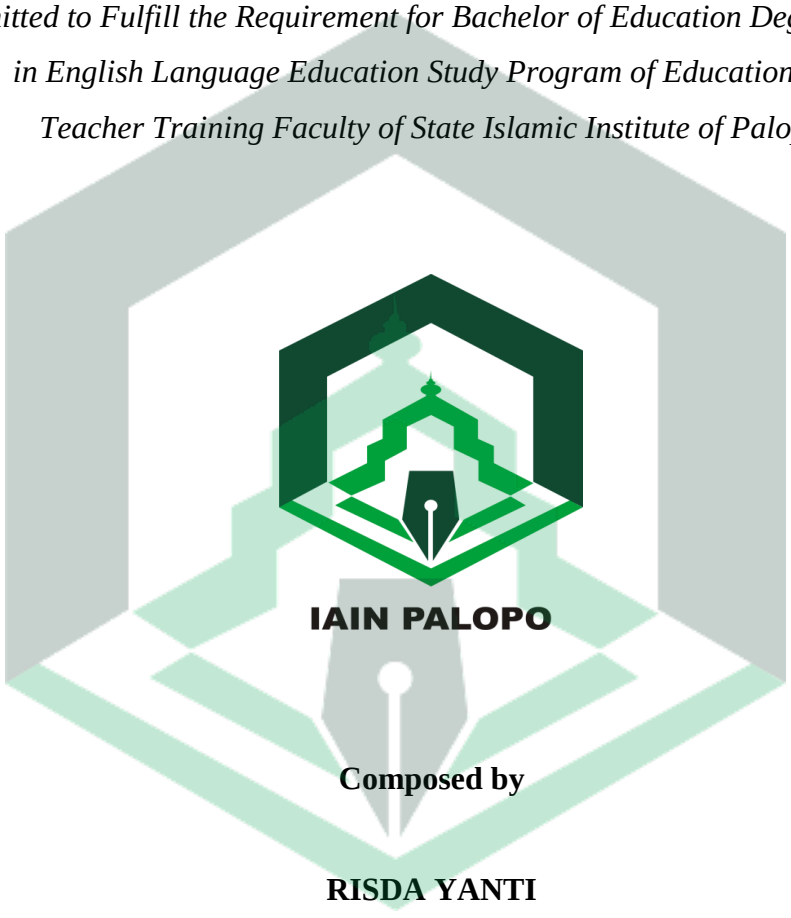
THE EFFECTIVENESS OF USING FLASHCARD TO IMRPOVE WRITING SKILL AT SMPN 7 PALOPO

A Thesis

Submitted to Fulfill the Requirement for Bachelor of Education Degree (S.Pd) in English Language Education Study Program of Education and Teacher Training Faculty of State Islamic Institute of Palopo



Composed by

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023

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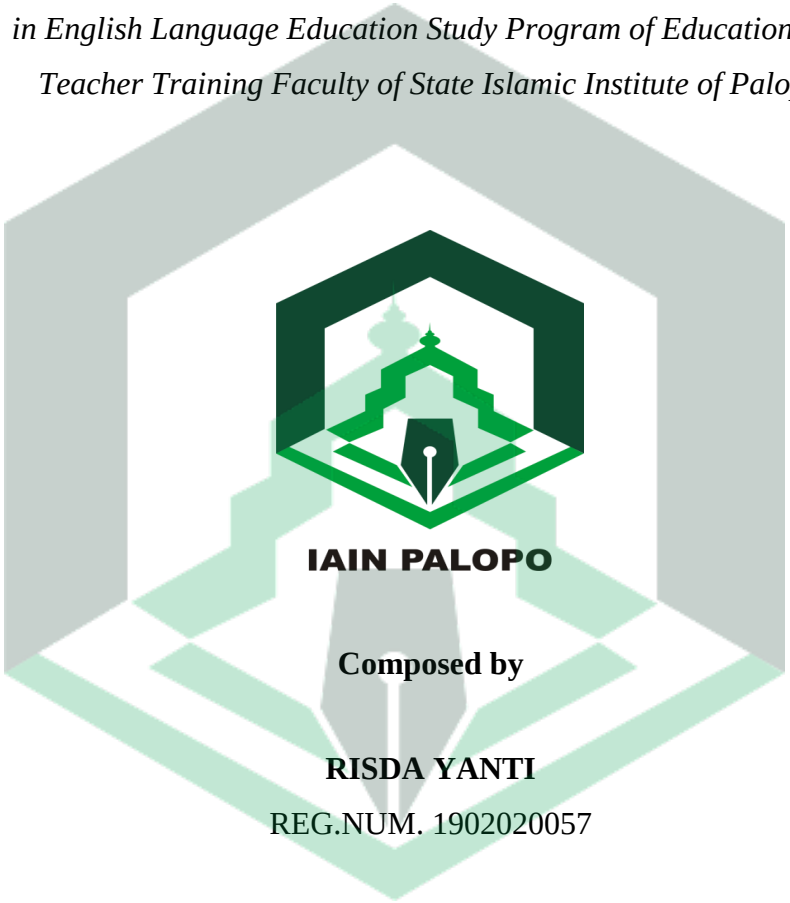

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023

THESIS APPROVAL

This thesis entitled "*The Effectiveness of Using Flashcard to Improve Speaking Skill at SMPN 7 Palopo*" which is written by Risda Yanti, Reg. Num. 1902020057, English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo, and has been examined and defended in Munaqasyah session which is carried out on Friday, August 11th 2023. Coincided with 24 Muharram 1445 H. It is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program (S.Pd).

Palopo, August 11th, 2023

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In the end, this statement is made truthfully and to be used in accordance with its purpose.

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Assalamu 'alaikum wr. wb.

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

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Judul Skripsi : **THE EFFECTIVENESS OF USING FLASHCARD TO IMPROVE WRITING SKILL AT SMPN 7 PALOPO**

menyatakan bahwa skripsi tersebut sudah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian/seminar hasil penelitian.

Demikian disampaikan untuk proses selanjutnya.

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ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيْم

الـحَمْدُ للهِ وَالصَّلَاةُ وَالسَّلَامُ عَلَى رَسُوْلِ اللهِ وَعَلَى آلِهِ وَصَحْبِهِ وَمَنْ وَالَاهَ ، أَمَّا بَعْدُ

Alhamdulillah Rabbil 'Alamin, the researcher, expresses gratitude to Allah SWT for providing wisdom, blessings, and kindness in order for this proposal] to be presented at the State Islamic Institute of Palopo (IAIN) Palopo on the title ***"The Effectiveness Of Using Flashcard To Improve Writing Skill At SMPN 7 Palopo"***. Only our beloved Prophet, the Chosen One Muhammad SAW, is eligible for Shalawat and Taslim. May he always be safe and at peace.

The researcher thanks and expresses her gratitude to everyone who helped finish her thesis by providing encouragement, support, and suggestions.

The special thanks go to:

1. Dr Abbas Langaji, M.Ag, is the Rector of IAIN Palopo.
2. Prof. Dr. H. Sukirman Nurdjan, S.S., M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo, and Mr/Mrs. Deputy Dean I, II, and III.
3. Husnaini, S.Pd.I.,M.Pd, the head of the English Language Education Study Program of IAIN Palopo and an academic advisor for supporting the researcher completed the thesis.

4. Wahibah, S.Ag., M.Hum. As the first consultant, and Husnaini, S.Pd. I., M.Pd. as the second consultant, who have provided explanations, revisions, ideas, and guidance until the thesis is completed.
5. Prof. Dr. Sahraini., M.Pd as the first examiner, and Fadhliyah Rahmah Muin, S.Pd.I., M.Pd as the second examiner who has given much guidance in finishing this thesis.
6. All the lecturers in IAIN Palopo, especially the lecturers in English Language Education Study Program, have provided the researcher with the motivation, knowledge, and focus needed to complete this thesis.
7. Amalia Yahya, S.E., M.Hum, as the validator.
8. The headmaster and all the teachers especially for English teacher of SMPN 7 Palopo who has helped the researcher during her research in the school.
9. Students at SMPN 7 Palopo, especially the 8c class, have worked to complete this research with the researcher.
10. Gratitude, especially to my beloved parents of the researcher, *Darmin* as a biological mother and *Busri* as a father, who has nurtured and educated with such love and care to this day.
11. Thanks to the researcher's Gabu gengs, *Mutmainnah, Novrianti Sayang, and Muh. Fiqri,* and *Muh. Muhaimin* always cares, helps, supports, and brings happiness and togetherness to the researcher every time, every day, and everywhere.

12. A special thanks to Windi, the reseacher's best friend, who always accompanied the researcher on moments of happiness and sadness.
13. Thanks to all my friends, who can't mention the name individually, thank you for your help and support over this time.
14. Last, I thank myself for trusting me, for doing hard work, never stopping, and for always continuing to be myself.
15. The researcher hopes this thesis can give some value to the students of the English Department, English teachers, and readers. The researcher admits that this thesis is not perfect, so the researcher will accept suggestions from the readers to improve it. The researcher hopes that this thesis will be beneficial to everyone.
16. The headmaster and all the teachers especially for English teacher of SMPN 7 Palopo who has helped the researcher during her research in the school.
17. Finally, the researcher, hopefully, Allah SWT, will bless all who have helped the researcher, and the researcher hopes this thesis can be helpful and contribute positively to readers and others.

Palopo, 11th August 2023

Risda Yanti

NIM: 19 0202 0057

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ABSTRACT

Risda Yanti, 2023. *"The Effectiveness of Using Flashcard to Improve Writing Skill at SMPN 7 Palopo,"* a thesis of the English Language Education Study Program, Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo. Supervised by Wahibah, S.Ag., M.Hum (Consultant 1) and Husnaini, S.Pd.I., M.Pd (Consultant 2).

This research aims to determine the effectiveness of using Flashcard in improving writing skill at the 8^{th} grade of SMPN 7 Palopo. This study applied pre-experimental research which focused on one group's pre-test and post-test design. The population of this research was the eighth grade students of SMPN 7 Palopo, which comprised 150 students divided into five classes. The sample was taken by using a cluster random sampling technique and consisted of 30 students. In comparison, the research instrument used was a writing test. The data were analyzed using the Paired Sample T-test and calculated with SPSS *22.* The data were analyzed using the mean score and a paired sample t-test. This research showed that the mean score on the pre-test (32.65) was higher than the post-test (82.65). The value of data analysis, t_{count} (was 17.564), while the t_{table} for the standard of significance level 0,05 (5%) on df (degree of freedom) value 29 was 2.045, which means the data stated that the value of t_{count} is higher than the value of t_{table}. On the other hand, altenative hypothesis (H_1) was accepted, and null hypothesis (H_O) was rejected. It can be concluded that using Flashcards is effective and can be recommended to increase students' writing skills.

Keywords: Effectiveness, Flashcard, Writing skill.

CHAPTER I

INTRODUCTION

A. Background

Learning English has always been associated with four basic skills: listening, writing, reading, and speaking. Writing is one part of a complicated and progressive skill. Writing is complicated because we must consider grammatical structure, diction, paragraph arrangement, vocabulary, capitalization, punctuation, etc. Writing is a progressive activity because when people write, they are already thinking about what they will write and how they will write it.

Writing skills cover several aspects, such as vocabulary, grammar, spelling, punctuation, etc. However, teaching writing can be challenging for teachers, as writing is considered a difficult skill to learn in English. The teachers can use alternative media to make writing interesting and engage the students in learning. So they can be better in their writing skill.

The role of the media in learning can clarify the presentation of information messages to facilitate the learning process and improve learning outcomes. Learning media can also generate motivation and help students learn independently according to their abilities and interests.[1] Media has a function to help the teaching and learning process run smoothly. Because it directs student motivation and makes achievements visible in class, using learning media can stimulate student interest because of its attractive appearance and prevent students

[1] Wina Sanjaya, *Kurikulum Dan Pembelajaran: Teori Dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP)* (Bandung: Kencana Prenada Media Group, 2009).

from becoming easily bored during the teaching and learning process.[2] Learning media, like fashion, comes in various versions and forms. One of them is flashcard media.

