



The Influence of Flashcard on Students' Ability to Use Present Tense in Writing at Primary School

Aura Dwi Permata ^{a*}, Yudi Juniardi ^b, Akmad Baihaqi ^c

^{abc} Universitas Sultan Ageng Tirtayasa, Serang, Indonesia

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*Corresponding author:

2223190099@untirta.ac.id

Abstract

The main focus of this study is the low learning outcomes of students in learning English. One of the underlying triggers for this problem is the lack of learning innovations implemented. This study implemented flashcards as a learning medium with an effort to make students interested in carrying out English learning activities. This study implemented flashcards media in learning simple present tense material. This study aims to determine whether flashcards have found a significant impact on students' simple present tense writing abilities at SDN Rawu. In order to achieve this intention, this study implemented a quasi-experimental design. This study included 64 students as samples, namely 32 students in the experimental class and 32 students in the control class. The data collection technique is through a pre-test, where the pre-test is given to both classes at the first meeting, then the post-test is carried out at the last meeting. The findings of this study indicate that experimental class students got much higher scores when compared with the control class. This is proven by the results of the Paired Sample T-Test, where the sig-2 tailed value reaches 0.00, while alpha(a) reaches 0.05, where this value indicates that sig. the value does not exceed 0.05 ($0.00 < 0.05$). Thus, this indicates that the alternative hypothesis is approved. Thus, it can be concluded that flashcards found a significant trigger for students' writing abilities at SDN Rawu.

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INTRODUCTION

Education has urgency in making the nation's life intelligent. So, its existence cannot be underestimated, one of which is the capability to write foreign languages in the world of education in this modern era, where foreign languages are a top priority which is indirectly a demand of the times. Meanwhile, learning effective writing techniques can provide assistance to children's growth and development 21st so that foreign language skills in this century have become one of their needs. As per the perspective of Santosa et al (2019) who argue that creativity is an urgent quality because it can be used in writing activities. Writing is one of the skills learned during first language acquisition and is

very important in teaching and learning. Through this study, students' writing capabilities need to be improved, especially at the elementary school level (Muhammad et al., 2016).

Sardila (2016) emphasized that writing activity is an expressive activity that is born through thoughts and feelings which can be expressed through activities that mobilize fine motor skills, namely through hand movements in order to train children's productive capabilities in producing real work. Writing can also help students grow their creativity and literacy. It's the same as learning English, where the learner expresses his ideas using good and correct English. However, this is not in line with the reality in Indonesia. As in UNESCO statistics originating from a study entitled World's Most Literate Nations carried out by Central Connecticut State University in March 2016, Indonesia was ranked last in literacy activities. In addition, based on the 2019 Program for International Student Assessment (PISA) study, Indonesian students are ranked 62nd in reading capability of the 70 countries observed. This has a significant impact on writing capability because the less interest students have in reading, the more difficult it will be for them to write written work accurately and precisely.

Writing activities are closely related to grammar. Developing one of the most important aspects of the English language, grammar, can be helped by making simple sentences while understanding sentence structure. Making mistakes when writing is common among language learners. This was proven when the author observed the Simple present tense learning material in 4th grade students SDN RAWU. Even though this is the main tense material taught in 4th grade, his can be a challenge for students to master it. This is based on students who are not yet accustomed to using English, therefore they have no interest in learning languages other than native language or their mother language.

Meanwhile, efforts to produce an educated young generation population are one of the problems in the Indonesian education system. This is one of the obligations of teachers, namely improving the quality of literacy and writing in Indonesia because Pahamzah et al. (2020) emphasized that the only main trigger that supports students' mastery of English is books and teachers. Creative learning media used by teachers can also create fun learning activities (Yuanta, 2019). As stated in the presentation, Nurrita (2018) emphasized that learning by including media in learning activities will increase students' enthusiasm for learning and can stimulate students in aspects of child psychology, where they can make abstract things or learning concrete. Likewise, in learning Simple Present tense, teachers must be able to use their brains to package the learning flow to be more interactive and fun. Flashcard media can make students able to understand ideas or information clearly, even more precisely when compared to words or writing (Aziza & Yulia, 2022).

