FLASHCARDS IN STUDENTS' WRITING OF DESCRIPTIVE TEXT : THE EFFECTIVENESS

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Abstract

This study aimed to know whether or not there was a significant effectiveness on student writing of descriptive text after being taught by using a flashcard. This research used One Group Pretest — Posttest Design. The population of this study was students of 8th grade of SMP N 16 Bintan with a sample of this research was 8.1 and 8.3 class. The instruments used in this study were writing tests. The data analysis that was done in this research was a normality test, homogeneity test, and hypothesis test. Based on the result of the analysis of the research, the T-test result, the P-value of the hypothesis test was 0,000 which meant that we rejected the H0 and accepted the Ha. The total of data pre-test and post-test in both classes was increased. Standard deviation also increased. Mean, Mode and median also increased too. The highest and lowest values were also increased. Which meant when teachers wanted to teach students to learn descriptive text, they could use flashcards. Therefore, the Flashcard is effectiveness as a medium in solving students' problems in writing descriptive text.

Keywords: Flashcard, Writing, Descriptive Text

I. INTRODUCTION

It is important to have media in the teaching and learning process. The media help to deliver information and can help to simplify the teaching process and make it perfect, as well as to allow teaching to practice the principle of object teaching and learning illustration.

There are three types of media: Audio, visual and audiovisual. Audio media is a listening medium used to listen to and understand words were spoken, such as radio, tape recording, and recording devices. Audiovisual media is a visible and listening medium, such as TV, OHP, and movies. One of the types of media that can be seen and touched, such as pictures, placards, maps, and miniature is called visual media. The media most widely used by teachers are images, flash CARDS, and real things (bananas, mangoes, dictionaries, etc.)

One of the most well-known aspects of studying and maintaining vocabulary is Flash Card. The aim of media is as the instrument of motivation if they are used for learning and exercise when learning English media role is a very important thing because teaching writing descriptive text without using one of the media will not give good results.

Flashcards are transparent and vibrant, according to Gelfgren (2012), and they can have a beneficial impact on the learner's visual learning process. A flashcard is a series of cards that have words or numbers on both sides, used either in exercises in the classroom or group study. A question is written on a card and an answer is added below.

Flashcards are commonly used as a memory aid by way of reflective practice. In other words, Yuriska (2013) states that a flashcard is considered a helpful strategy because of its benefits.

Moreover, teachers can also use flashcards for drilling and presenting new words. The best thing when using flashcards is to increase vocabulary is our background is not important. Flashcards benefit all students, whether we are English speakers, adult students, or students.

Flashcard learning aids are versatile enough to be used by all learners, especially, for Junior high school at Bintan. There are two kinds of flashcards, the traditional flashcard, and the flashcard-based software. A traditional flashcard is made from paper. The Flash Card may have the word written on one side in a large printed paper. On the other side, some term that used in a dictionary is written. And besides, we can also define the meaning in our terms. Another way to classify words is to break them down into roots and define the roots, along with the words' antonyms (words with opposite meanings) and synonyms (similar words). A new flashcard that is often used in software that assists with learning vocabulary, such as the Ultimate Vocabulary software. This application includes fifty examples of how to use words, how words have evolved, visual speech browsers, and encyclopedic knowledge. This software contains an adjustable flash memory card.

Although in general students are more motivated to be taught by using flashcards, the English teacher of SMPN 16 Bintan seems to have no interest. There are two reasons why the researcher tries to use flashcards in teaching writing of descriptive text in the second-year students of SMPN 16 Bintan. The first, is the uses of the flashcard are suitable in composing descriptive text. Secondly is that teaching English in junior high school is not as important as other topics, or English is not considered an important topic by all junior high schools. Students require internal encouragement and great help in the course of learning. They also have a strong ability to coordinate their learners Strategies, and they also should have appropriate media.

According to Putri et al (2019), writing is the most difficult thing that students have to learn, especially when dealing with a foreign language. Some important aspects should be identified by Teachers to encourage students to obtain a descriptive text of good writing. Those aspects are; 1. Students need media that can facilitate them to find the way in increasing students writing, 2. The teacher needs media which is can facilitate students in learning descriptive text.