The inability of students to write should not be ignored because it will result in losses for teachers and students. The solution to this problem is to use flash card media, which is more suitable for remembering various characteristics. The characteristics of flashcard media are that it presents messages in images and text on each Flashcard, making it easier for students to remember learning materials.[3] In addition, flashcard media can also improve students' thinking skills and help them pour their ideas into writing so that these ideas can be compiled into descriptive writing.

Most studies used flashcards to teach vocabulary and to speaking. Meanwhile, this study will focus on the use of flashcards in teaching writing. Using flashcards can motivate students to learn English. The strength of flashcards as a teaching medium is that they are easy to carry because of their small size and can be stored in a bag or pocket. Practical in the sense that this media is very easy to make teachers and does not require a lot of money or electricity. Easy to remember because of attractive color combinations that make it easier for students to remember things, and fun because it can be applied in the form of a game.[4]

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[2] La Aba, "Flashcards as A Media in Teaching English Vocabulary," *AL-Lisan : Jurnal Bahasa (e-Journal)* 4, no. 2 (2019): 170–79, http://journal.iaingorontalo.ac.id/index.php/al Flashcards.

[3] Cepi Riyana Rudi Susilana, *Media Pembelajaran* (Bandung: CV Wacana Prima, 2007).

[4] Rudi Susilana.

Based on the interview with an English teacher in the eighth grade of SMPN 7, Palopo stated that the learning process in that class uses the lingual audio method, such as practicing short daily dialogues while memorizing new vocabulary in front of the class. She also explained that students' writing skills are still low, and some students are bored and demotivated when learning English, especially writing skills.

Based on the explanation above, the researcher conducted the research entitled **"The Effectiveness of Using Flashcards to Improve Writing Skill at SMPN 7 Palopo."**

B. Research Question

Based on the background above, the researcher formulated the research question: is the use Flashcards effective to improve the writing skill of eighth-grade students at SMPN 7 Palopo?

C. The Objective of the Research

Based on the research problem, this study aims to determine the effectiveness of using flashcards to improve writing skills at SMPN 7 Palopo.

D. Significances of the Research

1. Theoretically

   The findings of this study are expected to increase teacher's knowledge about English language skills, especially writing skills, with the help of flashcard media, which makes the classroom atmosphere more pleasant and is expected to motivate all English teachers, especially English teachers the

eighth grade at SMPN 7 Palopo, to improve students' writing skills by using flashcards in the Teaching and Learning Process.

2. Practically

   a. For the teachers, this researcher was expected to use Flashcards to improve their practices or approaches in the learning-teaching process, especially writing skills.

   b. The students no longer worry about writing certain kinds of text, and they become interested in writing and getting involved in the classroom.

   c. For further researchers, this study can be used as an input in the teaching-learning process, especially in developing writing skills, but it is expected that other researchers will have other methods that are more effective and innovative. This study can be used as a reference and source of information to develop further research. This research can also be developed using the RND method.

E. Scope of the Research

The scope of this research explains the effectiveness of using Flashcard as learning media in improving students' writing skills. This flashcard function is used to help students improve their writing skills in any language, particularly English, because this flashcard media is a student learning aid in the form of pictures or photos, making the teaching process more varied and interesting for the students at SMPN 7 Palopo. The kind of text was taught using Flashcards in descriptive text focusing on describing animals.

F. Operational Definition

The important key terms are defined to avoid misunderstandings. Some terms used need to be defined, referring to the topics discussed in this study.

1. Writing

   Writing as a language skill is a person's ability to express ideas, feelings, and thoughts to other people or parties using written media.[5] Writing is also one of the skills that English students need to master because it is very important for developing our knowledge.

2. Flashcard

   Flashcards are learning media containing various sizes of letters, words, and other images to help students learn more effectively. In addition, a flashcard may contain information in the form of a word or a number on the front or back of the card.

[5] Darwis dkk, *Terampil Berbahasa* (Bandung: Alfabeta, 2011).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Study

There are some previous research related to this research, these are:

Suci Audina Sitohang (2018), with the title "*The Effect of Applying Jumble Words Strategy on a Text Use Flashcard as Media to The Students' Achievement in Writing Narrative*." This research applied experimental research. The population of this research was the first-year junior high school student in SMP Negeri 6 Medan at JL. Bahagia No. 42 Medan in the academic year 2017-2018, with a total population was 386 students. The researcher just took one class as the sample. The samples consist of 36 students in classes VII-G. The experimental group was taught by applying Jumble Words Strategy to a Text. Use Flashcards as Media. The instrument for collecting data was a written test. After collecting the data, they were analyzed using the t-test formula. The result of the analysis showed that t-*observe* (t0 = 7.76) was higher than t-table (ttable =3.04), which shows that the result in the t-test was accepted (Ha). Based on the result of this research, it could be concluded that there was a significant effect of applying the Jumble Words Strategy on a text using Flashcards as media to the student's achievement in writing narrative.[6]

[6] SA Sitohang, "The Effect Of Applying Jumble Words Strategy On A Text Use Flashcard As Media To The Students' Achievement In Writing Narrative" (University of Muhammadiyah Sumatra Utara, 2018).

Different	Similarity
The difference between this research and previous research is that she used writing narrative in her research, while the previous research used descriptive text.	The similarity of the studies was the use of flashcard as media.

Siti Hardiyanti Pratiwi (2021), titled *"The Effect of Using Flashcards Media to Increase Vocabulary Size for The Second Grade Students at Mts Madani Alauddin."* This research used quantitative data and applied a pre-test and post-test group design. This research's population consisted of 145 students in the second grade at Mts. Madani Alauddin. The sample was 20 students from Class VIII-A as an experimental class using the pre-experimental design method, type *one group pretest-posttest (single group initial test).* The research findings showed that the second-grade students at Mts. Madani Alauddin obtained scores on the pre-test with a mean score of 50.5, which was classified as very poor. After giving treatment, they obtained a mean score of 65.5, considered fair. It means there was a significant increase in students' vocabulary size using Flashcard media, which is supported by the results of the one-sample T-Test where sig. (2-tailed) 0.0010.05 affects increasing students' vocabulary. Therefore, Ho is rejected, and H1 is accepted. Apart from that, the results of the vocabulary level test showed that the average student got a fair score. The data analysis result indicated improved student vocabulary size after being taught using Flashcard media.[7]

[7] S Hardianti Pratiwi, "The Effect Of Using Flashcards Media To Increase Vocabulary Size For The Second Grade STudents At MTS Madani Alauddin" (Faculty Alauddin State Islamic University of Makassar, 2021).

Different	Similarity
The difference between this research and previous research is that she used flashcard media to increase vocabulary, while the researcher focuses on writing skills. The similarity of the studies was the use of flashcard as media.	The similarity of the studies was the use of flashcard as media.

Fadillah Sari (2018), with the title *"The Effectiveness of Applying Team-Assisted Individualization (Tai) by Using Flashcards as Media in Improving Student's Reading Achievement."* This research is aimed at investigating the effectiveness of using team-assisted individualization (TAI) by using Flashcards as media in improving students' reading achievement, and this research is applied to classroom action research. The research was conducted in two cycles with X-grade students in MAM 1 Medan from January 29th to February 17th, 2018. There are two kinds of data: qualitative and quantitative. The qualitative data were collected using an observation sheet and document. Then, quantitative data were collected by using tests (pre-test and post-test). The study demonstrated the efficacy of using team-assisted individualization (TAI) with Flashcards to improve students' reading achievement. The improvement in students' reading achievement can be seen from the mean scores of the pre-test, first, and second post-test, 59.81, 69.81, and 82.03. The improvement of classroom activity during the teaching and learning process can be seen from passive to more active when

students become more interested in learning due to the teacher's teaching strategy.[8]

Different	Similarity
The difference between this research and previous research is that using flashcard media to improve reading achievement in students and used Classroom Action Research as the method, while the research focused on writing skills and used Pre-experimental research as the method.	The similarity of the studies was the use of flashcard as media.

Maha Putri Okta Nurhadi (2022), titled "*The Effectiveness of Flashcards to Enhance Reading Comprehension of The Eighth Grade Students at Mts Ma'arif Klego*." This research applied a quantitative approach and used the quasi-experimental. This research used two classes an experimental group and a control group. The population was taken from the eighth-grade students sample in MTs Ma'arif Klego in 2021/2022. The sample numbers in this research were 40 of the experimental and control groups. The procedures of data collection were tests and documentation. To analyze it, used a t-test formula to determine whether there was a significant difference in students' reading comprehension that were taught by flashcards and students who were not.[9]

[8] Fadillah Sari, "The Effectiveness Of Applying Team-Assisted Individualization (TAI) by Using Flashcard as Media in Improving Students Reading Achievement" (Faculty Of Teachers Training And Education University of Muhammadiyah Sumatra Utara Medan, 2018).

[9] Maha Putri O. N, "The Effectiveness of Flashcards to Enhance Reading Comprehension Of The Eight Grade Students at MTS Ma'Arif Klego" (State Institute of Islamic Studies Ponorogo, 2022).

Different	Similarity
The difference between this research and previous research is that this research used flashcard media to improve reading comprehension in students and used quasi-experimental as the method, while the research focused on writing skills and used Pre-experimental as the method.	The similarity of the studies was the use of flashcard as media.

Fardis Shomad Al- Kholisi (2021), with the title "*Teaching Descriptive Writing Skill by Using Flashcards Media at The Seventh Grade Students of Mts Darul Ulum Sumenep*." This study's qualitative descriptive research methodology with a case study focus on data collection and analysis. Then the researcher chose an English teacher and class VII students of MTs Darul Ulum Sumenep as participants of this study. In collecting data, the researcher used observation, interviews, and documentation. The researcher used three steps to analyze the data: data reduction, data presentation, conclusion drawing, or data verification. The results showed that the descriptive writing learning process using flashcards media for the seventh-grade students of MTs Darul Ulum Sumenep consisted of preliminary, core, and closing activities. In this study, there are two points of result. First, the teacher carried out a guided writing technique using flashcards as media. Second, there are several challenges during the teaching and learning process. Students struggle to develop their ideas in learning to write descriptively

using flashcards and media. They lack vocabulary, and students often struggle with grammar.[10]

Different	Similarity
The difference between this research and previous research used qualitative descriptive research methodology, while the research used Pre-experimental as the method.	The similarity of the studies was the use of flashcard as media.

The previous study most related to this study was the study of Suci Audiona Sitohang. The difference between this research and previous research is that she used writing narrative in her research, while the previous research used descriptive text. The similarity of the studies was the use pre-experimental as the method and uses flashcard as media but previous study on flashcard media only displayed pictures, while this research was provide a place for students to write their writing on the flashcard.

B. Some Pertinent Ideas

1. Writing

a. Definition

There are some meanings of writing. Many experts have proposed the definition and explanation of writing. Writing is in the sense of the verb 'write'. Write is to make letters or other symbols (e.g.: ideographs) on a surface, especially with a pen or a pencil on a paper (Hornby, 1974: 996). Writing well in English involves using clear language and encouraging

[10] F. Kholisi, "Teaching Descriptive Writing Skill By Using Flashcards Media at The Seventh Grade Students of MTS Darul Ulum Sumenep" (Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2021).

meaningful messages. If the written message can be understood, the writer successfully conveys his meaning. Writing is an effective tool for thinking because it gives children a way to control their thoughts. Furthermore, Brown (2001:336) identifies writing as putting ideas down on paper to turn thoughts into words, refine your main ideas, and give them a coherent structure and organization.[11]

According to Byrne (1980:24), writing is the main medium for recording speech. However, it must be recognized as a secondary means of communication, so it can be concluded that writing is very important as a medium of communication that can help people socialize well and express ideas, feelings, and public opinion so that researchers can interact well with the community. Writing is a way of thinking as well as a means of communication.

