

**THE USE OF FLASH CARD MEDIA IN TEACHING
DESCRIPTIVE TEXT AT JUNIOR HIGHSCHOOL PLUS
MIFTAHUL ULUM KALISAT JEMBER**

UNDERGRADUATE THESIS



UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

By:
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SRN. T20176030

**STATE OF ISLAMIC UNIVERSITY
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
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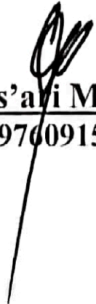
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Submitted to State Institute of Islamic Studies of Jember
in partial fulfillment of the requirements for bachelor's degree
of Sarjana Pendidikan (S.Pd)
Tarbiyah and Teacher Training Faculty
Islamic Education and Language Department
English Education Study Program

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**THE USE OF FLASH CARD MEDIA IN TEACHING
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MIFTAHUL ULUM KALISAT JEMBER**

Has been examined and approved by the board examiners
In fulfillment of the requirement for the Education Bachelor Degree (S.Pd)
of Sarjana Pendidikan (S.Pd)
Tarbiyah and Teacher Training Faculty
Islamic Education and Language Department
English Education Study Program

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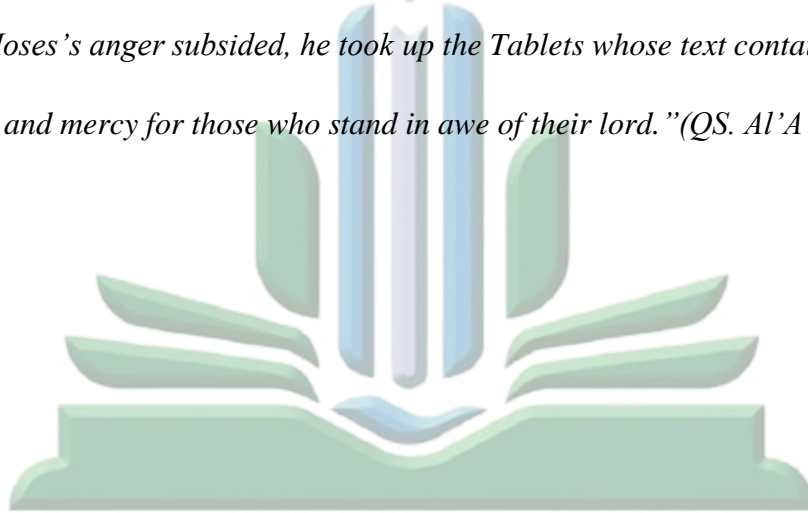


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MOTTO

وَلَمَّا سَكَتَ عَنْ مُوسَى الْغَضَبُ أَخَذَ الْأَلْوَابِحَ فِي سُخْرِيهَا هُدًى وَرَحْمَةً لِلَّذِينَ هُمْ
لِرَبِّهِمْ يَرْهَبُونَ

*“When Moses’s anger subsided, he took up the Tablets whose text contained
guidance and mercy for those who stand in awe of their lord.”(QS. Al’A’raf 154)**



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* <https://quran.com/7?startingVerse=154>

DEDICATION

This undergraduate thesis is honorably dedicated to:

1. My beloved parents, Muhammad Sudin and Siti Marfana who always pray for me, give support and spirit to me in gaining success.
2. My beloved sister, Siti Khoiriyah, My brother Tantowi Khoiri and all my family who always give me support and motivation.
3. My beloved friends of English Department 1 (Diamond Class) who always help me and give support each other.

Thus, I would be grateful for all people and my relatives who cannot be mentioned one by one. Thank you for giving support during my hard times, so I can finish this undergraduate thesis completely. I would like to say thank you very much for all the affection they gave.

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Alhamdulillah, all praises be to Allah, Lord of the world, The Most Graceful, and The Most Merciful, who blesses the writer and gives guidance until finishing this thesis with the entitled “The Use of Flash Card Media in Teaching Descriptive Text at Junior Highschool Plus Miftahul Ulum Kalisat Jember”. Peace may always be granted Prophet Muhammad SAW, his families and companion who become the best figure of human life.

