AN ANALYSIS OF THE EIGHTH GRADE STUDENTS' ABILITY IN WRITING A GREETING CARD AT MTsN MODEL PADANG

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ABSTRACT

The purpose of this study was to analyze the students' ability at MTsN Model Padang in writing Greeting card. The population of this research was the second grade students of MTsN Model Padang. The numbers of population members were 433 students. They were divided into twelve classes.The researcher used cluster random sampling technique to get sample of this thesis, the students are homogeneous. The researcher took three classes of twelve classes. The sample members were 109 students consisting of VIII 9, VIII 10 and VIII 11 classes. The data of this study were students' ability in greeting card. Before the researcher gave writing test to the sample, the test was tried out. To know the reliability of the test the researcher used inter-rater technique, to minimize subjectivity in giving score and too see the validity of the test the researcher look at curriculum at the MTsN Model Padang. Based on findings that have already discussed previously, it could be concluded that the ability of the second grade students of MTsN Model Padang was moderate. The researcher suggests the students to practice their writing especially in greeting card to. If they practice more, they will have good writing ability. To the English teachers, the researcher suggests to give more exercises for students related to writing greeting card.

Keyword : Greeting Card

Introduction

English is an international language and also an important subject in Indonesian education. Most of the Indonesian students have gotten English lesson, from elementary level until University level. Students have to master English orally and in written form.

There are four skills in English: listening, speaking, reading, and writing. Reading and listening are categorized as receptive skills, while writing and speaking are classified as productive skills. As receptive skills, the students do not need to produce language, they receive and understand it. For example in listening and reading, the students only need to understand them. While as productive skills, speaking and writing should have language production. For example, in

speaking students produce spoken language through various activities like retelling, describing, debate, etc. in writing students produce written production through writing activities like writing report, recount, letter,etc. (Wikipedia,2012)

Writing is the one of the four language skills and it is the most important process in learning English. It cannot be separated with every learning process experienced by the students as long as they are still in educational process. Hasibuan (2007:127) states that writing is both process and a product. We learn to write by writing. Moreover, Kate (2012:2) also says that no one's born knowing how to write-but it is a skill that most people can learn, and the more you do it, the easier it becomes. It is also stressed by Simon (2003:8) that good writing does not happen overnight. It involves a process. As a one of the important skills process, writing allows the students to master every category that can give good influence to their writing ability in each level education.

In writing, the writer must pay attention to grammar, vocabulary, spelling, mechanic organization of writing, therefore, purpose that is described will be clear for the reader (Marzillaturrahnah2000:9).

As settled in curriculum junior high school (KTSP / Curriculum unit level education), especially at MTsN Model Padang, where the researcher did an observation, the students have to be able to write kind of text. The types of the text which are thought to the eighth grade students are functional text and monolog text. Functional text deals with greeting card, invitation card, short message, and monolog text deal with recount, descriptive, narrative, etc. Meanwhile, greeting card is taught to the second grade students, so the second grade students of junior high school have knowledge about greeting card.

According to the researcher's informal interview to the teacher on the eighth grade at MTsN Model Padang, students did not understand enough in write greeting card. It is proved by the fact that most of the students still make mistake in writing greeting card. It can be seen when the students showed the result of their exercise to the researcher. They had some mistakes in organizing idea, lack of vocabulary, and language use.

Based on the fact above, the researcher is interest in doing research on analysis on eighth grade students' ability on writing greeting card at MTsN Model Padang

In learning English, there are four integrated skills that students should learn,

they are listening, speaking, reading, and writing. Among of them, writing is the most difficult skill because we think what we feel, express ideas in our mind that use to communicate. Writing is an essential form of communication that is used to communicate indirectly.

As settled in curriculum junior high school (KTSP) students have to able to write kind of text. The types of the text which are thought to the eight grade students are short functional text and monolog text.

Short Functional text is a text that has particular meaning and purpose and can be used in our daily life. It may be in the form of announcement, notice, invitation card, greeting card, etc.

A greeting card is an illustrated folded card featuring an expression of friendship or other sentiment. In writing greeting card, the content must be relevant to the topic. In writing greeting card there are some topics that we discuss; birthday, mother day, get married, get a new job. Valentine,eidmubarok etc.(http://dewaadivanwinata.wrdpress.com)

In writing greeting card students have to understand with component of greeting card includes address, content and sender. Language features in writing greeting card, includes simple future tense, past perfect continuous and action verbs.

Appropriate words deals with choosing of word or vocabulary. Mechanics includes punctuation, capitalization and spelling.

The general purpose of this researchwas to describe theeighth grade students' ability in writing greeting card at MTsN Model Padang. In addition, the specific purposes of this research were as follows:

1. To describe the eighth grade students' ability at MTsn Model Padang in writing greeting card generally.
2. To describe the eighth grade students' ability at MTsn Model Padang in writing organized idea of greeting card (address, content and sender)
3. To describe the eighth grade students' ability to use language features (simple future tense, past perfect continuous, action verb and adjective) of greeting card at atMTsN Model Padang.
4. To describe the eighth grade students' ability in using appropriate words (vocabulary) in writing greeting card at MTsN Model Padang.
5. To describe the eighth grade students' ability in using mechanics (punctuation, spelling and capitalization) in

writing greeting card at MTsN Model Padang.

