THE IMPLEMENTATION OF GREETING CARDS TOWARDS STUDENTS' MOTIVATION IN SPEAKING PERFORMANCE

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ABSTRACT

Language is a tool in communicating with other people. In learning a language, they often find it difficult, especially in speaking the language so that it is easy to understand. So in learning to speak using language requires motivation. This article has a goal, namely to find motivation to learn to speak English for class X students of SMK Muhammadiyah Karanganyar through greeting cards. The research method used is descriptive qualitative with case study research. In this study, two instruments were used, namely pre-test post-test and learning motivation questionnaire. The results of this study found data that is 35 students. The pre-test results found an average of 52.71 and the post-test results found 92.57. This shows that greeting cards are able to make students interested in learning English. It is also supported by a learning motivation questionnaire which is divided into three types of categories, namely high, medium and low. The results showed that of the 15 questions, 8 of them were at the medium level, 2 of them were at the low level and 5 of them were at the high level. That of 35 students in learning to speak English requires motivation.

Kata Kunci: Language, Speaking, Motivation.

ABSTRAK

Bahasa merupakan alat dalam berkomukasi dengan orang lain. Dalam mempelajari bahasa seringkali menemukan kesulitan terutama dalam berbicara bahasa tersebut agar mudah dimengerti. Sehingga dalam mempelajari berbicara menggunakan bahasa membutuhkan motivasi. Artikel ini mempunyai tujuan yaitu untuk menemukan motivasi belajar berbicara bahasa inggris siswa kelas X SMK Muhammadiyah Karanganyar melalui kartu ucapan. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan penelitian studi kasus. Dalam penelitian ini menggunakan dua instrument yaitu pre-test post-test dan angket motivasi belajar. Hasil penelitian ini menemukan data yaitu 35 siswa. Hasil pre-test menemukan rata-rata 52,71 dan hasil post-test menemukan 92,57. Hal ini menunjukan bahwa greeting card mampu membuat siswa tertarik dengan pembelajaran bahasa inggris. Didukung juga oleh angket motivasi belajar yang dibagi menjadi tiga jenis kategori yaitu tinggi, sedang dan rendah. Hasil penelitian menunjukan dari 15 soal 8 diantaranya berada di tingkat sedang, 2 diantaranya berada di tingkat rendah dan 5 diantaranya berada di tingkat tinggi. Bahwa dari 35 siswa dalam pembelajaran berbicara bahasa inggris membutuhkan motivasi.

Kata Kunci: bahasa, berbicara, motivasi.

INTRODUCTION

Language is very important for humans around the world because language is a tool or medium for communicating so that the objectives to be conveyed can be understood. Every country has a language so that it can be understood when communicating with other people Sari (2019: 1). When we are going to communicate with a foreign person, of course one of us or even both of us learn the language of that person so that communication runs smoothly. But what about when we communicate with people from other countries? The language used in communicating with people from other countries uses an international language, namely English.

English is important. Why is it important ? because there is learning in every formal school from elementary school to college, even in informal schools, for example courses. In English we find 4 abilities, namely speaking, writing, reading and listening. These 4 abilities are basic skills in learning English. However, in communicating with others what we learn is

the ability to speak Desamayani (2019: 1).

speaking is the essence of learning English. Speaking as one of the productive skills offers tangible results for someone learning a foreign language Rakhmanina (2018; 51). Speaking is an activity that a person uses to communicate with other people. Speaking cannot be separated from daily activities, everyone interacts by speaking to express the language of thinking and feeling. The importance of speaking skill is to help a person in all areas of life. Having a wide range of English vocabulary and skills helps him in getting a good job, communicating well with others, in business, at work or at school Armasita (2017: 3).

One of the factors that influence learning is motivation. Motivation influences students' behavior to achieve their goals. According to Mapiliana (2018: 2), motivation is an effort to obtain the desire to be achieved as a sense of satisfaction. This is an important factor in the success of language learning. Motivation will also make students enthusiastic in the teaching and learning process so that they will be encouraged to learn English well. Learning motivation is important in the student learning process, because it serves to encourage, move and direct learning activities. One way to increase motivation is to use Greeting cards.

