

## The Effect of Flashcard Media On 5<sup>th</sup> Grade Students Narrative Essay Writing Skill At UPT SDN Unggulan Bontomanai

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### ABSTRACT

This research conducted of the problems found in elementary school related to writing skills, there are still some students who have difficulty in writing narrative essays. The purpose of this research is to know the description of flashcard media implementation, to know the description of students narrative essay writing skills, and to determine the effect of using flashcard media on narrative essay writing skills of fifth grade elementary school students of UPT SDN Unggulan Bontomanai. The type of research conducted in this research is quantitative experimental with a pretest-posttest control group design, with pretest, treatment, and posttest stages. . The population and sample in this study were fifth grade students of UPT SDN Unggulan Bontomanai, Bontomarannu District, Gowa Regency with a total of 54 students and determined by simple random sampling technique with a sample of 48 students. The data were using the writing skills test, observation sheets and documentation. Data were analyzed using descriptive and inferential analysis. The results of the descriptive analysis showed that the use of media flashcard at the first meeting was sufficient with a percentage of 64% and at the second meeting it went very well with a percentage of 89%. The improvement of students' narrative writing skills in the experimental group was 42% and the control group was 4%. The results of inferential analysis used independent sample t-test showed a probability value of  $0.00 < \text{significance level of } 0.05$  and T count of  $5.675 > T_{\text{table of } 2.012}$ . So it can be concluded that there is a effect on the use of flashcard media on the narrative essay writing skills of the fifth grade students of UPT SDN Unggulan Bontomanai, Bontomarannu District, Gowa Regency.

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### INTRODUCTION

Education is a process used in providing balance and perfection in the development of individuals and society. Education is emphasized not only in teaching but in the formation of awareness and personality of individuals or communities in addition to the transfer of knowledge, and expertise. With this process, a nation or state can pass on religious values, culture, thought, and expertise to the next generation, so that they are ready to look forward to a brighter future in the life of the nation and country. Based on Law No. 20 of 2003. Education is a conscious and planned effort to realize the learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual power, self-control, personality, intelligence, noble morals, as well as the necessary skills for themselves, and society, nation, and state.

Education plays an important role in the development of the individual as a whole and in the effort to cultivate human beings both as individuals and in society. In this case, education can develop attitudes and forms of expected behavior that can affect the controlled environment. The state of the language learning environment is very important for students who learn a language to successfully learn a new language. The task of teachers in language learning is to make various efforts so that students are motivated and actively involved in learning.

Language is considered a form of thought or feeling to convey information to others. According to (Krey 2016), students' ability and understanding of language, can be obtained from learning Indonesian. Indonesia is an intermediary to communicate in uniting the nation. Therefore, humans as social creatures need language skills in their lives.

Language skills consist of listening, speaking, reading, and writing skills. With listening skills, one can distinguish the sounds that distinguish between meanings and can find vocabulary (Kurniati 2018). Increased creativity, and student productivity, can be seen in the other three aspects of skills. The three skills are; Listening, reading, and speaking is a stages that must be owned by a person before stepping into the final stage of the skill, namely writing skills.

Writing skills get more attention than all three. Writing skills in education are explained in the Regulation of the Minister of National Education Number 23 of 2006 concerning Graduate Competency Standards stating that the competencies expected from learning in the writing aspects of elementary school students are. Students can perform various types of writing activities to express thoughts, feelings, and information in the form of simple essays, instructions, letters, announcements, dialogues, forms, speech texts, reports, summaries, paraphrases, as well as various literary works for children in the form of stories, poems, and guides (Permendiknas, 2006, h.355).

The characteristics of the learned nation are having writing skills (Yuliana 2019). Writing skills require tools in the form of media, and learning media that can be used, namely flashcard media. Flashcard media is a card used in the learning process to be effective learning, which has two different sides where one side contains images, text, or symbols and the other side is a definition.

Flashcard media helps students in improving their thinking skills in writing ideas or ideas so that they can be arranged into narrative writing. Agustina (2019) suggests that someone who makes a narrative essay appropriately can adjust to the development of education because by writing students can tell stories and express their ideas and thoughts in a well-structured manner.

