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4th ICEL 2016

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

4th ICEL 2016

20 -21 MAY 2016

Organized by:
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PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4th ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

Drs. Harpain, M.A.T., M.M
4th lCEL 2016 Chairman

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Education and Language (4th ICEL 2016)
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Bandar Lampung, Indonesia
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THE APPLICATION OF CARDS IN TEACHING GRAMMAR TO IMPROVE STUDENTS WRITING SKILL: A TEACHING STRATEGY DEVELOPMENT

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Abstract

This research was done to overcome the students's problem in understanding grammar. The purpose of the research was to investigated how teaching grammar by using cards could improve students writing skill. The method of the research was classroom action research. The validity of the research used triangulation method. It lead to seek the validity of the research by collecting data from tests, observations, interview and study documents. The subject of the research was students of 7B of SMPN Satap Catang in the year of 2014/2015. The data was analyzed descriptively. The average of the tests increase from one test to the last test in each cycle. The average of pre test was 53 and It increased significantly after using cards. The average score of the first cycle was 74,The second cycle was 81.5 and 89 in the third cycle. This data showed that there was an increasing of student understanding in grammar. Based on the students writing tasks, the ability of students in writing increased significantly, in the first cycle was 70.16, in the second cycle was 79.16 and in third cycle was 86.02. The hypothesis test of Pearson Correlation showed that there was a positive correlation between students mastery in grammar and students writing ability. The observations showed the level of students participation in learning process increase significantly. Interview showed the students' perception towards teaching grammar using cards was highly appreciated by the students. The results of this research proved that the application of cards in teaching grammar effectively improve students writing skill.

Keywords: Cards, Grammar, Students Writing Skill

1. INTRODUCTION

Writing is the activity to express the idea and feeling. It correlates with the activities of reading and listening for thinking and feeling an issue. Students need to master grammar in the writing activities. In the writing, the teacher should give more attention on how to teach grammar in the classroom to make students easy to understand the topics and it lead students to take a part in learning activities. so the purpose of teaching grammar in classroom to improve students writing skills get maximally. Most students find problems in mastering grammar especially when they speak or write in English. Most of the students use grammar incorrectly so the meaning of the message unclearly.Good understanding in grammar will help students improve their writing skills. Many students finds bored in learning grammar and make grammar more appealing, teachers need to show them how useful and attractive grammar can be if they know that grammar helps students express feelings. Grammar is the basics for writing. It is important to gain the meaning of the content or message so teaching grammar must be interesting and challenge to students. Teachers should find out the alternative and attractive way of teaching grammar in the class to improve students writing skill. Teaching grammar attractively is the challenge for teachers today. Teachers can use a variety of activities to teach grammar. One of the alternative ways of teaching grammar is by using media. Media plays an important role as a medium in the process of communication between conveyer and receiver and it is a medium to convey information so the learner to acquire knowledge, skill and attitude.

One of the media is card. The card is the kinds of visual media to help teacher more clearly explanation and also it motivates students to learn and take a part in learning process.

2. METHOD

The design of the research is classroom action research as a qualitative design.The beneficial of classroom action research for teachers improve the quality of teacher's work and the learning process through deep study toward what happen in the class.Mode of classroom action research used in this research adopted from Kurt Lewin. According to Lewin, in Mack (2005), classroom action research consists of several cycles and each cycle

consist of four stages, those are : (1) Planning (2) Acting (3) Observing and evaluating (4) reflecting [1]. The process of collecting data used triangulation of data collecting techniques to get the valid and reliable data. The data are from other perspective to support the result of this classroom action research and to get the validity of the research. The datas are from classroom observation,tests, interview and study document. Observation is a monitoring done by collaborator such as colleague, observer and participant. It plays a main role in the research and support the validity of the research. Louis Cohen *et al* (2005) suggest that Observation involves watching events and people in such a way that self-consciously heightens your senses (hearing, seeing, and monitoring) of what is happening.It involves paying particular attention to things you are interested in investigating, and screening out for the time-being other events that are less relevant. [2] Interview is a way to check the accuracy or verify the impression from observation. Interview was conducted to 36 students. The purpose of the interview to get the information of what is on their minds, what they think and how they feel about implementing the cards in teaching grammar in the classroom.The kind of interview is open ended question.Test is used to measure the student achievement of learning. It is done after finishing the lesson. This research has three tests and three assignments from each cycle. The standard of success in this research is 70.Study document is needed to complete the research report.Theresearcher make teacher's lesson plan, syllabus, items tests and format of field note before teaching and learning process.The researcher also collects student's writing tasks.Beside that to complete the result of the research, the researcher uses photographs or video tape and photo elicitation. The subbject of the research consist of 36 students from class 7B SMPN Satap Catang from January to February 2015 in the year 2014/2015.