The writer is aware that this thesis has never finished without any helps and supports from others during the process. Therefore in, this opportunity, the author would like to thankful to:

1. Prof. Dr. Hepni, S.Ag., M.M.,CPEM. as the Rector of State Islamic University Kiai Haji Achmad Siddiq of Jember who supports and facilitate the researcher during learning in this campus.
2. Dr. H. Abdul Mu'is, S.Ag., M.SI. as The Dean of the Faculty of Tarbiyah and Teacher Training, State Islamic University of Kiai Haji Achmad Siddiq of Jember. Thanks for giving permission for the researcher's research.
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until thesis finished. Thanks for the advice, suggestions, and guidance.

6. Afi Nuris Anggraeni S.Pd as the English Teacher of Junior Highschool Plus Miftahul Ulum Kalisat who help me to conduct this research.
7. Students of eighth grade of Junior Highschool Plus Miftahul Ulum Kalisat who help me to conduct this research.

I wish Allah SWT gives blessing to all of you. Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Jember, 1 Mei 2024

The Writer

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ABSTRACT

Muhammad Khoirul Anwar, 2024. *The Use of Flash Card Media in Teaching Descriptive Text at Junior Highschool Plus Miftahul Ulum Kalisat Jember.*

Keywords: *Teaching Descriptive Text, Flash Card.*

The first foreign language students in junior high schools need to learn is English. One of the most important aspects of learning English is writing. Writing in English is unfamiliar to Indonesian students. Numerous studies in this topic have revealed issues with the English language, including a lack of vocabulary among students, limited grammar knowledge, and a lack of excitement and interest in the learning process. Additionally, the learning process of the students is affected by the teacher, especially when it comes to producing descriptive text.

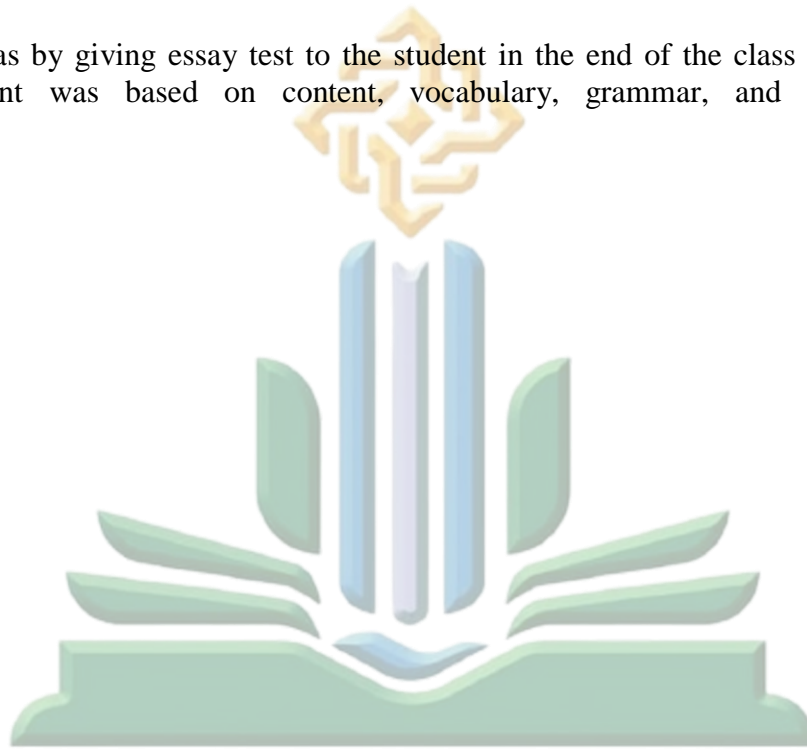
The English teacher used flash card media as a method to help students who are struggling with writing descriptive text. Therefore, researcher conducted research in Junior Highschool Plus Miftahul Ulum Kalisat Jember. This research focused on: 1. What is the purpose of using flash card media in teaching Descriptive Text ?, 2. What are the steps of using flash card media in Descriptive Text ?, 3. How is the evaluation of using flash card media in teaching Descriptive Text ?.

The objectives of this research were 1. To describe the purpose of using flash card media in teaching descriptive text, 2. To describe the step of using flash card media in teaching descriptive text, 3. To describe the evaluation of using flash card media in teaching descriptive text. This research was expected to make contributions, which provided comprehensive insight regarding the use of flash card to enhance descriptive writing skills, and served as a valuable reference for future studies in this area.

