

The Impact of Card Media on the Students' Ability in Writing Descriptive Text in Senior High School

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ABSTRACT

This study aims to know about the influence of card media on the student's ability in writing descriptive text of tenth-grade students in senior high school. This study was designed as a pre-experimental with one group pretest-posttest. The population used in this study was the 10th-grade students of MA Nurul Huda Suci as many as 30 students, the researchers used the entire population as a sample. The researcher used a writing test as a data collection technique. In the technique of analyzing the data, the researcher used descriptive statistics and the t-test was in the form of paired sample t-test to test the hypothesis through the SPSS statistic 25 programs. The results of using descriptive statistics showed that the average score of students at the time of the post-test using card media was greater than pre-test scores without using card media ($50.87 < 70.43$). while the hypothesis test using the paired sample t-test showed a significant (2-tailed) value of $0.00 < 0.05$, meaning that H_a was accepted and H_0 was rejected. From the results of statistical descriptive tests and hypothesis testing using paired sample t-test, it can be concluded that there is an influence between card media and students' ability to write a descriptive text.

Keywords: Card Media, Descriptive Text, Students' Ability, Writing

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INTRODUCTION

In learning a language, a student is expected to be able to master four language skills, namely speaking, listening, reading, and writing. Writing is a person's process of communicating or conveying the contents of thoughts and feelings to others in a sentence or paragraph. Brown (2003) stated that writing is a process of changing ideas or thoughts into words that are structured and well organized. Therefore, writing is said to be a thinking process. According to Meanwhile, Hunter & Elbow (1982) stated that writing requires both the capacity to generate your own words and thoughts as well as the capacity to evaluate them in order to choose which ones to utilize. In writing a sentence or paragraph the writer must pay attention to good sentence structure, good choice of vocabulary, and use of good grammar so that the writing can be easier to understand by others. Putri & Aminatun (2021)

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stated that to produce good writing results, a writer must pay attention to several elements in writing such as grammatical structure, vocabulary, and punctuation. Writing is a difficult activity that involves both process and product as end results.

Writing involves more than just aligning words and sentences to produce an effective composition. According to Oshima & Hogue (2007), in a writing, there are four stages: pre-writing, organizing, writing, and polishing. In the pre-writing activity, there are several ways the author can come up with ideas. In this chapter, the listing skill will be exercised. The listing method involves writing the topic at the top of a piece of paper, then quickly making a list of any words or phrases that immediately come to mind, then in the organizing activity, the author creates a clear outline of the thoughts, after that in writing activity, without worrying about language, spelling, or punctuation, the author simply scribbles down a rough copy of his or her ideas. And this is only a rough draft that will be improved later. At last polishing, at this stage, here is a process of improvement in grammar, punctuation, and mechanics known as editing as well as an improvement in content and structure known as revision. This phase is often referred to as the writing correction or polishing phase.

Descriptive text is a text that aims to describe a particular person, place or thing. According to Oshima & Hogue (2007), to explain how something appears, feels, smells, tastes, and/or sounds, descriptive writing employs sensory information. In a descriptive. In a descriptive text there are two generic structure. The first is identification, the phenomena or topic that will be presented is identified in this situation. The subject can be an object, a person, or a location. The second is description, It provides explicit details about the components, traits, and traits of the phenomena or subject matter being defined. Jayanti (2019) stated, the descriptive text uses the simple present tense, an adjective, and an action verb as linguistic elements. Use the present simple tense. This is due to the descriptive text's mention of an actual event. It is up to the author to use an adjective in English descriptive prose to convey excitement, interest, and attractiveness, for instance, a gorgeous girl, a well-known location, or a lovely man. And when describing an object's activity, use an action verb.

Based on the author's observations, the problem faced by students related to writing skills is that they have difficulty in composing a sentence properly, their knowledge of vocabulary is still lacking and their knowledge of vocabulary is still lacking. In the learning process, students tend to be passive and the teacher still uses the lecture method so that students are less interested in their motivation in learning English.

But in the fact, the students' ability to write especially in writing descriptive text is still relatively lacking. Based on the author's observations, the problem faced by students related to writing skills is that they have difficulty in composing a sentence properly, their knowledge of vocabulary is still lacking and their knowledge of vocabulary is still lacking. In the learning process, students tend to be passive and the teacher still uses the lecture method so that students are less interested in their motivation in learning English. Based on (Westwood, 2006) the development of writing skills involves several different cognitive, linguistic, and psychomotor processes, this makes not everyone able to master writing skills.