3. FINDING AND INTERPRETATION

The research of the application of cards in teaching grammar to improve students writing skill has some reasons first, students did not interested in learning grammar and hard to understand the topic by using traditional method.Second, students were boring to learn grammar as learning a rule of language. Third, students were poor in grammar and vocabulary. Fourth, students did not write well although they were in the third year of Junior high school. Finally, students did not have confident to write in English. Based on the reasons above,the teacher should created alternative ways in teaching grammar to make them interesting, easy to understand the topic and let them to take part in learning process. The result of pre test showed that the mean of test was low around 53. There were eight students who get score under 40. The lowest score was 20 and the highest score was 80

The teacher tried to implement cards in teaching grammar . The cards are made of thick cartoon and each card consists of one word. There are eight sets of cards and each set consists of fifty cards. Each set of cards is accompanied with dictionary to lead students easy to understand the words and sentence. The class was divided into eight groups and each group got a set of cards. Students arranged the sentence of simple present tense into positive, negative and interrogative sentence in group. One of the member of the group reported the work in front of the class. The teacher discussed the students works and appreciated who did well. The research was done in three cycle and there was a test at the end of the cycle to measure the achievement of the target. Triangulation data used to get the result of research valid and reliable. Triangulation data of this research come from other perspective such as observation, interview, tasks and tests.

The result of the action showed that the understanding of students towards simple present tense increased significantly from cycle to cycle. The mean of test score at first cycle was 74 increased 21 points from the pre test score. The mean of test score at second cycle was 81.5, and it increased 7.5 points and the third cycle was 89 and it increased 7.5 points .The students writing tasks score also increased from cycle to cycle. The first cycle was 70.16, second cycle was 79.16, and third cycle was 86.02 as showed at the figure below:

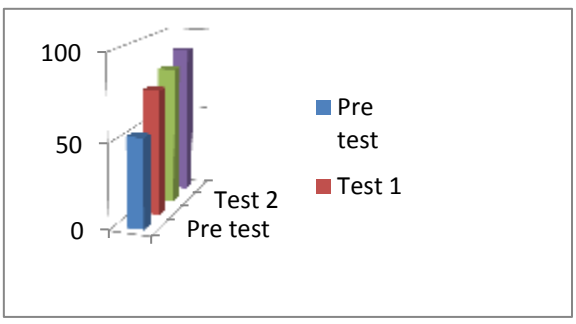

Figure.1. Test score rate.

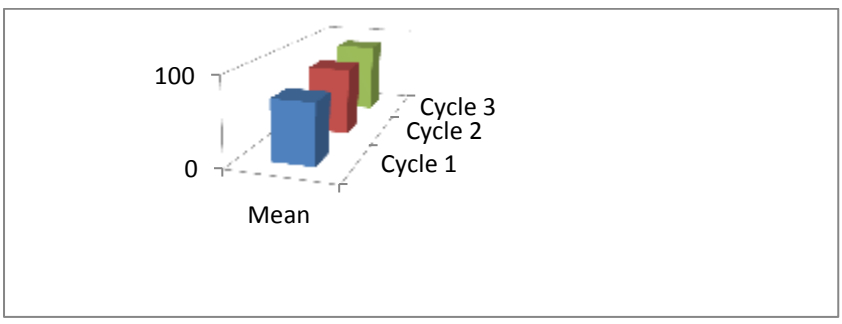

Figure 2. Task score rate

The observation showed that the level of students participation in learning process also increased because they find interesting in learning grammar, and they were easy to understand the topic so students in each group took part in learning process.

The data from interview showed that the perception of students in learning grammar using cards was highly positive response. From 36 students interviewed, 35 students said that they were interesting in learning grammar using cards and easier in mastering grammar. 33 students thought that they worked more cooperatively in group with other students. A little students found problem in arranging the cards because the word card lost or exchanged to another group. Hypothesis test using T-test dependent variable showed that there was an improvement students understanding in grammar after using cards. It showed from pre-test and post test score. The mean of pre test score was 53 and post test score, after using cards, was 89.There was also a correlation between students mastery in grammar and students writing skill and it was showed by Pearson correlation hypothesis test. Based on Pearson correlation hypothesis test, good understanding in grammar would impact in good writing skill. The data in this research showed that the application of cards in teaching grammar effectively improved students writing skill.

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