The researcher used a qualitative research field study that wanted to know the reality in the field related to the application of flash card media in learning to write a descriptive text. Next, observation, documentation, and interviews are used in the data collection process. The researcher applied the Miles, Huberman and saldana model, consist of three data analysis processes: data condensation, data presentation, and conclusion drawing. The researcher used source and technical triangulation for the data validity part.

The results of the research show that 1. The purposes of using flash card media in learning Descriptive Text were a) students more active, b) creative with their ideas and c) enthusiasm in learning process 2. The steps of teaching Descriptive Text using flash card media was a) explanation of descriptive text, b) introducing and explaining flash card media to the students, c) giving example on writing descriptive text based on students' opinion regarding the picture on the flash card, d) dividing the class into group which consists of 3-4 people, e) ordering each group to discuss the flash card and write descriptive text based on the picture 3. the evaluation of teaching Descriptive Text by using flash card

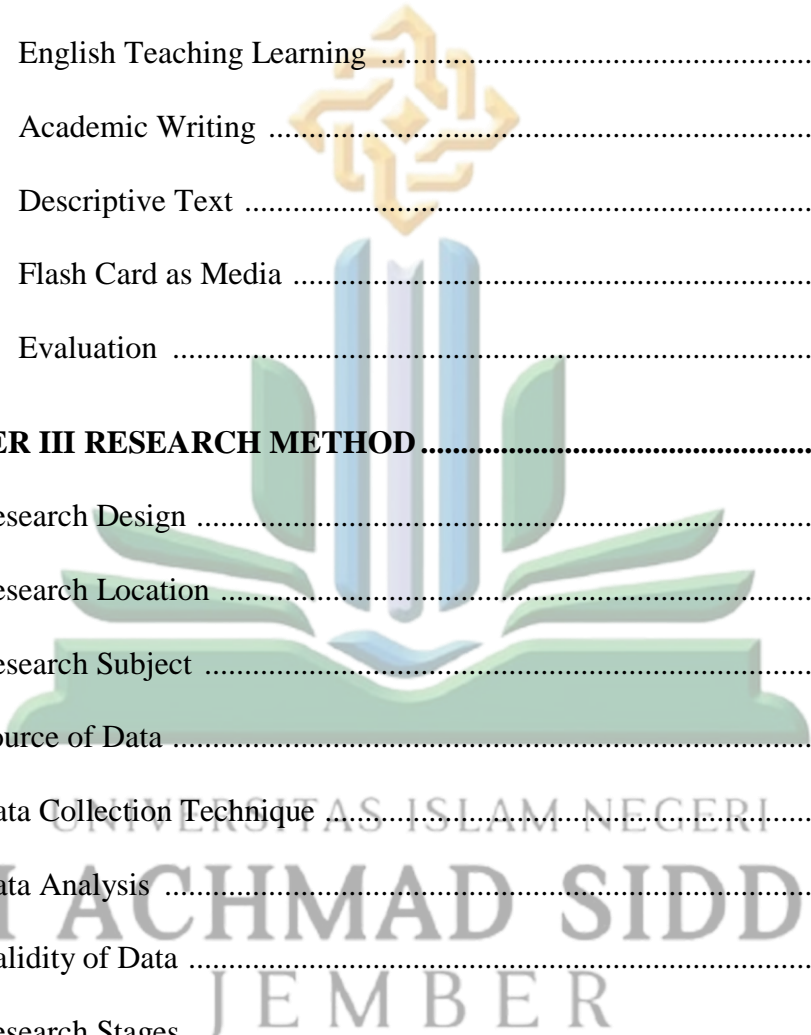
media was by giving essay test to the student in the end of the class where the assignment was based on content, vocabulary, grammar, and mechanic.