There are three previous studies related to students' writing skills that have been found by the author. The first is about students' abilities in writing fairy tales based on cartoon media, the author used cartoon media as the medium to help students compose fairy tales in this study, which employed a descriptive quantitative methodology to learn about the

students' proficiency in producing them. And the result is there are 80% categorized as able and there are 20% categorized as unable in writing fairy tales based on cartoon media. The second is about students' abilities in writing descriptive texts. This study, which employed a descriptive quantitative approach, sought to understand how well students could write descriptive texts in English. This study's findings indicated that students' writing skills for English descriptive texts ranged from fair to poor. And the last is about the effect of picture card media on the ability to write short stories. This study, which employed an experimental methodology, sought to understand the impact of picture card media on the capacity for short story writing. The study's findings revealed that the control class scored higher on the pretest than on the final exam, at 60.08, while the experimental class scored higher on the pretest than on the final exam, at 72.58.

Numerous research that discuss pupils' writing abilities are drawn from some of the earlier studies mentioned above. Agus Sulaiman, Winda Sari, and Ade Dwi Jayanti all had questions about how well students could write short stories using card media, as well as on how well they could create descriptive texts. Winda Sari wanted to know how well students could write fairy tales using cartoon media. The author of this study is curious to learn how well the students can use card media to write descriptive text.

In this study, the authors are interested in using card media in the learning process of writing. Card media is a two-dimensional visual media that usually contains pictures and text. Ulfa, Amir, & Daeng (2018) stated that An image or photo can represent the shape of a person, animal, building, or another object. This can make it easier for students to observe objects or other objects that are far away and not reachable by the eye. Based on Arifin & Al Halim (2021), using card media in the classroom can boost students' motivation for learning and develop their object awareness.

Harmer (2001) stated that, whether drawn, copied from books, periodicals, newspapers, or photographs, teachers have traditionally utilized visual or graphics to aid learning. The teacher can use flashcard to pique the pupils' attention and motivation. Flash card is a learning media that can encourage students to find the ideas they need. Flash card media is also a very effective media for use at all levels in learning language skills. Alternatively, it can be said that using flash card media is a positive way to foster students' enthusiasm. According to Nurdyansyah (2019), the Chinese proverb says that a picture speaks more than a thousand words. Moreover, the main purpose of the appearance of these various types of image is to visualize the concept to be conveyed to students.

Card media can be used in writing descriptive text. In descriptive text, it is necessary to describe an object in detail. When students are stimulated by using card as media, it is easier for

them to learn and write. It is simple to teach the lesson and the students will understand it. Not only that, but students may also improve their writing skills by following the instructions in the picture card media. The steps are as follows:

1. start by observing the picture on the card first
2. then write down what picture you see on the card
3. and then write down the characteristics contained in the picture, such as "rabbit, he has 4 legs, 2 long ears, 2 bright blue eyes, pure white skin" and then goes on to mention other details in the picture specifically, such as "the rabbit is under a very large tree, which has fresh green leaves, and beside it is a huge pile of wood". Card media can make a

students easy to describe. In writing a descriptive text, sometimes students have some problems, often students have difficulty about what they should write in a paragraph. Example: The author wants to write a descriptive text about tourism objects. With media cards depicting tourist objects, it will be easier for writers to develop their writing into a paragraph.

In this research, the writer wants to know whether card media can affect students' ability in writing descriptive text. Therefore, the writer is interested in compiling this research with the title "The Influence of Card Media on the Students' Ability in Writing Descriptive Text of Senior High School.

The purpose of this study was to determine the effect of card media on students' ability to write descriptive text. it aims to answer a research problem, namely whether card media is able to have an influence on students' ability to write descriptive texts

RESEARCH METHOD

The author used a pre-experimental method with one group pretest-posttest design. According to Creswell & Creswell (2018), A study conducted by researchers using a pre-experimental design only includes one group and is conducted concurrently with an intervention experiment. The experimental group cannot be compared to a control group in the design. Than one group pretest-posttest is design that entails a pre-test campaign, a distinct group of treatment, and a post-test. This study conducted at MA Nurul Huda suci in March 2022. The population of this study is tenth-grade of MA Nurul Huda Suci with consist of 30 students, and the sample of this study is all of the population than technique to chosing sample is total sampling.

