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Using Flashcard Media is Seen from the Result of the Skill in Writing Narrative Texts Fifth-Grade Elementary School Students

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ABSTRAK

Keterampilan menulis tidak dapat diperoleh secara alamiah, tetapi harus melalui proses belajar dan berlatih secara berkelanjutan. Banyak siswa yang belum mampu menulis esai naratif dan kurang mampu mengembangkan kata-kata menjadi kalimat. Tujuan penelitian ini adalah untuk mengetahui kefeektifan penggunaan media flashcard terhadap keterampilan menulis teks narasi kelas V. Penelitian ini merupakan penelitian eksperimental. Desain penelitian yang digunakan adalah desain eksperimental kuantitatif dengan pola desain kontrol kelompok tidak ekuivalen. Subjek ini melibatkan siswa kelas V yang terdiri dari dua kelas dengan total 56 siswa. Teknik pengumpulan data dalam penelitian ini dilakukan melalui dokumentasi, observasi, dan tes. Data yang diperoleh dianalisis menggunakan analisis deskriptif. Teknik analisis data menggunakan uji t dan n-gain (perbedaan rata-rata). Hasil penelitian menunjukkan bahwa penggunaan media flashcard memiliki dampak positif yang signifikan dalam meningkatkan keterampilan menulis teks naratif siswa kelas V. Disimpulkan penggunaan media flashcard dapat meningkatkan keterampilan menulis teks naratif siswa kelas V. Temuan ini menggarisbawahi pentingnya memberikan alternatif yang efektif dalam proses pembelajaran.

ABSTRACT

Writing skills cannot be acquired naturally, but must go through a continuous learning and practice process. Many students still need to bee narrative essays and are less able to develop words into sentences. This study aimed to determine the effectiveness of using flashcard media on narrative text writing skills for grade V. This study is an experimental study. The research design used was a quantitative experimental design with a non-equivalent group control pattern. This subject involved grade V students in two classes with 56 students. Data collection techniques in this study were carried out through documentation, observation, and tests. The data obtained were analyzed using descriptive analysis. Data analysis techniques used the t-test and n-gain (mean difference). The results showed that the use of flashcard media had a significant positive impact on improving the narrative text writing skills of grade V students. It was concluded that using flashcard media can improve grade V students' narrative text writing skills. These findings underline the importance of providing effective alternatives in the learning process.

1. INTRODUCTION

In elementary school Indonesian language classes, writing is one aspect of skill development. Writing is a skill aspect that must be achieved in the language learning process (Astutik et al., 2021; Lesmana & Lubis, 2021). This writing skill cannot be acquired naturally but must go through continuous learning and practice. (Grenner et al., 2021; Safitri et al., 2021) state that writing skills have been proven to be more difficult to master because writing is an Indonesian language skill that cannot be mastered on its own but requires a lot of writing practice. Therefore, it is advisable that writing activities be carried out during continuous learning processes to encourage students to express ideas, thoughts, feelings, and thoughts in written language (Matruty & Que, 2021; Rahmayantis & Nurlailiyah, 2020). By continuously engaging in balanced writing activities while providing development towards improvement and refinement, this can influence students' learning outcomes in writing skills.

The students' writing skills have been developed since they were at lower levels with various texts, one of which is narrative texts. Writing narrative texts is one of the competencies that elementary school students should master in Grade V Indonesian language learning. At the elementary school level, narrative text writing is taught to students in Grade III and Grade IV. This means that by the time they move up to Grade V, students are expected to have the skills to compose narrative texts with various simple themes, paying attention to the correct use of words and sentences as well as content, content organization, spelling, punctuation, and capitalization (Hidayah et al., 2022; Pardosi et al., 2019). However, in reality, many students are still unable to write narrative essays according to the parts of narrative essays, linguistic rules, and they lack the ability to develop words into sentences. Students' ability to write narrative essays is very low due to students' difficulties in determining themes, messages, identifying main ideas, and the lack of words in writing narrative essays (Sri Ramadhani & Yessy Tri Ajeng, 2023; Ulu, 2019).