Based on the definition given above, the writer can conclude that by using writing, we can store ideas, feelings, or other things in our minds by writing. Writing is the single most effective way to create meaningful experiences.

b. Components of Writing

The components of writing are divided into five. They are content, organization, language use, vocabulary, and mechanics.[12]

1) Content

[11] H. D. Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, second (New York: Pearson Education Company, 2001).

[12] J.B. Heaton, *Writing English Language Test* (New York: Longman, 1998).

The contents of a piece of writing should be clear to readers so they can understand the message conveyed and gain information from it. Some measures can be taken to connect components; the composition should only have one central portion that is adequately developed. And so, contents refer to the topic and its explanation or elaboration, discussion, evaluation, and conclusion. It is the core or body of a piece of writing.

2) Organization

In organizations, writing concerns how they arrange and organize the ideas or the message in writing. Coherence, other matters of importance, general to specific, specific to general, and chronological order of what happened from beginning to end are all part of the process.

3) Vocabulary

The effective use of the words will always result in good writing, both specific and technical; the dictionary is very considerable. Vocabulary is one of the components of writing. To express ideas, we always deal with vocabulary. A lack of vocabulary causes someone to fail to compose what they intend to say because they believe it will be difficult to choose the appropriate words to help them compose the writing while making it easier for readers to understand.

4) Language Use

Language use in writing descriptions and other forms of writing involves correct language and grammar. Good grammar should be capable of producing grammar. We should be able to perform only completely separate

functions. Grammar can also help students improve their use of formal language.

5) Mechanics

There are at least two parts to writing mechanics: function and capitalization. The function is important as a way to clarify meaning. In English, a capital letter has to be in the present tense. Initially, they distinguished between particular things. Second, it is the first word in a quotation, formal statement, proper adjective, and others. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express clearly.

c. Kinds of Writing

There are kinds of writing that are:[13]

1) Narrative text that narrates world events, which can have the character of informative or entertaining.
2) A recount is a text that contains the sequence of activities of events in the past.
3) The description is the text that content description an object.
4) Exposition contains an argument, point of view, or a problem or particular thing.
5) The procedure is a text that contains sequencing action to something.

[13] Pardiyono, *12 Writing Clues For Better Writing Competence* (yogyakarta: Andi, 2006).

d. The Stages of the Writing Process

According to James, the process of writing occurs in several stages:[14]

1) Planning (pre-writing)

Planning is an orderly procedure used to bring about a desired result. As one of the first stages in the writing process, planning is a series of strategies designed to find and produce information in writing.

2) Drafting (writing)

Drafting is a series of strategies to organize and develop a sustained writing process.

3) Revising (redrafting)

Revising is a procedure for improving or correcting a work in progress. As the final stage in the writing process, revising is a series of strategies designed to re-examine and evaluate the choices that have created a piece of writing.

4) Editing

At this stage, students are tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their and their peers' work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supporting textual material such as quotations, examples, and the like. Formal editing is performed during this phase to avoid interfering with the free flow of ideas during the drafting and revising stages.

[14] James M and McCrimmon, *Writing With a Purpose*, Eight Edit (New Jersey: Houghton Mifflin Company, 1984).

e. The Characteristics of Good Writing

Good writing is the result of careful thought. There are several characteristics of good writing. According to Fred D. White (1986), good writing has four characteristics. They are:[15]

1) Attractiveness to the target audience. That is, a writer must understand that his writing wants to be read by many people, and he must write according to the wishes of his readers.
2) *Coherent structure.* That is, a writer must understand that his writing wants to be read by many people, and he must write according to the wishes of his readers.
3) *Smooth and detailed development*. A writer must develop his ideas by discussing them in detail.
4) *Appropriate, well-articulated style*. It means that a writer must be able to choose appropriate words to clarify his ideas. It is also called diction. It also means a writer should avoid ambiguous sentences or unnecessarily complicated words.

[15] White Fred D., *The Writer's Art: A Practical Thetoric and Handbook* (Wadsworth Pub Co, 1986).

f. Types of Writing Performance

Brown (2004: 220) classifies types of writing performance into four classifications:[16]

1) Imitative Writing

Imitative writing; deals with imitating existing texts that the teacher reads, and then students are asked to write down what they hear.

2) Intensive Writing

Intensive writing: As one might think, intensive writing, as described here, has nothing to do with intensive writing but is controlled. Under this definition, students are supposed to copy sentences and words, rewrite text and passages, and sequence sentences, among others.

3) Responsive Writing

This genre can be implemented for students who have mastered the basics of grammar. Writing activities include short narratives and descriptions, short reports, summaries, interpretation of charts, and others.

4) Extensive Writing

This genre is more complicated than the three previously mentioned genres. In this paper, the writer should be able to organize ideas logically, use details to support the main idea, and show syntactical and lexical variations.

[16] H.D Brown, *Language Assesment; Principle and Classroom Practice* (United State of America: Longman, 2004).

2. Descriptive Text

a. Definition of Descriptive Text

Factual genres include descriptive text. Its social function describes a particular person, place, or thing.[17] According to Cowan in Fajriah, descriptive presents the appearance of things that occupy space, whether objects, people, buildings, or cities.[18] So, descriptive text is defined as text that informs the reader that the author is objectively describing something or someone, a place, or something, particularly in detail.

b. The Generic Structure of Descriptive Text

As we all know, the descriptive text describes things like people, places, animals, or things. The descriptive text is built from two generic structures. The generic structure of descriptive text consists of identification and description.

1) Identification: Identifying a phenomenon to be described is about introducing a subject or thing that would be described.
2) Description: Describes parts. A description is a short statement that includes the subject's name, qualities, and characteristics.[19]
3) Conclusion (Optional): Optional statement to sum up the main ideas, for example, "I love my cat."

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[17] Artono Wadirma et Al., *English in Focus: For Grade VII Junior High School (SMP/MTS)* (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008).

[18] S. Sadatul Fajriah, "The Effect of Mind Mapping Technique on Students' Writing of Descriptive Text" (Jakarta: Syarif Hidayatullah State Islamic University, 2017).

[19] Imelda Wardi, Haan Basri, and Abdul Waris, "Improving The Ability in Writing Descriptive Text Trought Guided Question Technique," *Jurnal of English Language Teaching Society (ELTS)* Vol. 2 (2014): 2.

c. The Language Feature of Descriptive Text

1) Using noun: using a specific noun (a specific object, not general, only one), such as my cat, girlfriend, or home.
2) Using adjectives: to clarify nouns, such as a big house, a smart student, and others.
3) Using the simple present tense: using the basic verb or the first form (verb 1) and verbs that can show the ownership or state of an object. The descriptive text uses the simple present tense because it tells a fact about the described object. For example, my office has 22 floors. My cat is cute, and others are.
4) Action verbs: use verbs that indicate an activity or activities that can be seen. For example, sleeping, walking, running, jumping, dancing, crawling, etc.

d. Example of Descriptive Text about animal

Cat

It is a cat. My cat is female. Its name is Mora. It is medium-sized. It has black, yellow, and white fur. It has a long and white whisker. It eats rice and fish. It is a noisy cat but adorable. It lives in the land.

3. Flashcard

a. Definition of Flashcard

A flash card is a card with writing or a picture that a teacher holds up briefly to illustrate a teaching point or elicit a response from the class.[20] The flashcards technique made the students interested in the lesson. They became cheerful and animated. They were not easily bored during the action. They also maintained their motivation and focus until the lesson was over. They also became more confident and active in participating in the classroom activities. According to Suyanto, flashcards usually use thin paper and stiff.[21] Flashcards show pictures or words. Usually, flashcards include groups of some kind or classes.

Furthermore, flashcards are a figure media or learning tool in the form of picture cards that use small figures, symbols, or figures accompanied by information in the form of word sentences on the front or back of the card. In addition, a flashcard is used to teach techniques for recalling something in the form of figures, symbols, or text printed on the card to stimulate the students' minds to understand the writing on the card. A flashcard is used to teach techniques for recalling something in the form of figures, symbols, or text printed on the card to stimulate the students'' minds to understand the writing on the card.

According to Azhar Arsyad, a flashcard is a small card containing images, text, or a symbol that reminds and guides students to something

[20] Geoffrey Broughton, *Teaching English as a Foreign Language*, Second Edi (New York, Taylor & Francis: e-Library, 2003).

[21] Kaihani K.E Suyanto, *English For Young Learners* (Jakarta: Bumi Aksara, 2008).

related to that picture. Flashcards usually measure 8x12cm or can be customized to the size of the class is facing. Flashcard images of objects, animals, and other things can teach students how to spell and expand their vocabulary.[22] Flash cards are small cards containing pictures, text, or symbols that remind or guide students to something related to the pictures that can be used to practice spelling and enrich their vocabulary (Arsyad, 2011). Wright (1976) states that flashcards are cards printed with words and pictures that the teacher can handle easily.

David A. Hill in KateřinaJoklová classified pictures according to their size into three categories:

a. "Large (20x30 cm): useful for whole-class work."
b. "Medium (10x15 cm): useful for group work."
c. "Small (5x5 cm): useful for games and other group-work activities.[23]

[22] Azhar Arsyad, *Media Pembelajaran* (Jakarta: Rajawali Press, 2011).
[23] KateřinaJoklová, "Using Pictures in Teaching Vocabulary" (Masaryk University., 2009).

The following pictures are examples of flashcards:

Figure 2.1. Flashcards

b. Kinds of Flashcard

Flashcards can be made in several ways. It can be taken pictures from magazines and stick them on cards. It can be drawn. It can be bought as reproductions, photographs, and posters from shops or photocopied from various sources.[24]

When using flashcards, we must pay close attention to how we handle and move the card when changing the picture. The images had to be clear enough for students to see and move quickly from the back to the front. In making flashcards, there are three criteria as below:

1) The Flashcard should be visible, large, and clear enough for all students to see the details.
2) The picture on the Flashcard must convey the message and not confuse or describe something that confuses.

[24] Harmer J., *The Practice of English Language Teaching*, ed. Third Edition (Harlow: Longman, 2001).

3) The Flashcard must be used correctly.

Flash cards can be played with some games. It depends on the creativity of the teacher. The teacher can play some interesting games using flashcards with the students. As a result, the students will have a good time while learning. According to Harmer (2001:135), it is very useful for communicative activities in English learning, particularly games like describing or drawing something. They felt connected to their culture and were not bored during the teaching and learning.

When the students are interested in flashcards and like to study by playing games using them, it will stimulate them to study vocabulary deeply. Indirectly, flashcards help students who have low motivation learn new vocabulary. But the teacher also must give motivation to the students for them to learn English well.

In this thesis, the writer will use flashcards with only pictures as the media for teaching writing because it is the most basic and easiest to create. The image's simplicity will give students an understanding, allowing them to gain a more practical understanding of English to improve their writing skills.

c. The Function of Flashcard

The use of flashcard in the English teaching learning process used to help the teacher:[25]

1) Students can develop their writing on pictures in flashcard media correctly.
2) Use appropriate image extracts (vocabulary and color) to get students' interest.
3) Provide variety in the teaching and learning process.
4) By identifying pictures on flashcards, students can write correctly.

Flashcards are so useful to help the teacher in the English learning process. The teacher is easier to understand when explaining the material and giving examples. Because the students can see a picture relevant to the theme, they are more likely to understand the teacher's explanation.

d. Advantages and Disadvantages of Flashcard

a. Advantages

1) Easy to carry :

   Flashcards of small size can be stored in a bag or pocket. We don't require a large space and can be used anywhere in the classroom or outside.

2) Practical :

[25] Ibid

Flash cards are very practical in terms of manufacturing and using media. The teacher does not need any special skills to use this medium, nor do they need to use electricity.

3) Easy to remember :

Characteristics of flashcard media as media presents a short message on each card are served, e.g., recognize letters, recognize numbers, recognize the names of animals, and others. Serving a short message will make it easier for students to remember the content of the message. The combination of image and text makes it quite easy for students to recognize the concept of something and to know that the name of an object can be set as the image.

