

PLAYING CARDS AS A MEDIA IN TEACHING WRITTEN DESCRIPTIVE FOR EIGHTH GRADE STUDENTS

OF SMP 4 SEMARANG

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Abstract

This research is aimed: 1) To investigate the students ability in written descriptive text taught without playing card in the case of eighth grade students of SMP 4 Semarang in academic year 2013/2014. 2) To investigate the students ability in written descriptive text taught by using playing card in the case of eighth grade students of SMP 4 Semarang in academic year 2013/2014. 3) To know the significances between students ability in written descriptive text taught without playing card and taught by using playing card. The final paper used descriptive quantitative method. The sample of this final paper was 8E class of SMP 4 Semarang. The sampling of the final paper was non random sampling. The total sample of the research were 32 students. Instrument of the research were pre-test and post-test. The conclusions from this final paper are: 1) The percentage of the eighth grade students' ability in written descriptive text taught without playing card were 29% students got A, 41.9% students got B, 12.9% students got C and 16.1% students got D. The mean of the pre test score was 74.45. The students ability in written descriptive text that were taught without using playing card was good. 2) the percentages of the eighth grade students ability in written descriptive text who were taught by using playing card were 51.6% students got A, 35.5% students got B, 12.9% students got C. The mean of the post test was 81.32. The student's ability of written descriptive text raised significantly from 74.45 points to 81.32 points (raised 6.87 points). There were no more students who got D or E after they are taught by using playing card. The analysis of pre test and post test by using SPSS 16 showed that T test was higher than T table ($2.528 > 2.222$). There was significances of using playing card as media in teaching written descriptive. The students ability in written descriptive text taught by using playing card was very good.

Keywords: Playing card , *Written Descriptive, Media*

Introduction

Mastering english is very important. English as international language force people around the world who wants to communicate with other people in other country, or people who want to access knowlegde from international scientist to master this language. Jeremy Harmer

(2002: 1) stated that English is the most popular widely used by people in the world. Although English is not the language with largest number of native speaker. Nowadays, English is a need for someone who wants to access information or knowledge from international scientist

from other country. English also important for someone who wants to publish or deliver their opinion, findings and ideas to the international forums. Knowing the importance of this language, Formal education in Indonesia officially begin to teach English since the eighth grade of junior high school. English is the first foreign language that is taught to the students in formal school in Indonesia. So, teacher should create an interesting teaching learning process of English in order to make students interested in.

The importance of English also stated in the 2004 curriculum. English is a mean of communication, spoken or written. The notion of communication is how to understand and express information, opinion, feeling and to develop science and technology, culture by using that language. Although it is very important, it does not mean teaching english have no problem and obstacles. The common problem in teaching English are students think that English is difficult and many teacher are not creative enough in teaching. This condition also occur when students learn written descriptive. In order to deliver or publish an idea or findings, someone should have good capability in writing. For that reason, writing English is taught since the early year of eighth grade students in junior high school. Eighth

grade students have begun to learn written descriptive. They start with constructing a simple sentences then simple paragraph. This steps will help students to build their ability in writing step by step.

The high spirit of student in learning and smart teacher are not enough to build good capability of writing. The availability of supporting media for teaching writing also influence the success of teaching learning process. Media will help both of teacher and student to aim the success of learning. Based on the discussion above, the writer wants to know the advantage and the use of picture attached playing cards in teaching written descriptive for eighth grade students of junior high school. The writer also wants to know the difficulties faced by the students when learning written descriptive.

Statements of the problem are the soul of the research that inspire the writer to conduct this research. They are the basic questions that determine the direction of the research. All of the experiment in this research should answer those questions. Specifically the statements of the problem in this study are as follows:

1. To what extent is the student's ability in writing descriptive text using playing cards?

2. To what extent is the student's ability in writing descriptive text without using playing card?

3. Is there any differences between the student's ability in writing descriptive text

Related Theories

Definition of Descriptive Text

Richard and Smidt (2002 :337) stated that “ descriptive writing provide a verbal picture or account of person, place or things”. Descriptive text is a text that describe a particular person, place or thing. It usually describe about the physical appearance, smell, sound or texture of a thing. Descriptive text aimed to describe a particular person place or thing (Gerot & Wignel 1995:200). The purpose of descriptive text is to create imaginaton about particular person, place or thing. When the writer describes people, it is usually people who are interesting to the writer. The writer tells how the person looks and what the person is like. The character is revealed through what he or she does, thinks, or says in certain situations. When the writer describes about place, they write how process look, smell, and sound. Describe unit of the time are often used to establish mood. Literature is full of descriptions of seasons, days, and times of day.

