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## **The Effect of Identity Card as Media to the Students' Commercial Writing Skill at the Faculty of Language Education Universitas Negeri Jakarta**

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### **Abstract**

The objective of this research is to find out whether there is effect in the use of identity card to the students' competency in writing commercial advertisement at the faculty of language education of UNJ. The method applied in this research is experiment method. The research sample was collected through random sampling from students taking writing subject. The instrument used in this research was the test of writing classified advertisement. Based on the calculation, the average score for writing classified advertisement during pretest was 60,93 and during post test was 89,15. The research shows that identity card can be used as media in learning to write classified advertisement. This research is expected to give more information about the use of identity card in learning to write classified advertisement.

**Keywords:** Writing Advertisement, Identity Card, Classified Advertisement

### **Abstrak**

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh dalam penggunaan kartu identitas terhadap kompetensi siswa dalam menulis iklan komersial di fakultas pendidikan bahasa UNJ. Metode yang digunakan dalam penelitian ini adalah metode eksperimen. Sampel penelitian dikumpulkan melalui random sampling dari siswa yang mengambil mata pelajaran menulis. Instrumen yang digunakan dalam penelitian ini adalah tes menulis iklan baris. Berdasarkan perhitungan, skor rata-rata untuk menulis iklan baris selama pretest adalah 60,93 dan selama post test adalah 89,15. Penelitian menunjukkan bahwa kartu identitas dapat digunakan sebagai media dalam pembelajaran menulis iklan baris. Penelitian ini diharapkan dapat memberikan informasi lebih lanjut tentang penggunaan kartu identitas dalam belajar menulis iklan baris.

**Kata Kunci:** Menulis Iklan, Kartu Identitas, Iklan Baris

## **INTRODUCTION**

In language competency, there are four components affecting each other. The components are listening skills, speaking skills, reading skills, and writing skills

(Mafrukhi, 2007: 30-31). These four components have to be equally conquered by the students.

According to Saleh Abbas (2006: 127), writing is a continuous thinking process starting from trial to review. Writing means activity of expressing ideas, notions and thoughts in writing forms. These ideas are arranged into connecting sentences forming a logic sentences.

One of the competency that has to be mastered by the students is writing commercial advertisement. Writing commercial advertisement is a productive activity. The competency of writing commercial advertisement could not be automatically acquired but through regular exercises. In writing classified advertisement, the ability to write classified advertisement has to be trained through writing process as commercial advertisement is one of mass communication tools for promoting goods and services. Commercial advertisement could also be used to introduce ideas and thoughts and influence people for marketing purposes.

Classified advertisement is one of the means of commercial in the news paper which is widely used to promote goods and services, vacancies, and many others. (Assegaff, 1991: 15). Classified advertisement in the news paper consists of columns with classification such as used vehicle, land, property, and many others. Classified advertisement is usually short and consists of few sentences or lines. Words used in classified advertisement are simple, clear and effective to persuade potential customers.

One of the major issues for students to learn writing classified advertisement is that students are not able to organize the content of the commercials and the language used in the commercial. One of the causing factors for the students low capability is the students low interest in reading newspaper especially in observing commercial advertisement. If the students read newspaper more often especially the commercial advertisement, they will be exposed to commercial advertisements and become more familiar to advertisement. Moreover, the media used in learning to write classified advertisement is only newspaper. As there is no variation in terms of media used for learning, students will get bored easily. Once they are bored the interest to study commercial advertisement would also get lower and lower over the time.

In learning to write commercial advertisement, identity card can be used as one of the learning media. Identity card is a card similar to flash card in term of size, shape and materials. Identity card sized 8 x 7,5 cm. Each card contains points of information representing the characteristic of the object being advertised (Soeparno, 2007: 19)

Identity card could ease students in learning classified advertisement as identity card consists of points or necessary information which help students in developing and organizing the identity of the goods and services being advertised.

This research is focused on determining the effect of identity card to students competency in writing classified advertisement by considering the content of the advertisement, persuasive aspect, language, choice of words, and the spelling used by the students.