4) Fun :

This flashcard media can be presented as a game to attract and challenge students to compete for one thing, or the flashcards' specific names can be stored randomly. Besides sharpening cognitive abilities, this method can also train students' physical dexterity.

b. Disadvantages

1) Only used for small-group learning.

2) Can only know and understand based on the pictures and words shown.

3) It is difficult to display motion in the media; without proper care, it can be easily damaged and lost.

4) Requires caution because it is feared that a lost card will be scattered.

C. Theoretical Framework

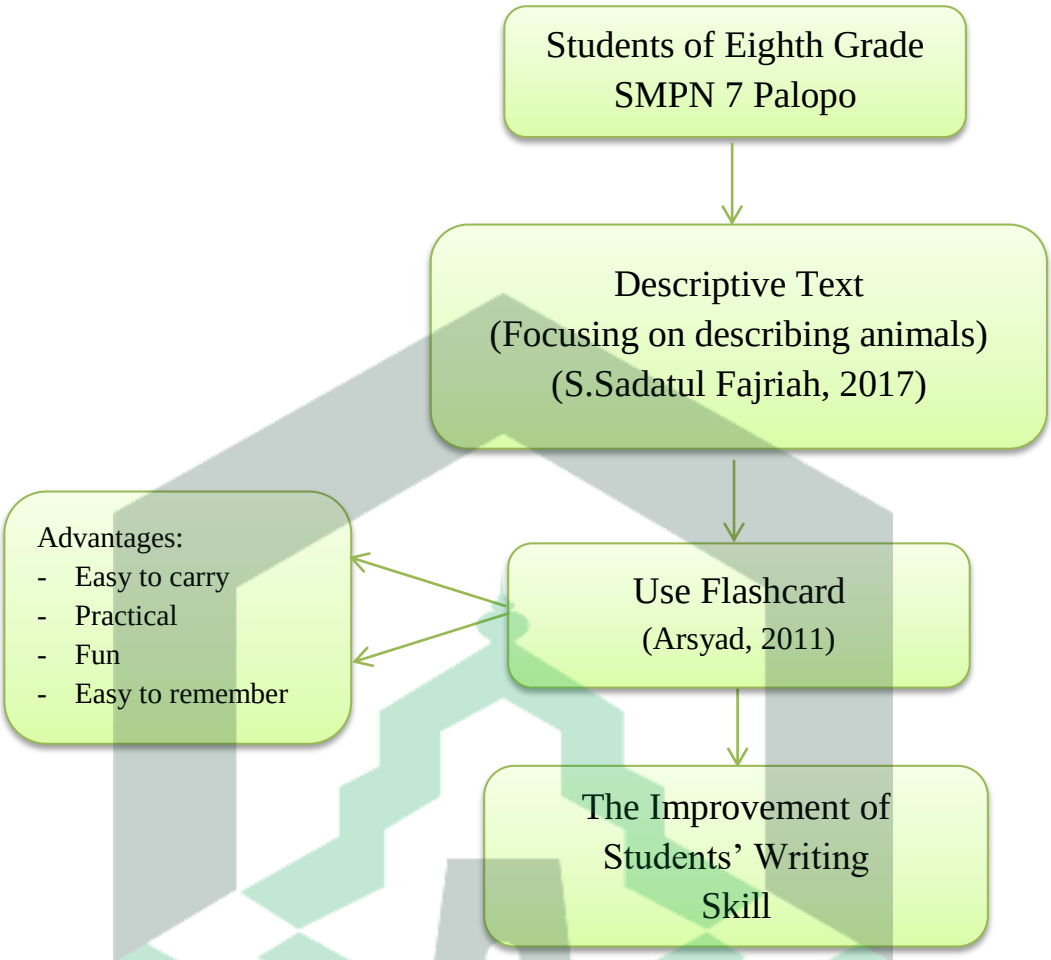


Figure2. 2. Conceptual Framework

In this research, the researcher was used a sample from the eighth grade of SMPN 7 Palopo. In guarding writing, the researcher would explain material about descriptive text focusing on describing animals. According to Cowan in Fajriah, descriptive presents the appearance of things that occupy space, whether objects, people, buildings, or cities. After that, the researcher was randomly giving flashcards to students. The students would then identify and write the image in English and Indonesian to better understand their writing.

D. Hypothesis

Based on the explanation theoretical framework above, the researcher formulated the hypothesis as follows:

H_1: Using flashcard media effectively to improve writing skills at SMPN 7 Palopo.

H_o: Using flashcard media is ineffective in improving writing skills at SMPN 7 Palopo.

CHAPTER III

RESEARCH METHOD

A. Research Design

The method employed a pre-experimental design with one group pre-test and post-test. Before introducing the flashcard material, the teacher administered a pre-test to determine the student's proficiency in writing about animals. After using the flashcard material, the students took a post-test to determine their proficiency in writing about animals.

The researcher design pattern was described as follows:[26]

O_1 X O_2

Notes:

O_1: Pre-test (Before Treatment

X: Treatment

O_2: Post-test (After treatment)

B. Variables

The variable of this research consists of two variables, namely:

1. Independent variable: using Flashcard.
2. Dependent variable: students writing skills.

[26] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: CV Alfabeta, 2013).

C. Population and Sample

1. Population

The population studied in this research was the eighth grade of SMPN 7 Palopo. The total population was approximately 150 students divided into five classes.

2. Sample

The researcher determined the cluster random sampling technique to use in this research. I took the sample randomly from the five classes, and the class which was chosen as the sample was VIII C. The sample for this research is 30 students from the VIIIC in the eighth grade of SMPN 7 Palopo.

D. Instrument of the Research

This research instrument was a writing test to collect the students' descriptive animal writing before and after treatment. The test aimed to collect information about the student's abilities to write descriptive animals. Before beginning the treatment, the researcher conducts the entering pre-test of writing descriptive animals to determine their past expertise in writing descriptive animals and then gives the treatment to the students, who then do the post-test of writing descriptive animals. After that, collect the pre-test and post-test data to evaluate the students' descriptive animal writing.

E. The Procedure for Collecting Data

1. Pre-test

The researcher gave students a pre-test before giving treatment to get data on their prior capabilities in English writing. The students were given the

pre-test and asked to practice the provided information describing animals. The details of this step are that the researcher gave students instructions to write descriptive animals.

2. Treatment

The researcher gave treatment to the students after the pre-test. The students were taught material about the simple present tense. After that, the teacher teaches about descriptive text, focusing on describing animals, and introduces flashcards. Next, the teacher asked the students to make descriptive animals based on the picture on the Flashcard. The treatment was provided after the pre-test and done in four meetings. The details of this step are as follows:

a. The first meeting

1) The researcher explained descriptive text focusing on describing animals and their example.
2) The researcher explained simple present tense on describing animals.
3) The researcher explained how to describe animals (name, size, physical characteristics, eat, move, and live).
4) The researcher prepared Flashcards to be shown to students.
5) The researcher explained how to use and wrote descriptive text focusing on describing animals (cat, dolphin, giraffe, and frog) by using Flashcards.
6) The researcher assigned three students to describe the animals on the Flashcard.

7) Before the researcher closes the class, the researcher would review the material and then close the meeting with prayer.

b. The second meeting

1) The researcher explained simply about descriptive text, simple present tense, and how to describe (name, size, physical character, eat, move, and live) animals.
2) Each student comes forward to take one Flashcard.
3) The researcher explained how to use Flashcards.
4) The students described the animals (cat, dolphin, giraffe, and frog) according to the flashcard image and wrote on the Flashcard.
5) The researcher divides students into four groups according to the student's animal.
6) Each group representative comes forward to read the results of the discussion.
7) Before the researcher closes the class, the researcher would review the material and then close the meeting with prayer.

c. The third meeting

1) The researcher explained simply about descriptive text, simple present tense, and how to describe (name, size, physical, characteristic, eat, move, and live) on describing animals.
2) The researcher gave flashcards to each student randomly.
3) The researcher explained how to use Flashcards.

4) The students described the animals (cow, horse, monkey, and goat) according to the flashcard image and wrote on the Flashcard.
5) Before the researcher closes the class, the researcher reviews the material and then closes the meeting with prayer.

d. The fourth meeting

1) The researcher explained simply about descriptive text, simple present tense, and how to describe animals (name, size, physical characteristics, eat, move, and live).
2) The researcher gave a colorless flashcard to each student at random.
3) The researcher explained to the students that they could color the pictures according to their wishes.
4) The students described the animals (tiger, elephant, rabbit, and zebra) according to the color they produced and wrote on the Flashcards.
5) Before the researcher closes the class, the researcher would review the material and then close the meeting with prayer.

3. Post-Test

In this test, the researcher knew the effectiveness of using flashcards in writing skills and the treatment results. In this post-test, the researcher gave the same test as the pre-test. The post-test was administered to measure the student's progress after the treatment or to determine the improvement of the student's writing skills.

F. The Technique of Data Analysis

1. Classifying the Score

The searcher used some criteria for the student's score. The criteria are as follows:[27]

a. Content.

b. Organization.

c. Vocabulary.

d. Grammar.

e. Mechanic.

1) Content

No	Score	Classification	Criteria
1	27-30	Very good	Clear focus, interesting detail, complete, rich well focus, main idea stands out, and secondary ideas do not usurp too much attention.
2	15-26	Good	Clear and focused, even teaching the overall result may not be captivating. Support is an attempt, but it may be limited or obvious in substantial or too general.
3	12-14	Fair	Lack of logical sequencing and development ideas confusing or disconnected, lacking one purpose or not.
4	9-11	Poor	Not fluent, does not communicate information is very limited, boring.
5	5-8	Very Poor	No organization is not enough to evaluate because not meaningful.

Table 3.1 shows the score of content

2) Organization

No	Score	Classification	Criteria
1	18-20	Very good	Effective word, choice, and usage specific and accurate.
2	15-17	Good	The acceptable range of occasional errors of word/idiom, choice, and usage of the language communicated, but it rarely captures the reader's imagination, while the overall meaning.
3	11-14	Fair	Quiet clear, some words may lack precision the writer struggles with eliminated vocabulary and groping for

[27] J.B. Heaton, *Writing English Language Test* (New York: Longman, 1998).

			words.
4	8-10	Poor	Many errors in words/idioms, choice, and usage; language is so vague and abstract. So redundant and devoid of detail that only the broadest, many repetitions, and often words do not feat the test. Verbs are weak and viewed in number: is, are, were, and dominated.
5	5-7	Very Poor	Almost the words are wrong, colorless, insufficient to evaluate, and much wrong spelling.

Table 3.2 shows the score of the organization

3) Vocabulary

No	Score	Classification	Criteria
1	18-20	Very good	Effective word, choice, and usage specific and accurate.
2	15-17	Good	The acceptable range of occasional errors of word/idiom, choice, and language usage communicated but rarely captured the reader's imagination, while the overall meaning was.
3	12-14	Fair	The writer struggles with a limited vocabulary, groping for words.
4	9-11	Poor	Many errors in words/idioms, choice, and usage; language is so vague and abstract. So redundant and devoid of detail that only the broadest, many repetitions, often words do not feat the test, verbs are weak and viewed in number: is, are, were and dominated.
5	5-8	Very Poor	Almost the words are wrong, colorless, insufficient to evaluate, and much wrong spelling.

Table 3.3 the score of vocabulary

4) Grammar

No	Score	Classification	Criteria
1	23-25	Very good	Effective complex construction has few errors of agreement, tense, number, word order, function, and Pronoun proposition.
2	20-22	Good	Practical but simple construction minor problem in complex construction several errors of tense, word order, function, pronouns, and prepositions but meaning seldom or cured.
3	16-19	Fair	Major problems in simple construction include frequent negative, agreement, tense, and word order/function errors. Pronouns, prepositions, and fragments do not communicate.
4	9-15	Poor	Dominate by grammar errors, and it cannot be understood and evaluated.
5	5-8	Very Poor	Virtually no mastery of sentence construction rules.

