CHAPTER II
LITERATURE REVIEW

This chapter explains the theories which relevant with this research. The theories are related with the variables of the research. The previous research that related with this research is explained after the theories. In the end of this chapter explains the hypotheses that be determined by the result of the research.

2.1. Relevant Theories

2.1.1. Greeting Card

Greeting Card Video video is an material that be the main character of this research. Greeting Card is an video that hand made by using material by using local material that can be paper crease, glue, etc. By using handmade and imagination it can be use a beautiful handmade that can be use, souvenir or selling. In this research, students lead by watching video handmade from youtube and aplicate it to made by their own hand made.

According to Matt Watson & Elizabeth Shove (2005), is an analytically complex phenomenon. It can simultaneously figure as leisure and work, and as consumption (of materials and tools) and production (of changes to the home). That means the analysis of the technology and practice of allows student to engage with significant, but relatively unexplored themes that are nonetheless important for theorising consumption. So the student would be thingking
creatively. By using Greeting Card Video video that hopefully it increase their interest of writing study.

2.1.1.1. Definition of Greeting card

Based on Cambridge Academic Content Dictionary, Greeting card is a card containing a message of good wishes, usually sent to someone to celebrate an event such as a birthday. So it be is an illustrated piece of card or high quality paper featuring an expression of friendship or other sentiment. The purpose of greeting card is to congratulate, to wish or to show sympathy for someone’s achievement. It can be family, friends, or someone that you think they are special.

2.1.1.2. Generic Structure of Greeting Card

The Generic Structure of Greeting Card is actually depended of design form of the card, however, the important thing of the card is at least it content of some element as below:

1. Receiver

To whom the greeting is sent for. Write down the name of receiver if it is needed.

Dear Tiara

May there be smiles and lots of sunshine for your special day. May God bless you with health, wealth and prosperity in your life. Happy Birthday...!!!

Your bestfriend,
Yosa
2. Body

The body of greeting card usually consists of interesting words added by substance as the following:

- Quote: these words related to the activity.
- Picture: the greeting is inserted with interesting picture.
- Expression: using Congratulation Expression or Sympathy Expression.

(Picture by: www.itapuih.com)

3. Sender

It is better to write down the sender of the greeting card.

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Dear Tiara

I am so sorry that your cat has passed away after his long battle with cancer. Our Thoughts and Prayers are with you. I’m going to miss her, too.

Your bestfriend,

Yosa

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(Sender)
2.1.1.3. Expressions of Greeting Card

There are some Expressions can be used in greeting card, such as:

Table 2 Vocabulary List for Grade VIII Junior High School Students

<table>
<thead>
<tr>
<th>Words</th>
<th>The Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Congratulations on your newly born baby!</td>
<td>Selamat untuk kelahiran bayimu!</td>
</tr>
<tr>
<td>Happy Birthday!</td>
<td>Selamat Ulang Tahun!</td>
</tr>
<tr>
<td>Happy New Year!</td>
<td>Selamat Tahun Baru!</td>
</tr>
<tr>
<td>Happy Eid al Mubarak!</td>
<td>Selamat Hari Idul Fitri!</td>
</tr>
<tr>
<td>Merry Christmas!</td>
<td>Selamat Natal!</td>
</tr>
<tr>
<td>Happy Mother’s Day!</td>
<td>Selamat Hari Ibu!</td>
</tr>
<tr>
<td>Happy Independence Day!</td>
<td>Selamat Hari Kemerdekaan!</td>
</tr>
<tr>
<td>May all your dreams come true!</td>
<td>Semoga semua mimpimu menjadi kenyatan!</td>
</tr>
<tr>
<td>Best wishes for you!</td>
<td>Harapan yang terbaik untukmu!</td>
</tr>
<tr>
<td>May the Guidance and Blessing of Allah Be with you and your family.</td>
<td>Semoga bimbingan dan berkah dari Allah Senantiasa bersama anda dan keluarga.</td>
</tr>
</tbody>
</table>

2.1.1.4. Example of Greeting Card

There are examples can be shown on the picture below:

( Birthday Card )

( Congratulation Card )
2.1.2. Writing

2.1.2.1. Definitions of Writing

Writing is one of skill that need to mastered, that because every students are use writing to learn the study. At school, writing is the most use to teaching and learning English and the silabus throught with that to. Besides, some students are like writing but some are bored with it. Because the students are forced to learn it by ordinary material. In this case that’s why the student’s are bored and got lower score in writing. Sulisworo, et al (2016:177) declared studies in measuring the success of learning process indicate that the ability or skill in writing is increasingly important for education and for the future of the graduates themselves. Mastery of these skills make the students communicate better in various ways so that others can understand their ideas (Sulisworo, et al., 2016:178). It means all student had to use the skills as their key to get the succes of learning English as language.

