THE EFFECT OF USING FLASHCARD MEDIA ON STUDENT

ABILITIES IN WRITING NARRATIVE TEXTS

SKRIPSI

Proposed in Partial Fullment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By:

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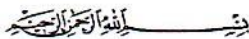**Habib Syukri Nasution, S.Pd., M. Hum**

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very low, straightforward

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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
8/10 2024	Chapter I : Background (all)	
11/10 2024	Chapter II : Theory & Lit.	
17/10 2024	Chapter III : Method of Research	
21/10 2024	Chapter IV : Data & data analysis	
4/11 2024	Chapter V : Conclusion / appendices	
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	IV, V : finished	

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PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama   : **Rahma Asyifa**

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Program Studi : **Pendidikan Bahasa Inggris**

Judul Skripsi   : **The Effect of Using Flashcard Media on Student Abilities in Writing Narrative Texts**

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul: " **The Effect of Using Flashcard Media on Student Abilities in Writing Narrative Texts**" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Univesitas Muhammadiyah Sumatera Utara.

Demikian pernytaan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

Medan,   Februari 2025
Hormat saya
Yang membuat pernyataan,

Rahma Asyifa

ABSTRACT

Rahma, Asyifa,. 2002050010. "The Effect of Using Flashcard Media On Students Abilities In Writing Narrative Texts". Skripsi. English Education Department, Faculty of Teacher Training and Education. Universitas Muhammadiyah Sumatera Utara. Medan. 2024.

This research was conducted because there were problems in student learning activities, the lack of use of learning models during learning by teachers so that it had an impact on students' low writing skills and the methods used by teachers to teach understanding in conventional ways. The formulation of the problem in this thesis is whether the use of the flashcard media has significant effect of student ability in writing narrative texts. The purpose of this research is to find out whether the flashcard media has significant effect of student abilities in writing narrative texts. The method in this study uses pretest and posttest as data collection instruments. The data analysis technique of this research is (1) normality test (2) homogeneity test (3) hypothesis test in the form of t-test. Hypothesis testing uses the t test formula, which is preceded by a normality test and homogeneity test. the results of the t test showed that there was a significant effect on fertility, the value of sig (2-tailed) = 0.000 <0.05, then Ho was rejected and Ha was accepted. In conclusion, there is significance in using the flashcard media in order to effect student abilities in writing narrative texts.

Keywords: *Flashcard Media, Writing, Narrative Texts*

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assallamu'alaikum Wr.Wb

Firstly, in the name of Allah the most almighty, the most merciful, all of the praises to Allah SWT the most almighty who already gave her health and mercy so that she was able to finish this study. Secondly, blessing and peace upon to prophet Muhammad SAW who had brought people from the darkness to the brightness.

This study is entitled **"The The Effect of Using Flashcard Media On Students Abilities In Writing Narrative Texts".** In writing this study, there were many difficulties and problems faced by her and without much guidance from the following people, it may be impossible for her to finish the study. Therefore, her would like to express her great thank to those who have given guidance, spirit, motivation and supports during completing this research, they are:

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3. **Dr.Hj Dewi Kesuma Nasution, SS M.Hum.,** Deputy Dean I of the Faculty ofTeacher Training and Education, Universitas   Muhammadiyah Sumatera Utara.

4. **Dr**. **Mandra Saragih, S.Pd., M.Hum.,** Deputy Dean III of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.

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Finally, with all humility, the researcher realizes that the writing of this thesis is still far from perfect, if in this writing there are words that are less pleasing, the author apologizes profusely and hopefully this thesis can be useful for all of us. May Allah ta'ala always bless us all. Amen.

Medan, 29 September 2024
The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of the macrolanguage skills that second language learners must achieve in order to communicate their ideas, feeling, and the like in the form of written communication (Margana & Maristy, 2020). It is one of the productive language skills which requires two types of knowledge, namely systemic knowledge and schematic knowledge (Margana, 2012). Writing is the ability to express one's ideas as a second or foreign language (Celce & Murcia, 2007). It means that writing is the activity of expressing our thoughts on the other side in written form. According to (Hardi, 2020) writing is not a natural skill because it cannot be acquired automatically and easily. In order to acquire writing skills, one should have enough writing practice. The act of writing has been a global phenomenon for thousands of years.

Writing is considered a branch of literacy and has become crucial in modern society. Writing has helped us to preserve our culture and heritage, communicate with others, and advance our knowledge and understanding of the world. Writing is an essential skill in school. Writing skill is a person's ability to write with ideas that contain opinions, experiences, or knowledge as outlined in a written form that is easy for readers to understand According to (Graham et al., 2013) writing is also one of the crucial language skills for teaching and learning activities. (Göçen, 2019) has mentioned writing is one of the activities that the majority of students engage in throughout the learning process. It implies that students are taught and

participate in producing text, that each student often finds something new to write or a new method to convey ideas, and that students must find the appropriate words and phrases. Writing is often considered as the most complicated skill compared to the other three skills. This skill requires strong ideas to express language into written form. There are several factors that make English difficult for students. Writing skills include several aspects such as vocabulary, grammar, spelling, punctuation, and so on (Kusumawardhani,2019, h.36). However, teaching writing may be a challenge for teachers, because writing is considered a difficult skill in English learning (Suparno & Sutomo, 2018, h.544). There are many ways to develop students' writing skills.

Among four skills, writing is considered as the most difficult skill to be learned. This is because a writer needs to generate and organize ideas and also translate these ideas into readable text (Richard & Renandya in Fransiska, 2016). Writing success is used multifarious purposes at school level (Javed, Juan & Nazli, 2013). According to Hedge in (Ferdias, 2017) states that there are some purposes of writing namely: (1) for pedagogic purposes; (2) for assessment purposes; (3) for real purposes; (4) for humanistic purposes; (5) for creative purposes; (6) for classroom management purposes; (7) for acquisitional purposes; and (8) for educational purposes. Writing can be divided into sub-skills like descriptive, narrative and expository writing skills (Jalango & Saracho, 2016).

Writing is the most difficult skill to be learned and mastered by ESL.8 United Kingdom and United States of America suggest that at least 30 to 35% of school students have difficulties in reading and writing (Wetwood, 2008). Based

on the results of preliminary research, many students at **SMP Dharma Pancasila Medan** have difficulties in reading and writing. The difficulties they were found not only in choosing the right words but also in brainstorming their ideas. Saddler confirms that writers typically exhibit major difficulties in writing at two levels, namely coping with grammar, spelling, punctuation and handwriting in low level, and in higher level, the difficulties also higher than low level, namely generating ideas, sequencing the content and revising (Peter, 2008). In addition, Sturm and Koppenhaver tell us that composing for writing involves complex thinking that must integrate multiple components including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion and transcription (Westwood, 2010). From explanation above , it can be concluded that the difficulties of writing are using grammar well, choosing the right words, punctuation, choosing the topic or theme, generating ideas and also when we have to write we have to revise the draft until the text sequences, cohesion and have the purpose clearly.

There were many students in SMP Dharma Pancasila Medanthat had difficulties in writing, and also many difficulties that were found by students during English lesson take place, students found it difficult when translating a word or paragraph because of the lack of vocabulary in English and students were very lazy to open their dictionary. They were also difficult in brainstorming and developing their ideas into good writing. English teachers at SMP Dharma Pancasila Medan used free writing techniques to teach writing, they used free writing techniques and a few games in the teaching and learning process, students

sometimes felt confused about starting their writing. Students assume that writing is a very boring activity to do, that's why a teacher must have a strategy or a technique in teaching to create a happy situation in the classroom and make students more active in learning activities.

Teachers need to make a good plan before teaching in class. According to Arends in (Irawan, Syahrial & Sofyan, 2018) asserts that good planning in teaching involves allocating the use of time, choosing appropriate methods of instruction, creating students' interest, and building a productive learning environment. Furthermore, Musthafa (2010) mentions that whatever methodology used in the class, the teachers' purpose is to help students to learn English by understanding the learners' needs. Therefore, the teachers need to select appropriate materials to fit the curriculum. By doing so, students' outcomes are expected to be improved.