Table 3.4 shows the score of grammar

5) Mechanic

No	Score	Classification	Criteria
1	5	Very good	Demonstrate mastery of convention, not the problem of spelling, punctuation, capitalization, or paragraph.
2	4	Good	Few errors in spelling, capitalization, and paragraphing, but they were not observed.
3	3	Fair	Some errors in spelling, punctuation, and capitalization.
4	2	Poor	Many errors in spelling, punctuation, and capitalization.
5	1	Very Poor	Illegible writing.

Table 3.5 shows the score of the Mechanic

2. Analyzing the data

a. Scoring the students' correct answers on pre-test and post-test

$$Score = \frac{students' score}{\text{maximum score}} \text{X}100$$

b. Classifying the students' scores into the following criteria:

No	Classification	Score
1	Very Good	96-100
2	Good	86-95
3	Fair	75-85
4	Poor	36-74
5	Very Poor	0-35

c. Calculating the mean score of the student's answer

The researcher calculated it by using SPSS 22. Besides, to know whether the pre-test and post-test were significantly different and also to know the acceptability of the hypothesis, the researcher used the criteria of hypothesis acceptability, which are:

If $t_0 \geq t_t$ = Rejected the null hypothesis.

If $t_0 \leq t_t$ = Received null hypothesis.

CHAPTER IV

FINDINGS & DISCUSSIONS

The findings and discussions, two aspects of the research, will be covered in this chapter.

A. Findings

The researcher analyzed the results of students in grade 8thC in the SMPN 7 Palopo in the following section.

1. The Score of Students' Writing Skills in Pre-Test

Table 4.1.The Students' Pre-Test Scores in the Overall

No	Students	The writing aspects					Score of Test
		C	O	V	G	M	
1	ASM	5	5	5	5	1	21
2	AK	8	7	8	7	2	32
3	DF	5	5	5	5	1	21
4	DY	5	5	5	5	1	21
5	GET	10	8	10	11	2	41
6	HJ	8	7	8	9	2	34
7	JMS	5	5	5	5	1	21
8	MA	8	8	11	15	2	44
9	MF	7	6	7	7	1	28
10	MR	8	7	8	8	2	33
11	SH	10	8	8	10	3	39
12	SFA	9	9	9	13	3	43
13	WAL	5	5	5	5	1	21
14	FB	5	5	5	5	1	21
15	MA	5	5	5	5	1	21
16	PS	8	7	8	9	2	34
17	DN	8	8	8	11	2	37
18	TSD	8	7	8	14	2	39
19	AR	5	5	5	5	1	21
20	MNF	12	9	10	11	3	45
21	NAR	10	9	11	14	3	47
22	DRM	8	7	8	9	2	34
23	HSB	10	8	8	10	3	39
24	LK	8	7	8	14	2	39
25	AL	5	5	5	5	1	21
26	UNG	8	8	8	11	2	37
27	SDL	5	5	5	5	1	21
28	DLN	8	7	8	14	2	39
29	RT	8	8	11	15	2	44
30	NAH	10	8	10	11	2	41
Total		224	203	225	273	54	979
		Mean Score					32.63

The result showed the average score of students writing ability in some components of Content, Organization, Vocabulary, Grammar, and mechanics, with a mean score of 32.63 before giving the treatment.

Table 4.2. Descriptive Statistics of Student's Pre-test Score

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	30	21	47	32.63	9.261
Valid N (listwise)	30				

Table 4.2 shows the descriptive statistics of students' pre-Test scores. It explains that the highest student score is 47, and the lowest is 21. It also stated that the mean score of the students' pre-test was 32.63, with a standard deviation of 9.261.

a. Content

Table 4.3. Students' Frequency and Percentage of Content in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Very Good	27-30	0	0
Good	15-26	0	0
Fair	12-14	0	0
Poor	9-11	7	23,33%
Very Poor	5-8	23	76,67%
Total		30	100%

The table above shows the students' frequency and percentage of content in the Pre-Test before giving the treatment. Seven samples received the Poor category with a percentage of 23 33%. 23 samples received the Very Poor category with 76 67%.

b. Organization

Table 4.4. Students' Frequency and Percentage of Organization in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Very Good	18-20	0	0
Good	15-17	0	0
Fair	11-14	0	0
Poor	8-10	11	36,67%
Very Poor	5-7	19	63,33%
Total		30	100%

The table above shows the students' frequency and percentage of organization in the Pre-Test. These eleven samples received the Poor category with a percentage is 36 67%, and nineteen samples received the Very Poor category with a percentage of 63 33%.

c. Vocabulary

Table 4.5. Students' Frequency and Percentage of Vocabulary in Pre-Test

classification	Score	Pre-Test	
		Frequency	Percentage (%)
Very Good	18-20	0	0
Good	15-17	0	0
Fair	12-14	0	0
Poor	9-11	7	23,33%
Very Poor	5-8	23	76,67%
Total		30	100%

The table above represents the students' frequency and percentage of vocabulary in the Pre-Test before giving the treatment. There were seven samples in the Poor category with a percentage of 23,33% and 23 samples in the Very Poor category with a percentage of 76,67%.

d. Grammar

Table 4.6. Students' Frequency and Percentage of Grammar in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Very Good	23-25	0	0
Good	20-22	0	0
Fair	16-19	0	0
Poor	9-15	17	56,67%
Very Poor	5-8	13	43,33%
Total		30	100%

The table above shows the result of students' frequency and percentage of grammar in the Pre-Test before giving the treatment. There were seventeen samples in the Poor category with 56, 67% and thirteen in the Very Poor category with a percentage of 43, 33%.

e. Mechanics

Table 4.7. Students' Frequency and Percentage of Mechanics in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Very Good	5	0	0
Good	4	0	0
Fair	3	5	16,66%
Poor	2	14	46,67%
Very Poor	1	11	36,67%
Total		30	100%

The table above illustrates the students' frequency and percentage of Mechanics in the Pre-Test before giving the treatment. Five samples were in a Fair category with a percentage of 16,66%, fourteen got a Poor category with a percentage of 46,67%, and eleven got a Very Poor category with a percentage of 36,67%.

Table 4.8 Descriptive Statistics of Writing Aspects in Pre-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Content	30	5	12	7.47	2.030
Organization	30	5	9	6.77	1.431
Vocabulary	30	5	11	7.50	2.064
Grammar	30	5	15	9.10	3.614
Mechanics	30	1	3	1.80	.714
Valid N (listwise)	30				

The table above shows the descriptive statistics for the Pre-Test in writing aspects. The minimum value of Content` is 5, the maximum value is 12, the mean is 7.47, and the standard deviation is 2.030. The organization shows that the minimum value is 5, the maximum value being is 9, the mean is 6.67, and the standard deviation is 1.431. The minimum vocabulary value is 5, the maximum value is 11, the mean is 7.50, and the standard deviation is 2.064. Grammar stated that the minimum value is 5, the maximum value is 15, the mean is 9.10, and the standard deviation is 3.614. And mechanics revealed that the minimum value is 1, the maximum value is 3, the mean value is 1.80, and the standard deviation is 714.

2. The Score of Students' Writing Skills in Post-Test

Table 4.9 the Students' Post-Test Scores in Overall

No	Students	The writing aspects					Score of Test
		C	O	V	G	M	
1	ASM	23	14	15	21	4	77
2	AK	29	18	20	20	3	90
3	DF	19	18	18	17	2	74
4	DR	30	20	20	21	4	95
5	GET	20	17	20	20	4	81
6	HJ	28	18	19	23	3	91
7	JMS	30	20	20	20	3	93
8	MA	27	19	20	20	3	89
9	MF	20	17	18	21	2	78
10	MR	25	18	16	20	3	82
11	SH	17	16	17	21	4	75
12	SFA	29	17	17	21	5	89
13	WAL	14	10	20	16	3	63
14	FB	28	18	20	21	4	91
15	MA	14	10	14	15	1	54
16	PS	30	20	20	25	2	97
17	DN	30	20	20	25	5	100
18	TSD	14	13	17	15	2	61
19	AR	15	10	14	20	2	61
20	MNF	14	13	17	15	2	61
21	NAR	30	20	20	25	5	100
22	DRM	29	18	20	20	3	90
23	HSB	17	16	17	21	4	75
24	LK	28	18	20	21	4	91
25	AL	23	14	15	21	4	77
26	UNG	29	18	20	20	3	90
27	SDL	30	20	20	25	5	100
28	DLN	17	16	17	21	4	75
29	RT	29	17	17	21	5	89
30	NAH	14	10	20	16	3	63
Total		702	493	548	608	101	2452
		Mean Score					81.73

The research results showed the average score since writing the successful students in several components: Content, Organization, Vocabulary, Grammar, and mechanics, with a mean score of 81, 73 after giving the treatment.

Table 4.10. Descriptive Statistics of Student's Post-Test Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	30	54	100	81.73	13.357
Valid N (listwise)	30				

Table 4.10 shows the descriptive statistics of students' post-Test scores. It explains that the highest student score is 100 and the lowest is 54. It also stated that the mean score of the students' pre-test was 81, 73, with a standard deviation of 13,357.

a. Content

Table 4.11. Students' Frequency and Percentage of Content in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage (%)
Very Good	27-30	15	50%
Good	15-26	10	33,33%
Fair	12-14	5	16,67%
Poor	9-11	0	0
Very Poor	5-8	0	0
Total		30	100%

The table above shows the students' frequency and percentage of content in the Post-Test after giving the treatment. There were 15 samples in the Very Good category with a percentage of 50%, ten in the Good category with 33,33%, and 5 in the Fair category with 16,67%.

b. Organization

Table 4.12. Students' Frequency and Percentage of Organization in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage (%)
Very Good	18-20	15	50%
Good	15-17	7	23,34%
Fair	12-14	4	13,33%
Poor	9-11	4	13,33%
Very Poor	5-8	0	0
Total		30	100%

The table above shows the students' frequency and percentage of organization in the Post-Test. Fifteen samples received the Very Good category with a percentage of 50%, seven samples got the Good category with 23,34%, and four samples got the Fair and Poor category with 13,33%.

c. Vocabulary

Table 4.13. Students' Frequency and Percentage of Vocabulary in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage (%)
Very Good	18-20	18	60%
Good	15-17	10	33,33%
Fair	12-14	2	6,67%
Poor	9-11	0	0
Very Poor	5-8	0	0
Total		30	100%

The table above represents the students' frequency and percentage of vocabulary in the Post-Test. Eighteen samples got the Very Good category with 60%, 10 got the Good category with 33,33%, and two got the Fair category with a percentage of 6,67%.

d. Grammar

Table 4.14 Students' Frequency and Percentage of Grammar in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage (%)
Very Good	23-25	4	13,33%
Good	20-22	20	66,67%
Fair	16-19	3	10%
Poor	9-15	3	10%
Very Poor	5-8	0	0
Total		30	100%

The table above shows the result of students' frequency and percentage of grammar in the Post-Test. There were four samples in the Very Good category with a percentage of 13,33%, 20 in the Good category with a percentage of 66,67%, and 3 in the Fair and Poor category with a percentage of 10%.

e. Mechanics

Table 4.15 Students' Frequency and Percentage of Mechanics in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage (%)
Very Good	5	5	16,67%
Good	4	9	30%
Fair	3	9	30%
Poor	2	6	20%
Very Poor	1	1	3,33%
Total		30	100%

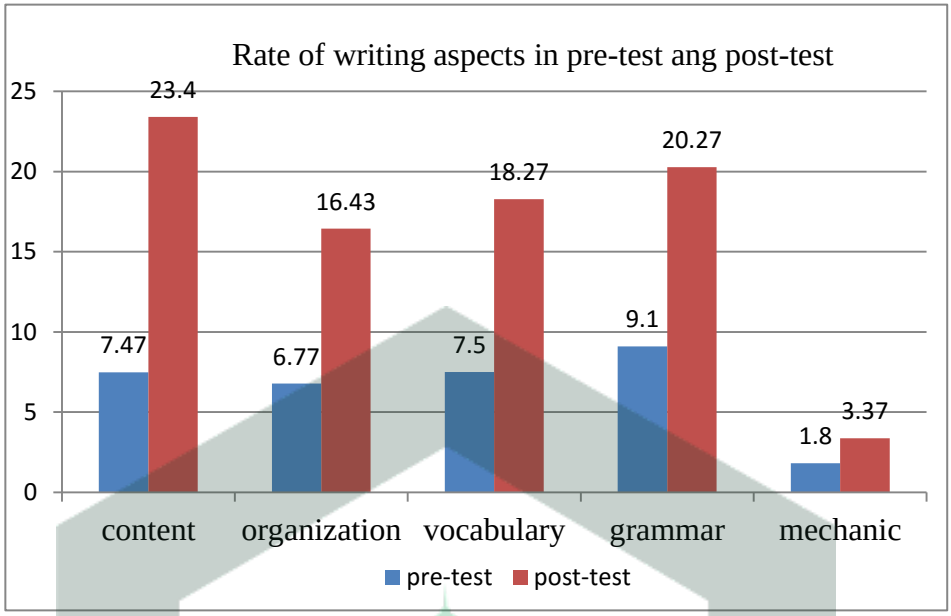
The table above illustrates the students' frequency and percentage of Mechanics in the Post-Test. Five samples got the Very Good category with a percentage is 16, 67%, 9 got the Good and Fair category with a percentage of 30%, and 1 sample got the Very Poor 3,33%.

