



The Effect of Using Flashcard Media to Improve the Description Writing Skills of Fifth-Grade Students at Kendung Elementary School

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Abstrak

Penelitian ini bertujuan untuk mengkaji pengaruh penggunaan media flashcard guna meningkatkan keterampilan menulis deskripsi pada siswa kelas lima sejumlah lima belas anak. Penelitian telah dilakukan pada kelas lima SDN Kendung yang beralamatkan Desa Kendung, Kecamatan Kwadungan, Kabupaten Ngawi, Provinsi Jawa Timur. Penelitian ini merupakan tindakan kelas yang telah dilakukan pada semester Genap 2022/2023, waktu pelaksanaan yakni Maret sampai April 2023. penelitian tindakan kelas terapat tiga tahapan, yaitu planning (perencanaan), action dan observation (pelaksanaan dan observasi), dan reflecting (refleksi). Analisis data yang digunakan adalah data kuantitatif yang dihasilkan dari pelaksanaan pembelajaran menulis deskripsi, hasil belajar siswa, dan catatan lapangan. Hasil penelitian bahwa penggunaan media flashcard mampu meningkatkan keterampilan menulis deskripsi pada siswa kelas lima SDN Kendung dibandingkan dengan tidak menggunakan media flashcard. Nilai rata-rata siswa kelas lima terjadi peningkatan dari pra tindakan, siklus pertama, dan siklus kedua yakni masing masing 65,90, 75,50, dan 86,26. Adanya media flashcard pada pembelajaran menulis deskripsi terlihat adanya peningkatan dalam pembelajaran, Hasil observasi menunjukkan siswa lebih antusias dan bersemangat dalam mengikuti pembelajaran.

Kata Kunci: Media Flashcard, Deskripsi, Keterampilan Menulis

Abstract

This study aims to examine the effect of using flashcard media to improve the skills of writing descriptions in fifth-grade students with a total of fifteen children. The research was conducted at the fifth grade of Kendung Elementary School, located in Kendung Village, Kwadungan District, Ngawi Regency, East Java Province. This research is a class action carried out in the even semester of 2022/2023, and the implementation time is March to April 2023. Classroom action research has three stages: planning, action and observation, and reflecting. Data analysis is quantitative data resulting from implementing learning to write descriptions, student learning outcomes, and field notes. The study results showed that the use of flashcard media improved the description writing skills of fifth-grade students at Kendung Elementary School compared to not use flashcard media. The average value of fifth-grade students increased from the pre-action, first cycle, and second cycle, namely 65.90, 75.50, and 86.26, respectively. The existence of flashcard media in learning to write descriptions shows increased learning. The results of observations show that students are more enthusiastic and enthusiastic in participating in learning.

Keywords: Flashcard Media, Description, Writing Skills

Introduction

Writing is an essential skill in school. Writing skill is a person's ability to write with ideas that contain opinions, experiences, or knowledge as outlined in a written form that is easy for readers to understand [1]. This is because writing is used as a means of communication in the era of globalization. Describing animals and plants is tricky for grade 5 students at Kendung Elementary School. Expressing a particular object has not provided an accurate picture of the thing being related. There is no description of the environment, so it does not give students imagination. In addition, printed images in printed books are unclear, so students often ask questions about these pictures. In writing activities, students must be able to make accurate and good notes because writing conveys something to other people through a letter. To write well, students must practice doing it many times. Writing skills cannot come instantly, but writing skills require regular guidance and practice [2].

Based on the observations and learning experiences of fifth-grade students at SDN Kedung in learning to write descriptions, it can be seen that it is still low, which can be seen from the average score obtained by students. This is caused by students feeling less interested in writing descriptions of particular objects. Students also have difficulty composing sentences so that only the same corrections are made, ranging from 1-2 sentences. The use of punctuation marks, such as commas (,), periods (.), question marks (?), and exclamation points (!), is still inappropriate.

Learning media is anything that can convey or channel messages from a source in a planned manner so that a conducive learning environment occurs where recipients can carry out the learning process efficiently and effectively used in conveying information to facilitate communication and interaction between teachers and students in supporting the learning process—

teaching [3]. The problem of students' inability to write should not be ignored because it will result in losses for teachers and students. To overcome this, the use of flashcard media is seen as more suitable considering the various characteristics contained in the media. The attributes of flashcard media are presenting messages in images and text on each flashcard, making it easier for students to remember learning material [4]. One of the learning media that can concretize an object is flashcard media. Flashcard media can be used as a guide and stimulus for students to give the desired response [5,6]. Besides that, flashcard media can also improve students' thinking skills and help them put their ideas into writing to be arranged into a descriptive essay.