Based on the discussion above, writer concludes that descriptive text is a

using playing cards and the student's ability in writing descriptive text without using playing card?

text which is used to create visual imagery of people, place, even of unit of time like day, time of day or season. It may be used to describe more about the appearance of people ,their character or personality. Descriptive text also reproduce the way thing look, smell, taste or sound. The communicative purpose of the descriptive text is describing the special characteristic of place, thing or life. The generic /scematic structure of descriptive text are identification and description.

The descriptive text has some language feature, they are :

1. Focus on specific participant
descriptive text tells about someone or something specifically. For example it tells about the appearance of Mr. President, the shape of a brand-new car, or the appearance of an elephant.
2. Use of action verb
There are verbs that show an ativity such as run,swim , eat, write etc.
3. Use of adjective
Adjective is used to clarify noun. Descriptive text use adjective that

identify noun such as *beautiful* beach, *big* ball, *powerfull* engine

4. Use of simple present

Sentences usually use simple present verbs , such as: go, eat,run ,use etc.

Examples: - The elephant *eat* grass so much.

- The elephant *use* their long nose to take the grass.

- Cheetah can run very fast

- Didi go to school at 06.45 every Tuesday.

5. The use of thinking verb

Thinking verb is used to express writer's opinion to the subject. There are example of thinking verb like : believe,think etc, and feeling verb (feel)

The Importance of Writing

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 languagebecause it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage (Patel & Jain ,2008:125)". Students have to master writing skills because most of academic task are done in written form. For example

when they have to write a paper or report for certain purposes or activity.during their years in school or college and when they enter a profession after they graduate, they will have to continou to write. Through the writing activity , we could see the student's ability in structure, grammar, punctuation, spelling and their mastery on vocabulary.

Grabowsky in Sara C.Weigl, (2011:75) stated that writing, as compared to speaking, can be seen as a more standardized system which must be acquired through special instruction. Mastery of this standard system is a important prerequisite of culture and educational participation and the maintenance of one's right and duties.

Susan Brindley (1994:151) said that written language serve many purposes for individual and for society, and it is not limited to the communication of information. She describe that writing can have cognitive functions in clarifying and supporting thought. Written language also have added advantage of making a detached reflection. Through the students' writing, we could analyse the students' ability in grammar, spelling, and punctuation.

Teaching with Picture Attached Playing Cards

Playing card is one of a set of cards that are numbered or illustrated (or both) and are used for playing games, for education, for divination, and for conjuring (www.britannica.com/.../playing-card)

.According to Cambridge dictionary (2004: 240) “Playing cards are set of fifty two small pieces of stiff paper with number and picture on, used for playing games (Cambridge,2004:240) “. The playing cards are used to engage student’s attention.hopefully, student will interested to the game when teacher use it. Actually , it is a picture-cued technique introduce by Douglas H. Brown (2004: 223). Brown stated that picture-cued as follow: “ familiar picture are displayed, and test – taker are told to write the word that hte picture represent. Assuming in identifying the picture (cat,hat, chair, table etc). No

Research Method

Research Design

A scientific research must use methodology that is based on absortive of the study and can be accounted as scientific. The advantage of using playing cards to the eighth grade students of SMP 4 semarang academic year 2013/2014 is the result that wanted to be known . One group of eight groups of eighth grade

reliance in aural comprehension for succesful completion of the task.(2004:223)”.

Writer use all of four suits of playing card (scope, heart, love and spread). Then , writer take 7-8 card for each suit.One suit will be attached by same picture, but there is an different question on each value.for example heart will be attached by the president’s picture, scope attached by borobudur picture, scope attached by elephant picture etc. The questions that available in each value will guide students to construct a description in a group. These question had been designed to guide student . So, the whole answer for each suit will form a description or dscriptive text. When the task is done, teacher show the generic structure of dscriptive text that students made.

students in SMP 4 semarang is used for the research. They were given pre-test ,treatment and post test.

1. Population

Voelker and Orton (2001:50) stated that a population is a group of phenomena that have something in common. This is usually refers to a group of people, such

as : all the students of IKIP PGRI Semarang academic year 2013/2014 ,all the member of United Nations, and all the lecturers in English Department of IKIP PGRI Semarang. But population can also refer to things like all the motorcycle that is parked in library parking area,all the ‘orang utan’ that life in Sumatra rain forest ,all the garment factories in Ungaran area ,etc. The population of this research is the eighth grade student of SMP 4 semarang academic year 2013/2014. They are 240 students devided into eight groups or classes.