Table 4.16 Descriptive Statistics of Writing Aspects in Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Content	30	14	30	23.40	6.366
Organization	30	10	20	16.43	3.245
Vocabulary	30	14	20	18.27	2.033
Grammar	30	15	25	20.27	2.840
Mechanics	30	1	5	3.37	1.098
Valid N (listwise)	30				

The table above shows the descriptive statistics for the Post-Test in writing aspects. The minimum content value is 14, the maximum value is 30, the mean is 23.40, and the standard deviation is 6.366. The organization shows that the minimum value is 10, the maximum value is 20, the mean is 16.43, and the standard deviation is 3.245. The minimum vocabulary value is 14, the maximum value is 20, the mean is 18,27, and the standard deviation is 2.033. Grammar stated that the minimum value is 15, the maximum value is 25, the mean value is 20.27, and the standard deviation is 2.840. And mechanics revealed that the minimum value is 1, the maximum value is 5, the mean value is 3.37, and the standard deviation is 1.098.

3. The student's writing aspects comparison in pre-test and post-test



4. The Comparison of Students' Scores in Pre-Test and Post-Test

Table 4.17. Comparison of Students' Pre-Test and Post-Test Results

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	Very Good	96– 100	-	-	4	13,33%
2	Good	86 – 95	-	-	11	36,67%
3	Fair	75 – 85	-	-	8	26,67%
4	Poor	36 – 74	14	46,67%	7	23,33%
5	Very Poor	≤ 35	16	53,33%	-	-
	Total		30	100%	30	100%

The table comparison of the Pre-Test and Post-Test results is shown in Table 4.17. Fourteen students received a Poor score, with a percentage is 46, 67%, and sixteen students got Very Poor, with a percentage of 53, 33%. In the Post-Test, four students received a Very Good score of 13,33%; eleven had a Good score of 36 67%; eight received a Fair score of 26, 67%, while seven got a Poor score of 23, 33%. With a total sample of around 30 and a percentage is 100%.

5. The Mean Score and Standard Deviation of the Pre-Test and Post-Test

Table 4.18 the Paired Samples Statistics of Pre-Test and Post-Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	32.63	30	9.261	1.691
	Post-test	81.73	30	13.357	2.439

Table 4.18 displays the paired sample statistics for the Pre-Test and Post-Test. The student's pre-test means score was 32.63. The Post-Test mean score was 81.73, Pre-Test and Post-Test standard deviations were 9.261 and 13.367, respectively. Before the test, the standard error mean was 1.691. After the test, it was 2.439. This Paired Samples Statistics showed that the Post-Test data was higher than the Pre-Test data.

Table 4.19 the Paired Samples Correlations of Pre-Test and Post-Test

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	30	.120	.527

The correlation between the pre-test and post-test for paired samples is shown in Table 4.19. As can be seen, the value is 120, and the significant value is 527.

Table 4.20 The Paired Samples Test of Pre-Test and Post-Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test-Post-Test	-49.100	15.311	2.795	-54.817	-43.383	-17.564	29	.000

Table 4.20 displays the results of the paired samples test for the pre-test and post-test. The value of t_c (t_{count}) was 17.564, with the df (degree of freedom) value 29. In contrast, the t_t (t_{table}) for the standard of significance level 0, 05 (5%) on df (degree of freedom) value 29 was 2.045 means the data stated that the value of t_c (t_{count}) is higher than the value of i_t (t_{table}), as follow 17.564 > 2.045. based on the result of a hypothetical test using a t-test to establish the difference between Pre and Post-Test scores. The result from the t-test in this research showed the significance value was 0.000 is smaller than the P value standard 0.05 (0.000 < 0.05). On the other hand, hypothesis alternative (H_1) was accepted, and hypothesis null (H_O) was rejected. Thus, it can be concluded that using Flashcard Feed effectively improves writing skills at SMPN 7 Palopo. It can be recommended that students use Flashcards to improve their writing.

B. Discussion

From the results of data collection done by the researcher, research has shown that using flashcards as a medium can help students in the 8th grade at SMPN 7 Palopo improve their writing skills, primarily in the five components of content, organization, vocabulary, grammar, and mechanics. A significant difference in the use of Flashcards can be seen in the improvement of students

writing skills before and after treatment. The average student score before treatment is 32, 65, and the average after treatment is 81, 73 and it was found that the $t_{count} > t_{table}$ or 17.564>2.045. So, the null hypothesis (H_0) was rejected and alternative hypothesis (H_1).

Before treatment, in the content, there were 23 students in the Very Poor category and 7 in the Poor category. Then, there are 19 students in the Very Poor category and 11 in the Poor category in the Organization aspect. Next are 23 students in the Very Poor category and 7 in the Good category on vocabulary. Thirteen students get a Very Poor category, and seventeen get a Poor category in grammar. Lastly, on aspects of Mechanics, 11 students get the Very Poor category, 14 get Poor, and 5 get the Fair.

By looking at the pre-test scores in the five components, it was evident that the students were still lacking in vocabulary, still having difficulty with sentences, and still having many grammar errors. Some of them struggled to find their ideas. After the pre-test, some students have not met the aspect of writing. However, after treatment during the six meetings, the researcher noticed an aspect of developmental writing in post-test students. Their post-test results suggest that all students experience the development and increase in value of each component.

Regarding Suci Audiona Sitohang research (2021) stated that the student's Achievement in Writing Narrative improved after being taught using flashcard media.[28]It is recommended that the use of Flashcards can improve students' writing skills. So, teachers can use this kind of media to teach English, especially

[28] SA Sitohang, "The Effect Of Applying Jumble Words Strategy On A Text Use Flashcard As Media To The Students' Achievement In Writing Narrative."

in writing. Based on the previous information, it may be concluded that flashcards are effective teaching and recommended because they improve the student's English skills.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the study results, the researcher concluded that using flashcards effectively improves students' writing skills for the eighth grade of SMPN 7 Palopo. The value of students' pre-and post-test scores can prove this. The pre-test results illustrated that student's writing abilities are still deficient, thus affecting their interest in writing. Significant differences between the pre-test score and the post-test score have proven it. The average value of the pre-test students is 32, 65, the post-test is 81, 73, and the probability value (P) is 0.05 (0.000 <0.05). So, the use of flashcard has significant difference in improving students' score on writing skill. It can be concluded that there is an effect by applying flashcard to improve writing skill of the eight grade students of SMPN 7 Palopo. The use of flashcard can help teaching and learning process run well.

B. Suggestions

From the results of the research and conclusions above, the researcher provides the following suggestions:

1. For the teachers, the researcher suggests applying different kinds of interesting strategies, media, and games in teaching writing skills so that the results of this study can be used as a reference that the use of direction flashcards can improve students' writing skills.
2. For the students, students should be active in the learning process. This research is expected to stimulate their motivation to learn English, especially

in writing, and they are not afraid to make mistakes when writing. So the students can improve their skills in English.

3. For future researchers who conduct similar research, I hope this research could benefit developing research about improving writing skills by using Flashcard. The future researcher could develop the media flashcard by adding a place to write every animal vocabulary word on the flashcard so that the future researcher knows how well the vocabulary is known and can write many sentences according to the material. Finally, the researcher suggested that future research examine other material, like describing people and places.

Finally, the researcher realized that this thesis was far from perfect, and because of that, constructive criticism and advice were expected for its perfection. The researcher hopes that the results of this research will be useful to the readers. It was hoped that the readers would have more information about the interactive activity technique.

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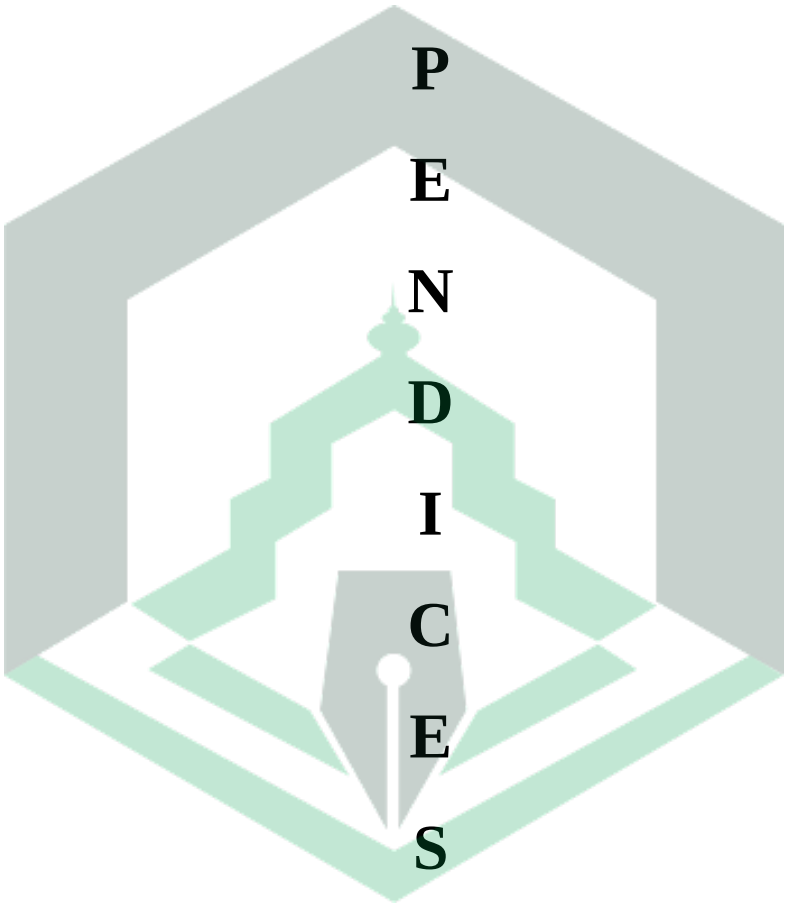
APPENDICES



PPP LESSON PLAN TEMPLATE (First Meeting)

CLASS/LEVEL	**The eight grade of junior high school/ basic**
TOPIC	**Describing Text(Focusing on describing animals)**
OBJECTIVES	**Students should be able to write descriptive text about animal according to the picture on the flashcard.**
VOCABULARIES	**Adorable, wild, tame, cute, move, big, small, long, short, etc.**
MATERIALS	**markers, whiteboard, flashcard**
TIME	**90 minutes**
POTENSIAL PROBLEM	**Large class, loud class.**

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
Greetings and Introduction Self - Teacher greetings the students - Teacher ask about students' condition - Teacher introduce herself	T-SS	7 minutes
Attendance List and Reading Prayer - Teacher mentions students' name one by one. - Teacher asks one student leads their friend before starting the class.	T-SS	5 minutes
Attention Grab T : Attention S : Attention, attention, attention	T-SS	3 minutes