One of the studies related to the researcher variable is a study that has been conducted by Kurniawati (2017) with the title Flashcard Media Development on the Development of IPA Material How Plants Adjust to the Environment Class V SD Negeri Gundi Grobongan the results show that flashcard media feasible and effective use in the learning of IPA material on how plants adjust to the environment class V of Gundi Grobongan State Elementary School. Cahyani's research (2018) with the title Effectiveness of The Use of Flashcard Media To Improve The Reading Ability of 1st Grade Students in SD Negeri 1 Ngroto Pujon found the results of the effectiveness of the use of flashcard media to improve the reading ability of 1st-grade students. Furthermore, research from Agustina (2019) Improving The Skills of Writing Narrative Essays Through Serialized Image Media in Class IV MIMA IV Sukabumi Bandar Lampung Learners, the results of this study showed an increase in writing narrative essays in learning in the classroom found that the application of serialized image media can improve the skills of writing narrative essays of class IV learners.

The initial observation made at the time of observation in November 2020 is that, according to one of the V class guardians in elementary school, there are still some students who have difficulty writing narrative essays. Efforts that can be made to overcome these problems are to choose and use the right learning media. Based on several opinions from experts, relevant research, and facts in the field, researchers are interested in researching The Effect of Flashcard Media On 5th Grade Students Narrative Essay Writing Skill At UPT SDN Unggulan Bontomanai.

## **METHOD**

### **1. Research Approach**

The type of research used in this research is experimental research. This type of experiment was chosen because the researcher will provide treatment to the experimental group and prepare the control group as its companion.

### **2. Research Design**

The design in this study used True Experimental Design with a pretest-posttest form of group design. Researchers used this design to determine the influence of the use of flashcard media on narrative writing skills in Indonesian subjects in class V students of UPTD SPF SDN Unggulan Bontomanai. The study used experimental groups and control groups (comparisons) by providing pretests and posttests to each of these classes.

### 3. Research Instruments

Experimental research was conducted to know whether there was a difference between the experimental group given treatment (treatment) and the control group that was not treated (treatment). In the implementation of this research, several instruments are needed such as:

#### Observation Sheet

Observation sheet as an instrument to see and observe the implementation of flashcard media in students of class V UPT SDN Unggulan Bontomanai.

#### Pretest and Posttest Writing Skills Test

The writing skills test is an instrument used to measure the aspect of improving students' writing skills in this study using essay questions.

### 4. Data Analysis

Data analysis aims to narrow and limit discoveries to become orderly, composed, and more meaningful data. The technique of data analysis in quantitative research is to use statistics. The data that has been obtained is analyzed using statistical analysis techniques, namely descriptive statistics, and inferential statistics..

### 5. Descriptive Statistical Analysis

This descriptive analysis aims to describe or describe the score of narrative writing skills in both the experimental group and the control group. So that writing skills data is obtained from pretest and post-test data after carrying out learning.

Presentase	Keterangan
86-100	Sangat Baik
76-85	Baik
60-75	Cukup
55-59	Kurang
< 54	Sangat Kurang

Scores are seen from the accumulation of pretest and posttest scores of experiment classes that use flashcard media in the learning process and control classes that do not use flashcard media in the learning process..

### 6. Inferential Statistical Analysis

Inferential statistical analysis is a statistical technique used to analyze sample data. In inferential statistics, there are parametric and non-parametric statistics. This study uses parametric statistics because the data used is ratio data. The type of parametric statistics that will be used in this study is independent t-test samples. Used to test whether or not there is a difference between two different variances/groups. But first, use the homogeneity test.

### 7. Homogeneity test

The variance homogeneity test is performed using Levene's test. This test aims to find out whether the two samples taken have the same variant. Test criteria if the probability value is greater than the real level of 0.05 then the sample variant can be said to be homogeneous.

### 8. Hypothesis test

Hypothesis testing in this study used an independent sample t-test. An independent sample t-test is used to freely test the average difference between two different groups. The criteria in the test are if the probability value is greater than the real level of 0.05 then  $H_0$  is accepted and  $H_a$  is rejected

## RESULTS AND DISCUSSION

### A. Research Results

The results of this study describe 3 purposes of the study conducted, namely knowing the picture of the use of flashcard media class V UPT SDN Unggulan Bontomanau, knowing the picture of writing skills of students of class V UPT SDN Superior Bontomanai, and knowing The Effect of Flashcard Media On 5th Grade Students Narrative Essay Writing Skill At UPT SDN Unggulan Bontomanai