Thus, the teacher should use media hat can develop the writing ability. One of the media that can be used as an alternative is to use the *Flashcard* learning media. Flashcard is a technology-based learning media that contains images with animations that aim to provide information or a number of knowledge and contains sounds that can help improve student understanding (Noge: 2019). The Flashcard learning media contains a set of digital cards where each card will display an explanation of each card the material discussed by calling or choosing the desired card (Maryanto & Wulanata, 2018).

Therefore, in English learning a teacher needs media, strategy, technique, methode, and approach to help student understanding in using various media,

a teacher needs a creative mind. Media is created according to students' need by considering students' interest, and facilities are prepared. Some good media criteria are durable, interesting form and colorful, simple and easy to be applied, fix size, give the real concept, picture, or diagram, stimulate students' abstract thinking, elicit students to be active in manipulating the talking about English teaching and learning. Flash cards are cards that contain words or images that are printed and drawn (Haycraft as quoted by Widiastuti, (2014). Furthermore, flash cards are media that can help teachers to teach English easily. Flash cards are simple images on paper, a piece of cardboard or paper, which are probably the most widely used visual aids in language teaching (Cross, 2015:3). Cards are one of the learning media in the form of graphics in the form of small picture cards. Usually made using photos, symbols, or images that are attached to the front and on the side there is a description of the words or sentences from the flash card image (Angreany, 2017).

Using *Flashcard* to teach the students abilities in writing is also interesting because the teachers can show the picture which helps the students understand the meaning of each picture. Based on the explanation above, the researcher interested to conduct research entitled "**The Effect of Using Flashcard Media On Students Abilities In Writing Narrative Texts**".

B. The Identification of Problem

Relate to the background above, the problems will identify as follow:

1. The effect of using flashcard media to the students' achievement in writing narrative texts.

C. The Scope and Limitation

The scope and limitation of this research is about the effect of applying Flashcard Media on Students Abilities in Writing Narrative Texts.

D. The Formulation of Problem

Based on the background above, the problem of this research was formulated as the follow: '

1. What is the effect of using flashcard media to students' achievement in writing narrative text?

E. The Objective of the Study

Based on the problem of the study, the aims of the study are:

1. To find out whether the flashcard media has significant effect of student abilities in writing narrative texts.

F. The Significance of the Study

The significance of the study are expected to be useful theoretically and practically,

1) Theoretically

This research is expected to be a reference for other researchers who want to conduct research on the effect of the flashcard media has significant effect of student abilities in writing narrative texts for students in Vocational Schools or at universities.

2) Practically

    a. To Researchers

    The researcher hopes that this research will be useful to develop their ability to writing in narrative text text to students. Researchers hope that the results of this study can be used as additional references in other studies.

    b. To Students

    The results of this study are expected to make the learning process more interesting and fun, so that it will to enrich students' writing ability.

    c. To English's Teachers

    Teachers need to use interesting techniques and media such as the flashcard media. Students will be interested in following the lesson and they must be able to develop a good atmosphere in the classroom, so that students learn in a comfortable situation.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Writing in English Learning

a) The Essence of Writing in English Learning

Writing is difficult for most people both in mother tongue and in foreign language (Byrne in Meiska, 2022, h.4). In learning English, there are four skills that should be mastered; those are listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learnt. Writing is the most difficult skill for second language learners to master (Richard & Renandya, 2002, h.304). Basically the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way (Braine & Yorozu in Kaharuddin & Mardiana,2022, h.45). Advanced writing skill is one of the basic requirements for better academic performance as well as other activities related to writing presentation (National Assessment of Educational Progress, 2002, h.225).

According to (Saddler et al., 2019, h.30) said writing is a difficult skill for native speakers and non-native speakers; because writers must be able write it in multiple issues such as organization, content, purpose, vocabularies, audience, and mechanics such as spelling, punctuation, and capitalization", it is because there are some aspects that the students should learn to make a good writing. Writing is a good support for the other skills and also the activity that can be usefully be prepared for by work (Hastuti, 2020, h.52).

There are many different definitions about writing given by experts from many resources. According to (Axelrod & Coopers in Dewi, 2023, h.109) said writing is a complex process and as such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage. Writing is the ability to express one's ideas in written form is a second or foreign language" (Celce-Murcia, 2001 in Waliyaddin, 2018, h.56).

Writing is how to produce a written product. The process involves a series of thinking activities in which the writers have to transform their ideas coherently and cohesively into written text. According to Brown (in Silaban, 2019, h.65) writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive. Writers are not only required to transmit a message but also to grow and cook a message.

Wilson and Glazier (2009:205), say that writing involves levels of structure, starting from the small ones with words that are connected to form phrases, clauses, and sentences. Then the sentences are connected to form paragraphs or essays. Each level has its own set of blueprints. To communicate clearly in writing, words must be chosen and spelled correctly. Sentences must have a complete subject, verb, and thought. Paragraphs must be indented and must contain a main idea supported by sufficient detail. Essays explore a valuable topic in several coherent paragraphs, usually including an introduction, body, and conclusion.

From the descriptions above, it can be concluded that writing is a process of organizing ideas in which the writer is demanded to perform creativity in using

the language skills to produce a written text.

b) Purposes of Writing

The purpose of writing in principle, is the expression of ideas, the conveying of messages to the reader (Penny, 1999, h.70). So the ideas themselves should arguably be seen as the most important aspect in the writing".

According to Grenville in (Pohan, 2018, h.95) there are three purposes of writing: to entertain to inform and persuade, in this research focus to inform.

1. To entertain

   Writing to entertain generally takes the form of imaginary or creative writing. Meaning that the reseacher need to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.

2. To inform

   Writing to inform has purpose to tell the readers about something. This kind of informative writing can focus on objects, places, procedure and events it can be seen in newspaper and article, scientific or bussines reports, instructions or procedures, and essays for school and university.

3. To persuade

   The reseacher tries to convince the reader of something that a poin of view is valid by presenting the fact/data so that readers follow reseachers opinions and act upon it.

c) The Process Of Writing

Writing is ongoing process of considering alternatives and making choices (Subekti, 2017). According to Harmer (in Mulyadi, 2020, h.31), the process of

writing has for main elements.

According to (Tompkins and Hokinson, 2015) in (Rahayu & Zainuddin, 2021, h.200), there are five stages in a writing process.

1) Pre-writing

Tompkins and Hokinson in (Rahayu & Zainuddin, 2021, h.202) stated that pre-writing is the preparation stage for writing. This stage is important as warm up in writing. Pre-writing begins when learners have to find any relevant supporting ideas for the topic they wish to write about. Rohmah in (Rahayu & Zainuddin, 2021, h.202) says that pre-writing phase of writing uses writing as a means of exploring a subject, of discovering various approaches, of seeing thing in a new way.

2) Drafting

In this stage the writer begin to develop and form their thought into more concrete from. The writer focuses on getting the ideas. Students begin with tentative ideas development through pre-writing activities. Later, during editing, students can clean up mechanical errors and put their composition into a neat, final form.

3) Revising

In this process the writers getting feedback from the teacher or another students. Student makes four types of changes: additions, substitution, deletion, and moves. Students might add words, substitute sentences, delete paragraphs, and move phrases.

4) Editing

In this process the writers focus to change mechanics of writing. The writer polishes the writing by correcting spelling and other mechanical errors. They include capitalization, punctuation, spelling, sentence structure, usage, and formatting considerations specific to poems, scripts, letters, and the other forms of writing. The other hand, the writer read their writing to make sure that there are no contents error or grammatical error or spelling errors. (Nunan in Gayiani, 2019, h.89).

5) Publishing

In this stage the writer put their writing in the final finishing format and share to the appropriate audience. When you are writing, you must follow the All of the process. Each of the process related each other. You must follow the first until the last of the writing process. Not only that, to make your writing is better, you should give attention to the six elements of writing.

d) Kinds of Writing

There are many kinds of writing that have their own characteristics. (Hyland, 2015, p.102) classifies that there are eleven genres of writing as listened below:

1) Narrative : to amuse/ entertain the reader and to tell the story.

2) Descriptive : to describe a particular person or things detail.

3) Explanation : to explain the purpose iinvolved in the format or working of natural or socio-cultural phenomena.

4) Procedure : to help the reader how to fo or make something.

5) Recount : retell past experience and tell the series of past even.