Based on the results of observations and field observations in the fifth grade of SDN Purwoyoso 02, Semarang City, it was found that students still experience difficulties in writing narrative texts. This is evidenced by assignments and report data regarding students' writing skills, which scored below the Minimum Mastery Criteria (KKM), namely 75. This is caused by students' laziness in writing narrative texts. Lack of motivation for students to participate in writing skill learning because the teacher's explanations tend to be monotonous and cause students to lose interest because they do not use appropriate media. In addition, students experience difficulties in writing narrative texts, including: (1) students have difficulty conveying ideas into writing, (2) students have difficulty developing words so that the essay content does not match the beginning-middle-end parts, (3) diction usage, (4) difficulties in using correct spelling and punctuation, (5) including elements in narrative essays. The difficulties experienced by students are also experienced in research conducted by Arifin & Wardani (2020) that in writing skill learning, students experience difficulties in writing narrative texts. These difficulties include: (1) Students are not yet able to develop words into sentences, (2) inappropriate language usage, (3) difficulties in using correct diction, and (4) students have difficulty conveying ideas.

Furthermore, the researchers also conducted interviews with fifth-grade teachers at SDN Purwoyoso 02, Semarang City. Another fact obtained is that the instructional media used by teachers are less varied, and more often than not, teachers do not involve media in teaching Indonesian language. Teachers more frequently use books as instructional media for Indonesian language. The instructional media typically employed by teachers in teaching narrative text writing is conventional media. This leads to students being less interested in writing learning, and the teacher's explanations tend to be monotonous, making students less motivated in learning to write narrative texts. Unpleasant, boring, and less meaningful learning experiences can certainly affect students' learning outcomes (Pamungkas & Koeswanti, 2022).In general, media and learning are two interrelated aspects. The learning process involving media provides a bridge for teachers to deliver materials, thus enabling students to easily comprehend the topics being studied. Instructional media can be used by teachers as intermediaries in delivering materials to students so that students can easily understand the taught materials (Wahyuningtyas & Sulasmono, 2020). The application of media during the learning process can have positive impacts and benefits in facilitating student learning processes (Harsiwi & Arini, 2020). The use of media in the learning process will support the effectiveness, efficiency, and attractiveness of students during learning activities (Wulandari et al., 2023).

Several previous studies have conducted research by employing various instructional media to enhance students' narrative text writing skills (Berutu, 2020; Fira Bening Akhiraningrum & Kurniana Bektiningsih, 2023; Nabila et al., 2022). Therefore, this study also necessitates an intervention to address the difficulties experienced by students in writing narrative texts. The primary challenge is students' reluctance to write due to the lack of teachers' ability to apply appropriate instructional media and explanations that tend to be monotonous, thus making it difficult for students to determine themes and develop words into sentences. Such conditions should be followed up with further action so that students' weaknesses in narrative text writing skills can be optimally improved. Hence, flashcard media is highly suitable for implementation in teaching narrative text writing skills with the aim of serving as instructional guides, thereby engaging students in writing narrative texts and enabling them to determine themes and develop words into coherent sentences effectively.

Flashcard media is a print technology-derived medium, presented in a simple card format containing words and images (Dwi Lestari et al., 2019). In line, flashcard media is defined as cards with minimalist dimensions containing images, text, or other symbols related to a concept (Utami et al., 2021). This medium can be utilized to enhance writing skills (Alvita & Airlanda, 2021). Flashcard media possesses several advantages in learning namely: (1) portability, (2) practicality, (3) ease of memorization for students, (4) enjoyable learning experience, (5) improvement in student memory retention, (6) fostering student independence, and (7) increasing students' vocabulary.

Various studies have examined the use of flashcard media in learning, conducted both domestically and internationally. Several studies in Indonesia have shown that flashcard media is effective in enhancing learning outcomes (Aisyah et al., 2022; Fitania & Puspitarani, 2019; Harlan & Hikmah, 2022; Syah, 2019; Wahyuni, 2020). Other research investigating the use of flashcards to improve students' reading skills, (Nisa et al., 2021; Syifa Mutiara Puradireja, 2022). Othe research have explored improvements in student learning outcomes in instruction (Febriyanto & Yanto, 2019). Several studies have explored flashcard media in various countries, such as in Europe (Serfaty & Serrano, 2020; Xodabande et al., 2022), in Germany, who have investigated the use of flashcard media to enhance learning outcomes (Zakian et al., 2022), and the United States (Pan et al., 2023).