Present Material: - The teacher explains descriptive text focusing on describing animals and give example. - The teacher explains simple present tense on describing animal. - The teacher explains how to describe animals (name, size, physical, characteristic, eat, move, and live). - The teacher prepared flashcard to be shown to the students. - The teacher explains how to use and write descriptive text focusing on describing animals by using flashcard.	T-SS	30 minutes

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
The teacher assign four students to describing animal on the flashcard	T-SS	20 minutes

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
Finally the teacher gives correction to students' writing, and then the students' correct arrangement of the describing animal.	T-SS	10 minutes

Ice Breaker: Salah-Benar (cluenya itu salah berarti benar dan benar berarti salah). • Teacher asks students to stand up and make 2 lines. • Teacher tells the students how to do this activity. These are the rules: 1. If teacher says “front” students jump to the back. 2. If teacher says “back” students jump to ahead. 3. If teacher says “right” students jump to the left 4. If teacher says “left” students jump to the right	T-SS	
The teacher reviews the material then closes the meeting by praying and saying “thank you and Salam”.	T-SS	10 minutes

PPP LESSON PLAN TEMPLATE (Second Meeting)

CLASS/LEVEL	**The eight grade of junior high school/ basic**
TOPIC	**Describing Text(Focusing on describing animals)**
OBJECTIVES	**Students should be able to write descriptive text about animal according to the picture on the flashcard.**
VOCABULARIES	**Adorable, wild, tame, cute, move, big, small, long, short, etc.**
MATERIALS	**Markers, whiteboard, flashcard, speaker.**
TIME	**90 minutes**
POTENSIAL PROBLEM	**Large class, loud class.**

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
Greetings - Teacher greetings the students - Teacher ask about students' condition	T-SS	5 minutes
Attendance List and Reading Prayer - Teacher mentions students' name one by one. - Teacher asks one student leads their friend before starting the	T-SS	5 minutes

class.		
Warming up: Aram Sam Sam Song	T-SS	5 minutes
Attention Grab T : Hi S : Hello	T-SS	3 minutes
Present Material: The teacher reviews the material in the previous meeting.	T-SS	17 minutes

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
- Each student comes forward to take one flashcard. - The teacher explains how to use flashcard. - The students describe the animals according to the flashcard image and write on the flashcard. - The teacher divides students into four groups according to animal that the student have. - Each group representative comes forward to read the results of the discussion.	T-SS	35 minutes

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
Finally the teacher gives correction to students' writing, and then the students' correct arrangement of the describing animal.	T-SS	10 minutes
The teacher reviews the material then closes the meeting by praying and saying "thank you and Salam".	T-SS	10 minutes

PPP LESSON PLAN TEMPLATE (Third Meeting)

CLASS/LEVEL	**The eight grade of junior high school/ basic**
TOPIC	**Describing Text(Focusing on describing animals)**
OBJECTIVES	**Students should be able to write descriptive text about animal according to the picture on the flashcard.**
VOCABULARIES	**Adorable, wild, tame, cute, move, big, small, long, short, etc.**
MATERIALS	**Markers, whiteboard, flashcard, speaker.**
TIME	**90 minutes**
POTENSIAL PROBLEM	**Large class, loud class.**

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
Greetings - Teacher greetings the students - Teacher ask about students' condition	T-SS	5 minutes
Attendance List and Reading Prayer - Teacher mentions students' name one by one. - Teacher asks one student leads their friend before starting the class.	T-SS	5 minutes
Warming up: Guess Me - The teacher divided the students into three groups. - **The teacher instructs the students to write the names of three animals, and then gather it at the teacher's table.** - **Students play hompimpa to determine the first group to play.** - **Each group chooses one friend to hold the word that will be guessed**. - Each group guessed three words.	T-SS	10 minutes

Attention Grab T : Hi S : Hello	T-SS	3 minutes
Present Material: The teacher reviews the material in the previous meeting.	T-SS	17 minutes

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
- The teacher gives flashcards to each student randomly. - The teacher explains how to use flashcard. - The students describe the animals according to the flashcard image and write on the flashcard.	T-SS	30 minutes

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
Finally the teacher gives correction to students' writing, and then the students' correct arrangement of the describing animal.	T-SS	10 minutes
The teacher reviews the material then closes the meeting by praying and saying "thank you and Salam".	T-SS	10 minutes

PPP LESSON PLAN TEMPLATE (Fourth Meeting)

CLASS/LEVEL	**The eight grade of junior high school/ basic**
TOPIC	**Describing Text(Focusing on describing animals)**
OBJECTIVES	**Students should be able to write descriptive text about animal according to the picture on the flashcard.**
VOCABULARIES	**Adorable, wild, tame, cute, move, big, small, long, short, etc.**
MATERIALS	**Markers, whiteboard, flashcard, speaker.**
TIME	**90 minutes**
POTENSIAL PROBLEM	**Large class, loud class.**

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
Greetings - Teacher greetings the students - Teacher ask about students' condition	T-SS	5 minutes
Attendance List and Reading Prayer - Teacher mentions students' name one by one. - Teacher asks one student leads their friend before starting the class.	T-SS	5 minutes

Ice Breaker: Heart Breaking - All of the students stand up and make the big circle. - **The student holds the shoulder of a friend in front of him.** - Teacher tells the students how to do this activity. These are the rules: 1. If I say "**move on**" you must to jump to the forward. 2. If I say "**look back**" you must to jump to the back. 3. If I say "**forever alone**" you must to jump 180 degrees.	T-SS	10 minutes
Attention Grab T : Attention S : Attention, attention, attention	T-SS	3 minutes
Present Material: The teacher reviews the material in the previous meeting.	T-SS	17 minutes

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
- The teacher gives a colorless flashcard to each student at random. - The teacher explains to the students that they can color the pictures according to their wishes. - The students describe the animals according	T-SS	30 minutes

to the color they produce and write on the flashcard.		

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
Finally the teacher gives correction to students' writing, and then the students' correct arrangement of the describing animal.	T-SS	10 minutes
The teacher reviews the material then closes the meeting by praying and saying "thank you and Salam".	T-SS	10 minutes

PRE-TEST

Name :

Class :

Material: Describing Animal

1. Choose one animal below, and then write the description.
   1) Cow
   2) Cat

POST-TEST

Name :

Class :

Material: Describing Animal

1. Choose one animal below, and then write the description.
   1) Cow
   2) Cat

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama	: Amalia Yahya, SE., M. Hum
Jabatan/Pekerjaan	: Ketua Prodi
Instansi Asal	: IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:
The Effectiveness of Using Flashcard to Improve Writing Skill at SMPN 7 Palopo
dari mahasiswa:

Nama	: Risda Yanti
Program Studi	: Pendidikan Bahasa Inggris
NIM	: 19 0202 0057

(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

Make it more specific the things the yo...
ask the student to describe
...

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, [illegible] 2023

Validator,

Amalia Yahya, SE., M. Hum
NIP. 19771013 200501 2 006

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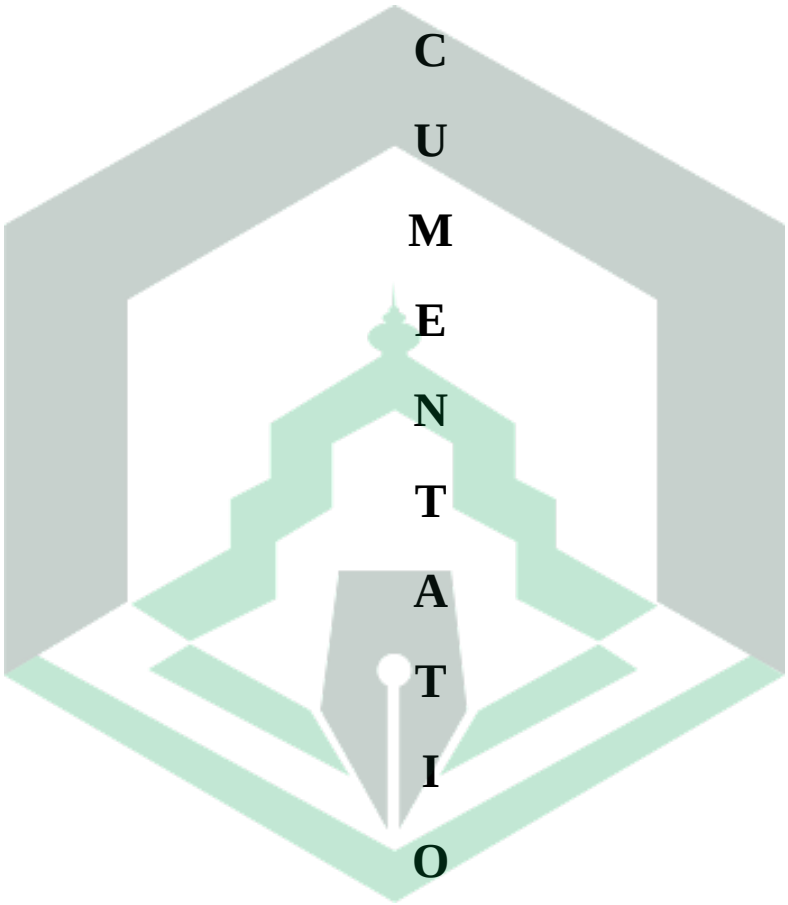


Giving Pre-test

Figure 1: The researcher gave the pre-test to the students

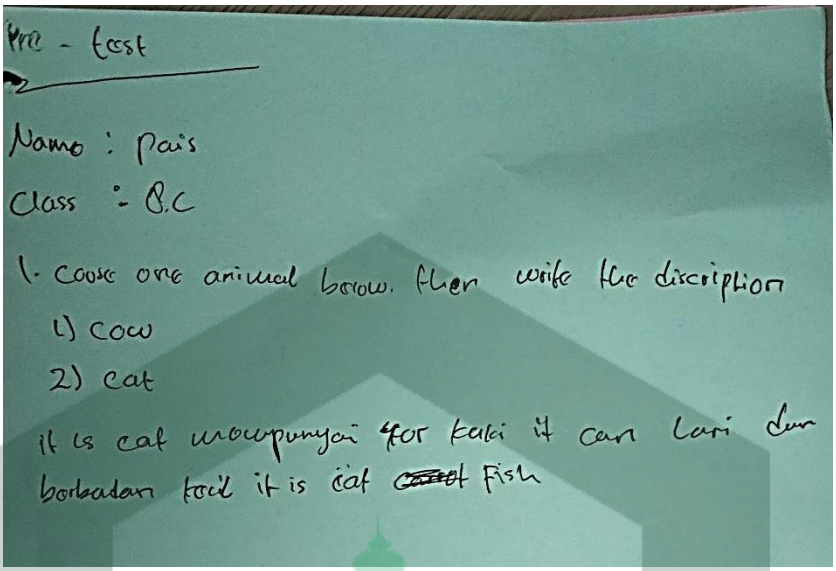
Giving Treatment

Figure 2: The researcher gave the treatment to the students

Giving Post-Test

Figure 3: The researcher gave a post-test to the students

HASIL PRE-TEST



Pre - test

Name : Pais

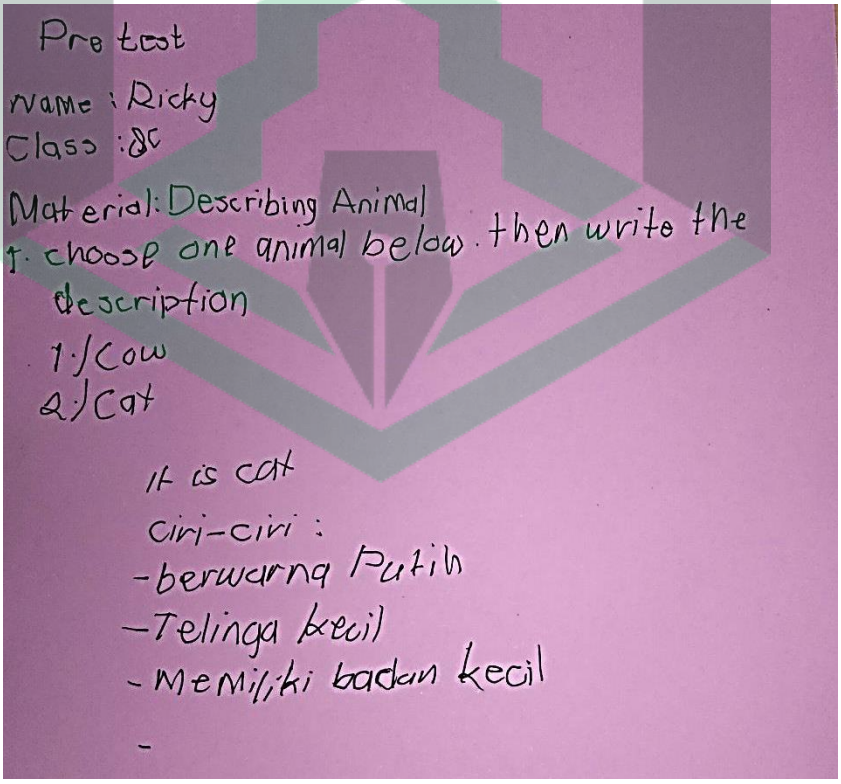
Class : 8.C

1. Coose one animal borow. then write the discription

1) cow

2) cat

it is cat mempunyai 4 kaki it can lari dan berbadan kecil it is cat ~~cat~~ fish



Pre test

name : Ricky

Class : 8C

Material: Describing Animal

1. choose one animal below. then write the description

1./cow

2./Cat

it is cat

ciri-ciri :