6) Discussion : To present information an opinions about isues in one more side of an issue.

7) Repost : to present information about something as it is.

8) News item : to inform readers about events of the day which are considered news worthly of important.

9) Analitycal exposition : to reveal the readers that something is the important.

10) Hortatory exposition : to persuade the readers that should or should no be done.

e) Writing Assesment

To know students achievement in writing, writing assessment is needed. Students' written competence can be identified based on five scales (Dalton-Puffer in Saputra, 2020, h.108). The scales are used for a general evaluation of the students' proficiency level. These five scales will be used to have an overall account of the written assignment:

1) Content

This category considers the development and comprehension of the topic as well as the adequacy of the content of the text.

2) Organization

Several factors are considered here, such as the organization of ideas, the structure and cohesion of the paragraph and the clarity of exposition of the main secondary ideas.

3) Vocabulary

This category deals with the selection of words, expressions and their usage. The appropriateness of the register used is also taken into account.

4) Language use

The use of grammar categories is taken into account, e.g. tense, number, subject-verb agreement, in addition to word order and the use of complex syntactic structure.

5) Mechanics

This category includes the evaluation of punctuation, spelling and the use of capitalization.

There are five companetes of evaluating writing namely: content, organization, vocabulary, language use, and mechanics (Brown in Duha,2022).

2. Narrative Text

a) The Essence of Narrative Text

Narrative is telling a story. Refers to (Bal, 2009, h.9), narrative text is a text that not consist solely of narration, in the specific sense. It means that narrative text consists of story whether in written or spoken form and has a chain of events. In Addition (Schmidt and Richard, 2002, h.349) states that narrative text is: first the written or oral account of a real or fictional story and second the genrestructure underlying stories. While Anderson (1997, h.8) in (Karolina, 2006) states that a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener.

Narrative text tells a story by presenting a series of events. According to

Barbara as quoted in Khusnul (2017), the purpose of narrative text is to entertain, express feelings, provide information, and persuade readers. In addition, narrative text also has another function, namely to handle various real experiences in different ways.

Narrative is a text focusing specific participants which tells an interesting story. Also, narrative text is a text that tells an imaginative story, although some narratives based on fact. According to Emilia, Narrative text is a text type which tells a story in which people encounter a problem of crisis that they need to overcome it shows how people or groups of people overcome a problem or crisis in their lives (Emilia, 2010, h.167). Narrative text has a generic structure in their story. It is orientation, complication and resolution. At the ending of narrative text, the story may present happy or sad ending, also shows the moral value of the story.

Narrative texts have several types of texts, namely folk tales, fairy tales, legends, fables, myths, cartoons, and many more. Stories in narrative texts are often fictional and tell events in the past. The main purpose of narrative texts is to entertain and engage readers in imaginative experiences. Kalayo also states that the social purpose of narrative texts is to entertain, create, stimulate emotions, motivate, guide, and teach readers. Narrative is a kind of text that is taught by English teacher to the students. Narrative text is a writing that tells about a story. According to (Rudi Hartono,2005, h.6) explains that a narrative text is the text that has purpose to amuse, entertain to deal with actual or various experience indifferent ways. Narrative deal with problematic events which lead to a crisis or

turning point of some kind and turn in finds a resolution.

Based on the statement above, the writer can conclude that narrative is a story that interest to read but has moral value as guide of our life. And then, narrative text is a text that has orientation (introduce the characters, time and place), complication or problem (the characters face problem), and resolution (it will be presented to solve the problem).

b) Generic Structure Narrative Text

According to (Sulistyo, 2013, h.172) Narrative texts typically follow a specific structure consisting of the following elements:

1. Orientation: Introduces the characters, setting, and background information. This part sets the scene for the story and provides the context for what is to follow.

2. Complication: Presents a problem or conflict that the main characters face. This element drives the narrative forward and creates tension or interest.

3. Resolution: Describes how the problem or conflict is resolved. This part brings the story to a logical conclusion and resolves any remaining issues.

4. Re-orientation/Coda (optional): This element provides a moral or lesson from the story and may also give an evaluation or reflection on the events that transpired.

c) The Type of Narrative Text

According to Rayendriani (2016:6), narrative texts can take various forms depending on their purpose and structure. Here are some common types of narrative texts:

1. Short Stories: These are brief fictional narratives that typically focus on a single event or a limited series of events involving a small number of characters.

2. Novels: Novels are longer fictional narratives that explore complex plots and character development and often encompass multiple themes and subplots.

3. Fables: Fables are short narratives, usually featuring animals or mythical creatures, that convey a moral lesson or message. Fairy Tales: Fairy tales are traditional narratives often featuring fantastical elements and magic, and typically end with a moral or lesson.

4. Legends: Legends are narratives that blend historical events with mythical elements, often focusing on heroic figures or supernatural occurrences.

5. Myths: Myths are traditional stories that explain natural phenomena, cultural practices, or the origins of the world and its inhabitants.

6. Biographies and Autobiographies: These are narratives that recount the life stories of real people (biographies written by others, autobiographies written by the subjects themselves).

7. Historical Fiction: This genre combines fictional elements with real historical events, settings, or figures.

8. Memoirs: Similar to autobiographies, memoirs are narratives that focus on specific events or periods in a person's life, often with a reflective or introspective tone.

9. Epistolary Novels: These are novels written as a series of documents (letters, diary entries, etc.), providing a narrative through the correspondence of characters.

These types of narrative texts vary in style, structure, and purpose, but they all aim to tell stories that engage and entertain readers while conveying meaning or messages through their plots, characters, and settings.

3. The Concept of *Flashcard*

a) Definition *Flashcard*

Media as a whole form of intermediary used by humans to convey or disseminate ideas, ideas, or opinions so that the ideas, ideas or opinions put forward arrive to the intended recipient (Azhar Arsyad 2015:4). While learning is an activity that involves someone in it efforts to acquire knowledge from various learning sources. From the opinion above it can be concluded that learning media is a set of tools or containers to convey information messages in the form of subject matter effectively so as to foster student learning interest and the achievement of learning objectives.

Before discussing the meaning of *flashcard*, it's a good idea to first determine the term that will be used as a substitute for *flashcard*. This is important to do to enrich the terms in Indonesian and make it easier to write. The term *flashcard* comes from English. *Flashcard* according to the Cambridge dictionary in (Akbar, 2022, h.88) are cards with words or pictures on them that are used to help students learn.

Flash card is any of a set of cards bearing information, as words or numbers,

on either or both sides, used in classroom drills or in private study (Ratri, 2017, h.78) One writes a question on a card and an answer overleaf. Flashcards can bear vocabulary, historical dates, formulas or any subject matter that can be learned via a questionand answer format. Flashcards are widely used as a learning drill to aid memorization by way of spaced repetition. Furthermore, flashcards is one of the figure media or learning tool in the form of picture cards, which used small figures, symbol, or figure accompanied by information in the front or back of the card in the forms of word sentence (Rahmasari, 2016, h.43).

According to Kasihani (2007:109), flashcards are large cards, usually using thick, stiff paper, and A4 size. Contains pictures and words. Flashcards are classified based on their type and class such as food, fruit, vegetable, household, transportation and clothing flashcards. To avoid misunderstanding of flashcard images, teachers should try or show flashcards to others before using them to teach students. Furthermore, flashcards are used for the whole class. Usually the teacher holds and moves several flashcards in a stack of flashcards to the front. The rapid movement of the cards, maybe that's why they are called flashcards. According to Echols and Hassan in (Akbar,2022, h.90) *flashcard* are reminder cards or cards that are shown at a glance. If interpreted word, then the term *flashcard* can be divided into two words, namely the word flash and card. The word flash in Indonesian means light and flash while the word card can be interpreted as a card.

Flashcard is a card on which there are words, sentences, or simple pictures (Azab Listi & Mozaheb in Akbar, 2022). Meanwhile, according to (Cancela in

Akbar 2022, h.92) *flashcards* are cards that contain information such as words or letters in one or two sections that are used in classroom exercises or self- study.

Flashcard include visual media. Doman in Ulah (2022) argues that *flashcards* are learning media in the form of picture cards equipped with letters. The image on the *flashcard* is a series of messages presented with a description of each image listed on the back.

