

AN UNDERGRADUATE THESIS

**THE USE OF FLASH CARD AS A MEDIA TO IMPROVE THE WRITING
ABILITY FOR SEVENTH GRADE AT MTSN 1 LAMPUNG TIMUR**

By:

HAYKAL HUANDYRA PRAMUDYA

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**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE ISLAMIC INSTITUTE OF METRO
1445 H / 2024 M**

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**THE USE OF FLASH CARD AS A MEDIA TO IMPROVE THE WRITING
ABILITY FOR SEVENTH GRADE AT MTSN 1 LAMPUNG TIMUR**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

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APPROVAL PAGE

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IMPROVE THE WRITING ABILITY FOR SEVENTH
GRADE AT MTSN 1 LAMPUNG TIMUR

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NOTIFICATION LETTER

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To :
The Honorable of the Head of Faculty of
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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RATIFICATION PAGE

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The Undergraduate Thesis entitled: THE USE OF FLASH CARD AS A MEDIA TO IMPROVE THE WRITING ABILITY FOR SEVENTH GRADE AT MTSN 1 LAMPUNG TIMUR Written by Haykal Huandya Pramudya, student number 1901051028. English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Wednesday, June 26th 2024 at 10.00 - 12.00 p.m.

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Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Judul Skripsi : THE USE OF FLASH CARD AS A MEDIA TO IMPROVE THE
WRITING ABILITY FOR SEVENTH GRADE AT MTSN 1
LAMPUNG TIMUR


Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

Mengetahui,
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THE USE OF FLASH CARD AS A MEDIA TO IMPROVE THE WRITING ABILITY FOR SEVENTH GRADE AT MTSN 1 LAMPUNG TIMUR

ABSTRACT

By:

HAYKAL HUANDYRA PRAMUDYA

The main purpose of this research is to identify the students' writing ability and investigate how can Flash Card as a media improve the writing ability for seventh grade at MTsN 1 Lampung Timur

In this research, the researcher conducts classroom action research (CAR) which was done in two cycles. Each cycle consists of planning, acting, observing, and reflecting. The subjects of this research is 30 students class A at the seventh-grade in MTs N 1 Lampung Timur. In collecting the data, the researcher used test (pre-test, posttest 1 and posttest 2), observation, and documentation. The research is conducted collaboratively with an English teacher of MTs N 1 Lampung Timur.

Based on the findings of the research, Flash Card as teaching media can improve the students' writing ability at the seventh graders of MTsN 1 Lampung Timur. The data of research showed that there were improvement scores periodically from pretest, posttest 1, and posttest 2 before and after the treatment teaching by using flashcard was given. It can be seen from the average pretest (62,33) < posttest 1 (68,63) < posttest 2 (73,70). Moreover, the total students who passed Minimum Mastery Criteria (MMC) also periodically improves namely 70 at the pretest (20%) < posttest 1 (43%) < posttest 2 (80%). The researcher concluded that Flash Card as media can be effective media to solve students' problem in writing and create attractive teaching.

(keyword: writing ability, flashcard, classroom action research)

**PENGGUNAAN FLASH CARD SEBAGAI MEDIA UNTUK
MENINGKATKAN KEMAMPUAN MENULIS SISWA KELAS TUJUH
MTSN 1 LAMPUNG TIMUR**

ABSTRACT

Oleh:

HAYKAL HUANDYRA PRAMUDYA

Tujuan utama dari penelitian ini adalah untuk mengidentifikasi kemampuan menulis siswa dan menyelidiki bagaimana media Flash Card dapat meningkatkan kemampuan menulis untuk kelas tujuh di MTsN 1 Lampung Timur

Dalam penelitian ini, peneliti melakukan penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subyek penelitian ini adalah siswa kelas A kelas VII MTs N 1 Lampung Timur yang berjumlah 30 orang. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post-test 1 dan post-test 2), observasi, dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris MTs N 1 Lampung Timur.

Berdasarkan temuan penelitian, Flash Card sebagai media pembelajaran dapat meningkatkan kemampuan menulis siswa di kelas tujuh MTsN 1 Lampung Timur. Data penelitian menunjukkan bahwa terdapat peningkatan skor secara periodik dari pretest, posttest 1, dan posttest 2, sebelum dan sesudah diberikan treatment pembelajaran dengan menggunakan flashcard. Hal ini terlihat dari rata-rata pretest (62,33) < posttest 1 (68,63) < posttest 2 (73,70). Selain itu, jumlah siswa yang lulus Kriteria Ketuntasan Minimum (KKM) 70 juga mengalami peningkatan secara periodik yaitu pada pretest (20%) < posttest 1 (43%) < posttest 2 (80%). Peneliti menyimpulkan bahwa Flash Card sebagai media dapat menjadi media yang efektif untuk memecahkan masalah siswa dalam menulis dan menciptakan pembelajaran yang menarik.

(kata kunci: kemampuan menulis, flashcard, penelitian tindakan kelas)

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, June, 2024

The researcher,



Haykal Huandrya Pramudya
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil dari penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, June, 2024
The researcher,

Haykal Huandrya Pramudya
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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا وِجْرَةً
لَا يُكَلِّفُ اللَّهُ نَفْسًا وِجْرَةً

“Allah Does Not Burden A Soul Beyond That It Can Bear”

(Q.S Al-Baqarah:286)

“Only You Can Change Your Life. Nobody Else Can Do It For You”

(Carol Burnett)

DEDICATION PAGE

This thesis is dedicated to:

My beloved parents Ir. Edy Slameto and Sabarati, S.Psi, M.Pd.I, who always teach me to be good people, to be strong man, and always pray for me for everything. You are my motivation why I finished my thesis and my study.

My best friend Tahta Gilang Adiwisa as my best partner who always helped me wherever and whenever I need.

My beloved almamater IAIN Metro.

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The researcher realized that many people had given their helps and useful suggestion for the finishing of this thesis. Without the assistance of them, this thesis would never have existed. Therefore, the researcher would like to express his appreciation and sincere thank to :

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4. Dr. Much Deiniatur, M.Pd. BI, the head of English Education Department of FTIK IAIN Metro.
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12. Last but not least, I want to thank for myself for hardwork and all effort to finish my study.

The researcher would be pleasure to accept some critics and corrections to this research because the researcher realize that it is not perfect. The researcher hope that people who read and work in the subject of education will find this research beneficial.

Metro, June 23th, 2024
The researcher,



HAYKAL HUANDYRA PRAMUDYA
NPM. 1901051028

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CHAPTER 1

INTRODUCTION

A. Background of the Study

English plays an important role as an international language of politics, commerce, industry and education. Many countries have declared English as an official language, and it has become a language of teaching and learning in higher education. In Indonesia, English is a foreign language which is learned and taught at school from junior high schools to university. It becomes a duty for all of students in Indonesia to learn English in spoken or written form.

Basically, there are two skills in English that must be mastered by students namely receptive and productive skills. Receptive skills are listening (understanding the spoken language) and reading (understanding the written language), while productive skills are speaking and writing¹. Especially for writing, Brown states that in school, writing is like the way of life because it has the important function. It is needed for passing the course and mastering the subject matter². As the EFL learners, it is also necessary to be taught from junior high school until university level in Indonesia. Based on Indonesian curriculum, the learners have a duty to master academic writing such as making a text, essay or project paper. However, writing is still considered as the difficult skill to be mastered by students. Writing is one of productive

¹Haycraft, J., *An Introduction to English Language Teaching*, (London: Longman Group Ltd., 1978), p.8.

² Brown, H. D., *Teaching by Principles an interactive Approach to Language Pedagogy*, (New York: Longman, 2001), p.339.

skill in english. It does not only need the theory such as grammar and punctuation but also need a skill to produce and develop the ideas in writing.

To identify the students' writing skill, the researcher conductive the pre survey on November, 3th 2023 that is focused on students' descriptive writing ability by doing a test. Below is the students' test results of descriptive writing ability at the seventh grade of MTsN 1 Lampung Timur:

Table 1
The Students' Test Result of Descriptive Writing Ability

No	Score	Category	Frequency	Percentage
1	75 – 100	High	6	19, 35 %
2	65 – 74	Fair	10	32, 26 %
3	55 – 64	Low	15	48, 39 %
Total			31	100%

Source: The Students' Test Result of Descriptive Writing Ability that was taken on Pre survey November, 3th 2023.

Based on the result of pre-survey above, it can be seen that the student's descriptive writing skill is still low, there are only 6 from 31 students who passed from 75 in high category and 25 students who failed from 75 as the Minimum Mastery Criteria (MMC) in fair and low category. Actually, most all the students have been learned basic grammar and memorizing sufficient vocabularies. However, they still have low score in writing. It caused by the students' difficulties in developing and organizing ideas. Moreover, they also have low motivation in writing.

The problems above have to be a concern for English teacher or researcher to find an appropriate solution by applying an appropriate teaching media in teaching writing. Therefore, the researcher tries to apply Flash Card as a teaching media to solve the problems above and to increase the student's writing ability.

Based on situation above the writer will conduct research entitled:
“THE USE OF FLASH CARD AS A MEDIA TO IMPROVE THE WRITING ABILITY FOR SEVENTH GRADE AT MTSN 1 LAMPUNG TIMUR”.

B. Problem Identification

Based on the background of study above, the researcher identifies some problems:

1. The students have low score and ability in writing.
2. The students have difficulties to develop and generate their ideas in descriptive writing.
3. The students have a low motivation in writing.
4. The teaching media that is usually used by teacher is considered unnefective yet.

C. Problem Limitation

Limitation is very useful for the researcher to determine the focus point of problem that will be analyzed. In this research, the researcher focuses on

the second and third problem. The students have difficulties to develop and generate ideas and they have a low motivation in writing. Then, the writing ability which is focused here is writing descriptive text.

D. Problem Formulation

In this research, the researcher formulates the problem namely “How can Flash Card as a media improve the writing ability for seventh grade at MTsN 1 Lampung Timur?”.

E. Objectives and Benefit of Study

1. Objectives of the Study

The objective of this research is to improve the writing ability for seventh grade at MTsN 1 Lampung Timur by using Flash Card as a media.

2. Benefits of Study

The benefits of this research can be organized as follows:

a. Theoretical Benefits

The result of the research paper can be useful input English teaching learning process for teaching writing using Flash Card as a media.

b. Practical Benefits

There are three kinds of practical benefit in this research namely:

1) For the English teacher

This research will be as a positive input for the teacher in teaching and learning process, especially in teaching writing that can Flash Card as a media.

2) For the Students

The use of Flash Card as an interesting media can solve the students' problem and motivate them in writing.

3) For the Headmaster

This result can be a positive motivation for the headmaster to always increase the quality of education in the school by upgrading teacher's ability in teaching and learning process.

F. Prior Research

Based on a study entitled "The Effect of Using Flash Cards on Students' Vocabulary Mastery at 7th Grade of SMP N 5 Jonggat", which has objective to find out the use of flash cards effective on students' vocabulary at 7 grades of SMPN 5 Jonggat academic year 2019/2020. The research from satriawan was classified as quasi- experimental research. It involved 52 students of two classes. Class VII A as the experimental class and VIIC as the control class. The experimental class was taught by using flash cards. The instruments used to collect data in this research was test.

Satriawan found that there was a significant difference between the students' score in experimental class and control class. It was proved by the mean score that the post-test was higher than mean score in the pre-test. In the

experimental class, the mean score of pre-tests was 71 and the mean score of post-tests was 84. While the control class, the mean score of pre-tests was 69 and the mean score of post-tests was 77. While, both of the classes are improved, the significant improvement happened in experimental class. In addition, the value of the t-test 17,85 was higher than ttable 2,021 at the level of significant 0.05 with degree of freedom (df.) =50.

Based on the result of this research, the researcher concluded that the use of flash cards effective on students' vocabulary at 7th grade of SMPN 5 Jonggat academic year 2019/2020³.

In addition, a study entitled "Improving Student's Speaking Skills through Flashcard Games for Beginner Learners at Desa Libukang Kec. Kamanre Kab. Luwu" whether the flashcard game is effective or not to improve student's speaking skills for beginner learners.

In her research, hasrah applied the pre-experimental design method in one group pre-test and post-test design. The sample of this research was the tenth-grade students from different high schools in desa Libukang, kec. Kamanre, kab. Luwu was categorized as a beginner learner aged 15-16 years old consisted of 12 students. The data collected through pre-test and post-test were firstly tabulated and analyzed in percentage.

This research showed that the use of flashcards games is effective to improve student's speaking skills for beginner learners. It proved by the result of the data indicated that there was a significant difference between the pre-

³Alan Satriawan, "The Effect of Using Flash Cards on Students' Vocabulary Mastery at 7th Grade of SMP N 5 Jonggat", Universitas Mataram, 2019, p.2.

test and post-test. The mean score in the pre-test was 25,5 and the mean score in the post-test was 55. The value of t_0 (t-count) = 14,626, the value of t_t (t-table) = 2,201 at the level of significance is 5% (0,05) with degree of freedom (df) = 11. Based on the result namely $14,626 > 2,201$ or t_0 (t-count) was higher than t_t (t-table), $t_0 > t_t$, it means that the flashcards game is effective to improve student's speaking skills for beginner learners⁴.

Based on the previous studies above, there are similarities and differences with this research. For the study from Allan entitled "The Effect of Using Flash Cards on Students' Vocabulary Mastery at 7th Grade of SMP N 5 Jonggat" apply Flash Card to give solutions on the students' problems in mastering vocabulary. Moreover, he applies quantitative research to investigate the objective of study. Related to this research, the similarity is the implementation of Flash Card. However, the differences are the researcher here apply Flash Card to give solution for writing skill and apply Classroom Action Research (CAR).

Besides that, for the second previous study from Hasrah entitled "Improving Student's Speaking Skills through Flashcard Games for Beginner Learners at Desa Libukang Kec. Kamanre Kab. Luwu", it has similarities with this research namely also in implementation of Flash Card in teaching. However, there are differences namely that research apply quantitative research and apply Flash Card for speaking skill. In this research, the

⁴ Hasrah, "Improving Student's Speaking Skills through Flashcard Games for Beginner Learners at Desa Libukang Kec. Kamanre Kab. Luwu", UIN Sunan Ampel Surabaya, 2021, p.2.

researcher applies Classroom Action Research (CAR) and try to provide solutions for students' problem in mastering writing skills.

CHAPTER II

THE REVIEW OF RELATED THEORIES

A. The Concept of Descriptive Writing Skill

1. Definition of Writing

According to Ken Hyland, writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.¹ It can be concluded that writing is the activity that engage human thought and human act or involves physic and mental activities about certain topic in a context with a specific purpose.