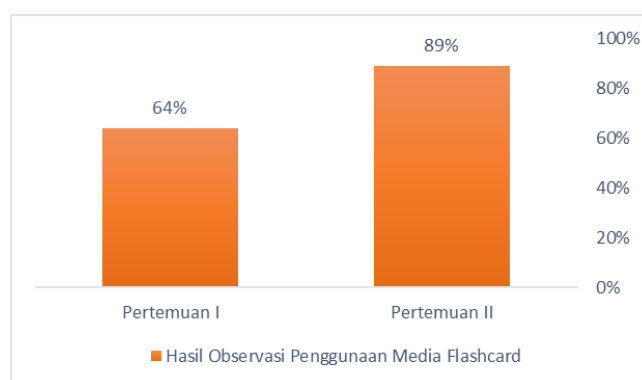
The study was conducted 4 times both in the experiment group and in the control group. At the first meeting, the two groups were given a pretest (initial test), then learning was carried out for 2 meetings. The experimental group used flashcard media while the control group did not use flashcard media the last meeting in the two groups was given a post-test (final test) to find out if there was a difference in narrative writing skills in the two groups.

### Descriptive Statistical Analysis

#### Overview of the use flashcard media on class V UPTD SPF SDN Unggulan Bontomanai

The implementation of the learning process in the experimental group with healthy food materials as many as 4 meetings, namely meeting 1 with pretest giving, meeting 2 and 3 giving treatment (treatment) in the form of the use of flashcard media, and the 4th meeting with posttest giving. A pretest is done to measure students' writing skills before applying a treatment (treatment), while a posttest is done to measure students' writing skills after applying a treatment (treatment). The use of flashcard media in the experimental class has a positive influence on the improvement of students' writing skills. This is evidenced by the results of observations made during the learning process taking place face-to-face (offline). The following can be seen as a table of learning results in the assessment group.

**Table 1 Image of The Results of The Use of**

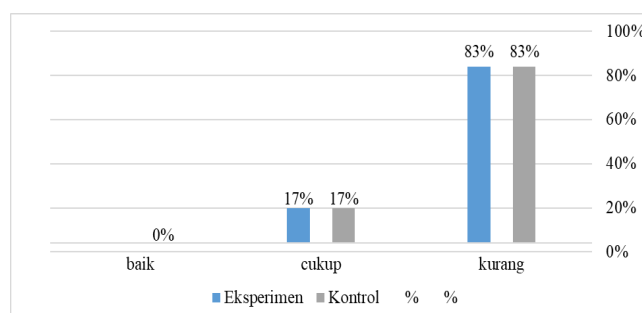


#### Flashcard Media at Meeting 1 and Meeting 2

Based on Table 4. 1 concluded that at the first meeting the learning process was carried out with a percentage of 64% achievement rate and was in the sufficient category and at the second meeting the learning process was carried out with a percentage of 89% achievement rate and was in the category of very good. This shows that the implementation of learning using flashcard media is very good because of the percentage of meeting category 1 and meeting 2 increases.

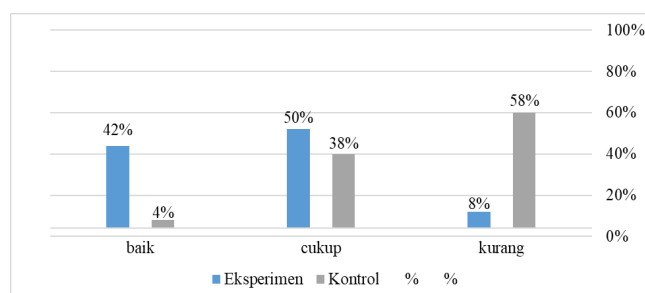
#### Overview of narrative writing skills of students class V UPT SPF SDN Unggulan Bontomanai

**Table 2 Pretest Experimental Groups and Control Groups**



Based on Table 4. 2 concluded that at the first meeting the experimental group and control group obtained the same percentage, namely being in the less category with a percentage rate of 83% and in the category of sufficient 17%. This showed that the writing skills tests of the experimental group and the control group made no difference when pretesting.

**Table 3 Posttest Experimental Group and Control Group**



Based on table 4.3 it was concluded that at the fourth meeting after treatment in the experimental group and without treatment in the experimental group obtained a different percentage, namely in the experimental group at both 42%, enough 50%, and less than 8%. While in the control group, the indicator is good at 4%, enough 38%, and less than 58%.