Flashcard media is a media that helps in remembering and reviewing lesson materials such as: or terms, symbols, definitions of foreign language spelling, formulas, and others (Maryanto, 2019, h.97). Media Cards have several advantages, including materials that are quite cheap, and can be obtained in the environment around, easy to arrange and use, easy to move because of the light material and able to visualize the sequence of nitrogen bases in a nucleotide (Zubaidillah, 2019, h.233).

Based on definition above, it can be taken a general view that *flashcard*s are cards with a word or words, number, or a picture on it for use in the classroom by teacher and students that help to learn and memorize new words. Beside it, *flashcard* is one of visual aids which are used to make the students more interest and enjoy in teaching learning process and to improve student's understanding on the material given by the teacher.

Picture 2.1

Example of Flashcard

b) Types of Flash Card

Flash cards are divided into several types (Scott in Aschurotun, 2010:10), namely:

1. Picture cards

Picture cards are simple pictures on paper, a sheet of card paper or paper, which is perhaps the most widely used visual aid in language teaching (Cross, 2015:3). These picture cards can be in any shape picture or a cut from a magazine or maybe a photo. Easiest to sort cards this image according to the very large size for classwork, and the smaller one for individual or group work.

2. Word flash cards

Media that can stimulate students to recognize letters more quickly, make students' interest stronger in recognizing letters of the alphabet to students and can stimulate students' intelligence and memory. This flash card is useful for practicing word order in sentences for students. The cards can be placed randomly on the class board, then the teacher can ask questions students place cards to form regular sentences (Halimatonsakdiah, 2016:116).

3. Card game

The game in question is a card game, a game that uses playing cards as the main thing used to play the game, be it traditional or especially the game (Aschurotun, 2010:13).

Based on the explanation of the three types of flash cards above, all types of flash cards are often used by researcher and teachers. In this study, the researcher used flash cards containing pictures and words.

c) Using *Flashcard* as a Teaching Method

The most effective tools for learning and memorizing knowledge are flashcards. Flashcards may be used to learn vocabulary, mathematical equations and formulae, words and definitions, primary ideas and subjects, or any other subject being studied in class, according to The Learning Centre. Flashcards are a sort of media in which cards with information such as words or numbers on one or both sides are used for general classroom education or specialized study. Any subject matter that may be learnt in a question-and-answer format, such as vocabulary, historical dates, formulae, etc., can be contained on a flashcard.

Flashcards are frequently used as a learning exercise to help with spaced repetition memorization.

On a piece of paper, flashcards are examples of images. It may be the most popular visual aid for teaching languages. In this scenario, the instructor has two options: manufacture it themselves or purchase it from a store. In this instance, the researcher produce small-picture flashcards that measure 12 by 8 cm. In particular for young learners, flashcards are helpful for teaching vocabulary. Children are more likely to be engaged in acquiring vocabulary when they are exposed to fun and colorful media.

c) Advantages and Disadvantages of of Flashcard Media Learning Strategy

Sri Astuti and Noor Eka Chandra (2023:396) discuss some of the advantages of using the flashcard media, including; (1) Active Recall: Flashcards promote active recall, a practice that strengthens memory by actively stimulating the memory during the learning process, (2) Spaced Repetition: They facilitate spaced repetition, which helps in retaining information over longer periods by reviewing cards at increasing intervals, (3) Visual Learning: Flashcards leverage visual learning, making it easier for learners to remember information associated with images or symbols, (4) Immediate Feedback: They provide immediate feedback, allowing learners to quickly assess their understanding and correct mistakes, (5) Portability and Convenience: Flashcards are portable and can be used anytime and anywhere, making them convenient for on-the-go learning, (6) Engagement: The interactive nature of flashcards can make learning more engaging and enjoyable, especially for younger learners.

The flashcard media has several disadvantages, including; (1) Surface Learning: Flashcards may encourage rote memorization rather than a deep understanding of concepts, (2) Time-Consuming Preparation: Creating effective flashcards can be time-consuming and may require significant effort, (3) Ineffectiveness for Some Learning Styles: Flashcards may not be as effective for learners who do not favor visual or kinesthetic learning styles.

d) The Function of Flashcard

Flashcards as a teaching media for English to help the teacher, especially in vocabulary, a function of flashcards is in line with the learning objectives. The material can be explained using flashcards, delivered by the teacher and give examples of the material. According to (Kasihani and Suyanto, 2008, h.245) there are several functions of flashcards

1. To be comfortable and confident using the singular and plural concepts.

   Students will be familiar and stable in learning with the singular and plural concepts, and also studentsncan differentiate them.

2. To be familiar and stable with the number

   Students will understand about numbers through flashcards taught by the teacher. Not only with number, but also with words, phrases, sentences and so on.

3. To be comfortable and secure with a variety of concepts.

   Students will familiar with a few and a lot of concepts of words, phrases, and even sentences. So that students can make sentences properly.

4. Use extract pictures with appropriate vocabulary and color to get students'

attention.

Learning vocabulary by using interesting media like using extract pictures with appropriate vocabulary and color. The students will not be bored and always enjoyable in learning.

5. To provide the teaching-learning process variation.

Flashcards as the media in teaching vocabulary are a variation in teaching-learning as a form of a teacher in developed learning media.

Students can apply their learning of the phrases through the use of flashcards, which also assist in helping them remember basic vocabulary to improve students English-language development.

B. Previous Related Studies

Some studies have been conducted previously relating to this research. The first study the research conducted by Vivianti Tamalawe and Nurmin, titled "The Use of Flashcards to Improve Student Vocabulary Achievement," the effectiveness of flashcard strategies in enhancing vocabulary among young learners was investigated. Conducted at SMPN 30 Makassar, the study employed a quantitative approach with a pre-experimental research design. The findings indicated a significant improvement in vocabulary scores, as evidenced by the rejection of the first null hypothesis (H01) and acceptance of the first alternative hypothesis (Ha1). Both digital and paper-based flashcards demonstrated effectiveness in vocabulary enhancement, with statistical significance (Sig. P = 0.000, α = 0.05) observed. In conclusion, the use of flashcards, whether digital or paper-based, proved to be an effective strategy for enhancing vocabulary

acquisition among young learners in this study.

Another study was also done Herlina and Raden Rahma Dewi, titled "Flashcard Media: The Media for Developing Students Understanding For English Vocabulary At Elementary School" focused on enhancing English vocabulary understanding among elementary school students, particularly in a boarding school setting, researchers employed a classroom action research method based on Kemmis and McTaggart's model. The study involved third-grade students with a total of fourteen participants. research highlights the positive impact of integrating flashcards into educational practices, particularly in motivating students and improving their grasp of vocabulary in an elementary school boarding environment.

The last, Muhamad Sofian Hadi, Mutiarani, and Latifah Rakhma Romadhon, titled "The Use Of Flashcard Media in Improving Students' Ability In Learning Vocabulary Atenglish Class VII An-Nurmaniah Junior High School" focused on improving students' English vocabulary skills using flashcard media at SMP An-Nurmaniyah, researchers employed a classroom action research approach.

C. Conceptual Framework

The main focus of this research is the Use Flashcard Media On Students Abilities In Writing Narrative Texts. This research will be given in the following diagram:

Figure 1. Conceptual Framework

```
┌─────────────┐          ┌─────────────────┐
│  Flashcard  │          │  Writing Ability│
│    Media    │          │  in NarrativeText│
└─────────────┘          └─────────────────┘
         \                     /
          \                   /
        ┌─────────────────────────┐
        │  Seventh Grade Students  │
        └─────────────────────────┘
         /          │          \
        /           │           \
┌────────────┐ ┌──────────┐ ┌────────────┐
│ Pre - Test │ │ Treatment│ │ Post - Test│
└────────────┘ └──────────┘ └────────────┘
                    │
              ┌──────────┐
              │  Finding │
              └──────────┘
               /        \
      ┌────────────┐  ┌────────────┐
      │ Conclusion │  │ Suggestion │
      └────────────┘  └────────────┘
```
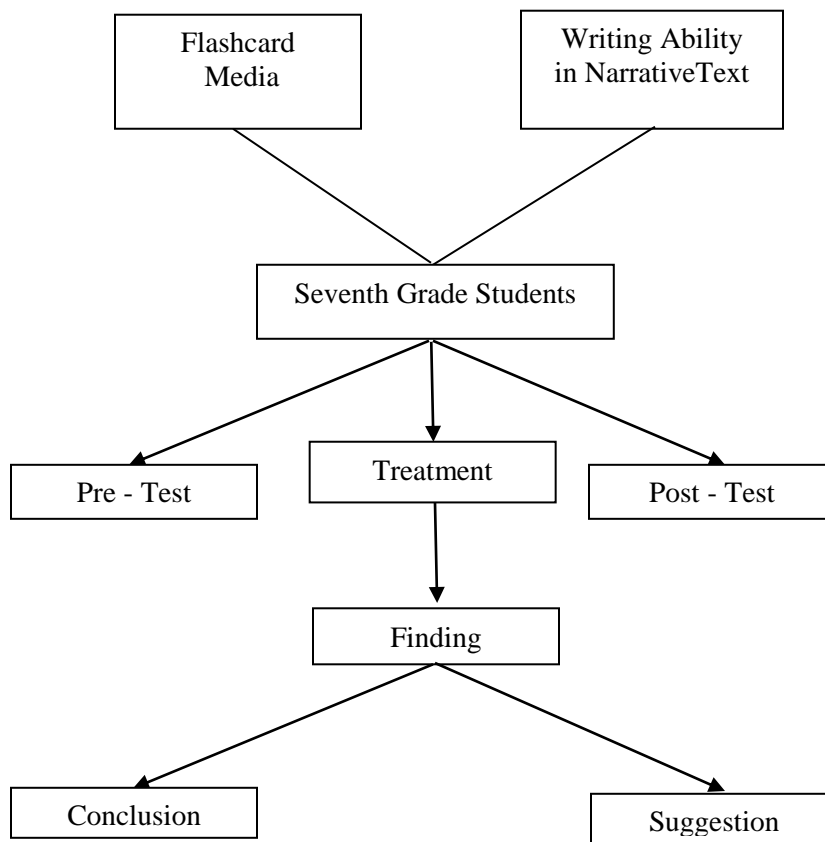
At this stage, it was collected the main information about students' ability in writing narrative text and flashcard media that were delivered to seventh grade student at SMP Dharma Pancasila Medan by giving a writing test before applying the treatment. The stages are Pre-test, Treatment and Post test.

In the next stages, the researcher it was applied the test to effect the students' ability in writing narrative text. That is teaching writing to students by using the flashcard media that applies the repetition media.

At the discovery stage, researchers will determine the effect of using applications in learning writing ability to students. Maybe the pre test,

treatment, posttest can show results. Whether the effect of students' ability in writing narrative to effect or not.

D. Hypothesis

Ha : Flashcard media is able to affect the student abilities in writing narrative text.

Ho : Flashcard media is not able to affect the student abilities in writing narrative text.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research was conducted using experimental research. Experimental design is the traditional approach to conducting quantitative research. The aim is to find out whether there is a significant effect of using flashcard media on students or not. There were two groups in this research, they were experimental group and control group. Pre-test was applied before treatment and post-test was applied after treatment. In conducting the treatment, the researcher used the flashcard media strategy in the experimental group while the control group used conventional teaching media such as reading method. The design will be explained as follows:

Table 3.1
The Research Design

Group	Pre-test	Treatment	Post-test
Experimental (VIII A)	√	Using Flashcard Media	√
Control (VIII B)	√	Using Conventional Technique (Writing Method)	√

B. Population and Sample

1. Population

The population of this research is the seventh grade students of SMP Dharma Pancasila Medan of 2024/2025 academic year who consists of 49 Students in 2 parallel classes (VIII A and VIII B).

Table 3.2
Population of Research

No	Class	Population
1	VIII A	25
2	VIII B	24
Total		**49**

2. Sample

The sample is part of the number and characteristics possessed by the population. In this research, the researcher applied cluster random sampling technique because the population was in the group. Cluster random sampling is similiar to simple random sampling except that groups rather than individuals are randomly selected, the sampling unit is a group rather than an individual. In cluster sample, the samples are not taken individually, but are based on the group of the individuals. And the procedure cluster random sampling can use lottery, ordinal and randomly (Hadi,2004).

Table 3.3
Sample of Research

No	Class	Sample
1	VIII A (Experimental Group)	25
2	VIII B (Control Group)	24
Total		**49**

C. Location

This research will be conducted at SMP Dharma Pancasila Medan at Jalan Dr. Mansyur No.71 A Medan Selayang eight grade student in junior high school. The reason for choosing this school is because the researcher found that the seventh grade students had problems in student abilities in writing narrative text and the researcher wanted to provide new ideas using the flashcard media that did not yet exist in teaching writing at the school. The time of this research in this study occur for 2 months from the issuance of the research permit by UMSU.

D. Instrument of Research

The researcher used a writing test as an instrument. Tests was applied for pre-test- and post-test. For the test consists of 20 essay questions taken from student textbooks. The pre-test aims to determine the student abilities in writing narrative text before applying the flashcard media, while the post-test aims to determine the the student abilities in writing narrative text after using the flashcard media.

E. Technique of Collecting the Data

Researchers tested and administered questionnaires in data collection, pre-test and post-test. The pre-test is given to determine the previous ability before doing the material and the post-test was showed the effect of student abilities in writing narrative text after presenting the material using the flashcard media.

The data of this study were collected using a pretest, treatment and posttest. To collect data, the researcher was used the following steps:

1. Pre-test

Before giving the treatment, the researcher gives the students a pre-test as a test to measure student abilities in writing narrative text. The test was given to the experimental and control group. After giving the pre-test the researcher checked the students' work to find out how the students student abilities in writing narrative text. After giving the pre-test the researcher gave treatment to the students.

2. Treatment

Treatment in the experimental group to effect using the flashcard media. Both of experimental and control group were taught by using the same topics but different treatments. Treatment means the researcher uses the flashcard media as a media for student abilities in writing narrative text. There is a safe procedure research, researchers need 2 months to conduct research.

3. Post Test

After having the treatment,the students of both groups would be given the post-test. This is intended to determine the success of the treatment or not. The

post-test has the same procedure as the pre-test.

F. Technique for Analyzing the data

In analyzing the data,some techniques will be as follow:

1. Normality Test

According to (Rohaeti, 2021) the data normality test is a form of testing the normality of the data distribution. The purpose of this test is to determine whether the data taken is normal data or not.

In this study, the normality test used was the Kolmogorov-Smirnovatest. Testing the normality of the data with the Kolmogorov-Smirnovatest can be done with the help of the SPSS version 16.0 for windows program with the significant level used is 5% (0.05).

1) If sign > 0.05 then the data is normally distributed.

2) If the sign < 0.05 then the data is not normally distributed.

2. Homogeneity Test

Homogeneity test of variance test aims to determine whether the data pair to be tested for differences represents the variance that is classified as homogeneous (not different) (Rohaeti, 2021). This is done because to use a different test, the variance of the data group to be tested must be homogeneous.

To simplify the calculation of data homogeneity, the researcher used the SPSS version 16.0 for windows program with the following conditions:

1) The value of sig > 0.05 then the data has a homogeneous variance.

2) The value of sig < 0.05 means that the data has a non-homogeneous variance.

3. Hypothesis Test

  Hypothesis testing was used to compare two unpaired samples using the t-test Independent Sample T test with the help of SPSS version 16.0 for windows. The t-test was used to test the significance of the difference in the average class effect. The requirements for the Parametric Statistical Test are that the data must first be confirmed to be normal. According to Imam Ghozali (2012:66) the conditions used in the significance value (Sig) are:

1) If the value of Sig (2-tailed) < 0.05, then there is a significant difference between learning outcomes in class VII A and class VII B.

2) If the value of Sig (2-tailed) > 0.05, then there is no significant difference between learning outcomes in class VII A and class VII B.

CHAPTER IV

FINDINGS AND DISCUSSION

A. **Findings**

The study entitled the effect of using flashcard media on student abilities in writing narrative texts, was conducted from August to October 2024. This study aims to determine student abilities in writing narrative texts. Using flashcard media on student abilities in writing narrative texts, researchers will find out whether there is a significant effect on student abilities in writing narrative texts. Data collection using an instrument in the form of a test, where the study will use a pre-test and post-test. With the first step, the researcher gives a pre-test sheet to students, then after receiving the results of the pre-test, the researcher provides treatment in the form of learning using flashcard media. After that, at the end of the learning, the researcher again provides a post-test sheet to find out to what extent the flashcard media improves student abilities in writing narrative texts.