-berwarna Putih

-Telinga kecil

-Memiliki badan kecil

-

Pre-test

Nama : Akmal 8

Clas : 8 C

Material :

1. Choose one Animal below, then write the description!
   1.) Cow
   2.) Cat

it is cat dia kecil dia have empat kaki
it CAt ikan

Pre-test

Nama : Muh. Abi jaya

Class : 8 C

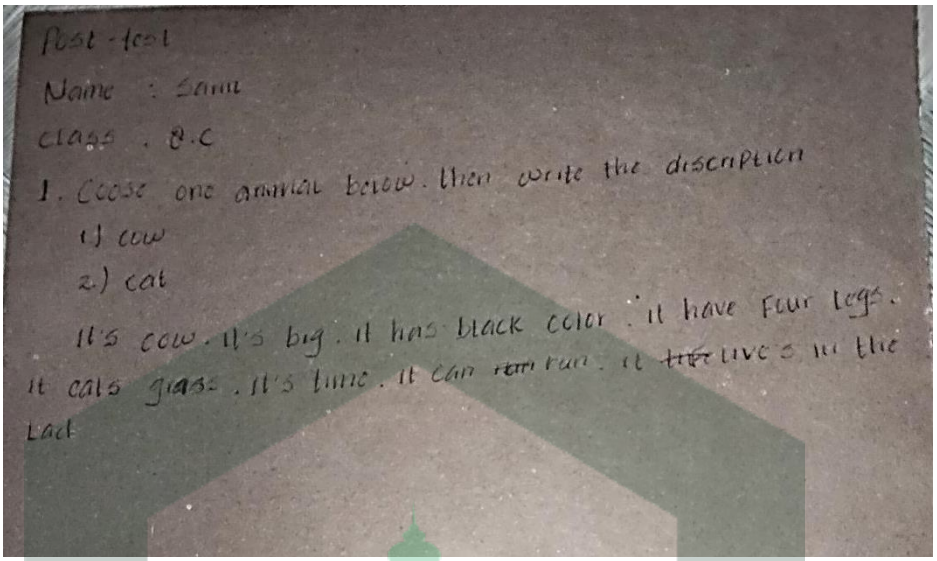
Material: Describing Animal

1. Choose one Animal below. then write the description!
   1.) COW
   2.) Cat

It is cow
characteristics : - they have four leg
- It is big

Food : grass

HASIL POST-TEST



Post-test

Name : Sami

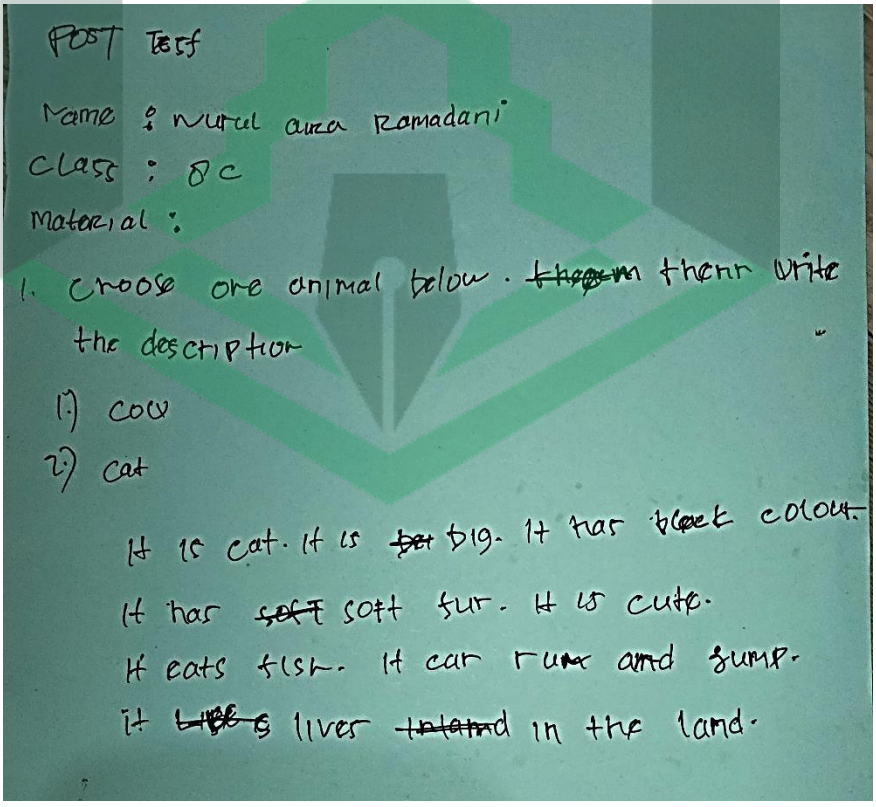
class . 8.C

1. Coose one animal below. then write the discription

1) cow

2) cat

It's cow. It's big. It has black color. It have four legs. It cals grass. It's lime. It can ~~ren~~ run. It ~~the~~ lives in the Lact



POST Test

Name : Nurul aura Ramadani

Class : 8C

Material :

1. Croose one animal below. ~~thegem~~ thenn Write the description

1.) cow

2.) cat

It is cat. It is ~~bet~~ big. It has ~~black~~ colour.

It has ~~soft~~ soft fur. It is cute.

It eats fish. It can run and jump.

It ~~lives~~ lives ~~inland~~ in the land.

Post test

Name : Rehan

Class : 8C

Material : Describing Animal

1. Choose one animal below. then write the description

1) cow
2) cat

It is cat. It is small. It has white colour. It has soft fur. It is cute It eats fish. It can run. It lives in land.

Post test

Name : Dietrefes Ntati

Class : VIII C

Material : Describing Animal

1. Choose one Animal below then write the Description

1.) cow
2.) cat

Jawaban :

cat

It is cat. it is small. it has white colour. it has soft fur. it has short ears. it is adorable. it eats fish. it can run and jump. it lives in the land.

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 232/IP/DPMPTSP/III/2023

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: RISDA YANTI
Jenis Kelamin	: Perempuan
Alamat	: Balandai Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 19 0202 0057

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE EFFECTIVENESS OF USING FLASHCARD TO IMPROVE WRITING SKILL AT SMPN 7 PALOPO

Lokasi Penelitian	: SMP NEGERI 7 PALOPO
Lamanya Penelitian	: 01 Maret 2023 s.d 01 April 2023

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 02 Maret 2023
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK, K. SIGA, S.Sos
Pangkat : Penata Tk.I
NIP : 19830414 200701 1 005

Tembusan :
1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instasi terkait tempat dilaksanakan penelitian

PEMERINTAHAN KOTA PALOPO
DINAS PENDIDIKAN
SMP NEGERI 7 PALOPO
Alamat : Jl. Andi Pangeran No. 6 Kota Palopo

SURAT KETERANGAN PENELITIAN

Nomor : 424/052/SMPN.7/III/2023

Yang bertanda tangan dibawah ini :

Nama	: IPIK JUMIATI, S.Pd., M.Pd.
NIP	: 19760123 200012 2 002
Jabatan	: Kepala Sekolah
Sekolah	: SMP Negeri 7 Palopo

Dengan ini menyatakan bahwa mahasiswa yang tersebut namanya dibawah ini :

Nama	: RISDA YANTI
NIM	: 19 0202 0057
Tempat/Tgl Lahir	: Dusun Panilangkan, 18 Oktober 2001
Jenis Kelamin	: Perempuan
Pekerjaan	: Mahasiswa
Fakultas/ Jurusan	: Pendidikan Bahasa Inggris
Jenjang Program	: S1

Benar telah melaksanakan Penelitian di SMP Negeri 7 Palopo dalam rangka penyusunan Skripsi sebagai Mahasiswa pada Institud Agama Islam Negeri Palopo, dengan judul ***"THE EFFECTIVENESS OF FLASHCARD TO IMPROVE WRITING SKILL AT SMPN 7 PALOPO "*** Mulai dari Tanggal 08 Maret - 31 Maret 2023

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Palopo, 31 Maret 2023
Kepala Sekolah,

IPIK JUMIATI, S.Pd., M.Pd.
NIP. 19760123 200012 2 002

SCORING PRE-TEST

No	Students	The writing aspects					Score of Test
		C	O	V	G	M	
1	ASM	5	5	5	5	1	21
2	AK	8	7	8	7	2	32
3	DF	5	5	5	5	1	21
4	DY	5	5	5	5	1	21
5	GET	10	8	10	11	2	41
6	HJ	8	7	8	9	2	34
7	JMS	5	5	5	5	1	21
8	MA	8	8	11	15	2	44
9	MF	7	6	7	7	1	28
10	MR	8	7	8	8	2	33
11	SH	10	8	8	10	3	39
12	SFA	9	9	9	13	3	43
13	WAL	5	5	5	5	1	21
14	FB	5	5	5	5	1	21
15	MA	5	5	5	5	1	21
16	PS	8	7	8	9	2	34
17	DN	8	8	8	11	2	37
18	TSD	8	7	8	14	2	39
19	AR	5	5	5	5	1	21
20	MNF	12	9	10	11	3	45
21	NAR	10	9	11	14	3	47
Total		154	140	154	179	37	664
		Mean Score					31.61

SCORING POST-TEST

No	Students	The writing aspects					Score of Test
		C	O	V	G	M	
1	ASM	23	14	15	21	4	77
2	AK	29	18	20	20	3	90
3	DF	19	18	18	17	2	74
4	DR	30	20	20	21	4	95
5	GET	20	17	20	20	4	81
6	HJ	28	18	19	23	3	91
7	JMS	30	20	20	20	3	93
8	MA	27	19	20	20	3	89
9	MF	20	17	18	21	2	78
10	MR	25	18	16	20	3	82
11	SH	17	16	17	21	4	75
12	SFA	29	17	17	21	5	89
13	WAL	14	10	20	16	3	63
14	FB	28	18	20	21	4	91
15	MA	14	10	14	15	1	54
16	PS	30	20	20	25	2	97
17	DN	30	20	20	25	5	100
18	TSD	14	13	17	15	2	61
19	AR	15	10	14	20	2	61
20	MNF	14	13	17	15	2	61
21	NAR	30	20	20	25	5	100
Total		486	346	382	422	66	1702
		Mean Score					81.04