Kirby & Crovitz (2012) state that writing a statement is a creative act, making teaching different from many other kinds of teaching, the teacher writes uniquely endowed students with knowledge, but they also foster mental habits, self-expression choices, strategic thinking, and self-awareness. When they do all this work, their students can evaluate new situations and need their skills to truly create new things that fully meet expectations. Williams (2003) states that in some situations, for editing, a writer may not be liable. Nonetheless, these phases are thought to typically represent the production of good writing.; 1. Pre-writing, 2. Planning, 3. Drafting, 4. Pausing, 5. Reading, 6. Revising, 7. Editing, 8. Publishing

The text is still within reach when you want to explain something or people is called a descriptive text. The first and second year of Junior High School students studied about this. Usually, descriptive means describing a specific place, person, or object. Focus on actions (verbs) rather than emotions (adverbs and adjective words) is what descriptive text should be. The descriptive text has a common structure and a function of language. Writers should play the role of the reader of their overall idea of events that are explained to consist of textual content. Abisamra (2001) adds that "a descriptive text describes people, places, and objects in vivid detail to help the reader describe objects clearly described." Hence, by writing a descriptive text, the writer creates a distinct impression and clearly describes the object described.

It is known that descriptive text has two common structures which are identification and description. In the introduction, identifying phenomena or topics to be described is learned. When describing, learners will describe in detail the part, the quality, and characteristics of the described object. Moreover, explaining the grammar in the descriptive text (the simple present tense (simple present, action verbs, and features), vocabulary, and skill will be done. Related to the above points, the English descriptive text has several clues. First, general structures (identification refers to the

description of the phenomenon, and the description is the composition, quality, and characteristic of the subject). Secondly, the grammatical feature which focused on the language feature (action verb, adjective, mechanics, and vocabulary)

In this research, the researcher focus on with student with describing things, people, or place in the flashcard. There are many previous types of research or studies that in line with the researcher. Saputri (2017) said that after performing the actions, her result revealed that she found flashcards in teaching speaking applied using the actions as follows: the first step, the flashcards are given to the student so they can gain a basic understanding of the descriptive text. Secondly, the students gather to explain the picture with their group. Thirdly, the student performs their mentioned, and the last, the students are requested to go in front of the class and hold up flashcards for everyone to see how far they have advanced in their speaking abilities. Students' speaking ability could be enhanced with the use of the flashcard as a medium.

II. METHOD

This study used an experimental design. Especially, the researcher used the pre-experimental design in this research, with one group post-test and pre-test design (according to Ary et al, 2002). This research was held at SMP N 16. The researcher conducted the data collection on August 2020. The students of the 8th grade of SMP N 16 Bintan were the chosen sample population. The researcher took two classes from 8.1 and 8.3 classes that were picked as the sample after doing the experimental. The sampling technique used was cluster random sampling because the sample was in a group in this research. Ary et al (2002) states that cluster random sampling is referred to as such because the unit is not a single entity, but rather a collection of individuals who are generally clustered together. Cluster random sampling is a sampling technique that uses a group as a sample rather than an entity.

There were three steps involved; The first step was performing a pretest that tested the dependent variable, and the second step was running the X experimental therapy on the subjects. Lastly, employing a posttest that tested the dependent variable.

The procedure of research was first, the researcher conducted a pre-test before a treatment to know the writing skill quality of the students and gave the students' post-test after doing the treatment. The two participants classes (VIII 1 and VIII 3) obtained a pre-test and a post-test. The treatment with a flashcard was given to both of the class. The first stage in the meeting was the students were stimulated to recall their experience about a related topic. The second in the next meeting stage students were given a text as a model in writing and they gave a brief explanation about it. In the third meeting stage, they were asked to work in a group to do some exercise given by the teacher. In the fourth meeting stage, they were asked to work individually to write a descriptive text.

In this research, a writing test is a tool used by the researcher. In the pre- and post-test, there was a writing exam. According to Ary et al (2002), a test is a series of stimuli provided to a person to generate responses, to award a numerical score that is representative of the results. The test was done twice, pre-exam and post-test.