1. **Data Analyze**

   a. **Normality Test**

   The normality test is used to determine whether the samples obtained are normally distributed or not. In this study, the normality test was determined using a statistical test with the help of the SPSS program, namely the Shapiro-Wilk test because the number of samples was small (<100).

   The results of the normality of this study can be seen in the following table:

Table 4.1
Test of Normality

	Class	Shapiro-Wilk		
		Statistic	df	Sig.
Student Abilities in Writing	Pre-Test Eksperimen	0.940	25	0.148
	Post-Test Eksperimen	0.935	25	0.113
	Pre-Test Control	0.924	24	0.072
	Post-Test Control	0.935	24	0.124

The normality test above is used to determine whether the distribution is normal or not. The conditions used are if P (Asymp. Sig. > 0.05 then the results are said to be normal. Conversely, if P<0.05 then the results are said to be abnormal. From the results of the normality test above the pretest items in the experimental group are obtained (Sig = 0.148) and items The posttest obtained (Sig = 0.113) showed that the normality test was normally distributed (Sig> 0.05), then the pretest item was obtained in the control group (Sig = 0.072) and the posttest item obtained (Sig = 0.124) also stated that the normality test was distributed normal.

b. Homogeneity Test

Based on the instrument trials that have been carried out in the experimental group and control group, each result is obtained which is presented in the form of the following table:

Table 4.2
Test of Homogeneity

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Student Abilities in Writing	Based on Mean	1.031	3	94	0.383
	Based on Median	0.591	3	94	0.622
	Based on Median and with adjusted df	0.591	3	79.803	0.622
	Based on trimmed mean	0.994	3	94	0.399

From the output of the homogeneity test results above, it shows sig 0.383, it can be explained that the value of sig > 0.05, it can be concluded that the test results show that the data is homogeneous.

c. Hypothesis Test

The hypothesis test in this study used a t-test with a sample of 60 students divided into 2 groups, namely experimental and control through tests in the form of pre-test and post-test. To find out whether or not there is an influence in this study, it can be seen in the table below.

The basis for making t-test decisions are as follows:

1) If the significance value (2-tailed) < 0.05, then Ho is rejected and Ha is accepted.

2) If the significance value (2-tailed) >, then Ho is accepted and Ha is rejected.

In the t-test used is the Independent Sample t-test with the help of SPSS 26.0 for windows.

Table 4.5
The Result of Hypothesis

Group Statistics					
	Learning Media	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
Students' Outcomes	Using Flashcard	25	84.60	10.456	2.091
	Using Conventional Method	24	69.79	11.432	2.334

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' Outcomes	Equal variances assumed	.343	.561	4.735	47	.000	14.808	3.128	8.516	21.100
	Equal variances not assumed			4.726	46.213	.000	14.808	3.134	8.502	21.115

Based on the output of the table above, the data on the results of the t-test in the table shows that there is a significant effect to enrich the scores of

students in class VIII A (Using Flashcard Media) with the posttest (M = 84.60, SD = 10.456) and the scores of students in class VIII B (Using Conventional Method) with the posttest (M = 69.79, SD = 11.432), value sig (2-tailed) = 0.000 < 0,05. then Ho is rejected and Ha is accepted. It can be concluded that there is a significant difference between learning result using flashcard media to effect student abilities in writing narrative texts which is higher than using conventional technique. Thus there is an effect of the flashcard media to effect student abilities in writing narrative texts.

B. Discussion

According to (Sugiyono, 2018), the t test is a test which basically shows how far the influence of the independent variable has on the influence of the dependent variable by assuming other independent variables are constant. Based on the analysis of the research data, the analysis was carried out through an independent sample test statistical test. Based on the research study that the value sig (2-tailed) = 0.000 < 0,05 then Ho is rejected and Ha is accepted. It's shows that student learning result in framing student abilities in writing narrative texts improvement using flashcard media are higher than using conventional Method.

Based on the findings of the pre-test and post-test results from the experimental group, it shows that the lowest score from the pre-test is 66 and the highest score from the pre-test is 100. Meanwhile, the lowest score from the post-test is 60 and the highest post-test score is 90. Based on the table

above the pre-test and post-test values of the control group show that the lowest pre-test score is 26 and the highest pre-test score is 73. While the lowest post-test score is 53 and the the highest post-test is 93.

Based on previous related study conducted by Vivianti Tamalawe and Nurmin, titled "The Use of Flashcards to Improve Student Vocabulary Achievement," the effectiveness of flashcard strategies in enhancing vocabulary among young learners was investigated. Conducted at SMPN 30 Makassar, the study employed a quantitative approach with a pre-experimental research design. The findings indicated a significant improvement in vocabulary scores, as evidenced by the rejection of the first null hypothesis (H01) and acceptance of the first alternative hypothesis (Ha1). This statement has similarities with what researchers found in this study. In his observations, this study has the same results, that the first null hypothesis (H01) and acceptance of the first alternative hypothesis (Ha1).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After discussing the research results above regarding the influence of using flashcards on students' ability to write narrative texts for grade VIII students at SMP Dharma Pancasila Medan, the researcher draws the following conclusions:

1. Based on the results of the study, students' interest in writing narrative texts is low because teachers still use conventional methods. after researchers used flashcards in writing narrative texts, students' interest in writing increased. This is evidenced by the difference in average scores. When students use flashcard media, the average student gets a score of 84.60, while students who are taught using conventional methods get a score of 66.79.

2. Based on the results of the t-test study which stated that Ho was rejected and Ha was accepted. It can be concluded that there is a significant difference between the pretest and posttest questions, thus there is an influence of flashcard media on students' ability to write narrative texts.

3. Based on the research results, students' difficulties in writing narrative texts are due to the fact that during the teaching and learning process, teachers do not have many strategies to teach

writing well. Teachers who still use conventional methods (direct methods) that only focus on grammar make students feel bored and cannot help students to express their ideas and feelings in writing.

B. Suggestions

Based on the results of the discussion and conclusions, the suggestions in the research. These are as follows :

a. To English Teacher

As a teacher in the process of teaching and learning activities it is expected to pay attention to the strategies that will be used in learning, which of course must pay attention to the needs and suitability of learning media with students' abilities in mastering writing so as to improve student abilities in writing narrative texts. For example, by using the flashcard media in learning and improving student abilities in writing narrative texts, teachers should use the flashcard media as a learning method. Because the use of the flashcard media will also train students to get used to using learning strategies as a learning method.

b. For Students

In today's modern era, it is hoped that it can maximize the use of learning strategies as learning methods to enrich scientific insights. So that students can be more active and have broader insights for learning.

c. For Other Researchers

Research on the flashcard media learning method emphasizes

cognitive assessment to determine the level of results based on research results related to learning using the media so that it can influence student learning outcomes in class VIII SMP Dharma Pancasila Medan.

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Lampiran 1 : RPP (Rencana Pelaksanaan Pembelajaran)

LESSON PLAN

School	: SMP Dharma Pancasila Medan
Subject	: English
Class/Semester	: VIII / Eight
Main Topic	: Narrative Text
Time Allocation	: 2 x 45 Minutes
Approach	: Scientific Approach
Method	: Lecture and Flashcard

A. Core Competencies (KI)

1. Appreciating and internalizing religious teachings.
2. Appreciating and internalizing honesty, discipline, responsibility, care, politeness, responsiveness, and proactiveness in interacting effectively according to the social and natural environment.
3. Understanding, applying, and analyzing factual, conceptual, and procedural knowledge based on curiosity about science, technology, arts, culture, and humanities within the framework of humanity, nationality, statehood, and civilization regarding causes of phenomena and events.
4. Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what they learn at school independently, as well as acting effectively and creatively.

B. Basic Competencies (KD) and Indicators of Achievement

Basic Competencies (KD)	Indicators of Achievement
3.11 Analyzing social functions, text structures, and linguistic elements in simple spoken and written narrative texts in the form of legends.	- Students can identify the structure and linguistic elements of a narrative text.
4.11 Composing simple spoken and written narrative texts in the form of legends by considering social functions, text structures, and linguistic elements correctly and appropriately.	- Students can compose a simple narrative text with the correct structure. - Students can write a narrative text using flashcard media.