On the other hand, Graham and Perrin in Karen (2009) explained that ‘writing is used to explore ideas across the curriculum. It is a primary means for learning and expressing their world knowledge’.² So, it should be noted that the ideas that is expressed in writing is based on the background of knowledge probing or the result of collecting information in the social environment.

Furthermore, Jonathan elaborated that “Skill is usually used to refer to a level of performance, in the sense of accuracy and speed in performing particular tasks (skilled performance). Skilled performance has long been a subject of psychological studies, which consider both physical

¹ Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p.9

² Karen Kuelthau Allan, et al, *Learning to Write With Purpose*, (New York: The Guilford Press, 2009), p. 47

psychomotor abilities and mental cognitive abilities”.³ So, skill is the abilities that involves physic and mind to apply knowledge and use know-how to complete tasks and solve problems.

Related to the writing skill, it can be concluded that writing skill is the ability how to apply idea, information, and knowledge in written language. The task that is usually given by teacher to evaluate the students' writing skill such as making a paragraph or text. The students must be able to apply their grammar mastery, vocabulary mastery and background of information to do this task.

2. Process of Writing

Related to the researcher's statement in the previous discussion, there is cognitive process that is realized in the writing when the writer tries to express his idea in a written form.

Concerning about the cognitive process in writing, Karen, said that “we crafted a model of writing that includes three writing processes: *planning, producing text, and reviewing*”.⁴ Firstly, planning is the preparation before writing that refers to think about purposes and ideas. Secondly, producing text is generating the language that refers to arranged words to be systematic sentences and paragraph. Finally, reviewing is the process that consist of evaluating, revising and editing the result of writing.

³ Jonathan Winterton, et. al, *Typology of knowledge, skills and competences*, (Luxembourg: Office for Official Publications of the European Communities, 2006), p. 7

⁴ Karen Kuelthau, *Learning to Write*, p.21

On the other hand, a much deeper Donal Graves in Andrew P. Johnson (2008) explains that there are five steps of writing process. There are:

a. Prewriting

The goal of prewriting is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas.⁵ It means that before the students are going to write, they must to plan or generate idea in order to know what the matter that they want to write.

b. Drafting

Drafting is the writer's first attempt to capture ideas on paper. Correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step.⁶ The drafting process refers to the writer's effort to infuse his idea with a systematic language on the paper.

c. Revising

This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where the students shape the blob, adding parts, taking parts away, adding parts, and continually

⁵ Andrew P. Johnson, *Teaching Reading and Writing*, (United States of America: Britis Library Cataloging, 2008), p. 179

⁶ *Ibid.*;

molding and changing. Here the students look for flow and structure.

The students reread paragraphs and move things around.⁷

d. Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.⁸

e. Publishing and sharing

This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.⁹

3. Composition of Writing

Furthermore, According to Brown H. Douglas, the upshot of the compositional nature of writing has produced writing pedagogy that

⁷ *Ibid.*

⁸ *Ibid.*, p. 180

⁹ *Ibid.*

focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce final product.¹⁰

A good deal of attention was placed on “model” compositions that students would emulate and on how well a student’s final product measured up against a list of criteria that include:

- 1) Content
- 2) Organization
- 3) Vocabulary
- 4) Grammmarr
- 5) Mechanical considerations (spelling and punctuation)¹¹

Regarding on the statement above, it should be remembered that the process in writing is an important aspect that determine the result of writing itself. Beside that, the final product of writing also has to agree with several measurement criteria in writing compositions such as content, organization, vocabulary, grammar and mechanical consideration.

¹⁰ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (The United States of New York: Longman, 2001), 2nd Edition, p.335

¹¹ *Ibid.*

4. Kinds of Writing

In generality, there are three kinds of writing namely academic writing, personal writing, and creative writing. Alice Oshima explained that “Academic writing is the kind of writing used in high school and college classes. Academic writing is different from creative writing and personal writing”.¹² It should be noted that creative writing is the kind of writing such as stories, poetries etc. Then, personal writing is kind of writing such as letters or e-mails. Beside that, creative writing and personal writing are informal and academic writing is formal.

Focus on academic writing, there are several types of writing that is usually used in high school and college classes are as follows:

a. Description

Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.¹³

It means that description has principle purpose to describe the object from the visual appearance that we can look, smells and tastes.

b. Narration

Narration is an account or description of events in the past which entails following a time sequence or chronological.¹⁴ It can be

¹² Alice Oshima & Ann Haque, *Introduction to Academic Writing*, (The United State of America: Longman, 2007), 3th Edition, p.3

¹³ Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000), p.351

¹⁴ R.R Jordan, *Academic writing Course Study Skills in English*, (Cambridge: Longman, 1999), p. 27

concluded that narration refers to a past story in writing because it has purpose to describe events in the past with a certain chronological systematically.

c. Exposition

Expository paragraphs deal with facts, ideas, beliefs. They explain, analyze, define, compare, illustrate. They answer questions like What? Why? How? What was the cause? The effect? Like what? Unlike what? They are the kinds of paragraph we write in reports or term papers or tests.¹⁵

In a expository type, the writer tries to show the fact of an object in order to make the readers believe or disbelieve something related to the object. It means that expository or exposition just show the fact of and object without a goal to make the reader agree with the writer's opinion.

d. Argumentation

While in argumentation type, in addition to only convincing the readers to believe or disbelieve something the truth of the the fact of an object, the also has a goal to persuade the readers in order to take a certain course of action related to the new truth exposed to them.¹⁶

So, argumentation is a text in which you agree or disagree with a problem, using reasons to support your opinion, your goal is to convince your reader that your opinion is right. It means that

¹⁵ Thomas S. Kane, *Essential Guide*, p.89

¹⁶ Sanggam Siahaan, *Issue in Linguistic*, (Yogyakarta : Graha Ilmu, 2008), p. 217

argumentation is used to make a case or to prove or disprove a statement or proposition.

e. Report

Report is one kinds of writing that has purpose to provide generalism informations about whole class of things.¹⁷ So, report text just has purpose to tell a general informations of the object. It doesn't have purpose to tell a stories, procedure or arguments.

5. Descriptive Writing

a. Definition of Descriptive Writing

According to Alice Oshima, Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.¹⁸

Based on statements above, the researcher conclude that descriptive is the text that has principle purpose to describe the object (person, thing or place) from specific until general character to make the reader are able to imagine the object in their mind based on the writer's elaboration in his writing. To find all of characters of the object, the writer can look at the appearance or looking for the factual data of the object.

¹⁷ Graeme Kennedy, *Structure and Meaning in English*, (New York: Pearson Longman, 2003), p.334

¹⁸ Alice Oshima & Ann Haque, *Introduction to Academic*, p.61

b. Structure of Descriptive Writing

Certainly, every text has a structure that is defined as a web of meaning relationships which relate the sentences to each other, give direction to the text and make it hold together.¹⁹ It means that structure stands as a direction to write a text with a good coherence or meaning relationship.

There are two generic structures of descriptive text namely:

1) Identification

Identification is about introducing subject or thing that will be described.

2) Description

Description is brief details about who, or what of the subject.²⁰

Related to the statement above, there are two structures in descriptive text namely general identification and description. Below is the example of the text structure that is applied in descriptive text:

¹⁹ Graeme Kennedy, *Structure and Meaning*, p.321

²⁰ Imelda Wardani, et al, *e-Journal of English Language Teaching Society (ELTS)* Vol. 2 No. 1 2014 – ISSN 2331-1841, p. 2 Print.

Figure 1
The Structure of Descriptive Text

My Toy²¹

Identification

I have a toy. It is a doll, a bear doll, and I call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday last year.

Description

The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy bear is a doll, I don't need to feed it. I wash it at laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy bear is really nice, adorable, and charming toy. I love my Teddy bear very much.

²¹ *Ibid.*, p.3

6. Teaching Writing

Writing, speaking and listening are communication skills that are important in all subject areas in the curriculum.²² Therefore, writing is one of important skill that have to be mastered by all of students in schools. Automatically, to make students are able to master writing skill, it need a teaching activity that is guided by the teacher.

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.²³ So, teaching refers to a professional skill of the teacher guides the students in the class that has principle purpose to make students can success in learning materials. It's also considered as a role of teacher. David Riddel Said that "Perhaps we should say 'roles' because 'teaching' is only part of what the teacher has to do inside – and outside – the classroom".²⁴

Speaking and writing skills are both productive skills but do not have the same similarities when teaching.²⁵ They are different in both compositions and the way of teaching. The compositions of speaking that is taught by teacher more focus on pronunciation, accuracy and fluency. The activities that is usually used are conversations, monologue, role play, speech, etc. While the compositions in teaching writing are grammar, punctuation and paragraph structure. Then, the way that is used in teaching

²²Trudy Wallace, et al, *Teaching speaking, listening and writing*, (Geneva: The International Bureau of Education-IBE, 2004), EP14, p.7

²³ H. Douglas Brown, *Principles of Language Language Learning and Teaching*, (The United States of New York: Longman, 2000), 4th edition, p.7

²⁴ David Riddel, *Teaching English as a Foreign Language*, (London: Hodder Education, 2010). p.31

²⁵ *Ibid.*, p.15

writing such as write a simple sentence, write a paragraph or write a certain text.

Jeremy Harmer elaborated that “writing has always been used as a means of reinforcing language that has been taught.”²⁶ It can be noted that the teacher can has students to write sentences using recently learnt grammar. Then, Students can be asked to write paragraph or longer compositions to practise certain recently focused-on aspects of language or paragraph and text construction. The reinforcement writing here will be able to guide the students improve their skill.

7. Writing Assessment

Assesment is regarded as a process of collecting, synthesizing and interpreting information in order to make decisions on students’ performance. Assessment is used to collect information on a learners language ability or achievement.²⁷ In the class, assessment can be conducted to diagnose the students’ problems, to judge the academic performance, to provide feedback to students and to plan instruction. Assessment also provides data that can be used to measure students’ progress, identify problems, suggest instructional solutions, and evaluate course effectiveness.²⁸ This reflection enables the learners to take more control of their learning and to be responsible.

In this research, the researcher measures the students’ writing ability by asking them to make descriptive text in pretest and posttest.

²⁶ Jeremi Harmer, *How to Teach Writing*, (England: Pearson Longman, 2004), p.32

²⁷ Ken Hyland, *Second Language*, p. 211

²⁸ *Ibid*, p.212

Then, the results of pretest and posttest will be scored by using writing assessment scale below:

Table 2
Element Score of Writing

Scoring Element	Scale	Quality	Description
Content	30-27	Excellent to very good	Knowledgeable, substantive, etc.
	26-22	Good to average	Some knowledge of subject, adequate, range, etc.
	21-17	Fair to poor	Does not show knowledge of subject, little substance, etc.
	16-13	Very poor.	Does not show knowledge of subject, non-substantive, etc.
Organization	20-18	Excellent to very good	Fluent expression, ideas clearly, stated, etc.
	17-14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, etc.
	13-10	Fair to poor	Non-fluent, ideas confused or disconnected, etc.
	9-7	Very poor.	Does not communicate, no organization, etc.
Vocabulary	20-18	Excellent to very good	Sophisticated range, effective, word/idiom choice and usage, etc.
	17-14	Good to average	Adequate range, occasional errors of word/idiom, choice, usage but meaning not obscured.
	13-10	Fair to poor	Limited range, frequent errors of word/idiom form, choice, usage, etc.
	9-7	Very poor	Essentially translation, little knowledge of english vocabulary.
	25-22	Excellent to very good	Effective complex constructions, etc.

Grammar	21-19	Good to average	Effective but simple constructions, etc.
	17-11	Fair to poor	Major problems in simple complex constructions, etc.
	10-5	Very poor	Virtually, no mastery of sentence construction rule
Mechanics	5	Excellent to very good	Demonstrates mastery of conventions Mechanics.
	4	Good to average	Occasional errors of spelling, punctuation, etc.
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization, etc.
	2	Very poor.	No mastery conventions, dominated by errors of spelling, punctuation, capitalization, paraghraphing, etc. ²⁹

B. The Concept of Flash Card as Media

1. Definition of Flash Card as Media

Actually, Flash Card belongs to teaching media which commonly applied in teaching. Media as one of the usual aids is most available resource for language teacher that is used for centuries to help students and practice foreign language effectively. Learning media can be understood as the media used in the learning process and objectives.³⁰

In essence, the learning process is the same as communication. The learning media can be understood as a communication medium used in the

²⁹ J.B Heaton, *Writing English Language Test*, (London: longman, 2011), p.146.

³⁰ Durratul Hikmah, "Media for Language Teaching and Learning in Digital Era", *International Journal of English Education and Linguistics (IJoEEL)*, Vol. 01 No. 02, December 2019, p.84

communication process, learning media has an important role as a means to deliver the learning messages. There are 3 types of media in teaching namely visual, audio, and audiovisual. Then, Flash Card belongs to visual media in teaching.

Maryam defined A flash card is a cardboard consisting of a word, a sentence, or a simple picture on it. It is useful for drilling new letters, syllables, words, and other information.³¹ They are normally used in a classroom, but can also be used more informally. A flashcard or flash card is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study.

Furthermore, Kagan stated that Flashcard applied in game is excellent for memorizing facts. Usually, it is played for content learning. For teambuilding, students use flashcards to learn facts about their teammates.³² Moreover, Haycraft state that flashcard is cards on which word and picture are printed or drawn. Flashcard can be used for consolidating vocabulary, practicing structure and word order, or for a variety of games.³³

Based on the elaborations above, it can be concluded that Flash Card is a visual media used in teaching which contains picture and its information or descriptions. In teaching, the teacher can apply Flash Card

³¹ Maryam Eslahcar Komachali, "The Effect of Using Vocabulary Flash Card on Iranian Pre-University Students' Vocabulary Knowledge", *International Education Studies*, Vol. 5, No. 3; June 2012, p. 137

³² Spencer Kagan, *Cooperative Learning*, (San Clemente, CA: Kagan Publishing, 2009), p.10.10

³³ John Haycraft, *An Introduction to English Language Teaching*, (England: Longman, 1986), p. 102.

as the interesting games and tools in providing information, facts, or learning content for the students.

2. Types of Flash Card

There are two types of Flash Card which can be elaborated as follows:

a. Word Flash Card

Word flashcards are cards on which words have been printed. When practicing word order, the teacher can use a number of cards representing all the words in a sentence. The cards be fixed to the board or given to a student and arranged correctly either by the class as a whole or individual students. The word flashcard also can be used to practice structure.

