

# Teaching Writing Using Seasonal Greeting Cards

Mai Dwi Tristanthi<sup>1</sup>, Sulistyaningsih<sup>2</sup>, Yuliyanto Sabat<sup>3</sup>

STKIP PGRI Sidoarjo

[maitristanthi@gmail.com](mailto:maitristanthi@gmail.com)

## ABSTRACT

This research purposed to describe how the teacher teaches writing using seasonal greeting cards in the class, to describe how the progress of the students' writing ability when they make seasonal greeting card. This study used descriptive qualitative method. The data were taken from the tenth grades students with 25 number of students. The data collecting technique used observation field note and students' task in making cards. From the result of observation, the writer could say that teaching writing using seasonal greeting card : First, can be implemented using some steps, they are 1) giving definition of seasonal greeting cards, 2) giving generic structure of seasonal greeting cards, 3) giving examples of seasonal greeting cards, 4) giving assignment. Second, the teacher giving assignment to the students to make seasonal greeting cards. The result were good, all the students were able to make seasonal greeting cards with criteria good: 68%, fair: 16%, and poor: 16% and they felt enthusiastic.

*Key words: Teaching writing, Seasonal Greeting Cards.*

## ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan bagaimana guru mengajar menulis menggunakan Seasonal Greeting Cards di dalam kelas, untuk mendeskripsikan bagaimana kegiatan menulis siswa ketika mereka membuat seasonal greeting cards. Penelitian ini menggunakan metode deskriptif kualitatif. Data penelitian di ambil dari siswa kelas X yang berjumlah 25 siswa. Teknik pengumpulan data menggunakan catatan observasi lapangan dan tugas siswa dalam membuat seasonal greeting cards. Hasil dari observasi, penulis mengungkapkan bahwa mengajar menulis menggunakan seasonal greeting cards: Pertama, guru menerapkan dengan menggunakan beberapa langkah, yaitu 1) memberikan penjelasan tentang seasonal greeting cards, 2) memberikan struktur penulisan dari seasonal greeting cards, 3) memberikan contoh-contoh dari seasonal greeting cards, 4) memberikan tugas. Kedua, guru memberikan tugas kepada siswa untuk membuat seasonal greeting cards. Hasilnya adalah baik, semua siswa dapat membuat seasonal greeting cards dengan kriteria baik: 68%, cukup: 16%, dan jelek: 16% dan mereka merasa antusias.

*Kata kunci: Mengajar menulis, Seasonal Greeting Cards.*

## Introduction

Writing, as one of the English skills is important to be improved particularly in academic life. When students' writing skill is improved, students will be able to perform specific writing assignments, for example, essay question on an examination and writing a paper. In addition, writing skill is required when students are given a free choice of topic and they should write about something that students are interested in. Moreover, good writing skill is useful not only for academic life but also for daily life or social life like in business aspect. Writing skill can help people write letter or application letter and even can create jobs.

In this modern life, people can get money from doing their writing, for example, a journalist, novelist or script writer.

Although students of senior high school need to have good writing skill, they find it difficult to improve their writing skill because of many reasons. First, writing is considered as complex skill because writing deals with the mixture of idea, vocabulary, and also grammar. (Heaton, 1975: 138) stated, "writing skill is more complex and difficult to teach, require, and master not only grammatical and rhetorical devices but also conceptual and judgment because of the difficulties of writing". Second, students find it difficult to write because they do not understand in arranging the words in order to form a good sentence and creating sentences into a good paragraph. Teacher usually assigns the students to read provided text and to do the task without stimulating students to produce their own text. In short, students have not become accustomed to writing a story, so teacher needs to improve the students writing ability by using any kind of methods and media which can improve students interest in writing.

Teaching writing with appropriate media is crucial to make the writing class becomes more effective, interesting, and enjoyable for the students. Students are unlikely to be very successful at learning unless they enjoy the process. Teacher should apply appropriate techniques in teaching writing in order to make students enjoy the writing process; one of them is teaching writing through seasonal greeting cards.

