**TEACHING WRITING BY USING GREETING CARD**

**FOR JUNIOR HIGH SCHOOL**

Fandy Dasril¹, Fitrina Harmaini², Lailatul Husna²

The Student of English Department, The Faculty of Teacher Training And Education of Bung Hatta University

E-mail : fandydasril@ymail.com

The Lecturer of English Department, The Faculty of Teacher Training And Education of Bung Hatta University

**Abstract**

**The goal of this paper is to give further explanation about teaching writing through greeting cards, as an alternative teaching technique which can be used in teaching writing, especially in junior high school. Moreover, this paper also aims to be a guide to English teacher to teach writing. In this paper the writer discusses about how to teach writing through greeting cards. The writer hopes this technique will improve student’s writing ability to express their ideas. The writer suggests some steps. The first step is to prepare the material that is greeting cards to the students and informs students about the materials; some pieces of greeting cards. Then, teacher starts to gives some exercises to the students. The last step, the teachers check students’ writing and respond to their mistakes.**

**Key words: Teaching Writing, Functional Text, Greeting Card**

**INTRODUCTION**

In globalization era, English has become a popular language. Most of people in the world use English to communicate. Beside, it is also used in many aspects of life such as; education, business and government. All are beginning from education. This time, English is one main competence to improve skill of the student to continue to high level.

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. Writing is both process and a product. We learn to write by writing. it is supported by Landmark and Horizon (2002) the writing has the process, visibly, and product already written. Moreover, Walk in Testi (2014) state writing is central component all of academic work and that the ability to write powerfuly and coherently is the symbol of educated men and women. It is also stressed by Olson in Hermawati (2013) that writing is a process is very useful for young writers. 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.

As we know, writing English is one important skill to learn for young learners. There are many ways to explain the material easily to understand for students. Therefore, as a teacher we should know kinds of media that can be implemented in teaching English especially for writing skill. The media should be interesting for the student. Media are communication tools used in learning process in order to send a meesage from the teachers to the students to follow the learning process. Functions of media are as teaching aid media in learning.

Based on the fact above, the writer tries to use greeting cards tehcnique in teaching writing for junior high school students. The writer assumes that using greeting card in teaching writing makes the student’s interest in teaching learning process. They can express their ideas freely because they do activities with some kinds of cards.

**REVIEW OF RELATED LITERATURE**

Writing is designed for students whose English level is between intermediate and early advanced. Therefore, writing has been introduced in any school level and has become an important part in learning. Lukman in Testi (2014) writing is a very complex process involving the ability to communicate in a foreign language (English) and the ability to construct a text that expresses the writer’s idea effectively. Not all students were born to be a good writer without continuous and intensive practice and writing is based on approach which emphasizes the discourse and cognitive aspect of writing. Writing is tranforming our thought into written form. In other words, witing can be defined as a way of communication by transforming observations, informations, thought or ideas into written form, so it can be shared with others. Writing is neither easy or spontaneous, it requires conscious mental effort. It is stated by Hermer (2001) like many other aspects of english language teaching, the type of writing we get students to do will depend on their age, in terst and level. Writing is not only just tranforming our idea in written form but also it relays to the process of monitoring any single word or feature that we have written of the process of reading and revising our writing. As settled in curriculum junior high school (KTSP / Curriculum unit level education). The types of the text which 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.

**Teaching Writing**

Writing is an action that has some steps; it is a progress creative act. We already have idea in our mind and we know how to express it while we are writing. after than when we have finished writing, we read all what we have written and make changes and correction continously until we are satisfied, it is supported by Oshima and Hogue (2007) that writing assighment for each chapter contains clear step by step introduction, students are never left wondering how to begin or what to the next.

**Purpose**

Teaching is a process that will make the students learn and do something or the work of a teacher (Oxford Dictionaries,2015). It can be done not only in classroom but also out of classroom. Characteristic of successful teaching involves a process and product. In process of teaching and learning, the teacher tasks are planning, preparing and motivating the students to join with their lessons. So in product, we can see the output and have positive changing of the students based on the knowledge and lesson experiences.

The purpose of teaching writing should be clear. It is supported by Harmer (2001) teaching writing to students include reinforcement, language development, learning style, and writing as a skill. There are various pedagogical purpose of writing. They are writing for reinforcement: to reinforce something that students have just learned to understand or say, writing for training: similar to writing for reinforcement but differs in that is not limited to reinforcement of grammatical structures previously presented in another mode, writing for imitation: use models of content or form as a stimulus for writing and students become familiar with rhetorical and syntatic form by following carefully chosen models, writing for communication, writing for fluency and writing for learning. These pedagogical porpuses are applied in teaching writing process.

In conclusion, teaching writing is the process in which the students learn and practice something that can be done outdoor or indoor. It also serves a variety of pedagogical purposes as a target of teachers and students and also well known as extended or process writing.