Based on preliminary study carried out on January 20 2023, where in these observations there were many problems related to students' writing capabilities, starting from students' unfamiliarity with the content of English lesson material, not to mention that English is not the students' mother tongue. Apart from that, students also often have difficulty understanding the information spoken by their teachers, because the application of learning media is still not optimal so that learning activities tend to be monotonous because they do not motivate students to be more enthusiastic about learning. Through

64 grade 4 students, only 26 students were able to obtain learning results above the KKM, namely ≥ 70 . Meanwhile, 38 other students did not meet the KKM (Minimum Completeness Criteria) that had been determined by the school, namely ≤ 70 . Not to mention the percentage of students' literacy capability results. Only got 1.73%, which indicates that students' capabilities when writing ideas or sentences in English at SDN Rawu are relatively low.

Nowadays, technology plays an important role in supporting the learning process. Therefore, implementing various learning media is becoming increasingly common. The role of the media has become a solution to various problems found, especially in overcoming low student learning outcomes. Implementation of Flashcard media in English learning for grade 4th students at SDN RAWU using simple presentation material would be a promising solution because with such media, students would enjoy their activities more in understanding the learning material and the visual aspects of learning would be better.

Meanwhile, several previous studies have implemented flashcard media as a learning support tool, namely the first one carried out by Febriyanti & Novita (2023). the study investigated the impact of using flashcards in teaching third grade vocabulary. In this study, a pre-experimental design was implemented with quantitative study methods, followed by pre-test and post-test instruments. The study's findings were that the use of flashcards had an impact on students' vocabulary mastery. Then, there was a study carried out by Ramdhani (2022), where the study explained the benefits of flashcard media as well as its impact on improving the speaking skills of elementary school students. The findings of this study indicate that the use of flashcard media can increase student motivation, thereby increasing retention of new vocabulary.

Then, there is a study carried out by Puradireja (2022), where the study aims to study problems related to the problems faced by students with dyslexia during reading activities in elementary school as well as looking for potential solutions. This study implemented a qualitative approach with a case study method to determine the effectiveness of flashcard media and the 'Learn Letters' smartphone application in overcoming reading difficulties related to dyslexia. This study focused on APS, a 7 year old child with dyslexia who attended a state elementary school in Bogor. Data collection was carried out through observation, interviews and documentation. The findings of this study indicate that the use of flashcards and the 'Learning Letters' application can improve the reading skills of the study subjects.

Based on previous studies that have been presented, these studies have several similarities and differences which include the main objectives and the media which are similar, namely to know or explain the use of flashcards and improve students' language skills. However, there has been no indication of the type of writing ability that needs to be corrected in previous studies. Different from what was explained previously, this study will focus on students' writing capabilities in simple present material.

As with the phenomena and problems that occur, to overcome this it is necessary to research English as a local content subject, especially on Simple Present material, the most basic tense material

taught in fourth grade elementary school. To prepare and serve as an important provision for students in carrying out their education to the next level. By paying attention to various field situations at SDN Rawu Serang, it is hoped that the use of flashcard media can have an impact on the learning process of simple present material as well as improve students' writing capabilities in composing simple sentences on simple present material in class IV of SDN Rawu Serang.

METHOD

This study uses a quantitative approach with a quasi-experimental design with pre-test, post-test, and non-equivalent control group. This study aims to determine the impact of using flashcards on students' writing capabilities at SDN Rawu Serang. The sample consisted of 64 students who were classified into experimental and control groups, where the selection was chosen based on total sampling. In collecting the data, this study used pretest and posttest assessments. The validity and reliability of test items are determined before selecting questions for the pretest and posttest.

Data analysis was carried out using normality, homogeneity and t tests. The normal distribution of residuals was assessed using the Kolmogorov-Smirnov test in the SPSS program. Researchers used the Levene test with the help of the SPSS program as an effort to measure data homogeneity. T testing is used to test hypotheses.

RESULT

The study results are presented into three groups, namely pretest results, posttest results, normality, homogeneity and hypothesis testing.