In this study, the author used writing test sheets the instruments of this study than the technique to collect data the author used a twice of writing test, pre-test and post-test. (Brown, 2003), stated that a test evaluates a person's skills, expertise, or performance in a particular field. Pre-test is a test given by the author to students before the learning takes place which aims to determine the ability or knowledge of students in writing. After being given the pre-test, the writer gave treatment for 4 meetings. In this treatment, the writer provides exposure and knowledge about descriptive texts and gives examples of the application of card media in writing descriptive texts.

At the end, the writer gives a post-test to the students which aims to measure or find out the students' ability in writing descriptive text if using card media, whether there is a significant difference or not between the two. This implies whether the card media has an effect on students' ability to write descriptive texts.

After collecting data, the next step taken by the author is to analyze the data using SPSS 25. In analyzing the data the author uses descriptive statistics to see the difference in averages and a t-test in the form of paired sample t-test to test the hypothesis in the study.

RESULT AND DISCUSSION

Descriptive Statistic

In this study, the author has conducted a statistical descriptive test using SPSS 25.0 version. It aims to find the average value, the minimum value, and the maximum value of the pre-test and post-test. Here was the result of the calculation with SPSS:

Table 1. Descriptive Statistics results

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Table 2. The Result of Normality Test with Shapiro-Wilk

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
class		Statistic	df	Sig.	Statistic	df	Sig.
results of the study	pre-test	,129	30	,200*	,950	30	,169
	post-test	,157	30	,058	,963	30	,360

Based on the descriptive statistics test, it is shown that the minimum score of pre-test is 33 and maximum score of pre-test is 58, while the minimum score of post-test is 68

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
pre-test	30	35	33	68	50,87	1,827
post-test	30	30	58	88	70,43	1,348
Valid N (listwise)	30					

and the maximum score of post-test is 88. The average score of pre-test is 50.87 and the average score of post-test is 70.43.

Normality Test

In this study, the author was carried out a normality test with Shapiro-Wilk. If the significance value is more than 0.05 then the data can be declared normally distributed and if the significance value is less than 0.05 then the data is not normally distributed. The outcome of the SPSS calculation was as follows:

Based on the result of the normality test with Shapiro-Wilk, it is shown that the significant value of pre-test = 0.169, df = 30, and the significant value of post-test = 0.360, df = 30. It can be conclude that the significant values > 0.05. It means that the data was normally distributed.

Homogeneity Test

The homogeneity test checks the sample's resemblance, determining things like whether or not the sample variance comes from the population. If the significance value

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more than 0.05 it means the population was distributed homogenous. Following is the result of the SPSS calculation:

Table 3. The Result of Homogeneity Test

		Test of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
LagY	Based on Mean	3,899	1	57	,053
	Based on Median	3,512	1	57	,066
	Based on Median and with adjusted df	3,512	1	56,778	,066
	Based on trimmed mean	5,572	1	57	,052

Based on the result of the homogeneity test, it shown that the significance value

Paired Samples Test					
		Paired Differences 95% Confidence Interval of the Difference Upper	t	df	Sig. (2-tailed)
Pair 1	pre-test - post-test	-15,716	-10,394	29	,000

based on mean = 0.053, based on median = 0.66, based on median and with adjusted df = 0.66, and based on trimmed mean = 0.52. It can be concluded that the sig values > 0.05, it means that the data was distributed homogenous.

Hyphotesis Test

In this study, the author used a paired sample t-test. The hypothesis proposed in this study is H0: There is no significant influence between card media and students' ability to write a descriptive text, Ha: There is a significant influence between card media and students' ability to write a descriptive text. Then Ha was accepted and H0 was rejected. if the significance value

(sig) < 0.05 then H0 is rejected, Ha is accepted, whereas if the significance value (sig) is > 0.05 or if value of t hitung > t tabel H0 is accepted and Ha is rejected. Following is the result of the SPSS calculation:

Table 4. The Results of Hyphotesis Test

Based on the hypothetical test that has been carried out, it can be seen that the significance value (2-tailed) is 0.000, the t-count value is -10.957 and the t-table value is 2.042 at a significant level of 0.05 with degrees of freedom (df) = 30 so that H0 is rejected and Ha accepted.