Writing help students master the other skills and of course in mastering English completely (Indrasari, 2010). In this case, writing involves all aspects of language such as vocabulary, grammar, word class, spelling and logical arrangement of ideas. There be misunderstanding if students are not listen clearly the study.

2.1.2.2 Teaching of Writing

Teaching writing is important. Because learning activity does the writing. Teacher have to experienced in writing, but some teachers still have some mistake
when teaching writing. Based on Smith (2007) stated that teaching is the action of the person who teaches; the profession of teacher, and teaching is imparting knowledge or skill. According to Indrasari (2010:44) said the varieties of teaching learning English writing accomplished by the teachers also influence the students’ achievements of writing. So that’s why the teacher have to expert with it.

But as human being, people make the mistake, so in those teachers too. Nunan (2003) divides some principles of teaching writing that should be considered by the teacher, those are:

1. Making the students understand the reason of the writing. The teacher explains what they write and what they write for. It makes the students knows the aim of their writing.
2. Providing many opportunities for the students to write. The students are provided with enough time and leisure to write because writing is not easy process.
3. Making feedback helpful and meaningful. The teacher should give comments as the feedback to what the students have written. The comment must be clear and support for the students so they can do better.
4. Clarifying for yourself, and for your students, how their writing be evaluated.
When teacher does not expert with the elements or have the experienced in writing, students be misunderstand of writing, and they lose their curiosity with writing so get lower score. So the teacher needs an method for it.

2.1.2.3. Kinds of Writing Task

According to Depdiknas (2006), in classroom, there are some kinds of writing task that would use to know the students ability in writing, there are:

a. Substitution Writing Task

In writing substitution writing task, students be concerned with vocabulary knowledge. They be asked to substitute some words in a sentence or in paragraph with the appropriate one. The appropriate word must have similar meaning with the word that replaced. Waridjan (1991:64) states that, “Participants are expected to use substitute words or comparison word or calculation results that are essentially a substitute word where the meaning are same with a word underlined on in italic mode”.

- Imitative Writing

In imitative writing, students are asked to copy some materials that have been mastered by hearing, speaking and reading. Setiyadi (2006:69) explains that, “Since in this writing language the learners only ‘imitate’, they write groups of word, sentences or phrase rather than single words”.
 Dictation

In dictation, students are asked to write down sentences that have been read by teacher. According to Setiyadi (2006:70), “By having dictation, language learners practice having oral comprehension and spelling correctly”.

 Guided Writing

In guided writing, students asked to write down some short responses. Reid (in Carter and Nunan, 2001:28) states that “… guided writing: writing has limited to structuring sentences, often in direct answer to questions, or by combining sentences – the results of which looked like a short piece of discourse”. Depdiknas (2005:26) stated that guided writing aims to help students gain greater control over their writing through modeled and scaffold exercises. These exercises provide students with grammar, vocabulary and sentence structure”. Many exercises are needed in order to make students get used to concern with grammar, syntax, and mechanics in writing process so error in writing result can be avoided.

 Controlled Writing

Controlled writing is different from guided one. In controlled writing, students are asked to write some paragraph but still helped by teacher. Depdiknas (2006:2) explained that the controlled approach in writing is sequential: students are first given sentences exercises, the paragraph to copy or manipulate grammatically …. changing question to statements, presents to past or plural to singular.
In this research the researcher choose the imitative writing as their task. In imitative writing, the activity is students are given the video and vocabs that they copy some words from teacher through media and they develop their whole paragraph of text through some words or phrase related with the topic of their greeting card.

### 2.1.2.4 Text Based on Genre

There are text can be classified according to genre. According to Toendan (2015:204), the term genre, for convenience, can be defined as model of discourse on the basis of the purpose of the discourse, for example to narrate, to describe, etc. The text based on genre are divided into eleventh text, they are:

*a. Exposition*

The social function of the exposition text is to persuade the reader or listener that something should or should not be case. Viewed from its structure, exposition text has two types of generic structure: analytical and hortatory exposition.

*b. Discussion*

The social function of the discussion text is to present (at least) two points of view about an issue.

