

**THE IMPLEMENTATION OF ENTRY CARD IN TEACHING WRITING  
PARAGRAPH TO THE SECOND YEAR STUDENTS  
(An Experimental Research at SMPN 3 Bireuen)**

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**ABSTRAK**

*The title of this thesis is "The Implementation of Entry Card in Teaching Writing Paragraph to the Second Year Students". This research is an experimental research at SMPN 3 Bireuen. The purpose of this research is to find out whether teaching writing by using entry card can increase students ability in producing an English paragraph and to know whether entry card used appropriate for Junior high school. In order to prove the idea, based on this consideration the writer has conducted an experimental research SMPN 3 Bireuenon the second grade students. The writer took two classes as sample for this research. They grouped into experimental group and control group. The writer then administered a pre-test to both groups, after that the writer made an experimental teaching. In experimental group, the writer used entry card in teaching writing, meanwhile in controlled group, the writer just taught by using conventional method. After giving the treatment in experimental group for three meetings, the writer gave post test to both groups and then makes a comparison between two groups. The result shows that the score of students in experimental group is higher then controlled group. It can be proved by score the mean score of experimental group of pre-test is 53,60 and 39 for the control group and post-test is 57,04 for the experimental group, and 39,5 for the control group. The standard deviation of two 55,58 and standard deviation for control group is 50,73. The standard deviations of two groups are also different. They are for post -test of experimental group is 56,37 and the standard deviation for the control group is 42,72. The obtained of t- score of the post-test of the experimental group and the control group are 9,051. Therefore, the alternative hypothesis (Hi) is accepted and the null hypothesis (Ho) is rejected.*

**Key words:** *Entry card, writing, paragraph, writing paragraph.*

**INTRODUCTION**

Writing is a process, while that process varies somewhat based on the task and the individual writer; the basic steps it includes are the same no matter what. The most important part of creating students own individual writing process is to let it evolve as students skill grows.

Oshima and Ann Hogue (1987: 3) says that "writing is a process, not a product. This means writing activity yielding article, that activity is process and the article have the students write is called product. So, when students write, the students have the process to make a complete writing, and it is always possible to review and revise, and review and revise again. There are four main stages in writing process: free writing, planning, writing and revising drafts, and writing the final copy to hand in.

The government of Indonesia through Department of National Education has determined a School Based Curriculum (KTSP) or called the 2006 Curriculum (KTSP) or called the 2006 curriculum as a guide for teachers in teaching learning process of English at their school. In the curriculum, there are four formulas derived in competency standard and basic competency, namely four integrated skills, such as listening, speaking, reading and writing.

In learning English have many aspects to interest the students to study hard in writing skill because writing skill is very difficult, one of the strategies to encourage students in writing is entry card. Entry card is very important, by using entry card the student can motivate the students to study because it rarely applied at the school.

However, Writing skills can be the ticket to better college grades and greater academic achievement. The place to start writing more effectively is to notice the conditions under which we are already able to get what we want through writing. The writing format can help

students look good to their readers, whether they are or not, because the writing format would naturally give students writing consistency and clarity of writing.

This study is expected to improve the writing skill for Junior High School at SMP 3 Bireuen. Then the teacher improves the students in writing paragraph.

### RESEARCH METHODOLOGY

The participants of this study were students at SMPN 3 Bireuen. In this research was selected and chosen which school for the teaching and analyzing. This view is important to research that is attempting to bring understanding to process or event as perceived by the participant in that event. In education field, especially in writing paragraph is used entry card.

The population is the total number of objects that should be observed in the research. The population of this research was the second year students of *SMP Negeri 3 Bireuen Aceh* Regency. There are consists four classes. Each classroom consists of 30 up to 35 students. However, the writer deems that it is impossible to take all students into account as the subject of research, so the writer determined 60 students to take randomly from two classes.

### FINDING AND DISCUSSION

Based on the purpose of the research it to explain the effectiveness to students in teaching writing and make the students easy to write paragraph and improved the students' ability in mastering writing. The researcher used the calculation procedure such as: Mean, Standard Deviation, and t-score in order to prove the hypothesis.