The research used descriptive method to describe the student ability of the eighth grade at junior high school in writing descriptive. Gay (1987:10) expresses that a descriptive research involves collecting data in order to test hypothesis or answer question concerning the current status of study. It means that research design used to describe and collecting data in order to answer the questions concerning that occur in the community as a subject of study.

In this case, the researcher conducted this research to describe students' ability in writing greeting card.

The population of this research was the eighth grade students of MTsN Model Padang. The researcher chose them, because they learned about greeting card. All of the students were treated similarly in learning English. They had same materials.

The total of population members is 433 students. They were distributed into 12 classes.

The sample was taken by using cluster random sampling technique. According to Gay (1987:110), cluster random sampling is sampling technique in which the sample in group and not individual are randomly selected, and all members of selected group have similar characteristics. There are twelve classes of eighth grade students of MTsN Model Padang (table 3.1). To select the sample, the researcher wrote the name of every class and put them into the box and shook the box, the researcher closed his eyes and took three of the paper in the box. So, three classes was the class sample and all members of the selected class became the sample of this research. The sample members was 109 consisting of VIII 9, VIII 10, VIII 11.

The result of data analysis showed that the highest score based on students' answer sheet was 98.5 and the lowest was 42. The researcher got that mean was 74.72 and standard deviation was 10.29. The result of analysis showed that 15 students (13.77%) had high ability, 77 students (70.64%) had moderate ability and 17 students (15.59%) had low ability. To make sure see Table:

Table Percentage of Students' Ability Writing Greeting card generally

Quality	Number of Students	The Percentage
High	15	13.77 %
Moderate	77	70.64 %
Low	17	15.59 %

Total	109	100 %

Students' Ability in Writing Organized idea

To find out the students' ability in writing organized idea of greeting card the researcher counted the students score. The result of data analysis showed that the highest score of students' ability in writingorganized idea of greeting card was 30 and the lowest score was 14. Having calculated mean and standard deviation, it was found that the mean was 74.72 and standard deviation was 10.29. The result of data analysis showed that 12 students (11%) had high ability, 78 students (71.55%) had moderate ability and 19 students (17.44%) had low ability. To make sure, see Table below:

Percentage of students' ability in writing Organized Idea of Greeting card

Quality	Number of Students	The Percentage
High	12	11 %
Moderate	78	71.55 %
Low	19	17.44 %
Total	109	100 %

Students' Ability in Using Language Features of greeting card

The result of the data analysis demonstrated that the highest score of students' ability in using language features of greeting card was 30 and the lowest score was 10. It was also found that the mean was 20.56 and standard deviation was 3.62. The result of data analysis showed that 24 students (22.11%) had high ability, 67 students (61.46%) had moderate ability and 18 students (16.51%) had low ability. To make sure, see Table bellow:

TablePercentage of students' ability in using language feature of greeting card

Quality	Number of Students	The Percentage
High	24	22.11%
Moderate	67	61.46 %
Low	18	16.51 %
Total	109	100 %

Students' Ability in Using Vocabulary of greeting card

The result of the data analysis demonstrated that the highest score of students' ability in using vocabulary of greeting card was 19.5 and the lowest score was 9. It was also found that the mean was 20.56 and standard deviation

was 3.62. The result of data analysis showed that 5 students (4.58%) had high ability, 89 students (81.65%) had moderate ability and 15 students (13.76%) had low ability. To make sure, see Table 4.5 bellow:

TablePercentage of students' ability in using vocabulary of greeting card

Quality	Number of Students	The Percentage
High	5	4.58 %
Moderate	89	81.65 %
Low	15	13.76 %
Total	109	100 %

Students' Ability in Using Mechanics of greeting card

The result of the data analysis demonstrated that the highest score of students' ability in using mechanics of greeting card was 19 and the lowest score was 9. It was also found that the mean was 15.34 and standard deviation was 2.31. The result of data analysis showed that 11 students (10.09%) had high ability, 81 students (74.31%) had moderate ability and 17 students (15.60%) had low ability. To make sure, see Table 4.6 bellow:

Table Percentage of students' ability in using mechanics of greeting card

Quality	Number of Students	The Percentage
High	11	10.09 %
Moderate	81	74.31 %
Low	17	15.60 %
Total	109	100 %

Discussions

In this part, the researcher presented the discussion about the result of the students' ability in writing greeting card.

4.2.1 Students' Ability to Write Greeting card generally

As already discussed, the data analysis the students' ability to write greeting in generally card was moderate. The data showed most of the students still have problems in writing components of greeting card. The components analyzed in this research are; their ability in writing content, using language features, using vocabulary and using mechanics. The result of data analysis showed most of the students had moderate ability in writing identification and description, using language features, vocabulary and mechanics.

Students' Ability in Writing Organized Idea of greeting card

Another finding of this research was the ability of most students in writing organized idea of greeting card was moderate. It was indicated by number of student (71.55%) whose ability in moderate level. Generally, they can write content of greeting card.

Students' Ability in Using Language Features of greeting card

In using language features of greeting card, the students' ability was moderate. This finding indicated that some students have mistaken enough to use language feature.

Students' Ability in Using Vocabulary of greeting card

In using language vocabulary of greeting card, the students' ability was moderate. This finding indicated that some students understand enough to use vocabulary and other no.

Students' Ability in Using Mechanics of greeting card

In using language features of greeting card, the students' ability moderate. This finding indicated that some students have mistaken in using punctuation and spelling.

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