Based on the exposition above, many students still encounter difficulties in writing narrative essays according to linguistic rules and the correct narrative essay structure. This indicates that the current efforts are insufficient in adequately bridging the gap between curriculum expectations and students' achievement in Indonesian language writing skills. Researchers are motivated to identify the root causes of this issue and attempt to find solutions using picture card media. The primary focus of this research is to determine the effectiveness of using picture card media in narrative text writing skills among fifth-grade students at SDN Purwoyoso 02, Semarang City. Research of this nature is crucial to provide inspiration and can be utilized as an alternative in teaching narrative text writing skills using flashcard media, thus facilitating a smooth learning process and enhancing students' interest in writing while assisting teachers in achieving learning objectives.

2. METHOD

This research is an experimental study. The research design employed is a quantitative experimental design with a non-equivalent control group design (Sugiyono, 2015). The study involved all fifth-grade students at SDN Purwoyoso 02 Kota Semarang, consisting of two classes with a total of 56 students. Data collection techniques in this research were carried out through documentation, observation, and tests. Documentation was utilized to gather initial data such as student name lists. Observation was conducted to obtain information about students' initial abilities in writing narrative texts. Tests were used to collect data on students' narrative writing skills before and after treatment. Students' writing skills were measured using a test instrument in the form of a task test, which is writing narrative texts. Aspects assessed in the narrative writing skills test include title, content organization, style (choice of structure and vocabulary), spelling and punctuation, and neatness of writing. The data collection procedure in this research consisted of (1) pre-test, which is a test of narrative writing skills according to the given theme administered to students at the beginning of the study in both experimental and control classes aimed at determining students' initial proficiency levels in writing narrative texts, (2) post-test, which is a test of narrative writing skills according to the given theme administered to students to observe and compare the narrative test results of students after being taught using picture card media with those who were not taught using picture card media. The data obtained were analyzed using data analysis. This descriptive analysis was employed to measure narrative writing skills. Data analysis techniques utilized t-tests and n-gain (average difference). These tests were conducted to determine differences in the average scores of the experimental group (group 1) receiving treatment using flashcard learning media in narrative writing skills compared to the control group (group 2) without treatment or only using conventional learning methods commonly used in schools.

3. RESULT AND DISCUSSION

Result

This research was carried out at SDN Purwoyoso 02 Semarang City in the 2023/2024 academic year in class V with a total of 56 students. Students' writing skills in narrative text material obtained information that students still experienced difficulties in their narrative text writing skills. This was confirmed by assignments and report card data on students' writing skills who scored below the Learning Goal Achievement Criteria (KKM), namely 75. This is because students less interested in the learning process provided by the teacher because the learning media used by the teacher is less varied and monotonous, in fact more often in learning Indonesian the teacher does not involve media. Teachers more often use books as a medium for learning Indonesian. The lack of student interest in participating in the learning process causes a lack of student attention to the material provided by the teacher so that it can influence learning outcomes, especially in narrative text writing skills.

Testing of the question instrument was carried out at SDN Purwoyoso 04 in class V. The results of the validity test carried out on the instruments to be used for the pre-test and post-test were tested using

the Product-Moment formula using the SPSS version 25 program. The results showed that the question instrument was valid, where $r_{count} \geq r_{table}$, provided that r_{table} is 0.374. So the 5 aspects of assessment are feasible and can be used as research instruments. Next, after testing the validity of the instrument, is to measure the reliability of the data. In this study, to determine the reliability of the instrument, the Cronbach's alpha test was used using the SPSS version 25 program. The results showed that the question instrument had a reliability of 0.685 so that the instrument was categorized as reliable. In this study there were two classes, an experimental class and a control class with two different treatments. The first group that is given treatment is called the experimental class and the second group that is not given treatment or is given different treatment is called the control class. So, in this study, the VA class as the experimental class was given flashcard media treatment and the VB class as the control class was given conventional learning media.

