

The Effectiveness Of Using Greeting Cards Toward Students' Speaking Skill In Relation To Grammatical Awareness

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Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan Kartu Ucapan terhadap keterampilan berbicara siswa sesuai dengan kesadaran tata bahasa mereka. Menurut studi pendahuluan yang dilakukan pada November 2021, peneliti menemukan tiga masalah yang dihadapi siswa dalam bahasa Inggris yang mungkin menyebabkan mereka kesulitan berbicara bahasa Inggris. Penelitian ini menggunakan tes awal dan akhir untuk memperoleh data dari siswa, dan peneliti menggunakan tes sebagai instrumen dalam penyelidikan ini. Selanjutnya, SPSS 17 digunakan untuk membantu peneliti dalam menghitung analisis data. Data peneliti dihitung secara bertahap, termasuk menghitung mean, median, dan modus. Hasil pre-test dan post-test dari kelas eksperimen dan kontrol kemudian dihitung dengan menggunakan uji-t berpasangan dasar, dan jika diperoleh, dievaluasi dengan hipotesis untuk melihat apakah ada perbedaan yang signifikan sebelum dan sesudah perlakuan. dengan kartu ucapan.

Kata kunci : Keterampilan Berbicara, Kartu Ucapan, Kesadaran Tata Bahasa

Abstract

This study aimed at finding out the effectiveness of using Greeting Cards toward students' speaking skill corresponds to their grammatical awareness. According to the preliminary study conducted in November 2021, the researcher discovered three issues that students confront in English that might cause them to struggle to speak English. This study use pre- and post-tests to obtain data from students, and the researcher employs tests as instruments in this investigation. Furthermore, SPSS 17 was used to aid the researcher in calculating the data analysis. The researcher's data was calculated in phases, including computing the mean, median, and mode. The pre-test and post-test results from the experimental and control classes were then computed using a basic paired t-test, and if they were obtained, they were evaluated with a hypothesis to see if there was a significant difference before and after treatment with greeting cards.

Keywords : *Speaking Skill, Greeting Cards, Grammatical Awareness*

INTRODUCTION

Listening, speaking, reading, and writing were the four talents in English. Speaking was one of the most important abilities to learn in order to convey thoughts and feelings, communicate and exchange information, and develop social relationships. According to Wuri Yulitrinisya and Don Narius (2018:4), speaking abilities cannot be divorced from the social setting. Language, according to Ferdinand De Saussure (1966), was one of the features that distinguished this because by utilizing language, each group in society could constitute itself as a unit that was distinct from other groups. The 2013 program aims to encourage students to interact, ask questions, and share ideas both within and outside of the classroom.

However, due to the pupils' poor grasp of the target language, teaching English to junior high school kids or teens is regarded the most challenging. They have a limited vocabulary and poor grammar and pronunciation, making it difficult for them to hold

meaningful discussions. Speaking was the primary mode of communication which employing many languages accurately, fluently, and in regular conversation. Students must therefore learn to express meaning and intent in English both within and outside of the classroom.

In general, language may be defined as the act of communicating one's intentions (ideas, emotions, and feelings) to another through spoken language so that these intentions are understood by others. Many specialists, in particular, emphasized its relevance. The ability to make sounds or pronounce words in order to articulate, communicate, and convey thoughts, ideas, and feelings was referred to as speaking.

Grammar, according to Olay Sert (2005: 236), was an intrinsic aspect of a specific language, as a systematic rule of language most vital for mutual clarification and participation in social connection building through verbal communication. Analyzing language through isolated phrases without context appears to be a huge error, because language must be studied in the context in which it is used.

When students studied English, they encountered a number of difficulties. For starters, this caused students to feel ashamed or fearful when communicating with others; they were humiliated since what they said was irrelevant to the issue because of the students' prior knowledge of the topic in conversation. Second, pupils struggle to convey their ideas and opinions. This issue might be caused by a lack of vocabulary.

The most essential part of a language was vocabulary, which was crucial in constructing a dialogue. Pupils frequently have difficulties creating sentences while communicating with other students, which are decided by the grammar they employed when speaking to other persons because kids could not fully comprehend the grammatical function.

The final issue with speaking was difficulty in pronunciation, which meant that students found it difficult to pronounce sentences in English. If students had poor pronunciation, they might be afraid to carry on conversations, ask questions, or share ideas with others, so they prefer to remain silent. Although there are numerous ways to connect across distance, some individuals want permanent or semi-permanent notes for special occasions. Greeting cards were a practical and distinctive method to interact with others.

