

**THE EFFECT OF USING FLASHCARD ON STUDENTS' WRITING ABILITY
IN THE DESCRIPTIVE TEXT OF THE TENTH GRADE STUDENTS
AT SMA SWASTA HARAPAN BANDAR PULO
BATANG SERANGAN**

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ABSTRAK

Penelitian ini dilakukan pada siswa kelas X SMAS Harapan Bandar Pulo. Jumlah populasi adalah 59 maka penulis mendapatkan 26 siswa sebagai sampel penelitian. Penelitian ini menggunakan one group pre-test and post-test design. Berdasarkan permasalahan siswa dalam menulis, sebelum mendapat perlakuan menggunakan Flashcard, siswa bingung untuk menulis ide, siswa tidak dapat mengembangkan paragraf dan terbiasa menulis teks dengan pola kalimat yang salah dan kesalahan tata bahasa. Setelah menggunakan media pembelajaran flashcard, nilai menulis siswa lebih tinggi. Hal itu dibuktikan dengan melihat nilai rata-rata pre-test (43) dan post-test (78). Kemudian setelah dihitung datanya, diperoleh nilai t-test adalah 24,64. Derajat kebebasan (df) adalah 25 ($df = n - 1 = 26 - 1 = 25$). Dilihat dari t-tabel, pada df 25 menunjukkan bahwa nilai t-tabel (adalah 2,06 untuk 5% dan 2,79 untuk 1%. terbukti jika t-test lebih tinggi dari t-tabel ($24,64 > 2,06$), maka penulis menyimpulkan hipotesis alternatif diterima, hipotesis alternatif menyatakan bahwa ada pengaruh yang signifikan penggunaan Flashcard pada kemampuan menulis siswa dalam teks deskriptif. Setelah mendapatkan hasil uji-t, diketahui bahwa flashcard memberikan dampak positif. Flashcard membantu siswa untuk menciptakan ide, mengembangkan paragraf dan menulis teks dalam bentuk yang benar.

Kata kunci : Pengaruh, Flashcard, Kemampuan Menulis, Teks Deskriptif

ABSTRACT

This Research was conducted for the tenth grade students of SMAS Harapan Bandar Pulo. The total population was 59 then the writer got 26 students as the research sample. The research used one group pre-test and post-test design. Based on the students' problems in writing before got treatment using Flashcard, students confused to write ideas, students couldn't develop the paragraph and habitually wrote text in wrong sentence pattern and grammatical error. After conducted the flashcard as the media to study in looking at pre-test and post-test score, the result of the data revealed after using flashcard, the students' writing score were higher. It was proved in looking at the mean score pre-test (43) and post-test (78). Then after calculated the data, it stated that the value of t-test was 24,64. The degree of freedom (df) is 25 ($df = (n - 1) = 26 - 1 = 25$). In looking at the t-table, in df 25 showed that the value of t-table (t_{tab}) was 2,06 for 5% and 2,79 for 1%. The result was proved if the t-test was higher that t-table ($24,64 > 2,06$). Therefore, the writer concluded that the alternative hypothesis was accepted. The alternative hypothesis declared that there was a significant effect of using Flashcard on students' writing ability in descriptive text. After having the t-test result, it realized that flashcard gave positive impact. Flashcard helped students to creat ideas, to develop the paragraph and to write the text in correct form.

Key words : The Effect, Flashcard, Writing Ability, Descriptive Text

I. INTRODUCTION

Teaching English in Indonesia is aimed to the students' ability to communicate the language they learn. The communication can

be in oral and or written forms. The students should be able to master the four language skills, namely listening, speaking, reading and writing. The students should have the

abilities in both productive and receptive skills. In productive skills, they are able to produce and use the language. This includes speaking and writing skills. In receptive skills, they are able to understand and respond to the language they learn. This includes listening and reading skills.

Writing is a very important ability that students possess. Rogers (2005: 1) states writing is one of humanity's most significant cultural achievements. It helps us to save and share information and stories that aren't relevant right now. Writing helps us to communicate over long distances, whether in terms of location or time. Some scholars have given a variety of definitions. Raymond (1980: 2) states that writing is more than a means of communication.

Harmer (2004: 31) states "As one of the four language skills, writing has always formed part of the syllabus in the teaching of English". This shows that writing occupies an important position in language teaching. As Alexador and Cooper (1983: 4) state, "Writing is a process of discovering and shaping meaning".

Langan (2006 : 20) "Writing is not only just talking about the post, but also the process of writing that would make a lot of writing that makes people interested". As stated by Gebhard (2006: 223-226), the first problem is "the less proficient writer" problem. Less proficient writers jump the process of writing by skip the prewriting strategies to generate ideas. Students might take much time to write down their ideas.