#### The Students' Name and their Score

**Table 1. The Pre-Test Score Of The Experimental Group**

No	Student's Name	Cont	Org	Voc	Lu	Mech	Total
1	Afdhal	22	7	10	11	2	52
2	Bahrul Fadhal	13	13	10	10	2	48
3	Chaidar Amhar	20	14	13	10	3	60
4	Darlis Risky Yanda	14	9	10	7	3	43
5	Dewi Santi	15	10	10	17	3	55
6	Fani Zuhra	25	13	15	13	4	70
7	Fazliyah	17	13	17	18	3	68
8	Fitriatul Aulia	22	14	13	11	3	63
9	Halimatussakdiah	17	13	9	10	2	51
10	Ismuhar	17	13	10	11	2	53
11	Jumadil Sani	16	9	10	5	2	42
12	Khalidin	22	14	10	9	3	58
13	Lailatul Muna	25	14	13	7	3	62
14	M. Rizal	18	10	10	16	2	56
15	Miftahul Wahidin	13	13	10	10	2	48
16	Mizanna	17	13	12	7	2	51
17	Muslem	17	10	10	9	2	48
18	Mutia Rahmi	13	16	10	10	2	51
19	Nur Aklima	13	10	9	10	3	45
20	Arahmah Caizer	23	13	10	15	2	63
21	Raihan Nazila	20	12	11	5	2	50
22	Riyan Rinaldi	14	9	10	7	3	43
23	Saifandi	16	9	10	5	2	42
24	Septian Ari Sutisna	13	13	10	10	2	48
25	Sisca Mauliza	13	16	10	10	2	51
26	Yenni sara	22	14	13	12	3	64
27	Zakianti	20	15	14	9	4	62

According to the pre-test above, the highest score is 70 and the lowest score is 42 at the experimental group.

**Table 2. The Post-Test Scores Of Experimental Group**

No	Student's Name	Cont	Org	Voc	Lu	Mech	Total
1	Afdhal	23	7	13	11	2	56
2	Bahrul Fadhal	13	13	10	10	2	48
3	Chaidar Amhar	22	14	13	12	3	64
4	Darlis Risky Yanda	18	10	10	7	3	48
5	Dewi Santi	17	10	12	17	3	59
6	Fani Zuhra	25	14	15	15	4	73
7	Fazliyah	18	14	17	18	3	70
8	Fitriatul Aulia	22	14	13	11	3	63
9	Halimatussakdiah	17	13	9	10	2	51
10	Ismuhar	18	13	13	11	2	57
11	Jumadil Sani	22	11	10	6	2	51
12	Khalidin	22	14	10	12	3	61
13	Lailatul Muna	27	14	13	8	3	65
14	M. Rizal	19	11	10	16	2	58
15	Miftahul Wahidin	14	13	12	10	2	51
16	Mizanna	20	13	12	8	2	55
17	Muslem	17	10	10	10	3	50
18	Mutia Rahmi	22	16	10	10	2	60
19	Nur Aklima	15	13	10	10	3	51
20	Arahmah Caizer	23	13	12	15	2	65
21	Raihan Nazila	22	13	11	5	3	54
22	Riyan Rinaldi	15	9	13	7	3	47
23	Saifandi	20	12	10	7	3	52
24	Septian Ari Sutisna	13	13	10	10	2	48
25	Sisca Mauliza	15	16	10	11	2	54
26	Yenni sara	22	14	13	12	3	64
27	Zakianti	23	15	15	9	3	65

According to the post-test above, the highest score is 73 and the lowest score is 47 at the experimental group.

**Table 3. The Pre-Test Score Of The Control Group**

No	Student's Name	Cont	Org	Voc	Lu	Mech	Total
1	Abdul Rais	15	8	5	7	2	37
2	Aklima	12	8	5	5	2	32
3	Andi Riskal	13	9	11	5	2	40
4	Aris Musnadar	13	7	5	5	2	32
5	Fathur Rahman	12	7	5	5	2	31
6	Fikri Maiyasya	13	9	11	5	2	40
7	Hisbullah	15	8	5	7	2	37
8	Ilyas	14	9	10	7	3	43
9	Ismaulida	15	13	10	5	2	45
10	Jihan Farwati	17	10	10	5	2	44
11	M. Razi Gunawan	10	8	5	5	2	30
12	Maulifiana	20	14	13	10	3	60
13	Maulita	12	8	5	5	2	32
14	Muhammad Abrar	14	9	10	7	3	43
15	Muhammad Ridha	10	13	10	10	2	45
16	Nurasma	13	7	5	5	2	32
17	Nurhaliza	14	8	6	7	2	37
18	Nurjannah	14	9	10	7	3	43
19	Nurmasyitah	20	7	10	11	2	50
20	Putri Zarianti	13	7	5	5	2	32
21	Raihan Azura	15	13	7	5	2	42
22	Rifky Maulana	11	7	5	5	2	30
23	Rozi Agustiar	13	10	8	5	2	38
24	Safrianawati M	10	8	5	5	2	30
25	Siti Rahmah	15	7	6	5	2	35
26	Wira Lusiana	15	8	5	7	2	37
27	Yusniar	20	14	13	10	3	60
28	Safinaturrahmah	13	8	7	5	2	35

According to the pre-test above, the highest score is 60, and the lowest score is 30 at the control group.