The technique employed in this study to gather data was an English writing test. The students involved were the control and experimental group. Then, the students from both groups were taught how to use flashcards. The researcher also instructed the students to compose descriptive texts. The text is suited to 2013 regular classes. A typical English learning competency in writing skills for eight grades in second semester of junior high school, descriptive text in the everyday sense is to convey meaning in short usable text type. The next step is to evaluate the data researcher when the pre-test and post-test data gets a list of the student grades pre-exam and post-test.

After gathering the data, the next step was to evaluate the data to find out if flashcards play a significant role in students' writing skills. First, the researcher verified the data's completeness

before conducting the questionnaire and assessing the students' English skills. Following that, the researcher processes the data. All of the calculations were conducted by using Minitab 17 Next, the researcher processed the data, with the step; a. Quantitative Data Analysis Technique. The goal of the exercises was to know whether the learners would have an improvement in their learning or whether after having the treatments they would have gotten worse. To process the data, this study used a system of quantitative analysis:

$$p = \frac{f}{N} \times 100$$

Notes:
P = percentage
f = frequency of sum
N = total of students

To understand the significant difference, the following t-test formulation with minitab17 was used to analyze the results.This result also to seek the mean, median, and modus.

III. RESULT AND DISCUSSION
A. Data Description
1. Data Description of Pre-test
Pre-test was done on August 24th, 2020 in experiment class and on August 25th, 2020 in control class.

Table 1. the result of pre-test in experiment and control class

	Experiment	Control class
SUM	2306	2050
SD	3.03	2.54
SEM	0.53	0.49
Mean	86.22	76.15
Mode	70	78
Median	70	76
Highest	80	80
Lowest	70	70

The control class and experiment class had the highest pre-test score at 80, with the lowest pre-test score being 70, and the control class means pre-test result reached 76,15. In the experiment class, the mean pre-test value was 86.22. It demonstrated the writing abilities of the students before they received treatment.

2. Data Description of Post-test
The post-test was done on September 21st, 2020 in the experiment class and on September 22th, 2020 in the control class. The post-test outcomes for both classes are listed below.

Table 2. the result of post-test in experiment and control class

	Experiment	Control
SUM	2322	2070
SD	3.80	2.62
SEM	0.67	0.50
Mean	90.81	78.81

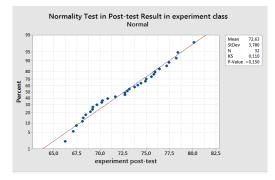|		
Mode	76	78
Median	73	77
Highest	72	2070
Lowest	76	2.62

The fact that the highest post-test score in the control class was 80 and the lowest post-test score in the experiment class was 66 may be seen as proof that the control class has a mean score of 78.81 and the experiment class has a mean score of 90.81. After they had the therapies, it revealed the students' writing abilities. It can be seen that class scores changed marginally before and after the test.

3. Data Analysis
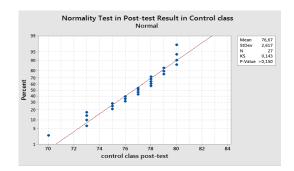### a. Normality Test

Ghozali (2016) states that the normality test is used to test whether data contains independence, dependence or both values have a normal normal distribution or not. The researcher utilized statistical analyses in this research by using Minitab version 17 software. If p-value normality was higher than Alpha (0,050), the data was normal. If p-value normality was lower than Alpha (0,050), the data was not normal.

Experiment Class

The figure above showed experiment class's p-value for the normality test was 0.150. The criteria of a normal distribution data, if P-value > Alpha, data is in a normal distribution. If P-value < Alpha, data is not in a normal distribution. From the figure above, the measured value of normality was 0,150, greater than 0,050, which meant the data had a normal distribution.
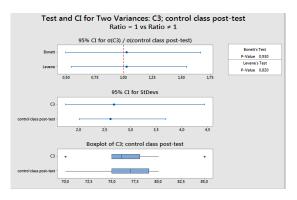
Control Class

The figure above showed control class's p-value for the normality test was 0.150. The criteria of a normal distribution data, if P-value > Alpha, data is in a normal distribution. If P-value < Alpha, data is not in a normal distribution.From the figure above, the normality test value 0,150 Over 0.050. So, it could be said that in the normal distribution, the experimental class data.

b. Homogeneity Test

After conducting normality, the homogeneity test was the second test. The aim of this test was to test if data of independence and dependence value had equally distributed for all subjects. To know the data homogenous or not we need to see the p-value of Bonett's or Levene's test with the criterion as follows:

✓ If p-value Bonett's or Levene's is higher than alpha (0,050), the data is homogenous.
✓ If p-value Bonett's or Levene's is lower than alpha (0,050), the data is not homogenous.