The advantages of flashcard media are that they are easy to carry, practical, easy to remember, and fun. During learning activities, the teacher must create a pleasant atmosphere [7–9]. Students are not quickly bored and can be active in learning activities. By using flashcard media, students are expected to be able to convey ideas through picture cards [10–12]. So that students will find it easier to write descriptions. Therefore, by using flashcard media, teachers can overcome problems in writing which become obstacles to learning activities [13–15].

This study aims to describe the use of flashcard media, learning outcomes, and constraints and how to overcome them while the benefits of this research are to increase knowledge in utilizing flashcard media to help students in learning to write descriptions, as suggestions for improvement to improve learning outcomes in writing narratives, especially at Kendung Elementary School, to increase knowledge in learning to write reports using flashcard media, and as a comparison and suggestions for further research.

Methods

This research was conducted in class V SDN Kendung with a total of fifteen students. The study was conducted at SDN Kendung with the address of Kendung Village, Kwadungan District, Ngawi Regency, East Java Province. This research is a class action carried out in the even semester of 2022/2023, and the implementation time is March to April 2023. There are three stages in class action research: learning, action and observation, and reflecting [16,17].

Reflection was carried out three times to measure the increase in students' average scores in writing a description of an object given by the teacher. Data analysis is quantitative data resulting from implementing learning to write reports, student learning outcomes, and field notes. Data collection techniques using observation, tests, and field notes. The instruments used were observation sheets for the implementation of learning to write descriptions using flashcard media, test sheets for student learning outcomes to find out the value of learning to write reports, and field note sheets containing notes about the constraints/ deficiencies that occurred during the implementation of learning to write descriptions using flashcard media. Research instrument 1) The tests given to students in this study were essay-form tests (description) given at the end of each cycle. The evaluation grid for writing description skills in low grades was modified according to the students' conditions. 2) Observation Sheets This study uses student and teacher activity observation sheets. 3) Documentation The documentation used is in the form of photos regarding student and teacher activities during the learning process, lists of student scores, lesson plans (RPP), student worksheets (LKS), and observation sheets. Indriana, (2011) describes the steps for using flashcard learning media, namely: 1) The teacher distributes flash card media with pictures to students, 2) The teacher guides students to

sort the pictures, 3) The teacher asks questions and answers about the contents of the pictures with students, 4) At the end of learning students are given the task of making an essay from existing pictures or flashcards, 5) If the presentation uses a game method: a) Place the cards randomly in a box that is far from students, b) Prepare students who will compete, c) The teacher instructs students to look for cards that contain appropriate images, text or symbols.

Data analysis techniques in implementing Classroom Action Research (CAR) there are two types of data collected by the author: quantitative and qualitative [18]. The quantitative data analyzed by the researcher is data in the form of student learning outcomes figures derived from tests conducted at the end of the cycle. Qualitative data, namely data in the form of information in sentences that provide teacher and student activities during learning and qualitative data obtained from the results of student teacher activity observation sheets.



Figure 1. Scheme of class action research (CAR)

Results and Discussion

a. Description of the implementation of the action

The results of the research using flashcard media to improve students' description writing skills in class V which were carried out at Kedung Elementary School. The data collected includes observations of the implementation of learning, student learning outcomes, and observer data regarding the obstacles that occur when learning to write descriptions using flashcard media. This classroom action research uses a cycle that contains three stages in each process, namely planning (planning), action and observation (implementation and observation), and reflecting (reflection).

The activities carried out at the planning stage are as follows: (1) The researcher determines the implementation time (2) Makes a Learning Implementation Plan (RPP) about writing descriptions using flashcard media. (3) Compile and prepare observation sheets for learning activities to write descriptions using flashcard media. (4) Prepare flashcard media to be used in each lesson.