The result of Pretest

Table 1. Result of Pre-test

	Descriptive Statistics				
	N	Min	Max	Mean	Std. Deviation
Experimental Group	32	42	77	61,63	8,961
Control Group	32	30	82	58,69	11,220

The table indicates that the minimum pretest score for the experimental group was 42, then the maximum score was 77. The control group had a minimum score of 30 with a maximum score of 82. The two groups had different means and standard deviations. The table indicates that the pretest scores in the experimental group are the same as those in the control group. Specifically, the experimental group had a mean of 61.63 with a standard deviation of 8.961, while the control group had a mean of 58.69 with a standard deviation of 11.220.

The result of Posttest

Writing capability is measured after being given a test in the form of a posttest consisting of 10 items. The findings are presented in this table.

Table 2. Result of Posttest

	Descriptive Statistics				
	N	Min	Max	Mean	Std. Deviation
Experimental Group	32	58	98	82,13	9,493
Control Group	32	45	97	77,59	10,370

Table 2 indicates that the experimental group obtained a minimum score of 58 with a maximum of 98 points on the post-test, while the control group obtained a different score with a minimum of 45 and the maximum score was 97. The average score and standard deviation were also different between the two groups, namely the experimental group. obtained an average of 82.13 with a standard deviation of 9.493, then the control group obtained an average of 77.59 with a standard deviation of 10.370.

Normality and Homogeneity Test

In order to find out whether the data is normally distributed, the data is analyzed using the Kolmogorov-Smirnov formula in IBM SPSS Statistics 25. Normal data is interpreted by obtaining a Sig value > 0.05, while abnormal data obtains a Sig value < 0.05.

The results of the Kolmogorov-Smirnoff test indicated that the data was normally distributed and obtained a significance value of 0.2 in the experimental group and then 0.122 in the control group. This indicates that all data has a sig value. > 0.05 which indicates the value is normally distributed. Meanwhile, the results of homogeneity testing using the Levene statistical formula are homogeneous because the mean value is 0.402 which is interpreted as a sig value. > 0.05, then it can be stated that the data variance is homogeneous.

Hypothesis Testing

As the data is normally distributed and homogenous, the data is analyzed using the parametric statistics of t-test. The paired sample difference test is used to test the study hypothesis. The hypotheses include:

Ho: There was no impact found from using flashcard media on students' simple present tense writing skills at SDN Rawu

Ha: Found the impact of using flashcard media on students' simple present tense writing skills at SDN Rawu

Paired sample T test criteria include:

1. If the significant value is >0.05 , then H_0 is approved then H_a is not approved. This means that there was no significant impact found from the use of flashcard media on students' simple present tense writing capabilities at SDN Rawu.
2. If the significant value is <0.05 , then H_0 is not approved and H_a is approved. This means that a significant impact was found from the use of flashcard media on students' simple present tense writing capabilities at SDN Rawu.

The T-test results for this investigation are presented below.

Table 3. Result of Paired Sample T-Test

Paired Samples Test				
		t	df	Sig. (2-tailed)
Pair 1	Pre-Post Test Experiment	-7.256	31	0,0000

The findings in table 3 above show that the sig. of the experimental group is 0.000. Based on the criteria, the results obtained were $0.000 < 0.05$, indicating that H_a was accepted while H_0 was rejected. As a result, the findings of this research show that Flashcard Media has quite a big influence on students' basic present tense writing abilities at SDN Rawu.

DISCUSSION

This research was conducted using Flashcards media on the writing skills of class IV students at SDN Rawu Serang. From the research questions raised in Chapter I, the aim of this research is to find out whether there is a significant influence of the use of Flashcards media on students' writing skills. The research results have been discussed in research findings, then the discussion of these findings will be explained.

In this research that Flashcard media or students' writing abilities must be effective. First, based on the research findings, the pretest and posttest scores in the experiment and control classes have different scores. After the score had been analyzed, the researcher found that the posttest of the experiment class was greater than in the control class. This finding supported shows that Flashcard media proved there is effective in enhancing learners' writing in this study. Upon examination of the pre-test and post-test data, the researcher concluded that there was a significant difference between the scores of the experimental and control groups. It can be inferred that the use of Flashcard media is effective in enhancing students' writing abilities.