The uses of word flashcard may be general or specific. Some general use as follow:

- 1) They can be help up to highlight a structure or function.
- 2) They can be used to vary substitution or work at the practice stage of a lesson.
- 3) Cards placed on display in random order can be used by the students to compose a sentence.

The word flashcards also can be used more specially to practice particular language item such as follows:

- 1) They can be used to practice adverbial clauses.

- 2) Connectives such as ‘next’, ‘soon’, ‘then’ and finally may be used on flashcards in the same way.
- 3) A random collection of verbs, nouns, adjectives, and adverbs can be printed on the flashcard and used for exercise in identifying part of speech.

b. Picture Flashcard

Picture flashcard is useful for presenting, practicing and revising vocabulary or as prompts for other activities, for example to illustrate the characters in a dialogue to help students improvise. Picture flashcard can be used as prompts for simple substitution drills. Picture flashcard is also useful for identifying verbs on action.³⁴

3. The Advantages and Disadvantages of Flash Card as Media

The advantages and disadvantages of using Flash Card as Media can be mentioned are as follows:

a. The advantages

- 1) Flash Card have been used for teaching a variety of purposes during the history of language teaching. It can be taken almost anywhere and studied when one has a free moment. It is more flexible.³⁵
- 2) It can be applied for knowledge building and improving the students’ social skills.³⁶
- 3) Flashcard also can be used for practicing structure and word order or for a variety of games.³⁷

³⁴*Ibid.*, p. 102-106.

³⁵ Maryam Eslahcar, *The Effect of Using Vocabulary Flash Card*, p. 134

³⁶ Spencer Kagan, *Cooperative Learning*, p.xii

- 4) It is an excellent media for gathering and memorizing information, facts, or learning content.
- 5) It is a simple, cheap, and efficient media which can create attractive teaching and learning process.
- 6) It can be applied for enhancing students' learning motivation.

b. The disadvantages

- 1) In applying Flash Card as teaching media, the content should be very simple. It means that the teacher can not use complex structures or content in applying Flash Card for teaching.
- 2) In teaching writing, it only can be applied at the pre writing process.

C. The Teaching Procedure of Descriptive Writing Ability through Flash Card as Media

The researcher has designed a teaching procedures of descriptive writing through Flash Card as Media which can be organized are as follows:

1. The teacher explains the material about descriptive text; definition, structure, language feature, and example.
2. The teacher divides students into some groups.
3. The teacher prepare some Flash Cards contains a picture of some famous person in Indonesia and some notes or words clues about their physical appearance, character, job, and hobbies.

³⁷ *Ibid.*, p. 100-102.

4. The teacher gives the instruction to each group take turn one by one takes one flash card. They can discuss and change their card during the process.
5. Every group must conclude one chosen Flash Card becomes their topic in writing project.
6. The students have to discuss and do their team project namely writing a descriptive text based on the chosen Flash Card.
7. When all of group have finished their project, the teacher write down all of the name of groups in the whiteboard and ask students to correct one each other group's project. The teacher guide students to correct all of project and write down on the whiteboard how many mistakes for every group.
8. The last, the teacher tells the best group that has least mistakes. Then, the teacher evaluate and explain more about descriptive text that concern to students' mistake in wriing.

D. Action Hypothesis

Based on the frame of the theories and assumptions above, the researcher formulated the action hypothesis that “The use of Flash Card as a Media will be able to improve the students’ writing descriptive ability at the seventh grade of MTsN 1 Lampung Timur”.

CHAPTER III

RESEARCH METHOD

A. The Operational Definition of Variable

According to Donald Ary, Variable is a construct or a characteristic that can take on different values or score.¹ This research consists of two variables. They are independent and dependent variables. Those variables can be explained as follows:

1. Independent Variables

Independent variables are those that (probably) cause, influence or affect outcomes. They are also called treatment, manipulated, antecedent, or predictor variable.² Independent variable in this research is Flash Card as Media.

2. Dependent Variables

The treatment is the independent variable and the outcome is the dependent variable.³ It means that dependent variable is the outcomes or result of the influence of the independent variables. Descriptive writing ability is the dependent variable in this research. Descriptive is a text that has main purpose to describe the object (person, thing or place) based on the appearance or the factual data of the object.

¹Donald Ary, et.al. *Instruction to Research in Education*, (Canada: Wadsworth, 2006), p. 37.

²John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 50

³Donal Ary, *Introduction to Research*, p. 37

The researcher will measure dependent variable by using test. The researcher testes the students by asking them to write a descriptive text with a given topic. It will be implemented to the students at the seventh grade of MTsN 1 Lampung Timur.

B. Research Setting

1. Location Setting

The researcher conducted this research at MTs N 1 Lampung Timur in academic year 2023/ 2024. It is located on Jl. Ki Hajar Dewantara 38 B, Banjarrejo, Batanghari, East Lampung.

2. Subject of the study

The subject of the study is students of MTs N 1 Lampung Timur. The researcher chooses the seventh-grade students at class A which consists of 30 students as the subject of this study. The researcher takes this class because their low score in writing.

C. Research Procedure

According to Jean McNiff, Action Research share certain sets of beliefs, commitments, and hopes. What they do (action research) is a set of practices which demonstrates those beliefs, commitments, and hopes in practice.⁴ It can be noted that Classroom Action Research (CAR) is a reflective study done by the teacher in a classroom for getting solution about the problem until it can be solved. In addition, classroom action research helped the teacher to solve

⁴ Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice* (New York: RoutledgeFalmer, 2002), Second Edition, p.15.

problem by applying an appropriate teaching method, technique, or media as an alternative way leading to innovation.

In this research, the researcher applies classroom actions research to be carried out by collecting data and information systematically through four stages. This research will be conducted in two cycles. Each cycle from planning, acting, observing, and reflecting. Here's the explanation:

1. Cycle 1

a) Planning

Planning is the first step in every activity, researcher explained about what, why, where, when, and how the action is done. Without planning, the researcher activity will not focus. The planning will be reference in doing action. In this phase, the researcher made a series of planning as follows:

- 1) Writing down the lesson plan based on Based Competence.
- 2) Preparing the instruments for students and teacher.
- 3) Preparing the format of material about Descriptive Text.
- 4) Providing the format of evaluation and observation.
- 5) Providing the media (Flash Card) for learning process, include material discussion.

b) Acting

- 1) Greeting, apperception, and motivation to students.
- 2) Explaining the aim of study to be achieved.

- 3) Explaining the material about descriptive text; definition, structure, language feature, and example
- 4) Setting students into some groups.
- 5) Distributing some Flash Cards contains a picture of some famous person in Indonesia and some notes or words clues about their physical appearance, character, job, and hobbies.
- 6) Writing down all of the name of groups in the whiteboard and asking students to correct one each other group's project. The teacher guide students to correct all of project and write down on the whiteboard how many mistakes for every group. The last, the teacher tells the best group that has least mistakes.
- 7) Evaluating and explaining more about descriptive text that concern to students' mistake in writing.

c) Observing

In this observation, the researcher observed the student's activity in teaching learning process and record by using note. The result of observation used in doing action in text next cycle. So, in the research, the researcher has to roles as an observer and object of research.

d) Reflecting

The researcher reflected cycle I and observed the actions to find the problems of the activities learning process that using Flash Card in teaching Descriptive Text.

2. Cycle II

a) Planning

- 1) Writing down the lesson plan based on Based Competence.
- 2) Preparing the instruments for students and teacher.
- 3) Preparing the format of material about Descriptive Text.
- 4) Providing the format of evaluation and observation.
- 5) Providing the media (Flash Card) for learning process, include material discussion.

b) Acting

- 1) Greeting, apperception, and motivation to students.
- 2) Explaining the aim of study to be achieved.
- 3) Explaining the material about descriptive text; definition, structure, laguage feature, and example
- 4) Setting students into some groups.
- 5) Distributing some Flash Cards contains a picture of some famous person in Indonesia and some notes or words clues about their physical appearance, character, job, and hobbies.
- 6) Giving the instruction to each group take turn one by one takes one flash card. They can discuss and change their card during the process. Every group must conclude one chosen Flash Card becomes their topic in writing project. The students have to discuss and do their team project namely writing a descriptive text based on the chosen Flash Card.

7) Writing down all of the name of groups in the whiteboard and asking students to correct one each other group's project. The teacher guide students to correct all of project and write down on the whiteboard how many mistakes for every group. The last, the teacher tells the best group that has least mistakes.

8) Evaluating and explaining more about descriptive text that concern to students' mistake in writing.

c) Observing

In this step, the researcher observed the process of teaching learning by using format of observation to collect the data in action plan

II.

d) Reflecting

In this step, the researcher compared the score of pre-test and post-test. The researcher reviewed and reflected on students' activity and the teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

D. Data Collecting Technique

In collecting data, the researcher will use the following steps:

1. Test

In this research, the researcher will use written test as a data collecting method to measure students' Descriptive writing ability. The researcher asks the students to write a descriptive text with a certain topic. After that, the

teacher evaluates their writing test to give the scores of pretests and posttests.

a) Pre-Test

The pre-test will be held in the first meeting before doing treatment in order to know ability of the students before applying the treatment.

b) Post-test

The post-test will be held after doing treatment to find out whether the treatment gives any contribution to the students' achievement in the class or is there any difference between the pre-test score before a treatment and post test score after treatment is given.

2. Documentation

Documentation as the method which is used to get information from the written source or documentation. The researcher also used documentation method to support and to get the detail of information about the condition of teacher, official employer, quantity, organization structure, and location sketch.

3. Observation

It is used to get data about learning process, learning facilities, and students' activities such as students's writing processes and their participation in the class. The students' s activities are observed by the observer.

The observation in this research is used to observe the student's participation during the lesson when the researcher tries to apply Flash Card as Media in Teaching Descriptive Text.

E. Research Instrument

In order to know students' writing skill, the researcher measures the students' writing skill by asking them to make descriptive text in pretest and posttest. The instrument used is writing test instrument which contains the instructions, time allocation, and provided topics for writing descriptive text. Moreover, the researcher also uses the instrument Element Score of Writing from Heaton (2011) to give scores the students' writing in pretest and posttest.

F. Data Analysis Technique

The researcher collected and analyzed all the data by taking the average between pre-test and post-test students' writing ability in each cycle. Below is the formula to find out the average between pre-test and post-test:⁵

$$\bar{x} = \frac{\sum x}{n}$$

\bar{x} = Mean

$\sum x$ = Sum of the Scores

n = Number of Scores

To find out the results and improvements, The researcher compared the scores obtained between the pre-test and the post-test by

⁵ Donal Ary, *Introduction to Research*, p. 110.

comparing the Minimum Mastery Criteria (MMC) in this school at least 75. If in the first cycle the student does not reach the Minimum Standard Criteria, the researcher carried out the second cycle. The minimum cycle in this class of research is two cycles. If in the second cycle 70% of students pass the Minimum Standard Criteria then no subsequent cycle is required. Here is the formula to find out the percentage of students who pass the Minimum Standard Criteria in each cycle:

$$\square = \frac{\square}{\square} \times \square \square \square$$

- = Percentage
- = Frequency
- = Total Number of Student

G. Indicator of Success

This research can be said to be successful if 70% students get a Passing Grade Score above 75. This means that Flash Card as Media can improve students' Writing Ability and their Learning Activity at the seventh grade of MTsN 1 Lampung Timur.

CHAPTER IV
RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

1. Description of the Research Location

a. Brief History of MTs N 1 Lampung Timur

MTs N 1 Lampung Timur located on st. Lembayung 38 B Banjarejo Lampung Timur. It was established on April 19, 1983. It had been let by the following principals:

Syaiful Parjono	1978-1980
Maijab, BA	1980-1988
Mulyadi	1988-1998
Drs. Kamaludin	1998-2004
Yahya Sulaiman	2004-2005
Drs. Mufasir	2005-2010
M. Nurdin, S.Ag	2010-2015
Hj. Lenny Darnisah, S.Pd, M.M	2015-2018
H. Irwin, S.Pd.	2018-2020
Udin, S.Ag., M.Pd. I	2022-Present

b. The Building of MTs N 1 Lampung Timur

MTs N 1 Lampung Timur has following buildings: 18 classrooms, 1 principal's room, 2 teacher's room, an administration staff's room, a

mosque, a science laboratory, a computer laboratory, a language laboratory, 4 bathrooms, 3 canteens, 1 cooperation room, an auditorium, a ceremony yard and parking area.

c. The Condition of Teachers and Official Employees in MTs N 1

Lampung Timur

Condition of teacher and official employers in MTs Negeri 1 Lampung Timur in the academic year of 2023/2024 such as:

- 1) Total number of teachers is 62
- 2) Number of female teachers is 46
- 3) Number of male teachers is 16

d. The Quantity of MTs N 1 Lampung Timur

The quantity of MTs N 1 Lampung Timur student in academic year 2023/ 2024 can be identified as follows:

Table 3
The Condition of Student MTs N 1 Lampung Timur
in the Academic Year 2023/ 2024

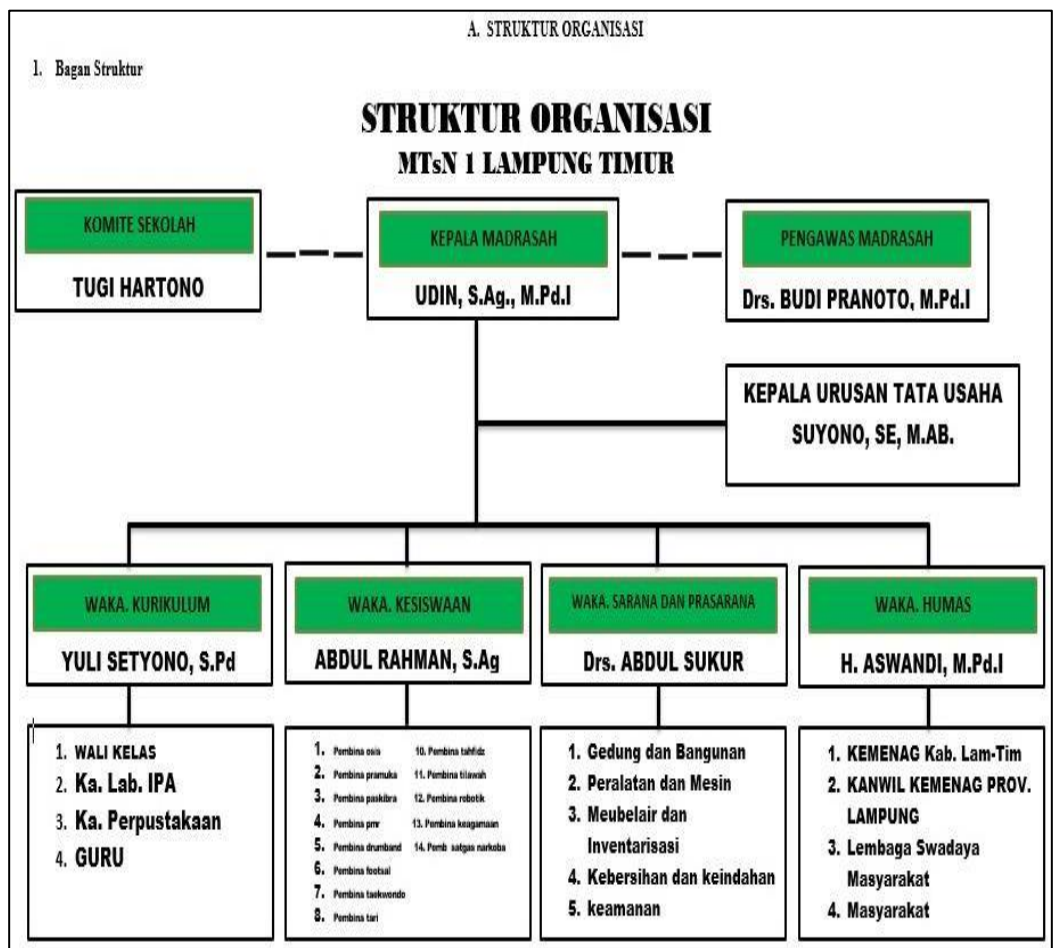
Class	Total
VII	288
VIII	282
IX	316
Total	886