C. Learning Objectives

By the end of the lesson, students should be able to:

1. Students can understand and explain narrative texts and their elements.
2. Students can write a simple narrative text using flashcard media.
3. Students can develop story ideas creatively.

D. Learning Materials

1. **Definition of Narrative Text**

   A narrative text is a text that aims to tell an event or experience with a clear storyline. Examples include fairy tales, legends, and short stories.

2. **Purpose of Narrative Text**

   a) To entertain the reader or listener.
   b) To deliver a moral message or life lesson.

3. **Structure of Narrative Text**

a) **Orientation**: Introduction of characters, setting, and time.

b) **Complication**: The emergence of a problem or conflict in the story.

c) **Resolution**: The resolution of the problem in the story.

d) **Re-orientation (optional)**: Conclusion or lesson from the story.

4. **Linguistic Elements of Narrative Text**

a) Uses **Past Tense** (e.g., went, saw, was, were).

b) Uses **Time Conjunctions** (e.g., once upon a time, then, after that, suddenly).

c) Uses **Action Verbs** (e.g., ran, jumped, shouted).

d) Uses **Direct and Indirect Speech** (e.g., He said, "I will go there.").

e) Uses **Descriptive Language** to describe characters, places, and situations.

5. **Types of Narrative Texts**

a) **Fable**: A story that involves animals as the main characters, usually containing a moral message.

b) **Fairy Tale**: A magical story often containing supernatural or enchanting elements.

c) **Legend**: A story derived from the history of a region or specific character.

d) **Myth**: A mythological story related to beliefs and the origins of something.

6. **Steps to Write a Narrative Text**

    a) Determine the theme and moral message.

    b) Create a story outline (Orientation, Complication, Resolution).

    c) Develop the characters and setting.

    d) Use a variety of vocabulary and past tense.

E. Learning Methods

1. Lecture
2. Group Discussion
3. Flashcard Media

F. Learning Media

1. Flashcards
2. Visual Aids (Pictures, Storyboards)
3. Digital Media (Videos, Storytelling Apps)
4. Printed Worksheets

G. Learning Resources

a. Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris: Think Locally Act

b. Globally. Jakarta:

c. Buku referensi: Zaida, Nur, 2018, Bright An English Course for Junior High School

d. Students for Grade 9, Jakarta: Penerbit Erlangga.

e. https://teachingenglish4all.wordpress.com/2010/07/02/narrative-text-in-teaching-english/

H. Learning Steps

First Meeting 2x45 Minutes

Activity	Description	Time Allocation
Preliminary	Teacher greets and checks student attendance. Teacher asks trigger questions such as "Who likes listening to fairy tales or stories?" Teacher explains today's learning objectives. Pretest: Students answer short questions about narrative text.	15 minutes
Core	1. The teacher explains the definition, purpose, and examples of writing narrative texts. 2. The teacher explains the structure of writing narrative texts (Orientation, Complication, Resolution). 3. The teacher explains the linguistic elements of writing narrative texts (past tense, time conjunctions, action verbs, descriptive language). 4. The teacher shows a short storytelling video to provide an example of a well-structured narrative.	60 minutes
Closing	The teacher provides feedback on students' understanding. The teacher and students summarize the material learned. The teacher assigns students to think of a story for the next session.	15 minutes

Second Meeting 2x45 Minutes

Activity	Description	Time Allocation
Preliminary	Teacher reviews the previous lesson and asks students about the story ideas they prepared.	15 minutes
Core	1. The teacher distributes flashcards containing pictures of characters, places, and events. 2. Students work in groups to arrange a story based on the given flashcards. 3. Students write narrative texts based on the sequence of images on the flashcards. 4. Students exchange stories with other groups to give feedback. 5. Students present the stories they have created. 6. Students use digital storytelling apps or visual aids to enhance their narrative writing.	
Closing	The teacher provides feedback on students' writing. The teacher and students summarize the activity. The teacher assigns homework to write a narrative text based on a personal experience.	15 minutes

I. Assessment

Attitude Assessment: Observing students' involvement in activities (Lembar pengamatan terlampir).

Knowledge Assessment:

a. Writing skill assessment.

b. Presentation assessment.

Medan, 15 September 2024

Mengetahui,

Kepala SMP Dharma Pancasila   Guru Mata Pelajaran Bahasa Inggris

Longgasari, S.Pd   Isniar Dayanti, S.Pd

Assessment Sheets

1. Writing Skill Assessment Sheet

No	Aspect	Score (1-4)	Remarks
1	Content (Relevance and Coherence)		
2	Organization (Structure and Flow)		
3	Grammar and Vocabulary		
4	Mechanics (Punctuation, Spelling)		
Total Score		**/16**	

2. Presentation Assessment Sheet

No	Aspect	Score (1-4)	Remarks
1	Clarity and Pronunciation		
2	Content Delivery		
3	Engagement with Audience		
4	Confidence		
Total Score		**/16**	

PRETEST

Name :

Class :

Write a story of "Snow White" using your own word

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POST TEST

Name :

Class :

Write a story of "Snow White" using your own word

....

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Lampiran 2 : Lembar Kerja Peserta Didik

Lembar Kerja Postest

POST TEST

Name : Salshabilla

Class : VIII - B

90

Write a story of "Snow White" using your own word

Once upon a time, in a far away kingdom, there lived a beautiful Princess named Snow white. She had skin as white as snow and hair as black as charcoal. Snow white's father, the king, had married a beautiful queen after snow white's mother did. However, the queen was very cruel and arrogant, and she had a magic mirror that could tell who was the most beautiful of them all.

The queen often stood in front of a mirror, admiring her own beauty, and asked "who is the fairest of us all?"

Lembar Kerja pretest

Name : NABILA AULIA

Class : VIII-B

50

Write a story of "Snow White" using your own word

Snow white is a beautiful princess who has skin as white as snow and hair as black as charcoal. Her stepmother, the Evil Queen, is jealous of snow white's beauty and orders a huntsman to kill her. However, the huntsman takes pity on her and lets snow white escape into the forest.

1. .
2.
3. .
4. .
5. .

PRETEST

Name : Arini Khanila ottaviani

Class : VIII - A

(40)

Write a story of "Snow White" using your own word

Snow White : A Fairytale Reimagined

Once upon a time, a kind and beautiful girl named Snow White lived with her jealous stepmother, the Queen. The Queen tried to kill her. But, Snow White escaped and lived with seven dwarfs. The Queen tricked her with a poisoned apple. A prince kissed her, she woke up, and they lived happily ever after.

Lampiran 3 : Dokumentasi

Lampiran 4 : Lembar Pengesahan Skripsi

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama	: Rahma Asyifa
NPM	: 2002050010
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Effect of Using Flashcard Media on Student Abilities in Writing Narrative Texts

sudah layak disidangkan.

Medan,   Februari 2025
Disetujui oleh:

Pembimbing

Habib Syukri Nasution, S.Pd., M. Hum

Diketahui oleh:

Dekan

Dra. Hj. Syamsuyurnita, M.Pd.

Ketua Program Studi

Dr. Pirman Ginting, S.Pd, M.Hum.
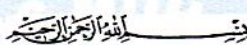
Lampiran 5 : Berita Acara Ujian Skripsi

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Kamis, Tanggal 13 Maret 2025, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama   : Rahma Asyifa
NPM   : 2002050010
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : The Effect of Using Flashcard Media on Student Abilities in Writing Narrative Texts

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan   : (✓) Lulus Yudisium
                  (   ) Lulus Bersyarat
                  (   ) Memperbaiki Skripsi
                  (   ) Tidak Lulus

PANITIA PELAKSANA

Ketua   Sekretaris

Dra. Hj. Syamsuyurnita, M.Pd.   Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.

ANGGOTA PENGUJI:

1. Rini Ekayati, S.S., M.A

2. Hj. Darmawati, S.Pd., M.Pd.

3. Habib Syukri Nasution, S.Pd., M.Hum.

Lampiran 6 : Lembar Berita Acara Bimbingan Skripsi

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama	: Rahma Asyifa
NPM	: 2002050010
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Effect of Using Flashcard Media on Student Abilities in Writing Narrative Text.