METHOD

The approach utilized in this study was quasi-experimental. According to Sugiyono (2016), an experimental research technique was a research method used to determine the effect of something that was treated on others under controlled settings. The quasi-experimental design utilized in this study was a non-equivalent control group design. The research sample size should be as large as feasible, according to Sugiyono (2017). Sugiyono's premise is that the higher the sample size, the more representative the form and character of the population sampled. As a result, the researcher used class VIII-A as the experimental group and class VIII-B as the control group. Collecting information was a critical phase in research since this information was utilized to solve the research's challenges. The following were the steps of information collecting techniques, was a collection of tasks completed by students, or it might be in the form of questions asked at the start of learning activities. The pre-test was designed to assess students' degree of comprehension or initial ability in relation to the subject matter to be studied. The type of the pre-test was a speaking test in which we introduced ourselves in front of the class one by one using English. The results of the students' pre-test were recorded on a hand phone. Following that, the researcher returned to treat the pupils with greeting cards. It was a set of activities that students completed in the form of questions that they had to answer after the learning process was completed.

The Post-test was designed to assess the success of the learning process as well as the level of student knowledge of the topic being studied. The researcher's Post-Test questions may be the same as the prior Pre-Test questions. The teacher obtained a comparison of the outcomes of the student evaluation by comparing the pre-test and post-

test scores. In this study, all data analysis processes followed the Mean, Median, Mode formula and were aided by SPSS. The paired sample t-test analysis was employed in this study to assess the difference in mean between the two groups in pairs (related), which were analyzed using the SPSS software

RESULTS AND DISCUSSION

The purpose of this study was to see if greeting cards may help second grade pupils improve their speaking abilities. The research design for this study was quasi-experimental. This section was designed to analyze the findings or outcomes of research based on related ideas. All research instrument data give information on study findings. The t-test was used to compute the outcomes of student scores.

A pre-test was performed in both the experimental and control groups during the first meeting. The goal of administering a pre-test was to assess pupils' growth before they received treatment. A pre-test was also administered to confirm that both the experimental and control groups had comparable speaking abilities. The therapy was administered at the researchers' second and fourth meetings. The experimental group was taught utilizing greeting cards as part of the treatment. The outcomes of each group's pre-test and post-test for increasing pupils' speaking abilities were observed.

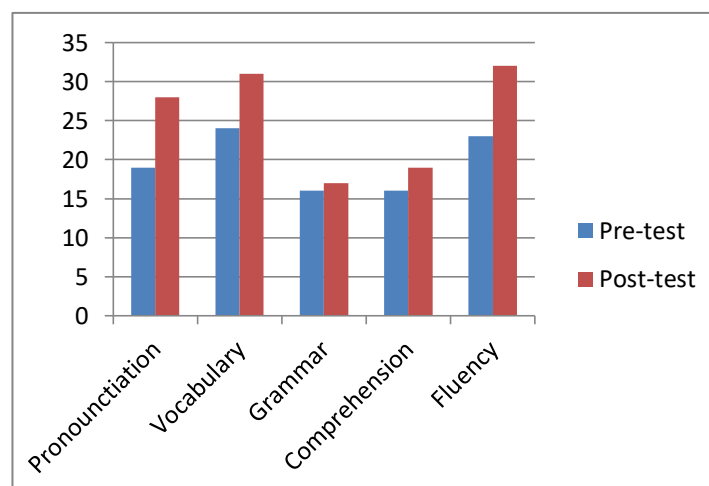
The experiment class yielded a 29.52 percent improvement. The progress rate in the control group was only 2.42 percent. In other words, the experimental group improved faster than the control group. The t-test was performed by the researcher to test the hypothesis and determine whether there was a significant difference between the experimental and control groups. It was utilized to determine whether or not H0 was approved.

The criterion is that H0 is approved if the value of t count < t table, but H0 is refused if the value of t count > t table. The preceding subsection shows that the value of t is 0.2. In contrast, the t-table with a significance threshold of 0.05.

Here are the findings of the researcher's investigation.

Table 1
Frequency Distribution

No	Aspect	Pre-Test	Post-test
1.	Pronunciation	19	28
2.	Vocabulary	24	31
3.	Grammar	16	17
4.	Comprehension	16	19
5	Fluency	23	32



CONCLUSION

Greeting cards were a medium that may improve students' speaking abilities, as seen by the value they received. Furthermore, based on students' answers to teaching and learning activities, it was determined that students enjoy it. This is demonstrated by their engagement in class talks, discussions, public speaking, pronunciation, fluency, and confidence in speaking. The students were more engaged in the spoken teaching and learning process. As a result, the action learning technique might be an alternate strategy for teachers who want to enhance and retain their speaking abilities.

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