Source: Documentation of the Condition of Student MTs N 1 Lampung Timur in the Academic Year 2023/ 2024

e. Organization Structure of MTs N 1 Lampung Timur

The organization structure of MTs N 1 Lampung Timur in the Academic Year 2023/2024 can be drawn as follows:

Figure 2
Organization Structure of MTs N 1 Lampung Timur in the Academic Year 2023/2024

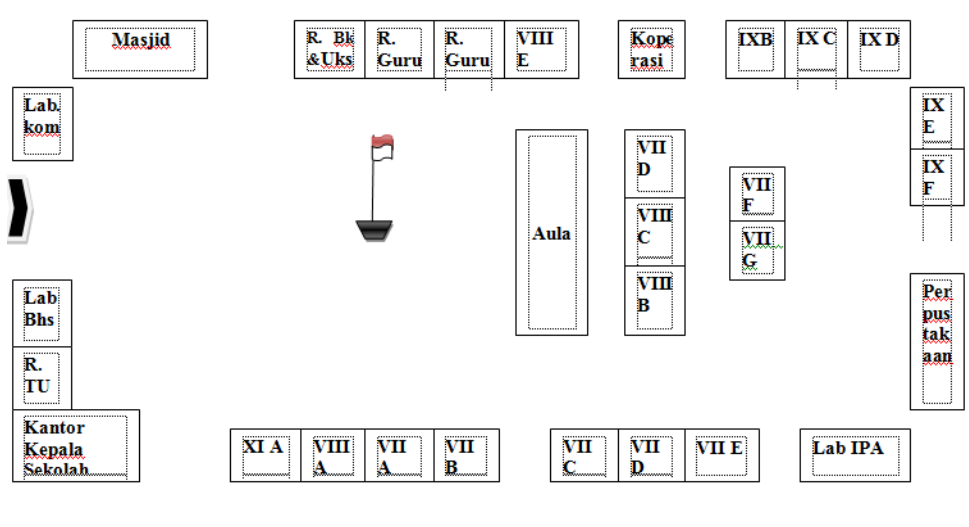


Source: Documentation of Organization Structure of MTs N 1 Lampung Timur in the Academic Year 2023/ 2024.

f. Location Sketch of MTs N 1 Lampung Timur

The Location Sketch of MTs N 1 Lampung Timur identified as follow:

Figure 3
Location Sketch of MTs N 1 Lampung Timur



Source: Documentation of Location sketch of MTs N Lampung Timur in the Academic Year 2023/ 2024.

2. The Description of Research Data

In this chapter, the researcher presents the result of this research that explains the answer of problem formulation, as follows:

“How can Flash Card as a media improve the writing ability for seventh grade at MTsN 1 Lampung Timur?”

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2 x 60 minutes. Each cycle includes of planning, action, observation and reflection. In this research, the researcher is as an English teacher and Mrs. Novi Diana Mandawasa, S.Pd. as the collaborator.

a. Pre-test activity

The researcher conducted the pre-test on Monday, May 20th, 2024 at 08.40-10.00 a.m. The researcher greeted the students and told the students that would conduct the classroom action research in their class. The pretest would conduct to examine students' writing ability before conducting classroom action research or treatment. The pre-test was administrated to the students to be finished individually in 60 minutes. The kind of test was writing test that asked the students to write a descriptive text with a certain topic. The result of pretest can be identified as follows:

Table 4
Students' Writing Pre-test Grade

NO	NAME	CO	OR	VO	GR	MC	TOTAL	CRITERIA
1	ARH	16	13	13	17	4	63	Incomplete
2	AAA	16	13	13	10	4	56	Incomplete
3	ABN	16	13	13	10	4	56	Incomplete
4	AAN	16	13	13	10	4	56	Incomplete
5	AMA	16	13	13	10	4	56	Incomplete
6	AMS	16	13	13	10	4	56	Incomplete
7	AAF	16	13	13	10	4	56	Incomplete
8	AKB	16	13	13	10	4	56	Incomplete
9	AKP	16	13	13	10	4	56	Incomplete
10	AMP	16	13	13	10	4	56	Incomplete
11	BNA	16	13	13	17	4	63	Incomplete
12	BQNA	21	13	13	21	4	72	Complete

13	DAS	16	13	13	10	4	56	Incomplete
14	FLEG	21	13	13	21	4	72	Complete
15	FREG	16	17	17	17	5	72	Complete
16	GFH	21	13	13	21	4	72	Complete
17	IEA	21	17	17	17	4	76	Complete
18	MFR	21	13	13	17	4	68	Incomplete
19	MIR	16	13	17	17	5	68	Incomplete
20	MTS	16	13	13	17	4	63	Incomplete
21	MSP	21	13	13	17	5	69	Incomplete
22	MFA	16	13	13	17	4	63	Incomplete
23	MFM	16	17	17	17	5	72	Complete
24	MAZ	16	13	13	21	5	68	Incomplete
25	NSY	16	13	9	10	4	52	Incomplete
26	NSH	16	13	13	17	4	63	Incomplete
27	NSA	16	13	13	10	4	56	Incomplete
28	NRP	16	13	13	17	4	63	Incomplete
29	RSL	16	13	9	10	4	52	Incomplete
30	SAK	16	13	13	17	4	63	Incomplete
Total of all students' grade							1870	
Total all of students (n)							30	
The highest grade							76	
The lowest grade							52	
Average							62,33	

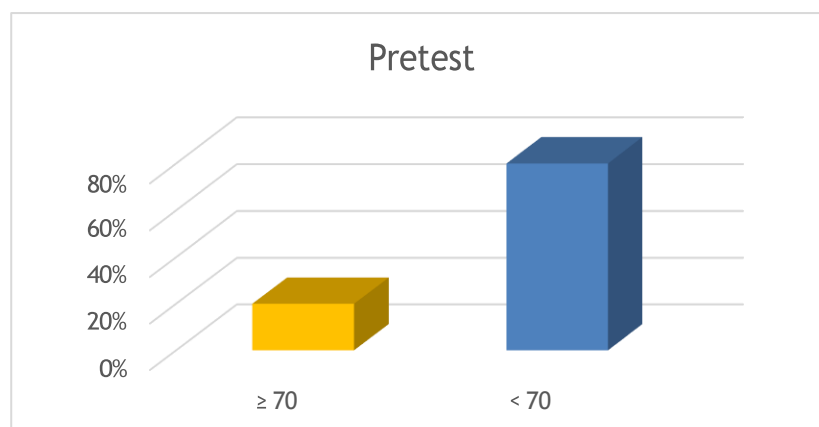
Source: The Grade Result of Writing Pre-Test at VII Class of MTsN 1 Lampung Timur on May, 2023.

Table 5
Frequency of Students' Grade in Pre-Test

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	6	20%	Complete
2	< 70	24	80%	Incomplete
	Total		100%	

Source: The Grade Result of Writing Pre-Test at VII Class of MTsN 1 Lampung Timur on May, 2023.

Figure 4
The Percentage of the Students' Score in Pre-test



Based on the data above, it can be concluded that there were 24 students (80%) who scored less than 70 and 6 other students (20%) managed to get scores above 70. The successful students were fewer than the unsuccessful students. From the pre-test result, the researcher got the average 62,33, so the result was unsatisfied. Therefore, the researcher used flashcard as teaching media to improve the students' writing ability which conducted in cycle 1.

b. Cycle I

1) The First Meeting

The first meeting was conducted on Wednesday, Mei 22th 2024, at 10.30-11.50 a.m. The steps of learning activity at the first meeting as follows:

a) Planning

In this phase, the researcher made a series of planning as follows:

1. Writing down the lesson plan based on Based Competence.
2. Preparing the instruments for students and teacher.
3. Preparing the format of material about Descriptive Text.
4. Providing the format of evaluation and observation.
5. Providing the media (Flash Card) for learning process, include material discussion.
6. Test (Pretest and Posttest)

b) Acting

In acting phase, the researcher applied followed procedures below:

1. Greeting, apperception, and motivation to students.
2. Explaining the aim of study to be achieved.
3. Explaining the material about descriptive text; definition, structure, laguage feature, and example
4. Setting students into some groups.
5. Distributing some Flash Cards contains a picture of some famous person in Indonesia and some notes or words clues

about their physical appearance, character, job, and hobbies.

Every group wrote their project writing descriptive text about person in flashcard.

6. Writing down all of the name of groups in the whiteboard and asking students to correct one each other group's project. The teacher guide students to correct all of project and write down on the whiteboard how many mistakes for every group. The last, the teacher tells the best group that has least mistakes.
7. Evaluating and explaining more about descriptive text that concern to students' mistake in writing.
8. Closing the class.

c) Observing

In this observation, the researcher observed the student's activity in teaching learning process and record by using note. The result of students' learning activities observation can be seen as follows:

Table 6
Table of the result of students Activities Cycle I

No	Students Activities	Frequency	Percentage
1	Answering teachers' question	15	50 %
2	Interest to use flashcard	22	73 %
3	Come in every meeting to get the material.	30	100 %
4	Identifying the word or picture	14	40 %
5	Following the teachers' instruction	14	40 %
	Total Students	30	100%

Source: Result of Students Activities Cycle I on Wednesday, Mei 22th, 2024.

The table above shows that not all the students were active in the teaching and learning process. There were 15 students (50%) who answered teachers' question, 22 students (73%) who interested to use flashcard, 30 students (100%) who came in every meeting to get the material and 12 students (40%) who identified the word or picture before writing descriptive text, 12 students (40%) who followed the teachers' instruction.

2) The Second Meeting

The second meeting was conducted on Saturday, May, 25th 2024, for 2x60 minutes. The steps of learning activity at the second meeting as follows:

a) Planning

In this phase, the researcher made a series of planning as follows:

1. Writing down the lesson plan based on Based Competence.
2. Preparing the instruments for students and teacher.
3. Preparing the format of material about Descriptive Text.
4. Providing the format of evaluation and observation.
5. Providing the media (Flash Card) for learning process, include material discussion.
6. Test (Pretest and Posttest)

b) Acting

The researcher began the lesson in the class by praying greeting the students, checking the attendance list, and asking the students' condition. Then, the researcher reviewed the material in the last meeting. The researcher reviewed the material descriptive text about person. How to write a descriptive text appropriately by identifying the picture and word clues in Flashcard.

Then, the researcher administered posttest. The researcher gave 60 minutes to the students to finish their test. In this session, the researcher got the result of the students' posttest 1 in cycle 1.

The result can be seen as follow:

Table 7
Students' Writing Posttest 1 Grade

NO	NAME	CO	OR	VO	GR	MC	TOTAL	CRITERIA
1	ARH	26	17	13	21	4	81	Complete
2	AAA	21	17	17	17	4	76	Complete
3	ABN	16	13	13	10	4	56	Incomplete
4	AAN	21	17	17	17	4	76	Complete
5	AMA	21	13	13	17	5	69	Incomplete
6	AMS	21	13	13	10	4	61	Incomplete
7	AAF	16	13	13	10	4	56	Incomplete
8	AKB	21	13	133	17	5	69	Incomplete
9	AKP	21	17	13	17	4	72	Complete
10	AMP	21	17	13	17	4	72	Complete
11	BNA	26	17	13	21	4	81	Complete

12	BQNA	21	17	17	17	5	77	Complete
13	DAS	21	13	13	17	4	68	Incomplete
14	FLEG	26	17	13	21	4	81	Complete
15	FREG	21	13	13	17	5	69	Incomplete
16	GFH	16	17	17	17	5	72	Complete
17	IEA	21	17	17	17	4	76	Complete
18	MFR	21	13	13	17	4	68	Incomplete
19	MIR	16	13	13	17	4	63	Incomplete
20	MTS	16	13	13	10	4	56	Incomplete
21	MSP	21	13	13	17	5	69	Incomplete
22	MFA	16	17	17	17	5	72	Complete
23	MFM	21	17	13	17	4	72	Complete
24	MAZ	21	17	13	17	4	72	Complete
25	NSY	16	13	9	10	4	52	Incomplete
26	NSH	21	13	13	17	4	68	Incomplete
27	NSA	21	13	13	10	4	61	Incomplete
28	NRP	16	13	13	17	4	63	Incomplete
29	RSL	16	13	13	17	4	63	Incomplete
30	SAK	21	13	13	17	4	68	Incomplete
Total of all students' grade							2059	
Total all of students (n)							30	
The highest grade							81	
The lowest grade							52	
Average							68,63	

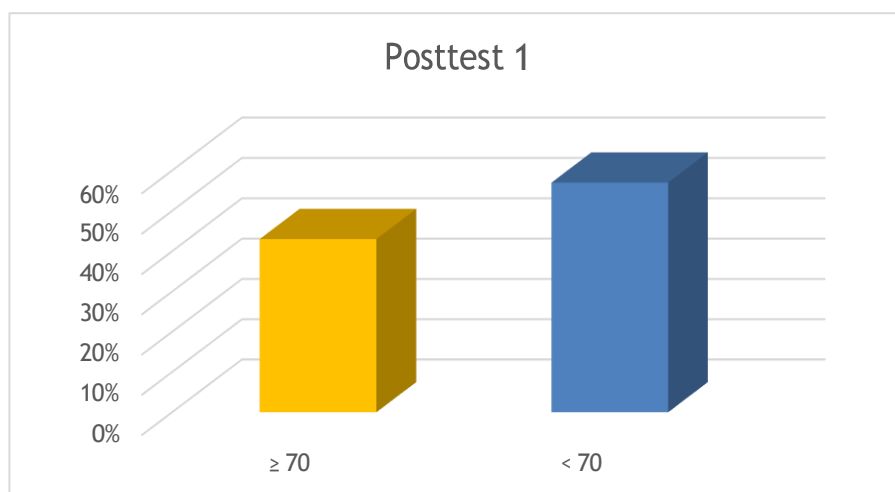
Source: The Grade Result of Writing Posttest 1 at VII Class of MTsN 1 Lampung Timur on May, 2023.