**Greeting Card**

Short functional text deals with greeting card, invitation card, short message etc and monolog text deals with recount, descriptive, narrative, etc. However, in this paper talk about greeting card. Greeting card in general meaning means a decorative card sent to convey a good wishes. Greeting card consists of address (to whom), content (purpose) it means what the people say and people wish, sender (writer) and vocabulary.

A greeting card is an illustrated, folded card featuring an expression of friendship or other sentiment. Although greeting cards are usually given on special occasions such as birthdays, Christmas or other holidays, they are also sent to convey thanks or express other feeling. Greeting cards, usually packaged with an envelope, come in a variety of styles. a greeting card is a decorative card sent to convey good wishes ([Oxford Dictionaries](http://www.oxforddictionaries.com/definition/english/greetings-card), 2015).

 Greeting card functions as an expression of sympathy and care to others. The purpose is to congratulate someone achievement express sympathy on someone and motivate someone on gaining achievement. Some characteristics of greeting card:

1. Clarify a clear purpose
2. Use an appraisal diction
3. Accurate address

 In writing greeting card, the content must be relevant to the topic. Such as in wedding party, birthday party, mother day, and getting a new job.

**Teaching Writing by Using Greeting cards for Junior High School**

Teaching writing to learners is a job by the teacher. Teaching writing is not easy. It is hard work. Harmer in Dewi (2013) describes that teaching writing needs consideration, which includes the organization of sentence into paragraph and how paragraph join together. He adds that is the way to combine or to join the sentence into paragraph.

Most important about writing, Puncass in Dewi (2013) said that “teaching writing is basic for the teacher to teach writing in the classroom, because there are several points that should be made by students during the process of writing”.

1. The students should have ideas to communicate to the reader.
2. The students should have clear purpose why they are writing.
3. The students should know their audience who will read the writing.

The students of Junior High School are assumed to have no background in English, it is new subject as well as new experience for them. In order words, they are beginner in learning English. So that, the young learners need an interesting technique in learning English, which can cause them enjoyable with English.

By using greeting card media, they can practice in English especially in writing skill. Before teaching writing teacher should have preparation such as chosen interesting and familiar topic and prepare interesting card too. After that in evaluate the teaching greeting card the teacher can give exercise to the students.

**Steps of Using Greeting Card in Teaching Writing**

Siegal in Oktafia (2013) mentions some steps in teaching writing by using postcard.

1. Group work. For this lesson, having students work in group to accomplish tasks is an important part of the learning.
2. Warm up: bringing the students into activity; remind the students that all over the world, people go on vacation and while on vacation, the buy, write and send a postcard. For instance; On the white board, write the following questions, read them aloud and have the students answer them, example of question: have you ever send a post card ?, Did you sent it to ?, where were you sent it ?, Next, write any vocabulary items on the white board and explain them. Then, read aloud two or three postcards to the students in English or in any native language. Ask the students; what kind of information was written in the postcard. How does the picture on the on the card relate to the postcard’s written message?
3. Writing own postcard; divide any student into groups of four; have students take out the postcard that key copied in notebooks, remind students to look for ideas they gathered in this lesson that teaches them to create detailed descriptive writing by considering the experience and writing that has a purpose (such as: describing a place, explaining a custom, describe emotions related to experience).

Assignment; Ask the students to work in groups to write postcard to their parents or a close friend or relative about a vacation to the city or area they chose, remind the students that their postcards need to be detailed enough to answer all the questions that their parents or friend would have about the vacation place. Have students illustrate the front of the postcard with a drawing or an image from a magazine or newspaper, after the postcards are finished, have each group read their postcard to the class, ask the class if there are any questions for the authors of the postcards, Have the students vote on which group wrote the postcard that had the best description.

**The Advantages of Teaching Writing by Using Greeting Cards**

According to Lee in Dewi (2013), there are some advantages in teaching English writing by using greeting cards that are :

1. The students will know the meaning of writing and can increase their motivation to learn English.
2. Providing the students an enjoyable English teaching writing because by using greeting cards the students will not be bored in learning English writing.
3. Attracting the students’ attention.
4. Improving the students’ vocabulary.
5. Helping the students to develop their vocabulary.
6. Students’ cognitive skill will be developed more.

So, by Using Greeting Cards in teaching writing is one way to motivate students to learn vocabulary and enrich their oral and written in English language.

**TEACHING WRITING BY USING GREETING CARD IN JUNIOR**

**HIGH SCHOOL**

**Pre – Teaching Activities**

According to Sari in Testi (2014), teacher has to do a preparation before he/she comes to the class in order to have the teaching and learning process run well. This aims to achieve the aim of teaching and learning.

There are several procedures of pre-teaching activities. They are follows :

1. Teacher greets to the students. It is important to the teacher to greet the students when he/she enter the classroom.

Example:

Teachers: good morning students?

Students: good morning, Mr. Fandy!!

Teachers: how are you this morning?