The stages of implementation are as follows: (1) Students observe demonstration pictures. (2) Students listen to the teacher's explanation regarding using flashcards in writing descriptions. (3) Students listen to explanations regarding the accuracy of writing words, the distance in writing between words, and the clarity of writing words. (4) Students write a description of the picture on the flashcard. (5) After finishing writing descriptions, students are asked to read the results of their writing in front of the class. Other students pay attention to students who are progressing, and (6) The results of writing descriptions are collected to be assessed by the teacher.

The stages of observation (observation) are as follows: 1) Teacher Activities The teacher explains the material

for writing descriptions; The teacher writes the subject matter and flashcard pictures to the students on the blackboard; The teacher demonstrates how to write a description; The teacher conducts questions and answers with students regarding the images on the flashcard. 2) Student activities Based on observations at the first meeting, most students focus on learning. Students' interest in writing descriptions is still not visible. Some students were still hesitant and afraid to ask about the pictures on the flashcards pasted on the blackboard. Students who experience difficulties have not received maximum guidance from the teacher. The results of observations at the second meeting, students still did not look enthusiastic in writing activities. Students have asked questions about the pictures on flashcards but are not excited. Students write while talking and joking with their close friends. Some students cannot finish writing descriptions on time. Students are still embarrassed when asked by the teacher to come forward to read their writing. At the third meeting, students were already enthusiastic about observing the pictures. Most of the students were excited and did not complain when asked by the teacher to write a description. Students paid attention to the teacher's explanation well, even though some were still busy. Most students have been able to finish writing on time. Students have also begun to dare to read their written results to the class, while the improvement in writing description skills in cycles I and II can be seen in the table below.

Table 1. The average results of cycle action values in class V

Class	Pre-action	Cycle I	Cycle II
V	65,90	75,50	86,26

Source: primary data

b. Cycle I

The results showed an increase in the average value of the fifth grade starting from the pre-action of 65.90, rising to 75.50 in the first cycle, meaning an increase of 9.60. This increase is lower than research [19] that is, there was an increase in value from 62.68 to 74.39 in the first cycle, meaning that the average value increased by 11.71. Using flashcard media can improve the ability to write descriptions in fifth-grade elementary school students before the pre-action to cycle I. Based on the actions of the cycle I at each meeting, it can be seen that many students have experienced an increase in grades, but some students still have low scores. To overcome this, the teacher tried to make a slightly different action plan in cycle II by explaining the mistakes made in writing descriptions. The flashcard media used was more prominent in size than the previous flashcard media with sharpened image colors.

c. Cycle II

The results showed an increase in the average value of the fifth grade starting from the first cycle of 75.50, rising to 86.26 in the second cycle, meaning an increase of 10.76. This increase is higher than the research Budiyanto & Hotimah, (2022) that is, there was an increase of 7.93 from the first to the second. Using this media can improve the ability to write descriptions in the first to second cycles. Based on the results of the second cycle at the meeting, there was a difference from the first cycle. Each student experienced a more significant increase than from the pre-action to the first cycle because students already understood more than the previous cycle. In the second cycle, a teacher also explained mistakes made by students in writing descriptions of particular objects. The flashcard media used is more extensive, and the colors are sharper, so students can see things easily without asking the teacher.

The results of the description writing skills test after the implementation of learning using flashcard media showed effectiveness in improving description writing skills after the second cycle of action was carried out. This follows the opinion of Ulwiya & Sukidi, (2018) that using flashcard media has improved students' skills in writing descriptions, in this case, animal and plant objects. This statement is also justified by Emilsa & Guslinda, (2019) the average student skill in writing narrative essays using flashcard media (experimental class) is higher than the average writing skill that does not use media (control class).

Conclusion

Based on the results of the discussion above, it can be concluded that the use of flashcard media can improve the skills of writing descriptions in fifth grade students of Kedung Elementary School compared to not using flashcard media. The average value of fifth-grade students increased from the pre-action, first cycle, and second cycle, namely 65.90, 75.50, and 86.26, respectively. The existence of flashcard media in learning to write descriptions shows increased learning. The results of observations show that students are more enthusiastic and enthusiastic in participating in learning.

Some suggestions that can be conveyed with the results of this study are as follows: 1) Students should be more active in practicing writing so that students writing skills can improve. 2) For teachers, teachers can make flashcard media that are more varied both for learning to write descriptions and other subjects. 3) For schools, providing facilities and infrastructure that support learning descriptive writing skills are better.

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