Table 8
Frequency of Students' Grade in Posttest 1

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	13	43%	Complete
2	< 70	17	57%	Incomplete
	Total		100%	

Source: The Grade Result of Writing Posttest 1 at VII Class of MTsN 1 Lampung Timur on May, 2023.

Figure 5
The Percentage of the Students' Score in Posttest 1



Based on the data above, it can be concluded that there were 17 students (57%) who scored less than 70 and 13 other students (43%) managed to get scores above 70. The successful students were fewer than the unsuccessful students. From the pre-test result, the researcher got the average 68,63, so the result was unsatisfactory yet.

c) Observing

The learning result process by using flashcard as the media teaching in cycle 1 has finished. The learning result of cycle 1 was

gotten from the post-test 1. The total score of students writing ability at the pretest is 1870, and the average is 62,33. And in the posttest 1 cycle 1 is 2059 and the average is 68,63. It can be seen the learning process to enhance students' writing ability by using flashcard as teaching media was success. The improvement score at pre-test and posttest 1 is 189 and 6, 3 in average.

d) Reflecting

From the result of cycle, I, it showed that there was an improvement scores at pre-test and post-test 1 after the implementation of flashcard as teaching media in teaching writing. The students were more interested and active in learning process. However, the researcher gets a difficulty to manage the class because the class was active and some students still did not focus on the material and made the class little noisy. Moreover, some students in group also had difficulties in identifying flashcard contained picture and note for describing a person.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II. The researcher tried to get solution as follow:

1. The researcher should manage class well.
2. The researcher asks students to be more focus on materials and does not make a noise.

3. The researcher should guide the students in identifying flashcard contained picture and note for describing a person.
4. The researcher should motivate students to be more active in the class in learning descriptive text through flashcard as teaching media by providing reward to stimulate them.

c. Cycle II

1) The First Meeting

The first meeting was conducted on Monday, Mei 27th 2024, at 12.20-13.40 a.m. The steps of learning activity at the first meeting in cycle II as follows:

a) Planning

In this phase, the researcher made a series of planning as follows:

1. Writing down the lesson plan based on Based Competence.
2. Preparing the instruments for students and teacher.
3. Preparing the format of material about Descriptive Text.
4. Providing the format of evaluation and observation.
5. Providing the media (Flash Card) for learning process, include material discussion.
6. Test (Pretest and Posttest)

b) Acting

In acting phase of cycle II, the researcher applied followed procedures below as the given solution about the problems in cycle I:

1. Greeting, apperception, and motivation to students.
2. Explaining the aim of study to be achieved.
3. Explaining the material about descriptive text; definition, structure, laguage feature, example, and appropriate way in writing desriptive text about person.
4. Setting students into some groups and choosing one leader who responsible for their group to be stay focus.
5. Distributing some Flash Cards contains a picture of some famous person in Indonesia and some notes or words clues about their physical appearance, character, job, and hobbies.
6. Every group wrote their project writing descriptive text about person in flashcard. Researcher guided the students in identifying flashcard contained picture and note for describing a person detailly.
7. Writing down all of the name of groups in the whiteboard and asking students to correct one each other group's project. The teacher guide students to correct all of project and write down on the whiteboard how many mistakes for every group. The last, the teacher tells the best group that has least mistakes and gave the reward.
8. Evaluating and explaining more about descriptive text that concern to students' mistake in writing. All the students had to notes the result of corrections.

9. Closing the class.

c) Observing

In this observation, the researcher observed the student's activity in teaching learning process and record by using note. The result of students' learning activities observation in cycle II can be seen as follows:

Table 9
Table of the result of students Activities Cycle II

No	Students Activities	Frequency	Percentage
1	Answering teachers' question	15	50 %
2	Interest to use flashcard	28	93 %
3	Come in every meeting to get the material.	30	100 %
4	Identifying the word or picture	19	63 %
5	Following the teachers' instruction	19	63 %
	Total Students	30	100%

Source: Result of Students Activities Cycle II on Sunday, May 27th, 2024.

The table above shows that the fourth students' activity in cycle II was increase. The students' activity that had high percentage was 30 students (100%) come in every meeting to get the material and the second high percentage was 28 students (93%) who interesting to use flashcard, to answering teachers' question still constant there were 15 students (50%) and who guessing the word or picture, there were 19 students (63%) same with who following the teachers' instruction were 19 students (63%).

2) The Second Meeting

The first meeting was conducted on Wednesday, May 29th 2024, at 12.20-13.40 a.m. The steps of learning activity at the second meeting as follows:

1) Planning

In this phase, the researcher made a series of planning as follows:

1. Writing down the lesson plan based on Based Competence.
2. Preparing the instruments for students and teacher.
3. Preparing the format of material about Descriptive Text.
4. Providing the format of evaluation and observation.
5. Providing the media (Flash Card) for learning process, include material discussion.
6. Test (Pretest and Posttest)

2) Acting

The researcher began the lesson in the class by praying greeting the students, checking the attendance list, and asking the students' condition. Then, the researcher reviewed the material in the last meeting. The researcher reviewed the material descriptive text about person. How to write a descriptive text appropriately by identifying the picture and word clues in Flashcard.

Then, the researcher administered posttest. The researcher gave 60 minutes to the students to finish their test. In this session,

the researcher got the result of the students' posttest 2 in cycle 2.

The result can be seen as follow:

Table 10
Students' Writing Posttest 2 Grade

NO	NAME	CO	OR	VO	GR	MC	TOTAL	CRITERIA
1	ARH	21	13	13	21	4	72	Complete
2	AAA	21	13	13	21	4	72	Complete
3	ABN	21	13	13	21	4	72	Complete
4	AAN	16	13	13	17	4	63	Incomplete
5	AMA	16	13	13	17	4	63	Incomplete
6	AMS	26	17	13	21	5	82	Complete
7	AAF	21	17	17	17	4	76	Complete
8	AKB	16	13	13	17	4	63	Incomplete
9	AKP	21	13	13	10	4	61	Incomplete
10	AMP	21	17	13	17	4	72	Complete
11	BNA	21	17	13	21	4	76	Complete
12	BQNA	16	17	13	17	5	68	Incomplete
13	DAS	26	20	17	21	5	89	Complete
14	FLEG	21	13	13	21	4	72	Complete
15	FREG	21	13	13	21	4	72	Complete
16	GFH	26	17	13	21	5	82	Complete
17	IEA	21	13	13	21	4	72	Complete
18	MFR	21	17	17	17	4	76	Complete
19	MIR	26	20	17	21	5	89	Complete
20	MTS	21	17	13	17	4	72	Complete
21	MSP	21	13	13	21	4	72	Complete
22	MFA	16	17	13	17	5	68	Incomplete

23	MFM	26	17	13	17	5	78	Complete
24	MAZ	26	17	13	17	5	78	Complete
25	NSY	21	13	13	21	4	72	Complete
26	NSH	21	17	13	21	4	76	Complete
27	NSA	26	17	13	21	4	81	Complete
28	NRP	26	17	13	17	5	78	Complete
29	RSL	21	17	13	17	4	72	Complete
30	SAK	21	13	13	21	4	72	Complete
Total of all students' grade							2211	
Total all of students (n)							30	
The highest grade							89	
The lowest grade							61	
Average							73,70	

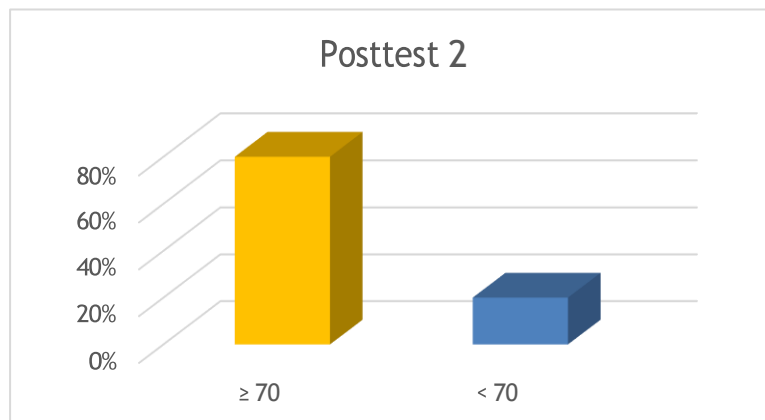
Source: The Grade Result of Writing Posttest 2 at VII Class of MTsN 1 Lampung Timur on May, 2023.

Table 11
Frequency of Students' Grade in Posttest 2

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	24	80%	Complete
2	< 70	6	20%	Incomplete
	Total		100%	

Source: The Grade Result of Writing Posttest 2 at VII Class of MTsN 1 Lampung Timur on May, 2023.

Figure 6
The Percentage of the Students' Score in Posttest 2



Based on the data above, it can be concluded that there were 6 students (20%) who scored less than 70 and 24 other students (80%) managed to get scores above 70. The successful students were higher than the unsuccessful students. From the pre-test result, the researcher got the average 73,03, so the result was unsatisfactory yet.

3) Observing

The learning result process by using flashcard as the media teaching in cycle 1 and 2 has finished. The learning result of cycle 2 was gotten from the post-test 2. The total score of students writing ability at the posttest 1 cycle 1 is 2059, and the average is 68,63. And in the posttest 2 cycle 2 is 2211 and the average is 73,70.

It can be seen the learning process to enhance students' writing ability by using flashcard as teaching media was

successfully working. The improvement score at posttest 1 and posttest 2 is 132 and 4,4 in average.

4) Reflecting

The data shows that there were improvement scores periodically from pretest, posttest 1, and posttest 2. It can be seen from the average pretest (62,33) < posttest 1 (68,63) < posttest 2 (73,70). Moreover, the condition of the class was getting better than before from cycle 1 to cycle 2. In cycle 2, the students more focus, active, and motivated during learning process. Moreover, the students can identify detailly picture and word clues in flashcard as the ideas for their writing descriptive text. Finally, the researcher concluded that the students' problem in writing had been solved by the use of flashcard as teaching media. The use of flashcard which contains a picture and word clues about the object successfully can be a brainstorming for the students at prewriting process. Furthermore, it proved that flashcard as teaching media could enhance the students' writing ability.

B. Discussion

Based on the result of pre-survey, the student's descriptive writing ability at the eleventh grade of MTsN 1 Lampung Timur was still low. It caused by the students' difficulties in developing and organizing ideas. Moreover, they also have low motivation in writing. Therefore the researcher applied flashcard

as teaching media to solve the problem above and improve the students' writing ability.

The results of this reasearch showed that there were improvement scores periodically from pretest, posttest 1, and posttest 2 before and after the treatment teaching by using flashcard was given. It can be seen from the average pretest (62,33) < posttest 1 (68,63) < posttest 2 (73,70). Moreover, the total students who passed Minimum Mastery Criteria (MMC) also periodically improves namely 70 at the pretest (20%) < posttest 1 (43%) < posttest 2 (80%).

Moreover, the condition of the class was getting better than before from cycle 1 to cycle 2. In cycle 2, the students more focus, active, and motivated during learning process. The data shows that the students' activities in cycle I to cycle II was improved. In cycle I, the students who answer teacher's questions (50%) = cycle 2 (50%), Interest to use flashcard cycle I (73%) < cycle 2 (93%), Come in every meeting to get the material cycle I (100%) = cycle 2 (100 %), Identifying the word or picture cycle I (40%) < cycle 2 (63%), and following the teachers' instruction also cycle I (40%) < cycle 2 (63%).

The results above relevant with the theory from Kagan which stated that Flashcard applied in game is excellent for memorizing facts. Usually, it is played for content learning. For teambuilding, students use flashcards to learn facts about their teammates. It also can be applied for knowledge building and improving the students' social skills¹. In this research, the implementation of flashcard was useful to provide the students learning content about the ideas for

¹ Spencer Kagan, *Cooperative Learning*, (San Clemente, CA: Kagan Publishing, 2009), p.10.10

their descriptive writing. So, they are able to solve their problem, generate ideas, and write a descriptive text appropriately. In addition, Flashcard also can create attractive teaching and learning process which can make the students to be more motivated in the class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher concluded that “The use of Flash Card as a was be able to improve the students’ writing descriptive ability at the seventh grade of MTsN 1 Lampung Timur”.

Flashcard as teaching media can improve the students’ writing ability at the seventh graders of MTsN 1 Lampung Timur. It can be seen on the progress from pre-test to cycle I and cycle II. The result of posttest 1 at cycle I shows only 43 % students and posttest 2 at cycle II 75% students who had passed the minimum mastery criteria (MMC).

Flashcard as teaching media was effective to improve the students’ writing ability because it successfully solved the students’ main problem in writing namely their difficulties in organizing ideas and low motivation. Flash Cards contains a picture of some famous person in Indonesia and some notes or words clues about their physical appearance, character, job, and hobbies could support the students in developing ideas and the learning process was more attractive for the students.

B. Suggestions

Based on the conclusion above, there are some suggestions in tended to the improvement of teaching and learning process as follows:

1. For English Teacher

- a. It is suggested for the teachers to prepare and select appropriate media and materials to create the effective and attractive learning process. Also, the teachers should determine the target of the teaching which must be achieved.
- b. It is better for the teacher to use flashcard as teaching media in English learning especially in writing because it can improve students' writing ability.
- c. The teacher should always motivate the students in to be active in learning process.

2. For the Students

It is suggested to the students to be more active in learning process in the class and improve their English and writing ability for their better future.

3. For Headmaster

To support the English teacher to use flashcard as teaching media in learning process.

4. For the next researcher

To use Flash Card and investigate Flash Card as media for teaching othe skills.