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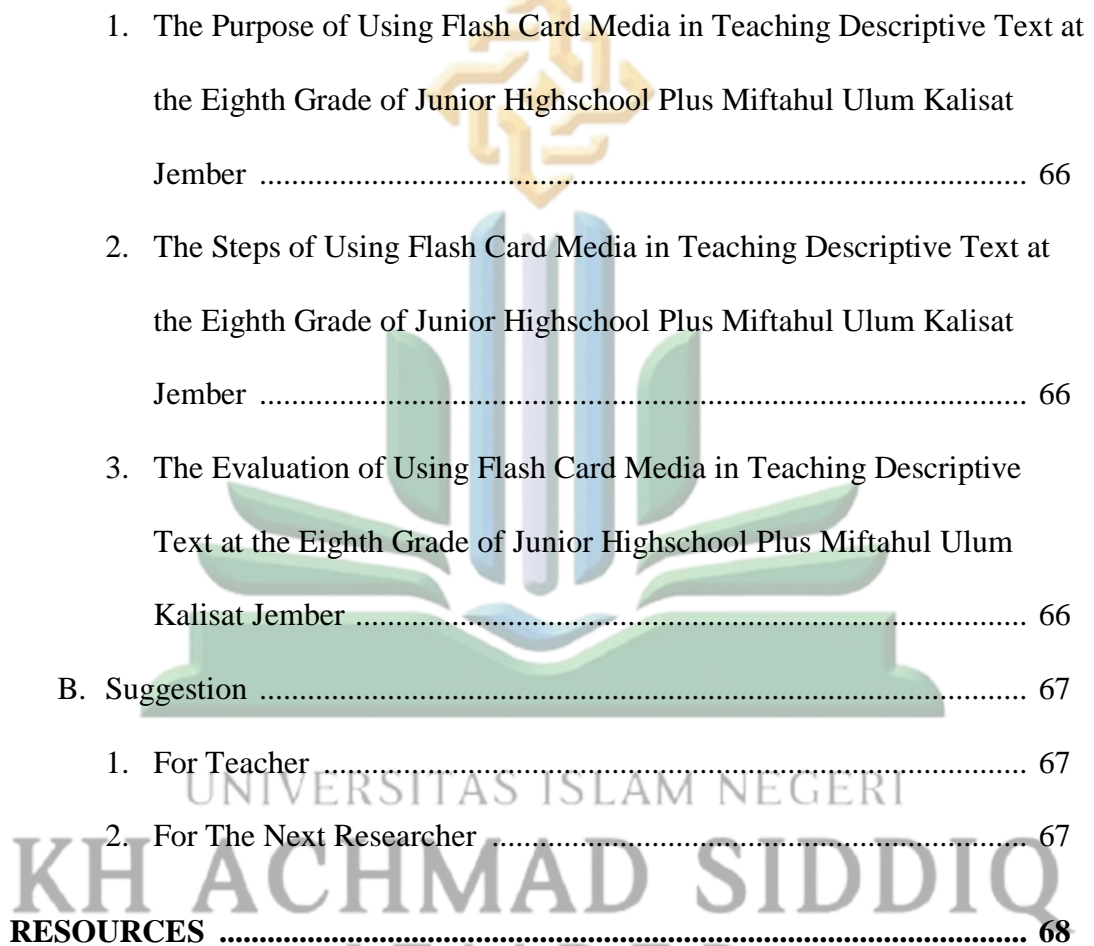
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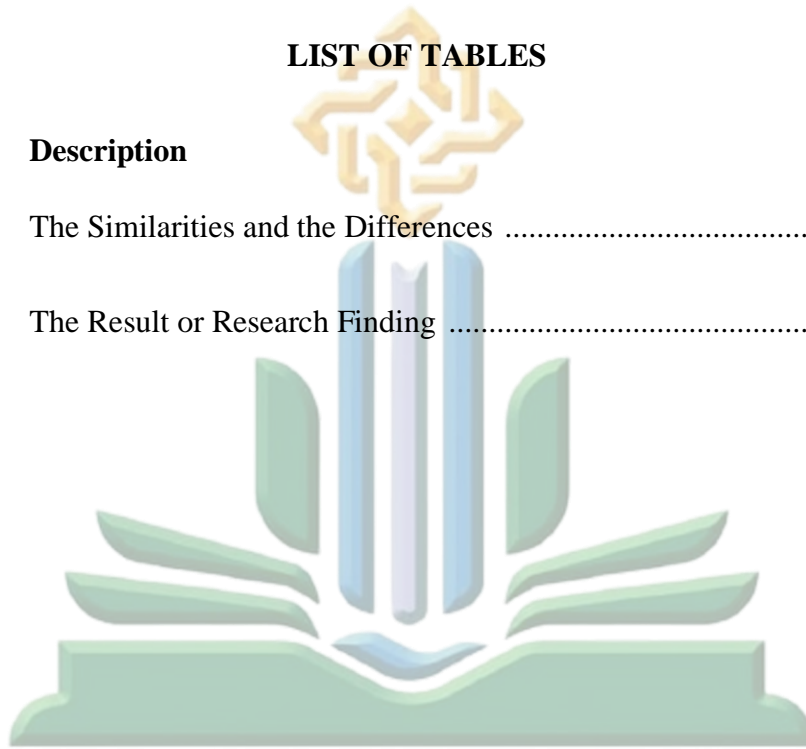
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CHAPTER I