**Table 4. The Post-Test Score Of The Control Group**

No	Student`s Name	Cont	Org	Voc	Lu	Mech	Total
1	Abdul Rais	15	9	5	7	2	38
2	Aklima	12	8	5	6	2	33
3	Andi Riskal	13	10	11	5	2	41
4	Aris Musnadar	13	7	5	5	2	32
5	Fathur Rahman	12	7	6	5	2	32
6	Fikri Maiyasya	13	9	11	5	2	40
7	Hisbullah	15	8	5	10	2	40
8	Ilyas	14	9	10	7	3	43
9	Ismaulida	15	13	10	5	2	45
10	Jihan Farwati	17	10	10	5	2	44
11	M. Razi Gunawan	10	8	4	6	2	30
12	Maulifiana	20	14	13	10	3	60
13	Maulita	12	10	5	5	2	34
14	Muhammad Abrar	14	9	10	7	3	43
15	Muhammad Ridha	10	13	10	10	2	45
16	Nurasma	13	7	5	5	4	34
17	Nurhaliza	14	8	8	7	2	39
18	Nurjannah	14	9	10	7	3	43
19	Nurmasyitah	20	7	10	11	2	50
20	Putri Zarianti	13	7	5	5	2	32
21	Raihan Azura	15	13	7	5	2	42
22	Rifky Maulana	13	7	5	5	2	32
23	Rozi Agustiar	13	10	8	5	2	38
24	Safrianawati M	10	8	5	5	2	30
25	Siti Rahmah	15	7	6	5	2	35
26	Wira Lusiana	15	8	5	7	2	37
27	Yusniar	20	14	13	10	3	60
28	Safinaturrahmah	12	8	7	5	2	34

According to the post-test above, the highest score is 60, and the lowest score is 30 at the control group.

After analyzing the data collected from the experimental group by using the statistical procedure the writer discussed some findings. The writer refers to null hypothesis (Ho) and alternative hypothesis (Hi) at the level of significance 0.05%. The writer could prove whether teaching writing paragraph by using entry card was effective to the students of *SMP Negeri 3 Bireuen*. Furthermore, during the teaching writing paragraph by using entry card the students were easy to understand how to write a paragraph. When the teacher gave the post test to the students, she found that the mean score of pre-test differs from post-test.

**Table 5. The Computation Of Pre-Test Score Between The Experimental Group And Control Group**

N0		$f$	$fx_1$	$fx_1^2$	$x_2$	$f$	$fx_2$	$fx_2^2$
1	70	1	70	4900	60	2	120	14400
2	68	1	68	4624	50	1	50	2500
3	64	1	64	4096	45	2	90	8100
4	63	2	126	15876	44	1	44	1936
5	62	2	124	15376	43	3	129	16641
6	60	1	60	3600	42	1	42	1764
7	58	1	58	3364	40	2	80	6400
8	56	1	56	3136	38	1	38	1444
9	55	1	55	3025	37	4	148	21904
10	53	1	53	2809	35	2	70	4900
11	52	1	52	2704	32	5	160	25600
12	51	4	204	41616	31	1	31	961
13	50	1	50	2500	30	3	90	8100
14	48	4	192	36864				
15	45	1	45	2025				
16	43	2	86	7396				
17	42	2	84	7056				
	$\Sigma x_1 = 940$	27	$\Sigma fx_1 = 1447$	$\Sigma fx_1^2 = 160967$	$\Sigma x_2 = 527$	28	$\Sigma fx_2 = 1092$	$\Sigma fx_2^2 = 114650$

The mean of pre- test for experimental and control group as follows:

$$\bar{x} = \frac{\Sigma fx_1}{N_1} = \frac{1447}{27} = 53,60 \quad x_2 = \frac{\Sigma fx_2}{N_2} = \frac{1092}{28} = 39$$

The calculation of standard deviation as follows:

Standards deviation from experimental group and control group.

$$SDx_1 = \sqrt{\frac{\Sigma fx_1}{N_1} - (\bar{x})^2} \quad SDx_2 = \sqrt{\frac{\Sigma fx_2}{N_2} - (\bar{x}_2)^2}$$

$$= \sqrt{\frac{160967}{27} - (53,60)^2} \quad = \sqrt{\frac{114650}{28} - (39)^2}$$

$$= \sqrt{5961,740 - 2872,96} \quad = \sqrt{4094,65 - 1521}$$

$$= \sqrt{3088,78} \quad = \sqrt{2573,65}$$

$$= 55,58 \quad = 50,73$$

The number of freedom (df) is as follows:

$$df = (N_1 + N_2 - 2)$$

$$= (27 + 28 - 2)$$

$$= (53 - 2)$$

$$= 51$$

t- Score of pre-test for experimental group and control group are:

$$t_1 = \frac{x_1 - x_2}{\sqrt{\frac{SDx_1}{N_1 - 1} + \frac{SDx_2}{N_2 - 1}}}$$

$$= \frac{53,60 - 39}{\sqrt{\frac{55,58}{27 - 1} + \frac{50,73}{28 - 1}}}$$

$$= \frac{14,6}{\sqrt{2,138 + 1,879}}$$

$$= \frac{14,6}{\sqrt{4,017}}$$

$$= \frac{14,6}{2,005}$$

$$= 7,28$$

**Table 6. The Computation Of Post-Test Score Between The Experimental Group And Control Group**

NO	$x_1$	$f$	$fx_1$	$fx_1^2$	$x_2$	$f$	$fx_2$	$fx_2^2$
1	73	1	73	5329	60	2	120	14400
2	70	1	70	4900	50	1	50	2500
3	65	3	195	38025	45	2	90	8100
4	64	2	128	16384	44	1	44	1936
5	63	1	63	3969	43	3	129	16641
6	61	1	61	3721	42	1	42	1764
7	60	1	60	3600	41	1	41	1681
8	59	1	59	3481	40	2	80	6400
9	58	1	58	3364	39	1	39	1521
10	57	1	57	3249	38	2	76	5776
11	56	1	56	3136	37	1	37	1369
12	55	1	55	3025	35	1	35	1225
13	54	2	108	11664	34	3	102	10404
14	51	4	204	41616	33	1	33	1089
15	52	1	52	2704	32	4	128	16384
16	50	1	50	2500	30	2	60	3600
17	48	3	144	20736				
18	47	1	47	2209				
	$\sum x_1 =$ 1043	27	$\sum fx_1 =$ 1540	$\sum fx_1^2 =$ 173612	$\sum x_2 =$ 643	28	$\sum fx_2 =$ 1106	$\sum fx_2^2 =$ 94790

The mean of post- test for experimental and control group as follows:

$$\bar{x} = \frac{\sum fx_1}{N_1} = \frac{1540}{27} = 57,04 \quad x_2 = \frac{\sum fx_2}{N_2} = \frac{1106}{28} = 39,5$$

The calculation of standard deviation as follows:

Standards deviations from experimental group and control group.

$$\begin{aligned} SDx_1 &= \sqrt{\frac{\sum fx_1}{N_1} - (\bar{x})^2} & SDx_2 &= \sqrt{\frac{\sum fx_2}{N_2} - (\bar{x}_2)^2} \\ &= \sqrt{\frac{173612}{27} - (57,04)^2} & &= \sqrt{\frac{94790}{28} - (39,5)^2} \\ &= \sqrt{6430,07 - 3253,56} & &= \sqrt{3385,36 - 1560,25} \\ &= \sqrt{3176,51} & &= \sqrt{1825,11} \\ &= 56,37 & &= 42,72 \end{aligned}$$

The number of freedom (df) is as follows:

$$\begin{aligned} df &= (N_1 + N_2 - 2) \\ &= (27 + 28 - 2) \\ &= (53 - 2) \\ &= 51 \end{aligned}$$

t- Score of post-test for experimental group and control group are:

$$\begin{aligned} t_1 &= \frac{x_1 - x_2}{\sqrt{\frac{SDx_1}{N_1 - 1} + \frac{SDx_2}{N_2 - 1}}} \\ &= \frac{57,04 - 39,5}{\sqrt{\frac{56,37}{27 - 1} + \frac{42,72}{28 - 1}}} \\ &= \frac{17,54}{\sqrt{2,169 + 1,583}} \\ &= \frac{17,54}{\sqrt{3,752}} \\ &= \frac{17,54}{1,938} \\ &= 9,051 \end{aligned}$$

The obtained of t- score of the post-test of the experimental group and the control group are 9,051. Therefore, the alternative hypothesis (Hi) is accepted and the null hypothesis (Ho) is rejected. The result indicated that the achievement of teaching of the experimental group was better than the control group.

## CONCLUSION

1. Most of the second year students of *SMP Negeri 3 Bireuen* are very difficult to study writing because lack of media in learning English.
2. Available facilities and related to English writing are very important for the students in providing their ability in English and to develop the teacher knowledge as well.
3. The mean score of experimental group of pre-test is 53,60 and 39 for the control group and post -test is 55,58 for the experimental group, and 42,72 for the control group.

The standard deviation of two 55,58 and standard deviation for control group is 50,73. The standard deviations of two groups are also different. They are for post-test of experimental group is 56,37 and the standard deviation for the control group is 42,72. From the data analysis, the result of t-score between experimental is 7,28 and control group is 9,051 for the pre-test and also for the post-test

4. The students had positive response of using entry card activities in their writing. Accordingly, the strategy makes them interest and motivate to develop English skill especially in writing.
5. Writing has more purely pedagogical role. It reinforces the learning with goes on through the medium of writing skills.

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