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APPENDICES

Appendix. 12**THE RESULT OF STUDENTS' PRETEST AT THE ELEVENTH GRADE
OF MTSN 1 LAMPUNG TIMUR**

NO	NAME	CO	OR	VO	GR	MC	TOTAL
1	ABDUL RIDHO HAFIDZ	16	13	13	17	4	63
2	ABIDZAR ARFA ALFIDDIE	16	13	13	10	4	56
3	ABRAHAM NURJAYA	16	13	13	10	4	56
4	ADZRA ADILLA NISWANA	16	13	13	10	4	56
5	ALIYAH MAHARANI	16	13	13	10	4	56
6	ALYA MELINDA SARI DLY	16	13	13	10	4	56
7	ARBI AHMAD FAUZAN	16	13	13	10	4	56
8	ARSY KHAYLA BASWITASARI	16	13	13	10	4	56
9	ASHA KARIMA PURI	16	13	13	10	4	56
10	ASSYIFA MUTIARA PUTRI	16	13	13	10	4	56
11	BARIQ NASHRULLAH AL BAHI	16	13	13	17	4	63
12	BILQIS NAURA ANZALNA	21	13	13	21	4	72
13	DICKY ANRIAN SAPUTRA	16	13	13	10	4	56
14	FILOSA EL GHATHFAN	21	13	13	21	4	72
15	FIROSY EL GHATHFAN	16	17	17	17	5	72
16	GADIZA FAUZHARA HUSNA	21	13	13	21	4	72
17	IKHSAN ERLANGGA	21	17	17	17	4	76
18	M.FAUZAN RAMADHAN	21	13	13	17	4	68
19	M.IRSYAD IRFANUDDIN	16	13	17	17	5	68
20	MALDA TIARA SAFITRI	16	13	13	17	4	63
21	MILA SARI PUTRI	21	13	13	17	5	69
22	MUHAMAD FADHILAH AKBARL	16	13	13	17	4	63

23	MUHAMLAD FAYYAD MAFASZA	16	17	17	17	5	72
24	MUHAMMAD ASYAM ZAKY	16	13	13	21	5	68
25	NADIN SYAFITRI	16	13	9	10	4	52
26	NAIRA SABILILLAH	16	13	13	17	4	63
27	NAJLA SYIFA ABIYYAH	16	13	13	10	4	56
28	NINDITA RAHMA PUTRI	16	13	13	17	4	63
29	RAVENZA SHAFIRA LUPIANTO	16	13	9	10	4	52
30	SHAFIRA ALYA KHAIRUNISA	16	13	13	17	4	63

Collaborator,

Lampung Timur, May 2024
The researcher

Novi Diana Mandawasa, S.Pd.
NIP. 197411232006042019

Haykal Huandrya Pramudya
NPM. 1901051028

Appendix. 13**THE RESULT OF STUDENTS' POSTTEST 1 AT THE ELEVENTH GRADE
OF MTSN 1 LAMPUNG TIMUR**

NO	NAME	CO	OR	VO	GR	MC	TOTAL
1	ABDUL RIDHO HAFIDZ	26	17	13	21	4	81
2	ABIDZAR ARFA ALFIDDIE	21	17	17	17	4	76
3	ABRAHAM NURJAYA	16	13	13	10	4	56
4	ADZRA ADILLA NISWANA	21	17	17	17	4	76
5	ALIYAH MAHARANI	21	13	13	17	5	69
6	ALYA MELINDA SARI DLY	21	13	13	10	4	61
7	ARBI AHMAD FAUZAN	16	13	13	10	4	56
8	ARSY KHAYLA BASWITASARI	21	13	133	17	5	69
9	ASHA KARIMA PURI	21	17	13	17	4	72
10	ASSYIFA MUTIARA PUTRI	21	17	13	17	4	72
11	BARIQ NASHRULLAH AL BAHI	26	17	13	21	4	81
12	BILQIS NAURA ANZALNA	21	17	17	17	5	77
13	DICKY ANRIAN SAPUTRA	21	13	13	17	4	68
14	FILOSA EL GHATHFAN	26	17	13	21	4	81
15	FIROSY EL GHATHFAN	21	13	13	17	5	69
16	GADIZA FAUZHARA HUSNA	16	17	17	17	5	72
17	IKHSAN ERLANGGA	21	17	17	17	4	76
18	M.FAUZAN RAMADHAN	21	13	13	17	4	68
19	M.IRSYAD IRFANUDDIN	16	13	13	17	4	63
20	MALDA TIARA SAFITRI	16	13	13	10	4	56
21	MILA SARI PUTRI	21	13	13	17	5	69
22	MUHAMAD FADHILAH AKBARL	16	17	17	17	5	72

23	MUHAMLAD FAYYAD MAFASZA	21	17	13	17	4	72
24	MUHAMMAD ASYAM ZAKY	21	17	13	17	4	72
25	NADIN SYAFITRI	16	13	9	10	4	52
26	NAIRA SABILILLAH	21	13	13	17	4	68
27	NAJLA SYIFA ABIYYAH	21	13	13	10	4	61
28	NINDITA RAHMA PUTRI	16	13	13	17	4	63
29	RAVENZA SHAFIRA LUPIANTO	16	13	13	17	4	63
30	SHAFIRA ALYA KHAIRUNISA	21	13	13	17	4	68

Collaborator,

Lampung Timur, May 2024
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Appendix. 14**THE RESULT OF STUDENTS' POSTTEST 2 AT THE ELEVENTH GRADE
OF MTSN 1 LAMPUNG TIMUR**

NO	NAME	CO	OR	VO	GR	MC	TOTAL
1	ABDUL RIDHO HAFIDZ	21	13	13	21	4	72
2	ABIDZAR ARFA ALFIDDIE	21	13	13	21	4	72
3	ABRAHAM NURJAYA	21	13	13	21	4	72
4	ADZRA ADILLA NISWANA	16	13	13	17	4	63
5	ALIYAH MAHARANI	16	13	13	17	4	63
6	ALYA MELINDA SARI DLY	26	17	13	21	5	82
7	ARBI AHMAD FAUZAN	21	17	17	17	4	76
8	ARSY KHAYLA BASWITASARI	16	13	13	17	4	63
9	ASHA KARIMA PURI	21	13	13	10	4	61
10	ASSYIFA MUTIARA PUTRI	21	17	13	17	4	72
11	BARIQ NASHRULLAH AL BAHI	21	17	13	21	4	76
12	BILQIS NAURA ANZALNA	16	17	13	17	5	68
13	DICKY ANRIAN SAPUTRA	26	20	17	21	5	89
14	FILOSA EL GHATHFAN	21	13	13	21	4	72
15	FIROSY EL GHATHFAN	21	13	13	21	4	72
16	GADIZA FAUZHARA HUSNA	26	17	13	21	5	82
17	IKHSAN ERLANGGA	21	13	13	21	4	72
18	M.FAUZAN RAMADHAN	21	17	17	17	4	76
19	M.IRSYAD IRFANUDDIN	26	20	17	21	5	89
20	MALDA TIARA SAFITRI	21	17	13	17	4	72
21	MILA SARI PUTRI	21	13	13	21	4	72
22	MUHAMAD FADHILAH AKBARL	16	17	13	17	5	68

23	MUHAMLAD FAYYAD MAFASZA	26	17	13	17	5	78
24	MUHAMMAD ASYAM ZAKY	26	17	13	17	5	78
25	NADIN SYAFITRI	21	13	13	21	4	72
26	NAIRA SABILILLAH	21	17	13	21	4	76
27	NAJLA SYIFA ABIYYAH	26	17	13	21	4	81
28	NINDITA RAHMA PUTRI	26	17	13	17	5	78
29	RAVENZA SHAFIRA LUPIANTO	21	17	13	17	4	72
30	SHAFIRA ALYA KHAIRUNISA	21	13	13	21	4	72

Collaborator,

Lampung Timur, May 2024
The researcher

Novi Diana Mandawasa, S.Pd.
NIP. 197411232006042019

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SILABUS PEMBELAJARAN

Kompetensi Dasar		Tujuan Pembelajaran
3.2	Menelaah struktur dan kebahasaan dari teks deskripsi tentang objek (sekolah, tempat wisata, tempat bersejarah, dan/atau suasana pentas seni daerah) yang didengar dan dibaca.	<ul style="list-style-type: none"> • Menelaah struktur teks deskripsi yang didengar dengan tepat • Menelaah struktur teks deskripsi yang dibaca dengan tepat • Menelaah kebahasaan teks deskripsi yang didengar dengan tepat • Menelaah kebahasaan teks deskripsi yang dibaca dengan tepat. Setelah mengikuti kegiatan pembelajaran dengan model project based learning dan pendekatan saintifik, peserta didik mampu • Membuat kerangka karangan dengan baik • Menulis teks deskripsi dengan memperhatikan struktur dan kaidah kebahasaan dengan baik
4.2	Menyajikan data, gagasan, kesan dalam bentuk teks deskripsi tentang objek (sekolah, tempat wisata, tempat bersejarah, dan/atau suasana pentas seni daerah) secara tulis dan lisan dengan memperhatikan struktur, kebahasaan baik secara lisan dan tulis.	
4.3	Menulis paragraph.	

LESSON PLAN I (PRETEST)

School name : MTsn 1 Lampung Timur
Subjects : English
Class VII
Semester 1
Material : Writing (Descriptive text)
Time of Meeting : 2 x 45 minute

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

- 3.2 Menelaah struktur dan kebahasaan dari teks deskripsi tentang objek (sekolah, tempat wisata, tempat bersejarah, dan/atau suasana pentas seni daerah) yang didengar dan dibaca.
- 4.2 Menyajikan data, gagasan, kesan dalam bentuk teks deskripsi tentang objek (sekolah, tempat wisata, tempat bersejarah, dan/atau suasana pentas seni daerah) secara tulis dan lisan dengan memperhatikan struktur, kebahasaan baik secara lisan dan tulis.
- 4.3 Menulis paragraph.

C. INDIKATOR PENCAPAIAN KOMPETENSI

- 3.2.1 Membuat kerangka karangan (C4)
- 3.2.2 Menulis teks deskripsi dengan memperhatikan struktur dan kaidah kebahasaan (C4)

D. TUJUAN PEMBELAJARAN

Setelah mengikuti kegiatan pembelajaran dengan model dan pendekatan saintifik, peserta didik mampu:

Pertemuan 1

1. menelaah struktur teks deskripsi yang didengar dengan tepat.
2. menelaah struktur teks deskripsi yang dibaca dengan tepat.

Pertemuan 2

1. menelaah kebahasaan teks deskripsi yang didengar dengan tepat.
2. menelaah kebahasaan teks deskripsi yang dibaca dengan tepat. Setelah mengikuti kegiatan pembelajaran dengan model project based learning dan pendekatan saintifik, peserta didik mampu:

Pertemuan 3

1. membuat kerangka karangan dengan baik.
2. menulis teks deskripsi dengan memperhatikan struktur dan kaidah kebahasaan dengan baik.

Nilai Karakter

1. Religius
2. Tanggung jawab
3. Kerja sama
4. Peduli
5. Santun

E. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

1. Pendahuluan
 - a. Guru mengucapkan salam dan tegur sapa

- b. Sebelum guru memeriksa kehadiran siswa, terlebih dahulu guru mengajak siswa untuk berdoa
 - c. Guru menyiapkan suasana yang kondusif
 - d. Guru memberikan lembar jawaban Pretest yang akan dikerjakan oleh siswa
 - e. Guru mempersilahkan siswa untuk mengerjakan tugas yang sudah di instruksikan oleh guru
2. Kegiatan Inti
 - a. Guru memberikan teks tentang descriptive teks untuk mengetahui kemampuan dasar siswa
 - b. Guru meminta siswa untuk mencoba menulis teks descriptive
 - c. Guru memberikan waktu 60 menit kepada siswa untuk menyelesaikan tes tersebut.
 3. Penutup
 - a. Siswa mengumpulkan kertas soal
 - b. Guru menutup proses pembelajaran

F. SUMBER BAHAN AJAR

Media Flash Card

G. JENIS SOAL

Menulis paragraph tentang tokoh publik

PRE-TEST

Name :

Class :

Please write a paragraph!

Atta Halilintar

Atta is a famous youtuber in indonesia. Atta is a cool and stylish man. He always use accessories in head and glasses. He always paint his hair. He is very rich from youtube. But he is humble and religious person.

LESSON PLAN II (Treatment 1)

School name : MTsn 1 Lampung Timur
Subjects : English
Class VII
Semester 1
Material : Writing (Descriptive text)
Time of Meeting : 2 x 45 minute

H. KOMPETENSI INTI

5. Menghargai dan menghayati ajaran agama yang dianutnya.
6. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
7. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
8. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

I. KOMPETENSI DASAR

- 3.2 Menelaah struktur dan kebahasaan dari teks deskripsi tentang objek (sekolah, tempat wisata, tempat bersejarah, dan/atau suasana pentas seni daerah) yang didengar dan dibaca.
- 4.2 Menyajikan data, gagasan, kesan dalam bentuk teks deskripsi tentang objek (sekolah, tempat wisata, tempat bersejarah, dan/atau suasana pentas seni daerah) secara tulis dan lisan dengan memperhatikan struktur, kebahasaan baik secara lisan dan tulis.
- 4.3 Menulis paragraph.

J. INDIKATOR PENCAPAIAN KOMPETENSI

- 3.2.1 Membuat kerangka karangan (C4)
- 3.2.2 Menulis teks deskripsi dengan memperhatikan struktur dan kaidah kebahasaan (C4)

K. TUJUAN PEMBELAJARAN

Setelah mengikuti kegiatan pembelajaran dengan model dan pendekatan saintifik, peserta didik mampu:

Pertemuan 1

1. menelaah struktur teks deskripsi yang didengar dengan tepat.
2. menelaah struktur teks deskripsi yang dibaca dengan tepat.

Pertemuan 2

1. menelaah kebahasaan teks deskripsi yang didengar dengan tepat.
2. menelaah kebahasaan teks deskripsi yang dibaca dengan tepat. Setelah mengikuti kegiatan pembelajaran dengan model project based learning dan pendekatan saintifik, peserta didik mampu:

Pertemuan 3

1. membuat kerangka karangan dengan baik.
2. menulis teks deskripsi dengan memperhatikan struktur dan kaidah kebahasaan dengan baik.