Seasonal greeting cards are an illustrated piece of card or high quality paper featuring an expression of friendship or other sentiment. Although greeting cards are usually given on special occasions such as birthdays, Christmas or other holidays, such as Halloween, they are also sent to convey thanks or express other feelings. This study explains about teaching seasonal greeting cards because the students are already confused and feel difficult to make greeting cards.

From the explanation, it can be concluded there are two main focus of this research; first, How is the implementation of teaching writing using seasonal greeting cards to the tenth grade students. Second, How are the students' ability in writing seasonal greeting cards based on generic structure. The purpose of this research can be formulated as follows:

- a. To describe the implementation of teaching writing using seasonal greeting cards to the tenth grade students.
- b. To describe students' ability in writing the generic structure of Seasonal Greeting cards.

## Method

The writer used descriptive qualitative design to obtain the information of students in teaching writing using seasonal greeting cards. This information became an indicator of teaching writing. In this case, observed the implementation of teaching technique by field note of observation, interview to the teacher, and students' task. The subject of the study in this research was the tenth grades students and English teachers.

The source data of the study would be taken from the result of observation the teacher in teaching writing using seasonal greeting cards in the class and the score result student's task in writing class. The data from the student's card would be analyzed according to three criteria ; content, grammar and vocabulary.

Research instrument is a tool or facility used by the researcher in collecting data to make easier work and better result (Arikunto, 2006: 160). Data collection could be taken from field note of observation, interview, and students' task and score of tasks.

### a. Field note of observation

As cited by Putra in his thesis from Susanto (2008), "There are two kinds of observations; they are participant observation and non-participant observation. Participant observation means that the observer becomes a part of the situation being observed. On the other hand, non-participant observation means that the observer is not directly involved in the situation being observed". For the observation, the writer choose to use non-participant observation, where the writer observed the activity along the teaching learning process without any direct interaction with the process. While doing the observation, the writer made some notes on field notes and taken some pictures as the documentation that would be shown to support the data gained.

### b. Interview for teacher

(McMillan, 1995) states that interview is a form of data collection in which questions are asked and the subject's responses are recorded. In this research, structured interview used to support the data and only interview the teacher about the teaching procedure in the class.

### c. Students' Task

Students' task used to get the students' writing. In each meeting, the students are asked to make seasonal greeting cards based on the examples which are given by the teacher. From the students' compositions, the writer can obtain the data in the form of students' score.

## **Result**

The teacher conveyed material to be discussed by using slides. But, the students did not pay attention to the teacher who explained in front of the class. The teacher explained what is seasonal greeting cards and generic structure of seasonal greeting cards. Then the teacher asked about the definition to the student to get response from them.

The teacher explained the generic structure of seasonal greeting cards are heading, greeting or salutation, body, closing, signature with the example after the students really understood. In the second meeting the teacher entered the class and prepared of teaching instruments. Then, the teacher reviewed the materials on the previous meeting by asking questions to students about definition and generic structures of seasonal greeting cards. They gave good answer and enthusiastic. The teacher gave exercise to the students to made seasonal greeting card. Each other student just made one card. The teacher gave 30 minutes to finish their assignment. The teacher also said that the students could decorate the card, also could give pictures and other decoration to make it look more interesting. When they were writing, the situation of the class became so quite. At the day, the students felt more enjoy able to do their assignment. They opened the dictionary to find the meaning of words and they finished individually.

The result of the Teacher interviews were teaching writing using seasonal greeting cards were very suitable to teach writing, because the Students Responds were very good and all of the students were very interesting in teaching writing using seasonal greeting cards.