*c. Explanation*

The social function of the explanation text is to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.
d. Reports

The social function of the report text is to describe the way things are, with reference to a range of natural, hand made, and social phenomenon in our environment.

e. Review

The social function of the review text is to critique an art work, event for a public audience. Such works of art include movies, TV shows, books, plays, operas, recordings, exhibitions, concerts, and ballets.

f. Procedure

The social function of procedure text is to describe how something accomplished through a sequence of actions or steps.

g. Description

The social function of description text is to describe a particular person, place, or thing.
h. **Recount**

The social function of recount text is to retell events for the purpose of informing or entertaining.

i. **Anecdote**

The social function of an anecdote text is to share with others an account of an unusual or amusing accident.

j. **News Item**

The social function of news item text is to inform readers, listeners, viewer about events of the day which are considered newsworthy or important.

k. **Narrative**

The social function of narrative text is to amuse, entertain, and to deal with actual or vicarious experience in different ways; Narrative deal with problematic events lead to a crisis or turning point of some kind, which in turn finds a resolution.

In this research, the genre choose is report, review, description, and news item.
2.1.2.5 Teaching Writing in Junior High School

English has been learnt in any level of education in Indonesia, so has in junior high school. Based on the PP No 19/2005 about the National standard of Education, English is considered as a compulsory subject to be learnt in junior high school. Moreover, English is also included as one of the subject in National examination for junior high school. Thus, English is very important subject to be learnt, not only to prepare the junior high school students to pass the National examination but also to go to higher level of education.

1) The characteristics of junior high school students

Mostly high school students’ age is ranging from 15 to 17 years old. As teenagers, some of them think that school is not interesting. The majority of the students in high schools are not worried about learning. They are more concerned about their physical image, popularity and personal life. In this age, they seem to have low responsibility. Most of high school students visualize high school as the last opportunity to be immature before heading to college. They are also more impulsive than reflective learners; young people tend to just learn the information and do not seem too eager to find an explanation to everything. They seem to catch the information in a faster way, but at the same time the information is not always learned correctly.

By those conditions, teachers should work hard to find the best way to make them learn and concern to their research.
However, Spratt et al. (2005: 53) states the characteristics of junior high school students as follows.

a) The students are able to keep still for longer period

b) The students focus to the lesson for longer periods

c) The students learn in more abstract ways

d) The students usually able to control and plan their own behavior

e) The students did not so willing to make mistakes or take risks

f) The students are aware of themselves and/or their actions.

As stated in our curriculum, the purpose of the English subject in senior high schools is to develop communicative competence in spoken and written English. That is why the school graduates are expected to reach the informational level. The learners should be able to access information and knowledge to go to the higher level of research.

The researcher focuses on Standard of Competence and Basic Competence for grade Eight (VIII). The Standard of Competence and the Basic Competency are presented in the table below.
Table 1  The Standard Competence and the Basic Competence

Junior High School Grade VIII, Kurikulum 2013 Revised Edition 2017/2018

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
</tr>
</thead>
</table>
| 3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting cards, dengan meminta dan meminta informasi terkait | • Fungsi social Menjaga hubungan interpersonal dengan guru dan teman.  
• Struktur Teks Teks greeting cards dapat mencakup  
  – Identifikasi (nama peristiwa, hari istimewa) bersifat khusus | – Mencermati dan menemukan perbedaan dan persamaan dari beberapa greeting cards untuk hari spesial tertentu  
– Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan yang tepat dan tekanan kata yang benar |
| 4.5 Menyusun teks khusus dalam bentuk greeting cards, sangat pendek dan sederhana, terkait hari hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur | – Ungkapan khusus yang relevan  
– Gambar, hiasan, komposisi wama  
• Unsur Kebahasaan  
  – Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan | – Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar |
<table>
<thead>
<tr>
<th>Topik</th>
<th>Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang</td>
</tr>
<tr>
<td></td>
<td>Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar</td>
</tr>
</tbody>
</table>
2.1.3 Type of Media

There are various kinds of media that can be used in the teaching and learning process. Teachers should know what kind of media which are appropriate to the students in the teaching and learning process.

According to Smaldino (2007), there are six kinds of media: text, audio, visuals, video, manipulative and people. Furthermore, Alessi (2001) mentions that there are four types of media. Those can be seen below:

1) Human-based media: teachers, instructors, and tutors

2) Print-based media: books, guidelines, workbooks, and handouts

3) Visual-based media: books, charts, graphics, maps, transparencies, and slide.

4) Audiovisual-based media: videos, films, slide-tape programs, and television.