The results of this research are described based on the results of narrative text writing skills for class V students of SN Purwoyoso 02 Semarang City before learning (pre-test) and after learning (post-test). The data obtained was then analyzed. The pre-test and post-test scores for narrative text writing skills are presented in Table 1.

Table 1. Pre-test and Post-test Descriptive Scores for Narrative Test Writing Skills

No	Information	Pre-test		Post-test	
		Experiment	Control	Experiment	Control
1	The number of students	28	28	28	28
2	Average	42.14	43.75	80.36	60
3	Lowest value	20	20	65	35
4	The highest score	75	70	95	85
5	Standard Deviation	13.973	13.167	7.062	10.887
6	Median	42.50	45	80	60
7	Mode	50	40	80	60
8	Students complete	1	1	24	3
9	Mastery learning	3%	3%	85%	10%

Based on the results of Table 1, the results of calculating the pre-test and post-test scores for narrative text writing skills in the experimental class and control class are known. The pre-test score of the experimental class (VA) with a total of 28 students showed an average score of 42.14 with the highest score being 75 and the lowest score being 20, while the control class (VB) with a total of 28 students obtained an average score of 43.75 with the highest score being 70 and the lowest score being 20. The post-test score for the experimental class (VA) obtained an average score of 80.36 with the highest score being 95 and the lowest score being 65, while the control class (VB) obtained an average score of 60 with the highest score being 85 and the lowest score being 35.

Researchers assessed narrative text writing skills before and after being given treatment in the experimental class and control class. It can be seen that the average pre-test score between the experimental class and the control class is almost the same. The pre-test average for the experimental class was 42.14, while the average pre-test for the control class was 43.75. After receiving treatment, there were differences in the results of narrative text writing skills. The average post-test score for the experimental class was 80.36, while the average pre-test score for the control class was 60. Before testing the hypothesis with a t test using the Independent Samples T-Test which is used to determine the effectiveness of flashcard media, a data analysis prerequisite test is carried out, namely pre-test and post-test data analysis. To find out whether the data obtained comes from a normal distribution or not and the variance (homogeneous) or not, it is necessary to test normality and homogeneity.

The normality test in this study used the Liliefors test and carried out Kolmogrov Smirnov analysis with the help of the SPSS version 25 program. With the significance criterion (p–value) $< \alpha$ (0.05) (Sudjana, 2005). means the data is not normally distributed. If significance (p–value) $\geq \alpha$ (0.05) means the data is normally distributed. The following are the results of the pretest data normality test for narrative text writing skills in the experimental class and control class. Can be seen in Table 2.

Table 2. Pre-test Data Normality Test for Experimental Class and Control Class

No	Class	Statistics	df	Sig.
1	Pre-test Experiment	0.108	28	0.200 *
2	Pre-test Control	0.102	28	0.200 *

Based on Table 2, the results of the calculation of the normality test of the pre-test data show that the significance value for the experimental class is 0.200 which is greater than 0.05 (0.200 > 0.05) and the significance value for the control class is 0.200 which is greater than 0.05 (0.200 > 0.05). Thus, H_o is accepted, which means that the pre-test data for the experimental class and control class are normally distributed. Next, to find out whether the pre-test data between the experimental class and the control class has variance (homogeneous) or not, a homogeneity test is carried out. The homogeneity test of the pre-test data used the Levene test using the SPSS version 25 program with a significance level of 5% (0.05). The following are the results of the homogeneity test of initial data on narrative text writing skills in the experimental class and control class. Can be seen in Table 3.

Table 3. Pre-test Data Homogeneity Test for Experimental Class and Control Class

Test of Homogeity of Variances			
Lavene Statistics	**df1**	**d2**	**Sig.**
0.156	1	54	0.695

Based on table 3, the results of the homogeneity test calculation of the pre-test values obtained a significance value of 0.695. So the significance value of 0.695 is greater than 0.05 (0.695 > 0.05). Thus, the pre-test data for the experimental class and control class have the same or homogeneous variance. The following are the results of the final data normality test for narrative text writing skills in the experimental class and control class. Can be seen in Table 4.