Based on those definitions, the writer realized that writing in a foreign language such as English may be more difficult. There are many differences between Indonesian writing and English writing, such as differences in the use of appropriate grammar and vocabulary. Because of these differences, learning English

writing can be a frustrating task for students. Therefore, the learning goals are still difficult to achieve. Therefore, classroom writing teaching should provide students with a series of planned learning experiences to help them understand the nature of the writing process.

Descriptive text is one of the texts that Senior High School students should read and comprehend. As stated by Wardiman (2008: 122) Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing. Description in writing is the process of creating visual images and sensory impression through words. Hammond (1996: 78) states that "Descriptive text has two generic structures, namely identification and description". Identification is the person, place or thing to be described. The description is describing parts, qualities, and characteristics of an object.

Conducting this study was related to the problems that the writer got when the writer interviewed on April 27th 2021 to the English teacher, Mrs. Nurliana br Pelawi, S.Pdat SMA Swasta Harapan Bandar Pulo Batang Serangan. Based on the interview, many students faced difficulty in learning English especially in writing descriptive text, there were still many student scores that were below the average value during the exam.

The students' difficulties were students couldn't produce idea to start writing, students wrote the text by grammatical error, students couldn't develop paragraph related to topic sentence and supporting sentence, students habitually wrote the text by using wrong sentence patterns, students didn't obtain certain treatment to overcome their problems, the students of SMA Swasta Harapan Bandar Pulo Batang Serangan still had little understanding about descriptive text, the students were confused to write their ideas since their

vocabularies were less. Thus, the writer was interested in discovering whether Flashcard could produce a better achievement in writing descriptive text.

Based on the expectation and reality above, the writer looked at the gap of both if students really needed to obtain certain treatment that could strongly improve their achievement in writing, specifically for writing descriptive text. In looking at the problems above, the writer wanted to conduct a study about “The Effect of Using Flashcard on Students’ Writing Ability in the Descriptive Text of The Tenth Grade Students at SMA Swasta Harapan Bandar Pulo Batang Serangan”.

II. RESEARCH METHODOLOGY

This study conducted in SMA Swasta Harapan Bandar Pulo Batang Serangan. The location of the school is on Jl.Kwala Sawit Kecamatan Batang Serangan Kabupaten Langkat. The writer selected this school because there was no similar study conducted before at this school. This study had been conducted on September 2021.

The design of the study was experimental design because the writer wanted to measure the effect of flashcard media on students writing ability. In this research, the writer prepared one group or class to use pretest and posttest design to know the result of treatment. In the one group pre test and post test design, a single group measured or observed not only after expose to a treatment concisely but also before. Experimental design involve administering pre test, applying the experimental treatment to the sample, and administering the post test. The result of the treatment is comparing in the pretest and posttest score.

There were two classes of class tenth at this school. According to Ary (2010: 148), a

population is defined as all members of a well-defined class people, events or object so, the population of this study was 59 students or the whole students of the tenth grade. In this study the writer chose X-IPA class as a sample of the study. The samples were as the following :

Tabel 1. Sample of Research

Sample	Class	Number of Students
Experimental	XI IPA	26
Total		26

The procedure of experimental design will use one group pre test and post-test:

- 1) Administering pre test before gave the treatment with the purpose to measuring score the students’ writing ability in the descriptive text of thetenth grade students at SMA Swasta Harapan Bandar Pulo.
- 2) Applying treatment in teaching writing used flashcard as media to the sample in the tenth grade students at SMA Swasta Harapan Bandar Pulo. There were some procedures technique in teaching descriptive text: firstly, teacherdivided class into some groups that consisted of four students, each student had a number 1, 2, 3, 4; next, teacher asked a question based on the flashcard which gave by teacher; then students put their heads together to discuss about the description of the flashcard that was given, each student had responsibility to make sure all members in their group know the answer; the last, teacher called a number randomly and the student with that number answered it with the explanation.
- 3) Administering a post test after applying treatmentwith the purpose measuring score the students writing ability in the

tenth grade students at SMA Swasta Harapan Bandar Pulo

III. RESULT AND DISCUSSION

A. The Data

In conducting this research, the data had been taken after doing three meetings at the tenth grade students of SMASwasta Harapan Bandar Pulo Batang Serangan. The data was sparated being pre-test and post-test score. There were 26 students as the sample of research, each students had conducted pre-test, treatment and post-test meeting. The result of research would be explained as the following:

Table 2 Distribution of Frequency (Pre-Test)

Pre-Test	<i>f</i>
30 - 34	1
35 - 39	7
40 - 44	8
45 - 49	2
50 - 54	5
55 - 59	2
60 - 64	1
n	26

Table 3 Distribution of Frequency (Post-Test)

Post-Test	<i>f</i>
50 - 54	1
55 - 59	0
60 - 64	0
65 - 69	0
70 - 74	2
75 - 79	6
80 - 84	10
85 - 89	6
90 - 94	1
n	26

1. The Result of Pre-Test

As knowing before, pre-test became a test which given before the treatment, the test was functioned to measure the students levels of knowledge and also to evaluate students' ability in writing descriptive text.