The author conducted this study in tenth-grade of MA Nurul Huda Suci. Based on interview with the english teacher at the school, it was said that the students' ability to write

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was still lack and based on the pre-test given to the students, showed that the students' ability to write descriptive text was still lack.

The author of this study employed card media as a tool to help students write descriptive language. Card media is a type of visual learning material that includes teks, photos, etc. For pupils to more easily see other objects that are out of reach, image cards can be used to illustrate the shape of an object, place, person, animal, etc. The author employed two writing tests, a pre-test and a post-test, to gather the data.

Based on the research results, the use of card media can make it easier for students to write descriptive texts. This is due to the fact that when students utilize card media, they may see the original form through the image on the card media. Used picture card media can make students more easily determine the ideas they will write. It is supported by Arifin & Al Halim (2021) stated, the usage of card media in learning can boost students' motivation for learning and develop their object awareness.

From the results of data analysis conducted by the author using the SPSS 25 statistical program, there is a significant difference in student scores between the pre-test before using the card media and the post-test score after using the card media in writing descriptive text. It is supported by (Sulaeman & Enawar, 2022), (Suparna, 2021), (Gaol, 2020), and (Saragih & Novimariono, 2020) stated that the use of picture card media can be improve of students' writing ability. In the pre-test, the average value of the students was 50.23 while in the post-test the student's score was 70.43. Hypothesis testing using a paired sample t-test at a significance level of 0.005. The sign value (2-tailed) is 0.000 and the t-test value (-10.957) is greater than the t-table (2.042) at a significance level of 0.005 with a degree of greatness (df) = 30, there is a significant difference between students' scores at pre-test. test and post-test so that the author can make a decision that H_0 is rejected and H_a is accepted.

Based on the discussion and analysis of the data that has been found by the authors above, it can be concluded that the use of card media in learning to write descriptive texts shows a significantly different score between the students' pre-test and post-test scores. The research was conducted for 6 meetings which included a pre-test at the first meeting, 4 times treatments at the next meeting, and a post-test at the last meeting.

The hypothesis proposed in this study is H_0 : There is no significant influence between card media and students' ability to write a descriptive text, H_a : There is a significant influence between card media and students' ability to write a descriptive text. Then H_a was accepted and H_0 was rejected.

CONCLUSION

Card media are employed in this investigation. in order to determine the media's influence. When creating descriptive language, this medium is applied. According to the study's findings, card media have an impact on students' capacity to produce descriptive texts. The average post-test score was 50.23 and the average pre-test score was 70.43, respectively. Additionally, it is demonstrated by the outcomes of hypothesis testing, which used a t-test with a significant level of 0.005. The t-test value (-10.957) is bigger than the t-table (2.024) at a significance level of 0.05 and a degree of freedom (df) of 30, and the sign value (2-tailed) is 0.000. Thus, you're able to respond. the inquiry from. Based on these

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results H_a (Alternative Hypothesis) is accepted and H_o (null hypothesis) is rejected. The application of card media affects students' perceptions of writing, especially in descriptive texts. By using card media, students find it easier to develop and express their ideas in a good text by paying attention to aspects of descriptive text. In other words, there is a significant difference in learning outcomes scores between the pre-test and post-test scores.

This suggestion is made in order for the author to be used more successfully. The following are some suggestion based on the findings: 1). For teacher, english teachers are expected to consider the needs and interests of students more before starting a lesson. it is important for teachers to be able to create more varied learning activities by using learning media, so that they can attract students' interest and can foster student enthusiasm and motivation to learn. In addition, the teacher can provide picture card media when learning descriptive text, because it can make it easier for students to express ideas to compose a descriptive text. Many of the students really liked it. 2. For students, the students should respond to the teacher's instructions. Students must follow the rules of what they should and should not do. They should also study diligently on the case in order to gain a thorough understanding of the material. 3. For author, This author has written a descriptive text that used the media. The media can be utilized to write the other type of writing content for further study. The following research could utilize a different research subject from a different class of schooling.

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