Greeting cards are learning in English, learning in the form of a card in which there is a greeting, it can be because there is an important event or just to maintain friendship. The form of a greeting card can be on a small piece of paper that is in the shape of a box and contains greetings with unique creations. According to Febriannoor (2022:2) Greeting cards are offering folded cards with pictures and expressions of friendship or sympathy for different mixes with customizable creations. There are topics that students can choose in making greeting cards, such as birthday cards, congratulation cards, mother's day, instructor's day, thank you cards, and getting the card right (sympathy card).

In fact, not all children can understand learning to speak English quickly, there are still many difficulties experienced by students in learning to speak English. Judging from the case that the author directly observed during the practice of introducing the school environment at SMK Muhammadiyah Karanganyar for tenth graders, students also experienced difficulties in learning to speak English because English is a foreign language which is different from pronunciation in Indonesian and students are not accustomed to listening. English sentence. In addition, the lack of motivation to learn to speak English is also a contributing factor to the difficulties in learning to speak English. From this research, the writer hopes that research can be used as a illustration in learning English especially in learning speaking English, one of which use greeting cards. Teachers are also more aware that motivation is very influential in learning speaking English, so teachers can pay more attention to speak English.

METHOD

There are various research methods, including case study research. The author takes case study research because this research uncovers cases regarding student learning motivation. This research is included in the descriptive qualitative research.

This type of research is an exploratory case study, namely research that aims to find a case. The author found a case at SMK Muhammadiyah Karanganyar who had problems in student learning through observations of *Pengenalan Lingkungan Sekolah (PLP)* which then also obtained additional data from interviews with students and questionnaires which were later distributed to students.

The form of this research is a single instrumental case study because in this study the author only uses a case, namely in students' speaking learning. This problem is interesting to study because speaking English is an important component in learning English where the tenth grade students of SMK Muhammadiyah Karanganyar have difficult problems in learning English.

Author conducted research using pre-test and post-test as a tool to determine how far students understand learning English speaking through congratulation material using greeting cards. Then after that the researchers used a questionnaire as the main tool in this study, namely to collect data about learning motivation in learning speaking in class X SMK Muhammadiyah Karanganyar.

The data analysis process falls into three main phases using the qualitative analytical framework developed data reduction, data presentation and conclusion drawing and verification.

1) Data Reduction

First, the mass of data to be managed and how much it means to be reduced or reconfigured. According to Miles, data reduction refers to the process of choosing to focus,

abstract, and transform data. In this case the researcher chose data that contained observations by giving questionnaires to students.

Then the results are analyzed to see important information, group the data, and select the data needed and organize the data into the right format, so that the next stage can be good.

2) Data Display

Data display is the second phase in Miles' qualitative data analysis model. This phase provides an organized assembly and consists of information that allows drawing conclusions. Researchers display data that has been reduced to makes it easier to interpret the data.

3) Drawing Conclusion and Verification

Drawing conclusions involves a step back to consider what the data mean is analyzing and to assess its implications for the research question. In this stage, the writer draws meaning from the data in the view. Verification is related to drawing conclusions, requiring revising the data as much as necessary to cross-check to verify these emergent conclusions. Verification refers to the process of being able to explain the answers to research.

FINDING AND DISCUSSION

Because this study aims to find learning motivation in students of SMK Muhammadiyah Karanganyar class X. The author collects data and then arranges it into a description as follows:

A. Student Motivation in Learning Speaking English

According to Senad (2017: 211) motivation has been defined as a learner oriented towards foreign language learning objectives. In this case, motivation is very influential in learning foreign languages, even being a determinant of the success of foreign language learning, especially in learning English. There are four skills in English that really need to be learned, one of which is speaking English. According to Noviada (2017: 388) The speaking activities needed for oral communication are designed to activate oral communication, students are expected to do something. From the theory above, it can be concluded that speaking is an attempt to communicate using language widely, so that they can interact and understand each other, besides speaking also to express a purpose or idea with other people.

In learning to speak English, of course, we will need motivation, especially for class X students in vocational high schools. Because this will also be used to support their careers. Therefore, the

first thing we learn is to speak English. then the author conducted research in vocational high schools, namely at SMK Muhammadiyah Karanganyar in class X. Before the research the authors carried out the planning and implementation of the research, including:

1. Planning

    The research was carried out on June 17, 2022 by sending a letter of application for permission to the school, after that the author conducted research on July 18, 2022 with a total of 35 students with an allocation of 2 x 35 minutes. Before the research the author made preparations in the form of learning instruments, learning designs and learning tools.