Based on the data gained, the writer concluded that students pre-test was very poor.

It was proved by the students' score still under the KKM (75). It meant that students' ability in writing descriptive text was low. In pre-test, the students highest score was only 60 for students' initial AW beside the lowest score was 34 for students' initial FS.

a. Mean, Median and Modus of Pre-Test

Based on the data, the mean, median and modus of pre-test score could be stated that the Mean of students' pre-test score was 43, the median was 40 and the modus was 40.

2. The Result of Post-Test

Before the research gave second test to students, the students had taken explanation related to the usage of Flashcard in helping students to write descriptive text. The second test was called as post-test or a test after treatment given.

Based on the data, the writer concluded that students score was higher than pre-test. It could be seen at the total score. In pre-test, the total score was 1126 and in the post-test, students got 2040 as the total score. It proved that there are 914 as the improvement. In post-test, the highest score was 90 for initial student RR beside the lowest score was 50 for initial student DMR.

a. The Mean, Median and Mode of Post-Test

Based on the data, the mean, median and modus of pre-test score could be stated that the Mean of students' pre-test score was 78, the median was 80 and the modus was 80.

3. Standard Deviation

In this research, standard deviation was a statistical measurement which was used to determine how near the data from the statistical sample with the mean or average of the data. Standard deviation was a measure of the magnitude of the difference from the value of sample to the mean. If the standard

deviation value was higher, the range of data variations was wider.

a. Standard Deviation of Pre-Test

Based on the calculation, it stated that the standard deviation of pre-test was 7,07 for average 43. It meant that the range of data variation was wider.

b. Standard Deviation of Post-Test

Based on the calculation, it stated that the standard deviation of post-test was 7,48 for average 78. It meant that the range of data variation was closer.

4. Normality Test

This test was used to know whether the data distribution was normal or not. Based on statistical calculation using SPSS 23, tested normality was done by looking One-sample Kolmogorov-Sminov test. After looked in line Asym.sg.(2-tailed), if Asymp.sg. > 0,05 or Asymp.sg. = 0,05. It meant the data distribution was normal. Based on the data, the result of normality was 0,10 > 0,05. It stated that the data had normal distribution.

B. Hypothesis Testing

After getting the t-test score of the data gained, it stated that the value of t-test was 24,64. The degree of freedom (df) is 25($df = (n - 1) = 26 - 1 = 25$). In looking at the t-table, in df 25 showed that the value of t-table (t_{tab}) was 2,06 for 5% and 2,79 for 1%. The result was proved if the t-test was higher than t-table ($24,64 > 2,06$). Therefore, the writer concluded that the alternative hypothesis was accepted. The alternative hypothesis declared that there was a significant effect of using Flashcard on students' writing ability in descriptive text of the tenth grade students at SMA Swasta Harapan Bandar Pulo Batang Serangan

Before calculated the t-test to prove the hypothesis, the normality test were done to show whether the data had normal distribution or not.

C. Discussion

In looking at the data calculation above, then after analyzing the hypothesis that was probably happened such as the Null Hypothesis shortened H_0 or Alternative Hypothesis shortened H_a . The null hypothesis declared that the independent variable didn't affected positively on the dependent variable beside the alternative hypothesis declared that the independent variable gave positive impact on the dependent variable. In gazing at the result of t-test 24,64 was massively higher than t-table 2,06 ($24,64 > 2,06$). It was strongly proved that alternative hypothesis was confirmed as the result of this research finding.

IV. CONCLUSION

Flashcard helped the students to create ideas writing descriptive text and also helped students to overcome their laziness to study writing. Flashcard was an attractive method then was very effective applying in the classroom. The result of the data revealed after using Flashcard, the students' writing score were higher. It was proved in looking at the mean score between pre-test and post-test (the mean of pre-test = 43 and post-test = 78). The result of t-test calculation gave more realization of flashcard's effectiveness. The t-test was higher than t-table ($24,64 > 2,06$). It meant there was a significant effect of using Flashcard on students writing ability in writing descriptive text of the tenth grade of SMA Harapan Bandar Pulo Batang Serangan.

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