Based on the mean scores of pre-test in the experimental class is 61.63 and in the control class is 58.69. Then, the means scores of post-test in experimental class is 82.13, while in the control class is 77.59. It showed the distinction between classes that received treatment and those that did not. Therefore, it demonstrated that flashcard media was effective in improving students' writing ability. It

demonstrated that the experimental score is higher than control class. This finding was supported by Musyaffa (2020), flashcard could improve students' writing abilities. By comparing pre-test and post-test scores between the experiment class and control class, it can be concluded that flashcard media can improve students' writing ability in simple present tense material.

Furthermore, the researcher discovered the result of hypothesis testing which revealed that the sig. (2-tailed) was significantly lower than 0.05, which is $0.000 < 0.05$. The alternative hypothesis (H_a) was then accepted, while the null hypothesis (H_0) was rejected. It can be concluded that there is a significance effect of using flashcard media toward students' writing ability at fourth grade of SDN Rawu Kota serang. This finding is in line with the result by Supriatin & Rizkilillah (2018) which showed the significance was 0.000 lower than 0.05. Therefore, this media can be used as a tool in learning simple present tense materials.

The experimental class that has been treated with flashcard media in its learning has a significant increase in value compared to the control class that was not treated. This study also confirms what has been found and explained in the research findings section. This finding is supported by the research of Puradireja (2020), Ramdhani (2022), and Febriyanti & Novita (2023) which shows that flashcards as learning media can provide higher understanding to students. Flashcard media makes it easier for students to understand material about the function and structure of simple present tense sentences in writing. In conclusion, learning media in the form of flashcards can provide possibilities for students to understand writing skills material better.

All of the mentioned researchers found the effect of students' writing ability with the use of learning media flashcards. Although the research design, population, and sample, differed among the researchers. The results of students' achievement on the pretest and posttest showed a difference in writing ability between students in the experimental class who received the treatment and students in the control class who did not receive the treatment. Students in the experimental class scored higher on the writing ability test compared to the students in the control class. After the treatment of the experimental class and the control class, the researcher compared their scores; however, the scores of the experimental class were greater than the control class.

Thus, from the students' pretest and posttest answers, it can be concluded that the use of flashcards learning media in learning towards writing ability in simple present tense material is effective for students because the experimental group scores are 61.63 to 82.13. The scores obtained by students after being taught using flashcards are higher than the scores before using flashcards. It can be said that flashcards are effective for students' writing abilities. After the researchers analysed the pretest and posttest scores, the researchers analysed how effective flashcards were for students with a T-Test. The result of the T-Test is sig .000. The T-Test results can be concluded that H_0 is rejected and H_a is accepted, which means that the use of flashcards as media has a significant influenced on students' writing ability in simple present tense of grade 4 students of SDN Rawu Kota Serang. These results also prove the results research of Matrutty (2021) that the use of flashcards in the learning process can

make it easier for students to enrich vocabulary so that students can easily compose sentences in addition, the presence of flashcards also increases student motivation. They become more active, enthusiastic and fully participate in the lesson. This is in line with the research result of Kurniati et al. (2023) that students showed enthusiasm in writing simple present tense when using flashcards. Based on the explanation above, it can be concluded that flashcards can be a tool in learning simple present tense material.

CONCLUSION

Based on research findings, it was discovered that students' writing ability improved after applying flashcard media in the learning process compared to conventional media. Then, it is obtained that value of Sig. = 0.000, which is lower than <0.005 . In other words, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that there is significant influence of using Flashcard in teaching simple present on writing abilities at SDN RAWU. Moreover, there was significant increase scores seen in experiment class, ranging from 61.63 to 82.13. It indicated that there was significant influence of the use of flashcard toward students' simple present tense writing ability at fourth grade of SDN Rawu Serang. From these findings, it can be concluded that flashcard can be one of media or tool that can be implemented by the teacher to help students in improving their writing ability.

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