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
8/10 2024	Chapter I : Background (all)	
11/10 2024	Chapter II : Theory & Lit.	
17/10 2024	Chapter III : Method of Reseal	
21/10 2024	Chapter IV : Data & data analys	
4/11 2024	Chapter V : Conclusion /appendices	
8/11 2024	General Review ; all ; I, II, III	
	IV, V : finished	

Diketahui oleh:
Ketua Prodi

Medan,   Desember 2024
Dosen Pembimbing

(Dr. Pirman Ginting, S.Pd., M.Hum.)

(Habib Syukri Nst, S.Pd., M.Hum.)

Lampiran 10 : From K – 1

MAJELIS PENDIDIKAN TINGGI
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Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : **Rahma Asyifa**
NPM : 2002050010
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 136 SKS   IPK= 3,68

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Using Flashcard Media on Student Abilities in Writing Narrative Texts	
	Exploration of the Use of Artificial Intelligence in Identifying and Analyzing the Morphological Structure of Minority Languages	
	Use of Speech Recognition Technology to Analyze Phonological Errors in English Language Learners	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan,   Maret 2024
Hormat Pemohon,

Rahma Asyifa

Keterangan:
Dibuat rangkap 3   : -   Untuk Dekan/Fakultas
                      -   Untuk Ketua/Sekretaris Program Studi
                      -   Untuk Mahasiswa yang bersangkutan

Lampiran 10 : From K – 2

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa	:	**Rahma Asyifa**
NPM	:	2002050010
Prog. Studi	:	Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Using Flashcard Media on Student Abilities in Writing Narrative Texts

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

Habib Syukri Nasution, S.Pd., M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan,   Maret 2024
Hormat Pemohon,

Rahma Asyifa

Keterangan
Dibuat rangkap 3 :   -   Untuk Dekan / Fakultas
-   Untuk Ketua / Sekretaris Prog. Studi
-   Untuk Mahasiswa yang Bersangkutan

Lampiran 11 : Surat Pernyataan Keaslian Skripsi

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UMSU Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertandatangan dibawah ini :

Nama	:	**Rahma Asyifa**
NPM	:	**2002050010**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Effect of Using Flashcard Media on Student Abilities in Writing Narrative Texts**

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul: " **The Effect of Using Flashcard Media on Student Abilities in Writing Narrative Texts**" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.
Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Univesitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

Medan, Februari 2025
Hormat saya
Yang membuat pernyataan,

Rahma Asyifa

Lampiran 12 : Surat Permohonan Judul

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa   : **Rahma Asyifa**
NPM   : 2002050010
Prog. Studi   : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Using Flashcard Media on Student Abilities in Writing Narrative Texts	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan

kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Habib Syukri Nasution, S.Pd., M.Hum

Medan,   Maret 2024
Hormat Pemohon,

Rahma Asyifa

Lampiran 13 Surat Izin Riset :

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XI/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

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UMSU Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor	: 2423 /II.3/UMSU-02/F/2024	Medan, 08 RabiulAwal 1446 H
Lamp	: ---	11 September 2024 M

H a l : **Izin Riset**

Kepada : Yth. Bapak/Ibu Kepala
SMP Dharma Pancasila Medan
Di
Tempat.

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama	: **Rahma Asyifa**
N P M	: 2002050010
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: **The Effect of Using Media on Student Abilities in Writing Narrative Texts.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.

Wassalam
Dekan

Dra. Hj. Syamsuyurnita, MPd.
NIDN : 0004066701

**Pertinggal

Lampiran 14 Balasan Surat Riset

YAYASAN DHARMA PANCASILA SUMATERA UTARA
SMP SWASTA DHARMA PANCASILA
Jl.Dr. T. Mansyur No. 71.A Kecamatan Medan Selayang Medan 20131
AKR. A No. 12.18.03063, 10-10-2018 NDS 2007120256. NSS. 204076007363 NPSN.10210063

SURAT KETERANGAN MAHASISWA
Nomor : 400.3.5/136

Yang bertanda tangan di bawah ini :

Nama	:	**LONGGASARI, S.Pd.**
NIP	:	-
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMP Dharma Pancasila

Menerangkan dengan sebenarnya bahwa :

Nama	:	Rahma Asyfa
NPM	:	2002050010
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	**The Effect of Using Media on Student Abilities in Writing Narrative Text**

Telah mendapatkan izin untuk melaksanakan Penelitian / Riset untuk melengkapi salah satru syarat Penulisan Skripsi. Penelitian dilakukan pada tgl. 01 dan 15 September 2024

Demikian Surat Keterangan ini diberikan untuk dapat di pergunakan sebagaimana mestinya

Medan, 18 Setember 2024
Kepala Sekolah,

LONGGASARI, S.Pd.

APPENDIXES

Case Processing Summary

	Class	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Student Abilities in Writing	Pre-Test Eksperimen	25	100.0%	0	0.0%	25	100.0%
	Post-Test Eksperimen	25	100.0%	0	0.0%	25	100.0%
	Pre-Test Kontrol	24	100.0%	0	0.0%	24	100.0%
	Post-Test Kontrol	24	100.0%	0	0.0%	24	100.0%

Descriptives

	Class			Statistic	Std. Error
Student Abilities in Writing	Pre-Test Eksperimen	Mean		66.40	2.565
		95% Confidence Interval for Mean	Lower Bound	61.11	
			Upper Bound	71.69	
		5% Trimmed Mean		66.71	
		Median		66.00	
		Variance		164.500	
		Std. Deviation		12.826	
		Minimum		40	
		Maximum		86	
		Range		46	
		Interquartile Range		14	
		Skewness		-.480	.464
		Kurtosis		-.529	.902
	Post-Test Eksperimen	Mean		84.60	2.091
		95% Confidence Interval for Mean	Lower Bound	80.28	

		Upper Bound	88.92	
		5% Trimmed Mean	84.78	
		Median	86.00	
		Variance	109.333	
		Std. Deviation	10.456	
		Minimum	66	
		Maximum	100	
		Range	34	
		Interquartile Range	16	
		Skewness	-.057	.464
		Kurtosis	-.931	.902
Pre-Test Kontrol		Mean	46.17	2.909
	95% Confidence Interval for Mean	Lower Bound	40.15	
		Upper Bound	52.18	
		5% Trimmed Mean	45.70	
		Median	40.00	
		Variance	203.101	
		Std. Deviation	14.251	
		Minimum	26	
		Maximum	75	
		Range	49	
		Interquartile Range	20	
		Skewness	.556	.472
		Kurtosis	-.620	.918
Post-Test Kontrol		Mean	69.79	2.334
	95% Confidence Interval for Mean	Lower Bound	64.96	
		Upper Bound	74.62	
		5% Trimmed Mean	69.50	
		Median	66.00	
		Variance	130.694	
		Std. Deviation	11.432	

Minimum	53	
Maximum	93	
Range	40	
Interquartile Range	20	
Skewness	.295	.472
Kurtosis	-.860	.918

UJI NORMALITAS

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student Abilities in Writing	Pre-Test Eksperimen	.177	25	.043	.940	25	.148
	Post-Test Eksperimen	.150	25	.150	.935	25	.113
	Pre-Test Kontrol	.209	24	.008	.924	24	.072
	Post-Test Kontrol	.213	24	.006	.935	24	.124

a. Lilliefors Significance Correction

UJI HOMOGENITAS

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Student Abilities in Writing	Based on Mean	1.031	3	94	.383
	Based on Median	.591	3	94	.622
	Based on Median and with adjusted df	.591	3	79.803	.622
	Based on trimmed mean	.994	3	94	.399

UJI HIPOTESIS

Group Statistics

	Learning Media	N	Mean	Std. Deviation	Std. Error Mean
Students' Outcomes	Using Flashcard	25	84.60	10.456	2.091
	Using Conventional Method	24	69.79	11.432	2.334

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' Outcomes	Equal variances assumed	.343	.561	4.735	47	.000	14.808	3.128	8.516	21.100
	Equal variances not assumed			4.726	46.213	.000	14.808	3.134	8.502	21.115