2. Sample and Sampling

Sample is the representative of the population and reflect the condition of the population.Sample is anything less than the full population of the research .It is usually though of small part of the population taken to give an idea of quality of the whole, ”sample is (in statistic and testing) any group of individual that is selected to represent a population (Richard and Smidt ,2002:456)”. The sample of this research is class 8E of SMP 4 semarang in academic year 2013/2014.

“Sampling is the procedure of selecting a sample (Richard and Smidt, 2002:465)”. This experimental research

use prospective sample. Richard and Smidt said that prospective sample is a sample that is deliberately chosen without using randomising technique (2002:465). There were several consideration of choosing this method for example the limit of the time and it depend on the teacher who will give their classes for doing the research.

3. Instrument of The Research

Instrument of the research plays an important role in a research. Instrument is the tool for collecting the data needed. The writer must prepare good instrument in order to get good quality data. This research used test and documentation . There are pre-test and post –test. Pre-test and post-test are conducted for collecting the data. Pre-test is used to know the student’s achievent in learning descriptive text before they are taught by using picture attached playing card. Writer distributed paper to the students and asked them to write a descriptive text minimally 100 words in 60 minutes. Post-test is used to know the impact of using picture attached playing card in teaching descriptive text. Post-test is held after the treatment. Students asked to write a descriptive text based on picture attached playing card. They had to write

minimally 100 words in 60 minutes. Students should write a descriptive text based on the picture they got. It gave advantage ,because they can not cheat each other because they got different picture.

4. Technique of Analyzing The Data.

The students worksheet which are pre-test and post-test are analyzed. First, the worksheets are evaluated and it is given score. Analitic scale for for

Discussion

The students ability of written descriptive text taught by using communicative method or without playing card was interpreted in pre-test . The analysis showed that M (mean) was 74.45. It was belong to grade B (above average achievement criteria). It mean that the communicative method that used to teach written descriptive text was good enough. But, 16.1% students were left behind in grade D (below average achievement). It mean that 16.1% students got difficulties when they were taught with conventional method. They were confused to determine what should they write when they asked to write descriptive text.

The student ability of written descriptive text interpreted in post-test. The post test showed that 51.6% students got A (outstanding achievement criteria),

rating composition task by Brown and bailay (1984) is used in this step. Brown and Bailay specified five major categories and a description of five different levels in each categories. Ranging from “unacceptable” to “exellent” (Brown, 2004:224). To analyze the student’s worksheet, this final project uses composition of writing such as content, organization, grammar,vocabulary, and mechanic.

35.5% students got B (above average criteria) and 12.9% students got C (average achievement criteria). It also showed that there were no students who got grade D or E. The lowest score of post-test was 62 (grade C). All of students had undestrstood how to write descriptive text. They were not confused anymore when they were asked to write descriptive text. They know what should they do when asked to produce written descriptive text. There were any differences of students’ ability in writen descriptive text which was taught by communicative method and students’ ability in written descriptive text which was taught by using playing card. The M (mean) of students ability in written descriptive text which was taught by using playing card was higher than students ability in written descriptive text which

was taught by using communicative method (81.32>75.45). Students who got grade A increased 22.6% , grade B descended 6.4% ,grade C flat in 12.9% and there were no more students who got grade D after they were taught by using playing card.

The analysis by using SPSS 16 resulted $t_{test} = 2.258$. Then, it should be compared to t_{table} . The t_{table} also was analysed by using SPSS 16. The result showed that t_{table} for $df = 30$ and $sig. = 0.017$ was -2.22 . Based on those result $t_{test} > t_{table}$, $2.258 > 2.22$, it mean H_0 was refused and H_1 was accepted. There were any significant difference between student ability of written descriptive text taught by using playing card and taught without playing card.

The research findings and discussion in chapter IV can be concluded into three statements as follows :

- 1) Students ability of written dscriptive text that have been taught without playing card was good. The mean of

pre-test was 74.5 , standard error 2.03 proved that it was good. More over 70.1% students got A and B grade, only 29.9 % students in grade C and D.

- 2) Students ability of written descriptive text that have been taght by using playing card was very good. the result was very impressive.The mean of post-test was 81.32 , standard error was 1.94 . the result also showed that 87.1 % students got grade A and B ,and only 12.9 % students got grade C.
- 3) There was significant difference between students ability of written descriptive text taught without playing card and taught by using playing card. It was proved by the raising of the mean from 74.5 in pre-test to 81.32 in post test and also the t_{test} result 2.528.
- 4) The researcher conclude that the study of the use of playing card as media in teaching descriptive text for eight grade students of SMP 4 semarang was success.

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