However, the researcher chose Greeting Card Video video as the media in the teaching and learning process. The use of Greeting Card Video in the teaching and learning process can be more communicative than long explanation or it can supplement the teacher’s explanation. Besides, Greeting Card Video can make students motivated and interested in the teaching and learning process. Greeting Card Video be discussed in details in the following section.
2.1.4 Teaching Writing Using Greeting Card Video and Imitative Writing

The purpose of this research is students who are able to write greeting cards using greeting card video as a media that can make students interested to writing greeting cards.

The reason researcher conducted this media was because by following the Competency and Basic Competency Standards that conducte by the school for the next meeting. The second reason was this research it was fun to do according to the researcher it self and also it can sell as value and get profit.

In this research, researcher used pre-experimental design techniques including "Pre-test, Treatment, and Post-Test".

In the Pre-test, students can make and issue greeting cards with the type of greeting card they want. Then, students are given material containing various types of paper, scissors, glue, and their stationery and demand them to make greeting cards by using material that given and create it with their own creativity. After being done, the researcher demand them to write greeting cards according to the type of greeting cards they made. Then the researcher invoices and values their writing and puts it in the scoring table.

For the next meeting is Treatment, in this section the researcher asks students what types of greeting cards and generic structures are on the greeting cards and then the researcher take them more closely the types of greeting cards and generic structures on the greeting cards. After that, the researcher gave a mock copy, consisting of a list of words expressing greeting cards and arranging the positioning and usage according to the types and structures of the generic
available. The Generic structures and Expressions can be seen on pages 8 and 9 of this study. After that, the researcher demand the students to write a greeting card by type that they choose and write it based on the generic structures and expressions that researcher gave. This is how the video looks like:
For the final is a Post-Test. In this section, researcher demand students to make greeting cards with their own creativity and write greeting cards based on general structure and expressions which of greeting cards that they choose. All the score that input into the tabulation of the students’ scores.
2.2. Previous Research

There is a previous research related to this research. The research was conducted by Novia Nur Ikhlasia, the researcher from English Education Department Faculty of Languages and Arts State UNIVERSITY OF YOGYAKARTA, under the title “USING COOPERATIVE WRITING AND VIDEOS TO IMPROVE STUDENTS’ WRITING SKILLS ON DESCRIPTIVE TEXTS OF CLASS 7C STUDENTS AT SMP IT ABU BAKAR YOGYAKARTA IN THE ACADEMIC YEAR 2012/ 2013. Novia find out the use of videos as teaching media is believed to be helpful to improve students’ writing skills. That finds of (1) helped them to generate and share ideas among peers during the process of writing. (2) Some of them also showed attitude changes toward the teaching and learning process. (3) Their motivation toward the process of teaching and learning also increase students’ attraction toward the process of teaching and learning and make the students become more focused on the materials. This research used true experimental design and its kind is pre-test post-test control and experimental group design. Based on the result, that can be conclude the use of video is effective in improving students’ attraction toward writing. The differences of this research is the researcher doesent use any imitative writing to improve and the similar of this research is the The result find out that alternative hypothesis was accepted and null hypothesis was rejected.

The second related to this research was conducted Siska Martha Bedah from English Education Department Faculty of Languages and Arts State UNIVERSITY OF PALANGKA RAYA, under the title THE EFFECT OF
USING GROUP INVESTIGATION METHOD ON WRITING DESCRIPTIVE PARAGRAPH PERFORMED BY EIGHT GRADE STUDENTS OF SMPN 8 PALANGKA RAYA ACADEMIC YEAR 2018/2019. She finds out that was comparison of pre-test and post-test by using t-test statistic formula. The data shows that the statistic value was greater than critical value in Table Critical Value for students Distribution. The result find out that alternative hypothesis was accepted and null hypothesis was rejected.

The differences of this research is the researcher doesent use any video and the similar of this research is the The result find out that alternative hypothesis was accepted and null hypothesis was rejected.

2.3. Hypothesis

There are two hypotheses that be the result in the end of this research, they are null hypothesis or alternative hypothesis. According to Toendan (2018:83), null hypothesis is a hypothesis to be tested. Use the symbol $H_0$ to represent the null hypothesis. Alternative hypothesis is a hypothesis to be considered as an alternative to the null hypothesis. Use the symbol $H_a$ to represent the alternative hypothesis. Both hypotheses were as follows:

$H_0$ : There is no significant effect of Greeting Card Video on writing skills of immitative writing of eight grade at SMP Negeri 8 Palangka Raya

$H_a$ : There is significant effect of Greeting Card Video on writing skills of immitative writing of eight grade at SMP Negeri 8 Palangka Raya.