Based on the results of a descriptive analysis that has been carried out on the experimental group, it can be concluded that the writing skills of student narrative essays have exceeded 50% of the overall number of students. This proves that there is an increase in the results of writing narratives after the learning process using flashcard media. And in the control group of writing skills, students did not exceed 50% of the overall number of students after the learning process without the use of flashcard media.

### Inference Statistical Analysis

**The influence of the use of flashcard media on the writing skills of narrative essays of students of class V UPT SPF SDN Unggulan Bontomanai**

#### Homogeneity test

Homogeneity tests are performed to find out if the data from both samples are homogeneous. The data to be tested for homogeneity comes from the pretest and posttest experimental groups and control groups. This homogeneity test was conducted with the help of IBM SPSS Statistics Version 26 and used Levene's test. Data is said to be homogeneous when the probability value  $> 0.05$ . A summary of the results of the pretest and posttest homogeneity tests in the experimental group and control group can be seen in the following table:

Data Kelompok Eksperimen dan Kontrol	Nilai Probabilitas	Keterangan
<i>Pretest</i>	0,640	$0,640 > 0,05 = \text{homogen}$
<i>Posttest</i>	0,860	$0,860 > 0,05 = \text{homogen}$

Based on the data in the table above shows that the results of the pretest homogeneity test of the experimental group and the control group and post-test of the experimental group and control group are said to be homogeneous because the probability value  $> 0.05$  and can be continued for hypothesis tests.

#### Hypothesis test

##### Independent sample t-test pretest experimental group and pretest control group

This analysis was done by pretesting the experimental group and the control group using statistics. This analysis aims to find out the writing skills of student narrative essays between experimental groups and control groups before being treated in the form of flashcard media. Data is said to have a difference when the probability value  $< 0.05$ . The following are the results of independent sample t-test pretest values.

Data	T	Df	Nilai Probabilitas	Ket
Pretest Kelompok Eksperimen dan Kontrol	0,450	46	0,655	$0,655 > 0,05 = \text{tidak ada perbedaan}$



Based on table 4.15, it can be seen that the probability value is greater than 0.05, it shows that there is no difference in the writing skills of the narrative essay between the experimental group and the control group before being treated. If the value of  $T_{hitung}$  sebesar 0,450 compared to the value of  $T_{tabel}$  with  $\alpha = 5\%$  dan df of 46,  $T_{tabel}$  value of 2,012 is obtained. Then the  $T_{hitung}$  has a value smaller than the  $T_{tabel}$  ( $0,450 < 2,012$ ). If  $T_{hitung} < T_{tabel}$  then it can be concluded that there is no difference.

#### **Independent sample t-test posttest experimental group and posttest control group**

This analysis aims to find out the differences in narrative writing skills in experimental groups that use flashcard media in the learning process and control groups that do not use flashcard media in the learning process. This analysis was carried out by testing the results of the posttest experimental group and posttest control group. This analysis was conducted with the help of the SPSS Statistic Version 26 program. Data is said to have a difference if the probability value of  $< 0.05$ . Here are the results of the independent sample t-test values of the posttest experimental group and the posttest control group.

Data	T	Df	Nilai Probabilitas	Keterangan
Posttest Kelompok Eksperimen Dan Kelompok Kontrol	5,675	46	0,000	$0,000 < 0,05 =$ ada perbedaan

Based on the table above, it is seen that the probability value is smaller than 0.05. This shows that there are differences in students' narrative writing skills between groups that follow learning using flashcard media and groups that follow learning without using flashcard media. If the  $T_{hitung}$  value is 5,675 compared to the  $T_{tabel}$  value with  $\alpha = 5\%$  and df by 46, a  $T_{tabel}$  value 2,012 is obtained. Then the  $T_{hitung}$  value greater than the  $T_{tabel}$  ( $5,675 > 2,012$ ). If  $T_{hitung} > T_{tabel}$  then it can be concluded that there is an influence on the use of flashcard media on the writing skills of narrative essays of students of class V UPT SPF SDN Unggulan Bontomanai.

## **B. Discussion of Research Results**

### **Overview of use flashcard media of students class V UPT SPF SDN Unggulan Bontomanai**

This research was carried out on students of class V of SDN Bontomanai Unggulan. The study subjects consisted of two groups, namely the experiment group and the control group. The learning process in the experimental group used flashcard media while in the learning control group it was done without using flashcard media. The learning process took place for 4 meetings, namely, the first meeting by pretesting, the second meeting presenting the subject matter using flashcard media, the third meeting continued to present the material using flashcard media, and the fourth meeting with the provision of posttests.