Students: we are fine, thank you. and you?

Teachers: I am fine too

1. Teacher checks students attendance.
2. After teacher finished checking students attendance, the teacher ask the students to answer some questions. The teacher reminds the students about previous subject taught in the last meeting.

Example:

Teacher : OK, my students before we study, I will ask you, what was our material last week?

Students : Descriptive text.

Teacher : As we know descriptive text is describing of particular

 person /things or something. What is generic structure of

 descriptive text.

Students : identification, and description.

The teacher introduces about new topic by giving some questions and showing the picture:

 

Example:

Teacher : Do you know what the picture is?

Students : Yes, I do. The people greet by shaking hands and bowing

 each other?

Teacher : Do you ever say greeting to someone?

Students : Yes, I do

Teacher : Can you give example of greeting?

Students : Hi…… how are you?

 Hello…. Nana

 How do you do?

 Happy birthday

 Peace and Allah blessing be on you all.

To make the activity interesting and successful, good preparations are really needed. The teacher has to consider every matter.

**Whilst Teaching Activities**

In whilst writing activity, the teacher can ask the students to develop the ideas in brainstorming techniques into a good paragraph. After the students have generated some ideas, the students can combine the sentences based on the questions, topic, vocabulary, and the picture given. During the activities, the teacher can monitor the students individually. After 20 – 30 minutes, the teacher collects their assignment and discusses the students’ writing together.

**Activity 1**

In first activity, the teacher introduces a topic and shows a greeting card. The teacher sticks a greeting card in a board, and then asks some questions. Here the students generate some ideas about the greeting card. This activity is limited to ten minutes or fifteen minutes.



The questions such as:

1. Do you know what the greeting card is about?
2. What is the purpose of greeting card?
3. When we can use the greeting card?
4. Do you think they are happy on this time?

 Furthermore, the teacher can give some new vocabulary about the greeting card and topic, This activity is limited to fifteen minutes.

 Some new vocabulary in greeting card :

* Thankful
* Blessed
* Respect ,etc

After the teacher gives some new vocabulary and asks some questions, the teacher gives the time for a few minutes to think of the answers. The teacher can call one student to answer the questions that have been given and then the teacher writers his/her answer down in the blackboard or whiteboard. Then the teacher can ask the students to start writing.

**Activity 2**

In this second activity, the students start writing after the teacher gives a topic, sticks a greeting card, and gives some vocabulary. The teacher asks the students to combine the sentences and then arrange the sentences into a good paragraph. In this activity the students should pay attention to instruction.

The example:

Instruction: look at the greeting card, and write one paragraph based on the topic below.

“**The topic is birthday party**”

Example of paragraph

Ratna (for whom/address)

Happy birthday to you, I hope you can get what do you want in your future my beloved friend Ratna.(content)

Your friend.(sender)

In writing activity, the teacher gives to the students practice in using pattern freely in meaningful context. The teacher limits the time to 20-30 minutes. After that the teacher should college the task.

**Activity 3**

In this activity, the teacher discusses the students’ task. Before they discuss their task, the teacher calls one student to the front of the class and asks her to write a paragraph in the blackboard or the whiteboard. After she finishes doing it, the teacher checks her spelling, punctuation, grammar, and the vocabulary that she used with other students.

This activity is limited to twenty minutes. After this, the teacher can give one more greeting card and do the same thing as greeting card one. The teacher asks them questions and then from their answer.

**Post Teaching** **Activities**

In post-teaching, the teacher can check the students’ writing and then the teacher responds to the final writing by giving a mark and writing comment. In this activity, the teacher can check spelling, grammar, organizing of ideas, and punctuation from the students’ writing. In this activity the students rewrite the paragraph after the teacher checks their mistake.

To make it more clearly, the writer wants to give one example of teaching writing by using greeting card.

**CONCLUSIONS AND SUGGESTIONS**

**Conclusions**

Writing is one of the four language skills that need to be taught to the students in learning English. We can use it to express our ideas, feeling, opinions, etc. In teaching writing, media is very important. One of them is greeting card. A greeting card is suitable media that can be used in teaching writing because a greeting card is a good media and interesting for the students. Greeting card can help the students develop and improve their ability in writing, make them easy to express their feeling in writing and help them think creatively. The greeting card guides them in learning writing.

Using the greeting card is one of techniques for improving the writing skills of the students learning English as a foreign language and greeting card can be useful for language teaching, which can help the teacher introduce the students to unfamiliar cultural aspects to the students.

**Suggestions**

Based on the conclusions above, the writer suggests that:

1. Greeting card is a good strategy to teach and learn in writing. It can be implemented in classroom by teacher.
2. The writer suggests for the teacher to use this strategy in teaching writing at Junior High School.
3. The teacher can modify the greeting card depend on their creativity in teaching and learning process.
4. The writer hopes it can increase the students’ interest and motivation in learning English especially writing skill that some students think difficult and bored.