## **RESEARCH METHOD**

The method used in this research is experiment or True Experimental Design. The design of experiment used is the design using random sampling. The result of the pretest is gained from the competency after treatment using media other than identity card to find out students initial capability. This is to see the difference in terms of students capability before and after using identity card as learning media. Independent variable in this research is the identity card, and the dependent variable is students capability in writing classified advertisement at faculty of language education UNJ. The population of the research is the students taking writing subject.

## **RESULTS AND DISCUSSION**

Based on research at students of language education faculty, there are pre-test and post-test result. The pretest result was taken from the students during initial program. After the pre-test the students were given treatment using identity card as learning media. The post-test result was then taken for comparison with the pre-test result.

The number of students in the sample totaling 32 students. The data collected from this sample is competency test before and after using identity card as learning media. Description of research result is to provide general description of data distribution. The Data presented is a processed data from raw data to statistical data using score range, frequency distribution, highest and lowest score, average score (mean), middle score (median), most frequent score (modus), and standard deviation.

The average pre-test scores in writing classified advertisement are lower than post-test. The pre-test of the writing skill was 60,93, while the post test score for writing classified advertisement was 89,15. The highest pre-test score was 70, while the highest post-test score was 98. The lowest pre-test score was 26, while the lowest post-test was 50. By looking at the scores, it is well noted that the use of identity card gives positive effect to students competency in writing classified advertisement as reflected in the increase of score from pre-test to post-test by 5,22.

Students ability in conveying ideas about the commercial content during pre-test was lower than post-test. 84,37% of the students are able to state the complete ideas of commercial content during pre-test. The score increased during post-test by 03,13% to 87,50%. Students ability in creating persuasive sentences was considered low during pre-test and increased after using identity card to 62,50%. During pre-test, the students ability in creating persuasive sentences was at fair category, but during post-test the score increased to 59,38%.

This happens possibly because students did not know about persuasive sentences which is commonly used in commercial advertisement. Moreover students are not really interested in reading newspaper leading to low exposure to commercial advertisement. The use of identity card has helped students to understand more about persuasive sentences.

The score gained by students is the total score of aspects in classified advertisement such as complete content of the commercial, persuasive aspect, language, choice of words, and spelling. During pre-test, aspect which was least

acquired by the students was spelling. The use of capital letters, punctuation marks, were quite poor during pre-test. However after being introduced to identity card as learning media, the spelling ability improved as reflected in post-test scores.

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Even though the progress was not really significant, but identity card has given positive effect to students writing. To correct mistakes in grammar, the students are exposed to common abbreviation used in commercial advertisement. Students were also given examples of mistakes in writing commercial advertisement. The use of examples has made students to reflect their writing and combined with the use of identity card to improve their result grammar.

Spelling is the lowest score. Spelling plays important role in commercial advertisement. Spelling may determine meaning and closely related to the use of punctuation marks. Most students still have problems with the use of full stop and comma. The use of capital letters also contribute to the low score. The score of 50% was mostly gained during pre-test and increased to 56,25% during post-test.

### **CONCLUSION**

Based on the research of students of faculty of language education UNJ regarding competency in writing classified advertisement, it can be concluded that: First, the average score during pre-test was 60,93 and post-test improved to 89,15. The increase of the score was up to 5,22. During Pre-test, the lowest score was 26 and the highest score was 50. The lowest score during post-test was 70 and the highest was 98.

The improvement during pre-test and post-test was quite significant. Secondly, the most mistake during pre-test was spelling. It was noted that during pre-test, students at fair category was 50%, however, students showed progress during post-test as 37,50% students were at good category, and 6,25% of the students were at very good category.

Third, other aspects such as persuasive sentences, grammar and choice of words were mostly at good category. Fourth, identity card effects students ability in writing classified advertisement. Although the use of identity card was not maximized, the different between pre-test and post-test was significant. Consequently, lecturers are suggested to use the identity card as learning media for classified advertisement class. There should be a dissemination on the use of identity card as learning media.

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