In the first meeting, the learning process using flashcard media is quite enough with a percentage of 64%, because some assessment indicators have not been carried out optimally by researchers. In the second meeting, the learning process is quite good with a percentage of 89%. Using flashcard media will attract more students' attention, can overcome different student learning styles, and can understand an event without seeing the incident directly. Based on the description, it can be concluded that the learning process using flashcard media every meeting has improved. This is by the advantages of flashcard media that can make it easier for students to remember messages (Sakdah, 2019).

### **Overview of writing skills for narrative essays of students class V UPT SDN Unggulan Bontomanai**

Students' writing skills have 5 criteria, namely excellent, good, enough, less, and very lacking. In learning activities, teachers are required to provide an atmosphere that can create interesting learning, especially in Indonesian language learning, especially in the writing process. At the time the learning process takes place by providing treatment in the experimental class by using enthusiastic student media in learning. Student's writing skills are considered good because students can write with the content of the ideas put forward, the organization of the content, the grammatical structure, the style of choice of structure and diction, spelling, and punctuation marks so that a paragraph is formed.

The experimental group and the control group found differences in writing skills. At the time learning takes place in the writing process. The results of the writing skills of the first meeting students in the experimental group and control group obtained the same percentage, namely being in the less category with a

percentage rate of 83% and the category of enough with 17%. This showed that the writing skills tests of the experimental group and the control group made no difference when pretesting.

At the time of posttest after treatment in the experimental group and without treatment in the control group obtained a different percentage, namely in the experimental group at a good indicator of 42%, enough 50%, and less than 8%. While in the control group, the indicator is good at 4%, enough 38%, and less than 58%. Based on the results of a descriptive analysis that has been done on the student narrative writing skills control group does not exceed 50% of the total number of students after the learning process without using flashcard media. In the experimental group, it can be concluded that the writing skills of student narrative essays have exceeded 50% of the overall number of students. This proves the improvement of narrative writing skills after the learning process using flashcard media. This is by Susanto (2015), writing learning at the elementary school level, one of which is in the form of simply making up.

### **The Effect of Flashcard Media On 5th Grade Students Narrative Essay Writing Skill At UPT SDN Unggulan Bontomanai**

In the analysis of inferential statistics, a homogeneity test is first performed. The homogeneity test pretested the experimental group and the control group, and the post-test of the experimental group and the control group using Levene's test with the results of both data groups expressed homogeneously. After conducting both tests, the hypothesis test is carried out. Based on hypothesis tests with inferential statistics, it is done in two ways, namely comparing  $T_{hitung}$  with  $T_{tabel}$  and comparing probability values. The statistical results using the t-test (independent sample t-test) obtained a  $T_{tabel}$  value 2,012 with  $df = 46$ , while the value of  $T_{hitung}$  5,675.

From the data, it can be seen that  $T_{hitung} > T_{tabel}$  ( $5,675 > 2,012$ ), and the results of the probability value comparison are smaller than 0.05 so it can be said that there are differences in the experimental group that uses flashcard media with the control group that does not use flashcard media. So, based on the results of this study and some previous research results, it was concluded that  $H_0$  research was rejected and  $H_a$  study was accepted because there was an influence on the use of flashcard media on the narrative writing skills of elementary school V students. This proves that the use of flashcard media in the experiment group has an improvement in the writing skills of narrative essays. This statement is by the results of research conducted by (Agustina 2019) the results of the study showed an increase in writing narrative essays in classroom learning by using radiant image media that improves students' narrative writing skills.

### **CONCLUSION**

- Overview use of flashcard media for the writing skills of narrative essays of students of class V elementary school in the learning process that takes place during two meetings and observations using student observation. Results were obtained that showed that the process in the experimental group took place very well because each meeting increased.
- The overview of students' narrative writing skills after using flashcard media in the experimental group was improved than the writing skills of students in the control group. This is evidenced by the pretest value of writing skills in the experimental group showing that the number of students in the good category is more than the number of students in the control group.
- The use of flashcard media has a great influence on the narrative writing skills of elementary school students. This is because the increase in the value obtained is also evidenced by the difference in probability value between the experimental group using flashcard media and the control group without using flashcard media. In the college-level study, one or two paragraphs developed are sufficient for the conclusion, although in some cases, three or more paragraphs may be required.

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