Nilai Karakter

1. Religius
2. Tanggung jawab
3. Kerja sama
4. Peduli
5. Santun

L. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

4. Pendahuluan
 - f. Guru mengucapkan salam dan tegur sapa

- g. Sebelum guru memeriksa kehadiran siswa, terlebih dahulu guru mengajak siswa untuk berdoa
- h. Guru menyiapkan suasana yang kondusif
- i. Guru mengabsen daftar hadir siswa

5. Kegiatan Inti

- d. Guru menjelaskan materi tentang Teks deskripsi menggunakan media Flash Card
- e. Guru meminta siswa untuk mencoba menulis contoh teks descriptive

6. Penutup

- c. Siswa memahami penjelasan dari guru
- d. Guru menutup proses pembelajaran

M. SUMBER BAHAN AJAR

Media Flash Card

N. JENIS SOAL

Flash Card yang menjelaskan tentang tokoh publik

LESSON PLAN IV (Treatment 2)

School name : MTsn 1 Lampung Timur
Subjects : English
Class : VII
Semester : 1
Material : Writing (Descriptive text)
Time of Meeting : 2 x 45 minute

O. KOMPETENSI INTI

9. Menghargai dan menghayati ajaran agama yang dianutnya.
10. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
11. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
12. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

P. KOMPETENSI DASAR

- 3.2 Menelaah struktur dan kebahasaan dari teks deskripsi tentang objek (sekolah, tempat wisata, tempat bersejarah, dan/atau suasana pentas seni daerah) yang didengar dan dibaca.
- 4.2 Menyajikan data, gagasan, kesan dalam bentuk teks deskripsi tentang objek (sekolah, tempat wisata, tempat bersejarah, dan/atau suasana pentas seni daerah) secara tulis dan lisan dengan memperhatikan struktur, kebahasaan baik secara lisan dan tulis.
- 4.3 Menulis paragraph.

Q. INDIKATOR PENCAPAIAN KOMPETENSI

- 3.2.1 Membuat kerangka karangan (C4)
- 3.2.2 Menulis teks deskripsi dengan memperhatikan struktur dan kaidah kebahasaan (C4)

R. TUJUAN PEMBELAJARAN

Setelah mengikuti kegiatan pembelajaran dengan model dan pendekatan saintifik, peserta didik mampu:

Pertemuan 1

1. menelaah struktur teks deskripsi yang didengar dengan tepat.
2. menelaah struktur teks deskripsi yang dibaca dengan tepat.

Pertemuan 2

1. menelaah kebahasaan teks deskripsi yang didengar dengan tepat.
2. menelaah kebahasaan teks deskripsi yang dibaca dengan tepat. Setelah mengikuti kegiatan pembelajaran dengan model project based learning dan pendekatan saintifik, peserta didik mampu:

Pertemuan 3

1. membuat kerangka karangan dengan baik.
2. menulis teks deskripsi dengan memperhatikan struktur dan kaidah kebahasaan dengan baik.

Nilai Karakter

1. Religius
2. Tanggung jawab
3. Kerja sama
4. Peduli
5. Santun

S. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

7. Pendahuluan
 - j. Guru mengucapkan salam dan tegur sapa

- k. Sebelum guru memeriksa kehadiran siswa, terlebih dahulu guru mengajak siswa untuk berdoa
- l. Guru menyiapkan suasana yang kondusif
- m. Guru mengabsen daftar hadir siswa

8. Kegiatan Inti

- f. Guru menjelaskan materi tentang Teks deskripsi menggunakan media Flash Card
- g. Guru meminta siswa untuk mencoba menulis contoh teks descriptive

9. Penutup

- e. Siswa memahami penjelasan dari guru
- f. Guru menutup proses pembelajaran

T. SUMBER BAHAN AJAR

Media Flash Card

U. JENIS SOAL

Flash Card yang menjelaskan tentang tokoh publik

LESSON PLAN III (Posttest 1)

School name : MTsn 1 Lampung Timur
Subjects : English
Class : VII
Semester : 1
Material : Writing (Descriptive text)
Time of Meeting : 2 x 45 minute

V. KOMPETENSI INTI

13. Menghargai dan menghayati ajaran agama yang dianutnya.
14. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
15. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
16. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

W. KOMPETENSI DASAR

- 3.2 Menelaah struktur dan kebahasaan dari teks deskripsi tentang objek (sekolah, tempat wisata, tempat bersejarah, dan/atau suasana pentas seni daerah) yang didengar dan dibaca.
- 4.2 Menyajikan data, gagasan, kesan dalam bentuk teks deskripsi tentang objek (sekolah, tempat wisata, tempat bersejarah, dan/atau suasana pentas seni daerah) secara tulis dan lisan dengan memperhatikan struktur, kebahasaan baik secara lisan dan tulis.
- 4.3 Menulis paragraph.

X. INDIKATOR PENCAPAIAN KOMPETENSI

- 3.2.1 Membuat kerangka karangan (C4)
- 3.2.2 Menulis teks deskripsi dengan memperhatikan struktur dan kaidah kebahasaan (C4)

Y. TUJUAN PEMBELAJARAN

Setelah mengikuti kegiatan pembelajaran dengan model dan pendekatan saintifik, peserta didik mampu:

Pertemuan 1

1. menelaah struktur teks deskripsi yang didengar dengan tepat.
2. menelaah struktur teks deskripsi yang dibaca dengan tepat.

Pertemuan 2

1. menelaah kebahasaan teks deskripsi yang didengar dengan tepat.
2. menelaah kebahasaan teks deskripsi yang dibaca dengan tepat. Setelah mengikuti kegiatan pembelajaran dengan model project based learning dan pendekatan saintifik, peserta didik mampu:

Pertemuan 3

1. membuat kerangka karangan dengan baik.
2. menulis teks deskripsi dengan memperhatikan struktur dan kaidah kebahasaan dengan baik.

Nilai Karakter

1. Religius
2. Tanggung jawab
3. Kerja sama
4. Peduli
5. Santun

Z. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

10. Pendahuluan
 - n. Guru mengucapkan salam dan tegur sapa

- o. Sebelum guru memeriksa kehadiran siswa, terlebih dahulu guru mengajak siswa untuk berdoa
- p. Guru menyiapkan suasana yang kondusif
- q. Guru memberikan lembar jawaban Posttest 1 yang akan dikerjakan oleh siswa
- r. Guru mempersilahkan siswa untuk mengerjakan tugas yang sudah di instruksikan oleh guru

11. Kegiatan Inti

- h. Guru memberikan teks tentang descriptive teks untuk mengetahui kemampuan dasar siswa
- i. Guru meminta siswa untuk mencoba menulis teks descriptive
- j. Guru memberikan waktu 60 menit kepada siswa untuk menyelesaikan tes tersebut.

12. Penutup

- g. Siswa mengumpulkan kertas soal
- h. Guru menutup proses pembelajaran

AA. SUMBER BAHAN AJAR

Media Flash Card

BB. JENIS SOAL

Menulis paragraph tentang tokoh publik

Name :

Class :

Please write a paragraph!

POST TEST 1

Rhoma Irama

Rhoma Irama is a famous singer in Indonesia. His real name is Raden **irama**. He is a dangdut singer of Soneta group. People call him as the king of **dangdut**.

He is a handsome and charismatic with his full whiskers. He has white skin and little fat body. He is religious person. He has many **song** with **islamic lyric**. He always brings his unique **gitar** on the stage.

LESSON PLAN V (Posttest 2)

School name : MTsn 1 Lampung Timur
Subjects : English
Class : VII
Semester : 1
Material : Writing (Descriptive text)
Time of Meeting : 2 x 45 minute

CC. KOMPETENSI INTI

17. Menghargai dan menghayati ajaran agama yang dianutnya.
18. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
19. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
20. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

DD. KOMPETENSI DASAR

- 3.2 Menelaah struktur dan kebahasaan dari teks deskripsi tentang objek (sekolah, tempat wisata, tempat bersejarah, dan/atau suasana pentas seni daerah) yang didengar dan dibaca.
- 4.2 Menyajikan data, gagasan, kesan dalam bentuk teks deskripsi tentang objek (sekolah, tempat wisata, tempat bersejarah, dan/atau suasana pentas seni daerah) secara tulis dan lisan dengan memperhatikan struktur, kebahasaan baik secara lisan dan tulis.
- 4.3 Menulis paragraph.

EE. INDIKATOR PENCAPAIAN KOMPETENSI

- 3.2.1 Membuat kerangka karangan (C4)
- 3.2.2 Menulis teks deskripsi dengan memperhatikan struktur dan kaidah kebahasaan (C4)

FF. TUJUAN PEMBELAJARAN

Setelah mengikuti kegiatan pembelajaran dengan model dan pendekatan saintifik, peserta didik mampu:

Pertemuan 1

1. menelaah struktur teks deskripsi yang didengar dengan tepat.
2. menelaah struktur teks deskripsi yang dibaca dengan tepat.

Pertemuan 2

1. menelaah kebahasaan teks deskripsi yang didengar dengan tepat.
2. menelaah kebahasaan teks deskripsi yang dibaca dengan tepat. Setelah mengikuti kegiatan pembelajaran dengan model project based learning dan pendekatan saintifik, peserta didik mampu:

Pertemuan 3

1. membuat kerangka karangan dengan baik.
2. menulis teks deskripsi dengan memperhatikan struktur dan kaidah kebahasaan dengan baik.

Nilai Karakter

1. Religius
2. Tanggung jawab
3. Kerja sama
4. Peduli
5. Santun

GG. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

13. Pendahuluan

- s. Guru mengucapkan salam dan tegur sapa
- t. Sebelum guru memeriksa kehadiran siswa, terlebih dahulu guru mengajak siswa untuk berdoa
- u. Guru menyiapkan suasana yang kondusif
- v. Guru memberikan lembar jawaban Posttest 2 yang akan dikerjakan oleh siswa
- w. Guru mempersilahkan siswa untuk mengerjakan tugas yang sudah di instruksikan oleh guru

14. Kegiatan Inti

- k. Guru memberikan teks tentang descriptive teks untuk mengetahui kemampuan dasar siswa
- l. Guru meminta siswa untuk mencoba menulis teks descriptive
- m. Guru memberikan waktu 60 menit kepada siswa untuk menyelesaikan tes tersebut.

15. Penutup

- i. Siswa mengumpulkan kertas soal
- j. Guru menutup proses pembelajaran

HH. SUMBER BAHAN AJAR

Media Flash Card

II. JENIS SOAL

Menulis paragraph tentang tokoh publik

POST TEST 2

Name :

Class :

Please write a paragraph!

Rhoma Irama

His name is Raden Irama. People call him Rhoma Irama. That is the abbreviation of Raden Haji Oma Irama. Actually, **He** is the most famous Dangdut singer in Indonesia.

Rhoma Irama looks handsome and charismatic. He has wavy hair and round face. He also has thick eyebrows, prominent eyes, big nose and thick whiskers. His body is little fat and tall with white skin. Usually, he wears white costume and scarf on his shoulder when he performs on the stage.

Furthermore, people also call him "The King of Dangdut". Moreover, **He** works not only as the vocalist of Soneta group, but also he is a song writer and an actor of some **film**. Rhoma is a wise and religious person.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KAB. LAMPUNG TIMUR
MADRASAH TSANAWIYAH NEGERI (MTsN) 1 LAMPUNG TIMUR
Jalan Kihajar Dewantara 38B Banjarrejo Kec. Batanghari
Kode Pos 34181 Telp.(0725) 7852539

SURAT IZIN PRA SURVEY

Nomor : B. 771 /MTs.08.01/PP.005/11/2023

Menindak Lanjuti Surat dari Institut Agama Islam Negeri Metro, Falkutas Tarbiyah dan Ilmu Keguruan Nomor : B.5023/In.28/J/TL.01/10/2023 Tanggal 31 Oktober 2023 tentang Izin Pra Survey dengan ini Kepala Madrasah Tsanawiyah Negeri 1 Lampung Timur Memberikan Izin Kepada :

Nama : **Haykal Huandyra Pramudya**
NPM : 1901051028
Jurusan : Pendidikan Bahasa Inggris

Untuk melaksanakan Pra Survey di MTs Negeri 1 Lampung Timur dengan judul “ **The Use Of Flash Card As A Media To Improve The Writing Ability For Seventh Grade At MTsN 1 Lampung Timur**”

Demikian Surat Izin Pra Survey ini dibuat, Untuk dapat di pergunakan sebagaimana mestinya.



Batanghari, 02 November 2023
Kepala,

UDIN

PERMOHONAN SURAT IZIN PRASURVEY

Kepada Yth.,
Dekan Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
di-
Metro

Assalamu'alaikum Wr. Wb.

Saya yang bertanda tangan di bawah ini:

Nama : HAYKAL HUANDYRA PRAMUDYA
NPM : 1901051028
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (PBI)
Semester : 9 (Sembilan)
Total SKS Sementara : 137 SKS
IPK Sementara : 3,00 (Tiga Koma Nol Nol)
Alamat Tempat Tinggal : JL. KEMIRI II NO. 15 A KAMPUS
HP. 083170510120

Dengan ini mengajukan permohonan Surat Izin Prasurey dalam rangka menyelesaikan Tugas Akhir/Skripsi.
Judul dan Tempat prasurey sebagai berikut:

Judul Tugas Akhir/Skripsi : THE USE OF FLASH CARD AS A MEDIA TO IMPROVE THE WRITING
ABILITY FOR SEVENTH GRADE AT MTSN 1 LAMPUNG TIMUR
Tempat Prasurey : MTS NEGERI 1 LAMPUNG TIMUR

Sebagai bahan pertimbangan, berikut ini saya lampirkan persyaratannya:

1. Asli Transkrip Nilai Sementara (bukti telah lulus minimal 110 SKS dan lulus matakuliah Metode Penelitian)
2. Foto Copy pengajuan judul skripsi yang telah disetujui oleh Pembimbing Akademik dan Ketua Jurusan/Prodi.

Demikian Surat Permohonan ini saya sampaikan, atas perkenannya diucapkan terima kasih.

Wassalamu'alaikum. Wr. Wb.

Metro, 28 Oktober 2023
Pendaftar,



HAYKAL HUANDYRA PRAMUDYA
NPM 1901051028



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Nomor : B-2547/In.28/D.1/TL.00/05/2024
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA MTSN 1 LAMPUNG TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2546/In.28/D.1/TL.01/05/2024, tanggal 31 Mei 2024 atas nama saudara:

Nama : HAYKAL HUANDYRA PRAMUDYA
NPM : 1901051028
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MTSN 1 LAMPUNG TIMUR bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTSN 1 LAMPUNG TIMUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF FLASH CARD AS A MEDIA TO IMPROVE THE WRITING ABILITY FOR SEVENTH GRADE AT MTSN 1 LAMPUNG TIMUR".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 31 Mei 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



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Kode Pos 34181 Telp(0725) 7852539

SURAT RESEACH

Nomor : B. 340 /MTs.08.01/PP.005/06/2024

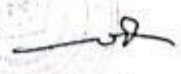
Menindak Lanjuti Surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-2547

/In.28/D.1/TL.00/05/2024 Tanggal 31 Mei 2024 tentang Izin Research/ Survey dengan ini Kepala Madrasah Tsanawiyah Negeri 1 Lampung Timur Memberikan Izin Kepada :

Nama : **Haykal Huandyra Pramudya**
NPM : 1901051028
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Telah melaksanakan Rrseach di MTs Negeri 1 Lampung Timur dengan judul “ **The Use Of Flash Card As A Media To Improve The Writing Ability For Seventh Grade At MTsN 1 Lampung Timur**”

Demikian Surat Reseach ini dibuat, Untuk dapat di pergunakan sebagaimana mestinya.