INTRODUCTION

A. Background of Study

Education serves as a vital pathway in the journey of teaching and learning, fostering human development towards a future intertwined with scientific advancements. It holds profound significance in enhancing various aspects of human existence, including intellect, abilities, demeanor, character, patriotism, and devotion to one's homeland.

These statements resonate with the philosophy of Ki Hajar Dewantara, dating back to 1950, when he established Taman Siswa, an educational institution, with the guiding principle of "Tut Wuri Handayani" (the hand that gives support from behind). "Tut Wuri" signifies the act of closely following or guiding without coercion. It emphasizes nurturing children's growth with love and selflessness, devoid of any authoritarian tendencies. "Handayani" underscores the idea of influencing by fostering, nurturing, guiding, and setting examples, enabling children to cultivate self-discipline and develop themselves autonomously.²

Education is a purposeful endeavour aimed at preparing students for their future roles, as stated in The Constitution of the Republic of Indonesia, Number 20 of 2003. It involves guidance, teaching, and training activities tailored to equip individuals with necessary skills and knowledge. Learning a new language, such as English, exemplifies this educational process. English holds the distinction of

² Abdul Rahmat, Pengantar pendidikan Teori, Konsep dan Aplikasi (Gorontalo: Ideas Publishing, 2014), 12.

being the first foreign language taught in Indonesia, starting from kindergarten through university levels. It serves as a significant media for international communication, both in writing and speaking, being recognized as the global language by scholars like Brumfit. The widespread use of English facilitates access to a diverse array of literature and resources available in this language.

According to Al-A'raf verse 154 of the Holy Qur'an, Allah SWT described writing as a means of communication that can be used to deliver knowledge or information.

وَلَمَّا سَكَتَ عَنْ مُوسَى الْغَضَبُ أَخَذَ الْأَلْوَابِحَ ۗ وَفِي نُسُخَتِهَا هُدًى وَرَحْمَةٌ لِّلَّذِينَ هُمْ لِأَرْبَابِهِمْ يَرْجُونَ

“When Moses’s anger subsided, he took up the Tablets whose text contained guidance and mercy for those who stand in awe of their lord.”³

In this verse, Allah SWT gives guidance and grace through writing. We can get information and insight through writing. We may communicate crucial information by writing. However, in real-world situations, understanding English writing can be challenging.

Typically, mastering four fundamental English skills is essential: reading, speaking, listening, and writing. Among these, writing stands out as a particularly crucial skill for students to acquire. However, mastering writing skills in any language, especially English, poses a considerable challenge for students. Learning English as a second or third language is particularly daunting, especially concerning writing. Many students encounter difficulties in various aspects such

³ <https://quran.com/7?startingVerse=154>

as structure, vocabulary, grammar, and spelling. These challenges often lead to hesitation in practicing and furthering their understanding of English writing.⁴

In the realm of education, various types of writing are distinguished: expository, narrative, persuasive, and descriptive. Expository writing entails presenting information or describing a topic in a logically coherent manner. Narrative writing, on the other hand, serves as a vehicle for storytelling. Persuasive writing aims to sway the reader's opinion on a particular matter. Lastly, descriptive writing provides vivid depictions and detailed portrayals of subjects under exploration, ranging from animals and places to human experiences.

This research focuses solely on exploring the utilization of media to enhance students' writing skills specifically in the context of descriptive text. The descriptive text under study focuses on providing comprehensive descriptions of the people, locations, and events. The researcher narrows down the study to this specific area, aiming to delve deep into the efficacy of media-based interventions in improving students' proficiency in making descriptive narratives rich in detail.