Table 4. Post-test Normality Test Results for Experimental Class and Control Class

No	Class	Statistics	df	Sig.
1	Pre-test Experiment	0.158	28	0.070
2	Pre-test Control	0.143	28	0.150

Based on Table 4, the results of the post-test data normality test calculation obtained the significance value for the experimental class was 0.070 greater than 0.05 (0.070 > 0.05) and the significance value of the control class was 0.150 greater than 0.05 (0.150 > 0.05). Thus, H_o is accepted which means that the post-test data of the experimental class and the control class are normally distributed. The following are the results of the homogeneity test of post-test data on narrative text writing skills in the experimental class and control class. It can be seen in Table 5.

Table 5. Post-test homogeneity test results for experimental class and control class

Test of Homogeity of Variances			
Lavene Statistics	**df1**	**d2**	**Sig.**
3.193	1	54	0.080

Based on Table 5, the results of the homogeneity test calculation of post-test values obtained a significance value of 3.193. So the significance value of 3.193 is greater than 0.05 (3.193 > 0.05). Thus, the post-test data for the experimental class and control class have the same or homogeneous variance. Next, hypothesis testing was carried out using the t-test to find out the final results of this research, namely knowing the effectiveness of flashcard media in terms of the results of class V narrative text writing skills at SDN Purwoyoso 02 Semarang City. The t test was carried out to determine the average difference in the results of narrative text writing skills between those using flashcard media in the experimental class and those using conventional media in the control class. The t-test or average difference test was carried out using the Independent Samples t-test with the help of the SPSS version 25 program. The test criteria are if the sig value (2-tailed) > 0.05 or $t_{count} > t_{table}$ then H_o is rejected and H_a is accepted. The following are the results of the Independent Samples T-Test, final data on narrative text writing skills in the experimental class and control class. Can be seen in Table 6.

Table 6. Independent Samples T-Test Results (t Test)

Statistics		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning outcomes	Equal variances assumed	3.193	0.080	8.301	54	0.000	20.357	2.452	15.441	25.274
	Equal variances not assumed			8.301	46.304	0.000	20.357	2.452	15.422	25.293

Based on Table 6, the results of the hypothesis test calculation are based on the Independent Samples t-test test in the equal variances assumed column. It can be seen that the t_{count} is 8.301 at a significant level of α = 0.05 and df = 54, the t_{table} is 2.005, meaning $t_{count} \geq t_{table}$ (8.301 ≥ 2.005) means that H_o is rejected and H_a is accepted. Therefore, it can be concluded that the use of flashcard media is effective on the narrative test writing skills of class V students at SDN Purwoyoso 02, Semarang City.

Discussion

This study aims to determine the effectiveness of using flashcard media in improving narrative text writing skills among fifth-grade students at SDN Purwoyoso 02, Semarang City. The research involved two classes: the experimental class, consisting of 28 students (Class VA), and the control class, consisting of 28 students (Class VB). Data collection techniques employed in this study included a writing skills test. The test was administered twice: before the instructional intervention (pre-test) and after the intervention (post-test) according to the testing schedule. The test format used was an action test, wherein students were required to compose narrative texts based on predetermined themes during both the pre-test and post-test data collection phases. The purpose of the tests was to ascertain the effectiveness of using flashcard media in enhancing students' narrative text writing skills.

Based on the hypothesis testing results, it is indicated that the application of flashcard media is effective in learning narrative text writing skills. The prerequisite test results show that the data are normally distributed and have equal variance (homogeneous). After testing the hypothesis using Independent Samples T-Test on columns assuming equal variances, it can be seen that tcount is 8.301 at a significance level of α = 0.05 and df = 54, ttable is 2.005, meaning tcount ≥ ttable (8.301 ≥ 2.005) thus Ho is rejected and Ha is accepted, meaning there is a difference in the average scores of narrative text writing skills between the experimental class using flashcard media and the control class using conventional media. The significant difference in average scores indicates that flashcard media is effective for learning narrative text writing skills in fifth-grade students at SDN Purwoyoso 2, Semarang City.

