity. During theiryears in school or college and when they enter a profession after they graduate, they will have to continuous to write. Through the writing activity, we could see the student's ability in structure, grammar, punctuation, spelling and their mastery on vocabulary.

Language writing skills are composed of the terms skills and writing. The term skill is formed from the basic word "skilled". The definition of skills according to Muhibbin Syah (2010: 117) are activities related to the nerves and muscles that are usually seen in physical activities such as writing, typing, sports, and so on and in these skills require careful coordination of movements and high awareness. So, skill is a person's ability or skill in carrying out a physical activity. So, writing is a person's activity in conveying messages through language in the form of graphic symbols so that they can be reached by others.

Overall, writing skills are one of the language skills. Henry Guntur Tarigan (2008: 3) explains that "writing skills are language skills that are used to communicate indirectly, not face-to-face with other people." Understanding writing skills according to Solchan, et al. (2011: 1.33) is a skill or ability to convey messages to other parties in writing. This ability is not only related to students' skills in compiling and writing written symbols, but also expressing thoughts, opinions, attitudes and feelings clearly and systematically so that they can be understood by those who receive them.

In line with this opinion, Kundharu Saddhono and Y. Slamet (2012: 112) argue that writing skills are a person's ability to compose an article based on facts that are clarified by the reader through language and in accordance with Indonesian language rules.

So, writing skill is an ability or someone in adding ideas or ideas systematically through language that is in accordance with the correct Indonesian language rules.

3 Methodof The Research

This research was conducted using quantitative descriptive research. This research was conducted by collecting data and scoring the answers. It will describe students' ability to write English using playing cards technique. In accordance with the title, problems, objectives, and hypotheses, this type of research is evaluation. It is called evaluation because research as a contribution for students to know English ability is writing.

In this study the researcher wanted to know the effect of playing cards technique on students' writing ability class X at SMK Swasta Nur Hasanah 2 Medan. The population of this study were all classes of SMK Swasta Nur Hasanah 2 Medan. The samples are class X-1 and X-2 with a control group and an experimental group.

Data obtained by giving tests to respondents. The test items are arranged in such a way that aspects of knowledge and understanding can be achieved, students are required to understand what these words mean. Students are given some instructions on the research tests that will be collected and the researcher will look for the average of the test results.

4 Result and Discussion

Based on the table above, it showed the different score between pre-test and post test control group and experimental group. The calculation of the mean (Mx) of the sum of deviation ($\sum d$) of experimental group based on the table above, total different scores between pre-test and post-test of experimental group is 313 and mean score is 16. While the calculation of mean score of control group is 12 and total different scores between pre-test and post-test of control group is 235.

The data analysis was performed by calculating the test results. It aims to determine the significant differences between teaching to motivate students' writing skills with the application of playing cards techniques. From the data analyzed above, the authors analyzed the data using the t-test to improve the hypothesis. There is a significant difference between the results of the pre-test and post-test, especially in the results of students' scores on writing activities. From the significant difference between the results of the pre-test and post-test, especially those related to writing activities, it is clear that the port students' English competence, especially writing activities, increases significantly by applying playing cards techniques. The writer noticed that initially the students had to adapt themselves to write in English. At this stage of the tome, they need more time to think and write ideas. However, after about three meetings the students were able to adjust.

In the experimental group, teaching by applying playing cards techniques allowed students to learn, not only studying grammar patterns, language structures, creativity, activeness in playing cards but also how students' writing abilities. By applying playing cards techniques, students can be improved in real communication to encourage language learning. In using a communicative approach in class, students use language through the media. Communicative activity is one of the media that can be used by teachers. As a result, in the post-test, there was a greater difference in students' writing activity in the experimental group compared to the control group. In the control group, students only used traditional methods. In using traditional teaching methods, the teacher does not bring students to the learning process, especially the writing learning process which involves students to do, react, live and experience actual situations and react to various aspects of these situations. In the traditional teaching method, students only write when the teacher asks them to write a paragraph or when they answer the teacher's question. There is no place for students to engage in real communication to promote language learning. Using a communicative approach also enables natural learning, where learning takes place within the learner and creates a context that supports learning. Communicative activities support individuals in this learning effort. In the experimental group, almost all students experienced an increase in post-test scores compared to pre-test. However, even though almost all students in the experimental group scored higher on the post-test than the pre-test. Their writing activity score is quite high. Students in the control group cannot develop their writing skills because students cannot use the language they know to convey meaning as effectively as possible and furthermore students cannot pay greater attention to the social context in which interactions occur, so students cannot apply card playing techniques.

5 Conclusions

From the discussion in the previous chapter and after conducting data analysis, it was concluded that there was a significant influence in the application of playing cards techniques to students' writing skills. The results showed that the t (effect) value was 1801. Thus the

influence of the application of playing card techniques had a significant effect on student achievement in writing skills.

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