## **Discussion**

In the first meeting, the writer found that the implementation of teaching writing using seasonal greeting cards were interesting for the students. The students were enthusiastically when the teacher asked about definition and generic structure of seasonal greeting cards. Although they were using bahasa, their answers were variety based on their knowledge. So, the students enjoyed the teaching writing activity in the class. When the students were indentifying the examples of cards , they made mistakes in generic structure, then they got some difficult to make correct sentences. Next, the teacher was giving some examples and explained again, the students could identifying the generic structure of seasonal greeting cards.

In the second meeting, the implementation of teaching writing using seasonal greeting cards was running well because the students focused on pictures. The class situation was very quite when the teacher gave the students assignment. Some of students very interested with that task, and there were still confused to make sentences. For those case, the teacher was patient to guide the students to write English well and she always correct their mistakes in writing.

Based on the interview had gotten by the writer. The result of interview was good. The teacher said that Teaching Writing by Using Seasonal Greeting Cards was effective for teaching writing because the students more interested and felt fun to write English.

To answer the question of how are the students' ability in writing seasonal greeting cards based on generic structure, the writer did an observation of the students' task in 2<sup>rd</sup> meeting. When the teacher took the students' task scores, the writer was observing their writing by their content, grammar, and vocabulary.

The writer and the teacher conclude that the students lack of grammar and vocabulary. The result of the students' task score of teaching writing using seasonal greeting cards was encouraged the students to be active in writing although they lack vocabulary and grammar. But the content is good, they could write with suitable generic structure. Writing seasonal greeting cards made the students confident when they were writing in English. By writing activities through seasonal greeting cards, the students were able to practice their written in English well.

#### The Results of Students' Task scores based on content

No.	Nama Siswa	ASPEK PENILAIAN DARI CONTENT				
		Unacceptable	Poor	Fair	Good	Excellent
Total			4	4	17	
Total %			16%	16%	68%	

Based on the result of content above, the writer made presentage that the students who get "GOOD" were 68% , get "FAIR" were 16% and get "POOR" were 16%. From the result, almost of the students were like English lesson although the could not write English well and they felt difficulty to learn English. Seasonal Greeting Cards for writing was interested topic for the students, it made the students feeling fun to write English.

## Conclusion

The implementation of teaching writing using seasonal greeting cards was running well. At the first time, the teacher gave explanation about seasonal greeting cards. Next, the teacher gave some pictures and examples about seasonal greeting cards. Second, the teacher asked the students about definition of seasonal greeting cards. They answered enthusiastically by their own words without worried about their vocabulary and structures mistakes. Next, the teacher gave generic structure of seasonal greeting cards are heading, greeting or salutation, body, closing, and signature. All of the students gave nice attention to the teacher. The last, the teacher gave assignment to the students to make seasonal greeting cards and asked to the students for collecting their task and she gave feedbacks. All of the students directly understood and finished their tasks. Based on the students' task. The students felt interesting and feeling fun when they were finishing their task. The students enjoyed their writing for make seasonal greeting card. Teaching writing using seasonal greeting card was encouraged the students to be active in teaching learning process. By writing activities through card, the students were able to practice their written in English well. Based on the content of seasonal greeting cards there was 68% of the students who get "GOOD". It means the students understood about the generic structure of seasonal greeting cards and could make the students enthusiastic and enjoy to learn English, especially in writing. The students were interested to write English by their own words.

From the result of observation, the writer said that teaching writing using *seasonal greeting cards* could make them easily and feeling fun to write without being afraid, anxious and worried can not to express the idea. Based on the student's task to make card, the writer could say that the students enjoyed and interested their card about seasonal greeting cards. Based on the students' responses, it could be said that the teaching speaking using dialogue for describing mother in the class was enthusiastic and was fun.

## References

- Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Azhar, Susanto. (2008). *Sistem Informasi Akuntansi*. Bandung: Lingga Jaya.
- Heaton, J. B. (1975). *Writing English Language Test*. London: Longman.
- McMillan, H. J. (1995). *Education Research: Fundamental for the Consumers*. New York: Harpin Collins Publiser.