Batanghari, 06 Juni 2024
Kepala,

UDINI



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IAIN METRO

Nama : Haykal Huandya Pramudya
NPM : 1901051028

Program Studi : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Kamis 18/1/2024		All chapter 1	
	Senin 29/1/2024		- You need to add the indicators of writing - move the assessment to chapter II - please check again the writing of words.	
	Kamis 4/2/2024		All for chapter I - II the proposal is ready for seminar	

Mengenalui
Ketua Program Studi TBI

Dr. Much Dyanatur, M.Pd.B.I.
KIP: 198803082015031006

Dosen Pembimbing

Aisyah Sunarwan, M.Pd
NIDN. 0207021301



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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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 IAIN METRO

Nama : Haykal Huandya Pramudya
 NPM : 1901051028

Program Studi : TBI
 Semester : X

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Senin 29/4/2024	✓	- Rapsheka kembali numbering and spacing - post-let harus jelas untuk memperjelas data seperti apa - cek kembali bobot karena harus match dengan APD	
	Selasa 15/5/2024	✓	- cc APD	
	Senin 24/6/2024	✓	All for numbering	



Dosen Pembimbing

Aisyah Sunarwan, M.Pd
 NIDN. 0207021301

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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Haykal Huandya Pramudya
NPM : 1901051028
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 7 Juni 2024





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INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

NPP: 1807062F0000001

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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-595/In.28/S/U.1/OT.01/06/2024

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Haykal Huandya Pramudya
NPM : 1901051028
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901051028

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 07 Juni 2024
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

CONTOH LEMBAR JAWABAN PRETEST, POSTTEST 1, POSTTEST 2 SISWA

POST-TEST II

Name :

Class :

Direction : Write a descriptive text about person based on the provided topics below (at least two paragraphs)!

1. Ahmad Dhani
2. Sule
3. Deddy Corbuzier
4. Rhoma Irama
5. Raffi Ahmad

Time allocation : 60 Minutes

Answer:

Rhoma Irama

Actually, Rhoma Irama is a famous Mandul Singer in Indonesia. People call him the King of Dangdut. His birth name is Raden Irama.

His body is tall and little fat. He has round face and wavy hair. He also has big nose, thick lips and whiskers. Actually, Rhoma Irama is the member of Soneta group. There are many songs which created by him, for example, ~~there~~ there are some songs like Bagadung, Juki, Misi Sumpaka, etc. Moreover, he also becomes an actor in some films. When he sings on the stage, he usually plays his special guitar.

CO = 26

OR = 17

VO = 13

GR = 21

MC = 5

82

POST-TEST I

Name :

Class :

Direction : Write a descriptive text about person based on the provided topics below (at least two paragraphs)!

1. Ahmad Dhani
2. Sule
3. Deddy Corbuzier
4. Rhoma Irama
5. Raffi Ahmad

Time allocation : 60 Minutes

Answer:

Sule

Sule is the famous comedian in Indonesia. His real name is entis Sutrisna. He is Sundanese. He comes from West Java.

Sule is very unique and funny. His hair is long white brown and yellow colour. He has oval face, flat nose and slant eye. Sule is a very creative and multi-talented. So, he is not only a comedian, but also a presenter, actor and singer. He has a good voice when singing. He is very rich. He has a big and luxurious house. The last, Sule has famous son Rizky Febian.

CG = 26

OK = 17

VA = 13

GR = 21

MC = 9

81

PRE-TEST

Name :
Class :

Direction : Write a descriptive text about person based on the provided topics below (at least two paragraphs)!

1. Atta Halilintar
2. Ariel Noah
3. Afgan
4. Syahrini
5. Jokowi

Time allocation : 60 Minutes

Answer:

Atta Halilintar

Atta Halilintar is the best youtuber in Asia. He come from Indonesia. He has many million subscriber in his chanel. He has cool style and unique color of hair. He is very creative. he is very rich and success although still young.

CO = 16
OR = 13
VO = 13
GR = 17
MC = 4

63

CONTOH DAFTAR PENILAIAN SKOR SISWA PRETEST,POSTEST 1,POSTTEST 2

Appendix. 12

**THE RESULT OF STUDENTS' PRETEST AT THE ELEVENTH GRADE
OF MTSN 1 LAMPUNG TIMUR**

NO	NAME	CO	OR	VO	GR	MC	TOTAL
1	ABDUL RIDHO HAFIDZ	16	13	13	17	4	63
2	ABIDZAR ARFA ALFIDDIE	16	13	13	10	4	56
3	ABRAHAM NURJAYA	16	13	13	10	4	56
4	ADZRA ADILLA NISWANA	16	13	13	10	4	56
5	ALIYAH MAHARANI	16	13	13	10	4	56
6	ALYA MELINDA SARI DLY	16	13	13	10	4	56
7	ARBI AHMAD FAUZAN	16	13	13	10	4	56
8	ARSY KHAYLA BASWITASARI	16	13	13	10	4	56
9	ASHA KARIMA PURI	16	13	13	10	4	56
10	ASSYIFA MUTIARA PUTRI	16	13	13	10	4	56
11	BARIQ NASHRULLAH AL BAHI	16	13	13	17	4	63
12	BILQIS NAURA ANZALNA	21	13	13	21	4	72
13	DICKY ANRIAN SAPUTRA	16	13	13	10	4	56
14	FILOSA EL GHATHFAN	21	13	13	21	4	72
15	FIROSY EL GHATHFAN	16	17	17	17	5	72
16	GADIZA FAUZHARA HUSNA	21	13	13	21	4	72
17	IKHSAN ERLANGGA	21	17	17	17	4	76
18	M.FAUZAN RAMADHAN	21	13	13	17	4	68
19	M.IRSYAD IRFANUDDIN	16	13	17	17	5	68
20	MALDA TIARA SAFITRI	16	13	13	17	4	63
21	MILA SARI PUTRI	21	13	13	17	5	69
22	MUHAMAD FADHILAH AKBARL	16	13	13	17	4	63
23	MUHAMLAD FAYYAD	16	17	17	17	5	72

	MAFASZA						
24	MUHAMMAD ASYAM ZAKY	16	13	13	21	5	68
25	NADIN SYAFITRI	16	13	9	10	4	52
26	NAIRA SABILILLAH	16	13	13	17	4	63
27	NAJLA SYIFA ABIYYAH	16	13	13	10	4	56
28	NINDITA RAHMA PUTRI	16	13	13	17	4	63
29	RAVENZA SHAFIRA LUPIANTO	16	13	9	10	4	52
30	SHAFIRA ALYA KHAIRUNISA	16	13	13	17	4	63

Collaborator,

Lampung Timur, May 2024
The researcher

Novi Diana Mandawasa, S.Pd.
NIP. 197411232006042019

Haykal Huandya Pramudya
NPM. 1901051028

Appendix. 13

**THE RESULT OF STUDENTS' POSTTEST 1 AT THE ELEVENTH GRADE
OF MTSN 1 LAMPUNG TIMUR**

NO	NAME	CO	OR	VO	GR	MC	TOTAL
1	ABDUL RIDHO HAFIDZ	26	17	13	21	4	81
2	ABIDZAR ARFA ALFIDDIE	21	17	17	17	4	76
3	ABRAHAM NURJAYA	16	13	13	10	4	56
4	ADZRA ADILLA NISWANA	21	17	17	17	4	76
5	ALIYAH MAHARANI	21	13	13	17	5	69
6	ALYA MELINDA SARI DLY	21	13	13	10	4	61
7	ARBI AHMAD FAUZAN	16	13	13	10	4	56
8	ARSY KHAYLA BASWITASARI	21	13	133	17	5	69
9	ASHA KARIMA PURI	21	17	13	17	4	72
10	ASSYIFA MUTIARA PUTRI	21	17	13	17	4	72
11	BARIQ NASHRULLAH AL BAHI	26	17	13	21	4	81
12	BILQIS NAURA ANZALNA	21	17	17	17	5	77
13	DICKY ANRIAN SAPUTRA	21	13	13	17	4	68
14	FILOSA EL GHATHFAN	26	17	13	21	4	81
15	FIROSY EL GHATHFAN	21	13	13	17	5	69
16	GADIZA FAUZHARA HUSNA	16	17	17	17	5	72
17	IKHSAN ERLANGGA	21	17	17	17	4	76
18	M.FAUZAN RAMADHAN	21	13	13	17	4	68
19	M.IRSYAD IRFANUDDIN	16	13	13	17	4	63
20	MALDA TIARA SAFITRI	16	13	13	10	4	56
21	MILA SARI PUTRI	21	13	13	17	5	69
22	MUHAMAD FADHILAH AKBARL	16	17	17	17	5	72
23	MUHAMLAD FAYYAD	21	17	13	17	4	72

	MAFASZA						
24	MUHAMMAD ASYAM ZAKY	21	17	13	17	4	72
25	NADIN SYAFITRI	16	13	9	10	4	52
26	NAIRA SABILILLAH	21	13	13	17	4	68
27	NAJLA SYIFA ABIYYAH	21	13	13	10	4	61
28	NINDITA RAHMA PUTRI	16	13	13	17	4	63
29	RAVENZA SHAFIRA LUPIANTO	16	13	13	17	4	63
30	SHAFIRA ALYA KHAIRUNISA	21	13	13	17	4	68

Collaborator,

Lampung Timur, May 2024
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Appendix. 14

THE RESULT OF STUDENTS' POSTTEST 2 AT THE ELEVENTH GRADE
OF MTSN 1 LAMPUNG TIMUR

NO	NAME	CO	OR	VO	GR	MC	TOTAL
1	ABDUL RIDHO HAFIDZ	21	13	13	21	4	72
2	ABIDZAR ARFA ALFIDDIE	21	13	13	21	4	72
3	ABRAHAM NURJAYA	21	13	13	21	4	72
4	ADZRA ADILLA NISWANA	16	13	13	17	4	63
5	ALIYAH MAHARANI	16	13	13	17	4	63
6	ALYA MELINDA SARI DLY	26	17	13	21	5	82
7	ARBI AHMAD FAUZAN	21	17	17	17	4	76
8	ARSY KHAYLA BASWITASARI	16	13	13	17	4	63
9	ASHA KARIMA PURI	21	13	13	10	4	61
10	ASSYIFA MUTIARA PUTRI	21	17	13	17	4	72
11	BARIQ NASHRULLAH AL BAHI	21	17	13	21	4	76
12	BILQIS NAURA ANZALNA	16	17	13	17	5	68
13	DICKY ANRIAN SAPUTRA	26	20	17	21	5	89
14	FILOSA EL GHATHFAN	21	13	13	21	4	72
15	FIROSY EL GHATHFAN	21	13	13	21	4	72
16	GADIZA FAUZHARA HUSNA	26	17	13	21	5	82
17	IKHSAN ERLANGGA	21	13	13	21	4	72
18	M.FAUZAN RAMADHAN	21	17	17	17	4	76
19	M.IRSYAD IRFANUDDIN	26	20	17	21	5	89
20	MALDA TIARA SAFITRI	21	17	13	17	4	72
21	MILA SARI PUTRI	21	13	13	21	4	72
22	MUHAMAD FADHILAH AKBARL	16	17	13	17	5	68
23	MUHAMLAD FAYYAD	26	17	13	17	5	78

	MAFASZA						
24	MUHAMMAD ASYAM ZAKY	26	17	13	17	5	78
25	NADIN SYAFITRI	21	13	13	21	4	72
26	NAIRA SABILILLAH	21	17	13	21	4	76
27	NAJLA SYIFA ABIYYAH	26	17	13	21	4	81
28	NINDITA RAHMA PUTRI	26	17	13	17	5	78
29	RAVENZA SHAFIRA LUPIANTO	21	17	13	17	4	72
30	SHAFIRA ALYA KHAIRUNISA	21	13	13	21	4	72

Collaborator,

Lampung Timur, May 2024
The researcher

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CONTOH INSTRUMENT 1 DAN 2 MEDIA FLASH CARD



Rini Fatimah Jaelani, S.H. (born 1 August 1980)[2][3] is an Indonesian singer and actress. Syahrini released her first album My Lovely in 2000. Before releasing the first album, she sang the background song for the compilation album for the film Coklat Straberi with the song title Tatapan Cinta. he was white, tall, slim and had long hair

Rini Fatimah Jaelani, S.H. (lahir 1 Agustus 1980)[2][3] adalah seorang penyanyi dan aktris Indonesia. Syahrini merilis album pertamanya My Lovely pada tahun 2000. Sebelum merilis album pertamanya, ia menyanyikan lagu latar album kompilasi film Coklat Straberi dengan judul lagu Menatap Cinta. dia berkulit putih, tinggi, langsing dan memiliki rambut panjang



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Nazril Irham, better known as Ariel (born 16 September 1981) is an Indonesian singer, songwriter, model and actor. Ariel is the main singer-songwriter and vocalist of the rock music group Peterpan (now Noah).

Nazril Irham, lebih dikenal sebagai Ariel (lahir 16 September 1981) adalah seorang penyanyi, penulis lagu, model dan aktor Indonesia. Ariel adalah penyanyi-penulis lagu utama dan vokalis grup musik rock Peterpan (sekarang Noah).

DOKUMENTATION PRETEST, TREATMENT 1, TRESTMENT 2, POSTEST 1, POSTTEST 2









CURRICULUM VITAE

The name of writer is Haykal Huandrya Pramudya, he was born on 14 January, Metro Lampung. Ethnically speaking, he comes from Javanese and Lampung tribes family descent. He is the first child of Mr.Edy Slameto and Mrs. Bara Sabarati.

He took his elementary school at SD Muhammadiyah Metro (2007-2013). Then he continued to junior high school at SMP Negeri 4 Metro (2013-2016). Having graduated from junior high school, he took senior high school on Madrasah Aliyah Negeri 1 Metro and finished in 2019. He was registered at S-1 student of State Institute For Islamic Studies (IAIN) Of Metro.