The above figure showed that the P-Value test of Bonett was 0,930 and the p-value test of Levene was 0,820. From figure above, P-Value Bonett's test (0,930) and p-value Levene's test (0,820) was bigger than Alpha (0,050). Therefore, it sumed up that data of both class was homogenous.

c. Hypothesis Test

Test of normality had resulted normal in both classes and also a homogeneity of both classes were homogeny. So, it meant that it could test our hypothesis with a t-test. Before we concluding1w the result of a hypothesis test, firstly, we saw the hypothesis formula. The hypotheses were:

H_0: There is no significant effectiveness of using Flashcards in student writing descriptive

text.

Ha: There is a significant effectiveness of using Flashcards in student writing descriptive text.

After that, we look forward to the decision of hypothesis test, the decisions are:

a) Ha accepted H0 rejected if P-value smaller then Alpha.
b) H0 accepted Ha rejected if P-value bigger than Alpha.

The t-test result was:

Figure above showed our p-value of t-test was 0,000. Alfa that use was 0,050. From the hypothesis test's decision, we could conclusively claim that the use of flashcards was effective in helping students compose descriptive text.

B. Discussion

According to the hypothesis test, we could conclusively claim that the use of flashcards was effective in helping students compose descriptive text. The results above were supported by the first related finding by Saputri (2017), her findings are students' speaking ability could be enhanced with the use of flashcards. This method is already approved useful in teaching another skill or aspects especially speaking and vocabulary. The second related finding by Mayristanti (2016) Vocabulary learning by using flashcards was more successful than without using flashcards on the vocabulary achievement of students (noun and adjective). By using flashcards and without flashcards, there was a substantial gap between the vocabulary achievement of students. Thus, it is reasonable to say that teaching vocabulary using flashcards was successful in the achievement of the vocabulary of students (noun and adjective). This result in line with the researcher's t-test result. The P-value of the hypothesis test was 0,000 which means we rejected Ho and accepted Ha, the writing skill was different when students were taught using flashcards.

The third related finding by Andalas (2019) showed that the flashcard learning method was successful in improving the ability of learners to master English vocabulary. According to the results of the study could be claimed that students who were instructed to use the flashcards method had effectiveness. The students could follow the class better than the control class. Which was, the teacher could 41 guided and monitored the students closely. Second, they also became more active in the learning process, and when doing the treatment they were enjoyed the learning process. Because the teacher gave them opportunities to practice and acquire the knowledge in a controlled way. The last, the flashcards method helped the students to express their experiences. So the students felt enjoy and free to write about their experiences. Here, the students produced something and create their experiences. It could also be concluded that 8th rank students of SMPN 16 Bintan especially 8-1 and 8- 3 as experiment class and control class had good writing after learning by using Flashcards Method.

IV. CONCLUSION

Following the study and data analysis, the researcher arrived at the following conclusion: There was a successful use of flashcards in the creation of descriptive text. This meant that the researcher's assumption was correct, as shown by the outcome of the data calculation in the previous chapter, where the null hypothesis was rejected and the alternative hypothesis was accepted. It was validated by the scores won by the students in which they obtained higher scores after they received the treatment in experimental class with Flashcards as media. Based on the result of the analysis of the research, it could be concluded that the T-test result. The P-value of the hypothesis test was 0,000 which mean we rejected H_0 and accepted Ha.

In both grades, the total pre-exam and posted test data. The standard deviation has also risen. The mean, mode, and median have also increased. The highest value was also improved, as was the lowest value. The outcome of the research is also consistent with all the relevant research. That meant they could use a flashcard when teachers want to teach students to learn the descriptive text. As a media, Flashcard has been successful in solving the issue of students in descriptive text.

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