2. Implementation

    The implementation of the implementation process is carried out in accordance with the learning plan that has been made for research. an overview of the implementation of learning activities for research in the table below:

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	1. Guru mengucapkan salam dan Mengajak semua siswa berdo'a (untuk mengawali kegiatan pembelajaran) 2. Melakukan komunikasi tentang kehadiran siswa 3. Memberikan pertanyaan 4. kepada semua siswa tentang materi congratulation yang akan diajar. 5. Memberikan pre-test mengenai materi congratulation 6. Menginformasikan pembelajaran mengenai materi grammar	15 menit
Inti	1. Guru memberi contoh greeting card yang menggunakan materi congratulation 2. Guru membagi kelompok siswa menjadi 5 kelompok terdiri dari 7 orang. 3. Siswa membuat tugas kelompok menggunakan greeting card yang diberikan guru. 4. Setiap kelompok terdiri dari ktua sebagai penanggungjawab kelompok dan membagi peran siswa untuk membuat dialog. 5. Setiap siswa memiliki tanggungjawab masing-masing untuk memainkan peran sesuai dialog yang dibuat. 6. Setiap kelompok maju kedepan	35 menit
Penutup	1. Siswa membuat kesimpulan tentang pembelajaran	20 menit

	Congratulation menggunakan greeting card 2. Guru memberikan soal post test dan siswa mengerjakan soal tersebut 3. Guru menutup menggunakan salam	

The students' ability in studying the congratulation material used the greeting card to measure students' understanding. After that proceed with working on the questionnaire. This questionnaire aims to find out greeting cards as students' learning motivation, especially in speaking English.

This questionnaire contains statements according to the student's circumstances. The choices include strongly agree, agree, disagree and strongly disagree.

B. Correlation Speaking and Greeting Card

According to Irmawati (2019:10) In learning English, speaking is one of the important skills that must be mastered. Speaking is the most demanding skill for teachers to teach in the classroom. Speaking is very important because speaking not only expresses ideas or thoughts but also conveys and presents new information to others. One of the materials in class X is the Congratulations material.

Congratulations material in learning speaking is a learning that can be innovated by the learning. One of the innovations made is to make speaking learning with congratulation material interesting. So that this material can also be one of the lessons to hone speaking skills in English, one of which is through Greeting cards.

Greeting cards are learning in English, learning in the form of a card in which there is a greeting, it can be because there is an important event or just to maintain friendship. The form of a greeting card can be on a small piece of paper that is in the shape of a box and contains greetings with unique creations.

C. The Analysis

Analysis is a step taken by the author in research after obtaining data in a study. The purpose of this step is to draw conclusions from a study. The author uses software for windows in the form of IMB SPSS 21.0 to analyze research data, using SPSS to ensure data analysis is carried out in detail and clearly.

The writer uses category analysis by Azwar to analyze the questionnaire data. According to Azwar (2012: 147) the purpose of categorization is to make separate individuals into tiers according to a continuum based on research attributes. Categorization requires the theoretical mean and standard deviation units of the population. The standard deviation is calculated by looking for a range of scores, namely the maximum possible score obtained by the respondent minus the minimum score that may be obtained by the respondent, after that the score range is divided by six. The formula for the mean, standard deviation used is as follows:

1. Mean

Find out the mean was aimed to found out the average results obtain from the questionnaire data. In statistical data the average were called the arithmetic mean marked with the symbol M. The formula for finding the mean is as follows:

$$M = \frac{\sum x}{N}$$

$$M = \frac{1251}{36}$$

$$M = 34.75$$

Information:

M   : Mean

N   : Number of subjects

$\sum x$: The number of numbers in the variable X

2. Standard Deviation

Then the writer looked for the standard deviation (SD) value, with the formula used as follows:

$$SD = \frac{\sqrt{\sum f^2}}{N}$$

$$SD = 2.970089$$

Information:

SD   : Standard Deviation

$\sum f^2$: score x

N   : Number of Subjects

3. Categorization

Azwar (2012) Categorization

Categorization	Formula
Height	$X \geq (M + 1SD)$
Medium	$(M - 1SD) \leq X < (M + 1SD)$
Low	$X < (M - 1SD)$

D. Result

This research was obtained on July 18, 2022 at SMK Muhammadiyah Karanganyar. The object of this research is 35 students of class X TKJ 1. Through two ways, namely by giving pre-test and post-test and giving questionnaires about students' motivation in learning English. After doing these two methods, the writer obtained the following data:

1. Pre Test- Post Test

The pre-test and post-test questions were distributed to students at the beginning and at the end of the lesson, the purpose of which was to determine the students' abilities.