In this regard, there have been no prior studies that have examined the application of this media for narrative text writing skills. However, several studies utilizing flashcard media have been reported to enhance students' cognitive learning outcomes (Muliani et al., 2019; Puspitasari et al., 2022), improve reading skills (Makasara, 2023; Rena et al., 2023), and enhance speaking skills (Nanda et al., 2020). Other research findings have reported that the implementation of learning media involving flashcards also improves reading skills, writing skills, and the proper use of the Indonesian language (Kasri et al., 2023). Both cognitive abilities and reading, speaking, and writing skills are interconnected in the process of continuous learning.

Referring to several previous research findings, various applications of flashcard media have been reported to be effective and capable of enhancing learning outcomes across different educational domains. This study corroborates the research, indicating that the utilization of flashcard media can improve student learning outcomes in my activity theme among first-grade students at Candiwatu Public Elementary School, Pacet Subdistrict, Mojokerto Regency, compared to conventional instructional media, where the average pre-test score of students was 69.00 (Wahyuni, 2020). Subsequently, after being exposed to flashcard-mediated instruction, the average score obtained was 80.400, signifying an average increase of 11.600. Similarly, a study yielded comparable results, with subject matter experts scoring 100, media experts scoring 80.00 in the good category, media specialists scoring 89.3, individual test results at 92.72, and small group test results at 92.00 (Putri Wangi & Gede Angung, 2021).

In principle, flashcard media impacts the narrative text writing skills of fifth-grade students at SDN Purwoyoso 02, Semarang City. This is due to the advantages of flashcard media, which can demonstrate its effectiveness throughout the learning process, as seen from a series of activities carried out by students in the experimental class. The implementation of flashcard media can stimulate students' interest and motivation in learning writing skills by making the learning process less monotonous and facilitating students in determining themes and developing words into sentences. The success of the research can be attributed to the use of instructional media, namely flashcard media. According to previous research, the use of media during the learning process can have positive impacts and benefits in facilitating students' learning processes (Harsiwi & Arini, 2020). Consistent with research stating the benefits of instructional media, the use of media in the learning process can also support students' effectiveness, efficiency, and engagement during learning activities (Wulandari et al., 2023). In line with this, previous research states that by implementing flashcard media in the form of attractive images and words, students will be more motivated to actively participate in learning activities in an enjoyable atmosphere, thus creating a more effective learning process (Apriliani & Wardani, 2023). Therefore, flashcard media can be a very effective tool to use because it can capture students' attention and stimulate their imagination to develop ideas (Hamer & Rohimajaya, 2018).

One aspect of novelty that has garnered attention is the emphasis on the use of flashcard media as a tool to stimulate students' interest and motivation in learning. Unlike conventional approaches that may tend to be monotonous, flashcard media provides the possibility to enrich the learning experience by utilizing visual and interactive elements. The superiority of flashcard media lies in its ability to demonstrate success during the learning process. This is reflected in the activities carried out by students in the experimental class supported by flashcard media. In the context of narrative text writing skills, this media assists students in identifying themes and developing words into sentences, providing a clear framework and supporting their creativity.

One intriguing aspect of this research is that the use of flashcard media not only enhances the effectiveness of learning but also enriches the learning environment by providing an enjoyable atmosphere. In this way, learning becomes more engaging and triggers active student participation, aligning with previous research findings stating that attention-grabbing learning media can enhance student learning motivation. Overall, this study underscores the importance of integrating technology in the learning context, particularly in stimulating student interest and motivation. By utilizing flashcard media, teachers can create more dynamic and engaging learning experiences, which in turn can enhance students' skills and achievements. Therefore, the generalization of this research can be applied to other learning contexts, emphasizing the need to consider the diversity of learning media aspects to enhance the effectiveness and attractiveness of learning.

4. CONCLUSION

Based on the research findings, the conclusion of this study indicates that the use of flashcard media has a significant positive impact on improving the narrative text writing skills of fifth-grade students at SDN Purwoyoso 02, Semarang City. This finding underscores the importance of providing effective alternatives in the learning process. The recommendations from this research reinforce the urgency of using flashcard media as an effective learning tool and can be utilized as an easy alternative by teachers to enhance student learning outcomes. Disseminating information about the benefits of flashcard media is necessary to serve as a guide for teachers in creating engaging and effective learning variations.

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