Name	Pre-test	Post-test
Afifah Lutfi Khoiriyah	60	100
Akhkam Failasuf	95	100
Alfan Bactiar	55	100
Anjas Dwi Setiawan	20	80
Anugrah Zul Setiyadi	25	90
Arkan Daffa Musyafa	45	95
Bayu Lestari	85	100
Choirul Aditia	90	100
Daffa Afri Arya	30	90
Dea Nirmala Dewi	50	100
Diva Ayuningtyas	10	80
Fajar Nur Iman	90	100
Guseve Kartanjung	25	85
Haryatmo Dwi Setiaji	75	100
Ina Mariana	100	100
Indah Lestari	35	100
Indyra Septiana	60	100
Keihsya Aurielia Putri Pribadi	100	100
Lailul Naishella Anfika	75	100
Laily Istianah	75	100
M. Bobby Pratama Syahputra	65	100
Mardika Firmansyah	15	80
Muhamad Fiyan Azka Adila	55	100
Muhammad Abdul Rajab Maulana	40	85
Muhammad Hilmi Baihaqi	45	95
Nanik Pratama Putri	55	95
Nessa Kumalasari	75	100
Nilam Arlin Restyani	90	100
Piviet Kuraesih	35	90
Raihan	70	100
Riski Ramadhani	65	100
Sayida Nafisa	25	95
Septiani Melisa	65	100
Amelia Solekha	20	80

From these results indicate that the average student pre-test scores are 52,71 And the results average of the post test scores are 92,57 from these results, it shows that the students lack mastery of English in the pre test scores. Then the writer uses greeting cards to measure the students' ability to understand English speaking which finds that learning English produces learning motivation.

This was revealed in a motivational questionnaire given to students with the following results:

Categorizations

Categorization	
Height	$X \geq (42.37 + 1 \times 1.090062.97)$ **$X \geq 43.46$**
Medium	$(M - 1SD) \leq X < (M + 1SD)$ $(42.37 - 1 \times 1.090062) \leq X < (42.37 + 1 \times 1.090062)$ **$41.27 \leq X < 43.46$**
Low	$X < (M - 1SD)$ **$X < 41.27$**

From the results of the questionnaire analyzed for the median, mean, and standard deviation. The mean of 35 students is 42.37 and has a standard deviation of 1.090061. The mean is obtained from the total score that has been divided by all students by (N) or the number of students in the class.

The author uses a questionnaire that has two statements; profitable and unprofitable. There are 8 statements supporting and 7 statements not supporting and the results are after using SPSS 21.0 software and Excel windows.

The data shows X1, X2, X3 and others. This shows the number of items. The author arranges a questionnaire randomly between the statements that are liked and disliked so that there are no persuasive statements when the respondents fill out the questionnaire. The results of this research categorization are as follows:

Analyzed Data

No.	Items	Categorizations			
		Score	Height	Medium	Low
1	X1	44	V		
2	X2	44	V		
3	X3	43		V	
4	X4	42		V	
5	X5	44	V		
6	X6	42		V	
7	X7	41			V
8	X8	44	V		
9	X9	42		V	
10	X10	44	V		

11	X11	43		V	
12	X12	42		V	
13	X13	42		V	
14	X14	41			V
15	X15	42		V	

The data shows that eight items are classified as moderate and have a score of 41.27≤X<43.46, two items are lower than the others, have a score of X<41.27. There are five items having X≥ 43.46. This shows that 35 students in this study need motivation in learning English speaking.

CONCLUSSION

The pre-test and post-test questions were distributed to students at the beginning and at the end of the lesson, with the aim of knowing the students' abilities and the motivational questionnaire given to students. The results of the analysis in the previous chapter allow the author to draw several conclusions as follows:

Speaking English is an important component that must be learned in learning English, so that we can communicate well. In learning, of course, we have motivations such as: wanting to work abroad or wanting to work with foreign companies.

Learning to speak English requires motivation. One of the things that makes motivation appear is by having fun learning.

This fun learning was created, one of which was using greeting cards. In this study, greeting cards were able to raise motivation in learning to speak English.

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