The primary objective of teaching English in Junior High School, particularly in writing descriptive text, is to equip students with the ability to compose structured and detailed paragraphs or essays that effectively convey information. Descriptive text instruction typically occurs during the 7th and 8th grades of Junior High School. Positioned within the realm of factual genres, descriptive writing serves the social function of characterizing specific

⁴ Fika Alisha et al., "Students' Difficulties in Writing EFL," PROJECT, 1(January 2019), 20

individuals, places, or objects.⁵ Crafting descriptions entails the skillful use of language to evoke visual imagery and sensory experiences in the reader's mind. A well-written descriptive text should create a sense of visual clarity akin to viewing a picture. Ultimately, the purpose of descriptive writing lies in articulating the attributes of an object or person of interest to the writer.

It's crucial for students to learn descriptive writing in order to improve critical thinking and creativity. Unfortunately, not many students find it simple to write well-described text. Students who are unable to compose an appropriate descriptive text are unable to communicate effectively. When the information presented in the descriptive text is not clear, there may be a miscommunication.

This occurs in all educational settings, from kindergarten to university students. It is crucial to begin teaching and practicing the creation of appropriate descriptive writing at lower educational levels.

Thus, it is essential that students learn how to create properly descriptive text. The evolution of media has seen numerous profound transformations in this day and age. Traditional media is being replaced by digital media. Regrettably, because kids prefer to study independently without instructor supervision, the introduction of digital media has resulted in a decline in students' attentiveness toward teachers. In regard to that, educators can utilize flash card materials to instruct students in descriptive text composition, with the aim of helping them comprehend the material better.

⁵ Artono Wardiman, "English in Focus: for Grade VII Junior High School(SMP/MTs)",DEPDIKNAS, (2008), 122.

A flash card is a small form card with an image, writing, or symbol on it that directs and remembers children to something connected to the paper image.⁶ It is clear that flash cards are a traditional teaching tool for English. With the use of this media, children can learn English more quickly by comprehending the meaning of each picture.

Based on preliminary research at Junior Highschool Plus Miftahul Ulum Kalisat Jember, it was noted that students generally possess a basic comprehension of English linguistics, particularly in terms of vocabulary and grammar which affect their writing skill. Many students demonstrate familiarity with certain words encountered while reading a book, although they may struggle with spelling or understanding their appropriate usage. The survey conducted also revealed that a portion of the students did not commence learning English until they entered middle school.

Following the preliminary research, the researcher conducted an interview with the English teacher at Junior Highschool Plus Miftahul Ulum Kalisat Jember.⁷ According to the teacher, students encounter challenges in utilizing their vocabulary, spelling words correctly, and applying grammar rules effectively within sentences which has an impact on the students' writing skills. These difficulties often result in hesitancy among students to engage in English writing practice and learning. Because of this problem, teachers provide innovation by using learning media. However, upon incorporating media into English instruction, notable improvements were observed in students' vocabulary

⁶ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Rajagrafindo Persada, 2014), 115.

⁷ Interview, Ms. Afi

utilization. One effective teaching tool utilized by the teacher is the implementation of flashcards as a teaching-learning media. Hence, flashcards are perceived as instrumental tools in enhancing students' proficiency in the writing learning process.

These flashcards serve as catalysts for motivating students to engage actively in learning and fostering their interest in English writing. Through the interactive and visual nature of flashcards, teachers can effectively stimulate students' curiosity and enthusiasm, thereby creating a conducive learning environment for enhancing writing skills. This is also shown by the students' writing scores which are higher than the specified KKM.⁸

The research attempt to give practical solution to Indonesian teachers, particularly those in Junior High Schools, seeking to enhance students' writing skills, with a specific focus on descriptive text composition. The proposed solution involves leveraging media tools, notably flashcards, to aid in the development of writing abilities. By highlighting the effectiveness of flashcards as a teaching aid, the research aims to provide educators with a tangible approach to nurturing students' descriptive writing proficiency.

Based on the explanation above, the researcher interested in conducting a research with the title: "The Use of flash Card Media in Teaching Descriptive text at Junior Highschool Plus Miftahul Ulum Kalisat Jember"

B. Research Questions

Based on the background of the research above, the researcher

⁸ Interview, Ms. Afi

formulates the research question is:

1. What is the purpose of using flash card media in teaching Descriptive Text in the eighth grade of Junior Highschool Plus Miftahul Ulum Kalisat Jember?
2. What is the step of using flash card media in teaching Descriptive Text in the eighth grade of Junior Highschool Plus Miftahul Ulum Kalisat Jember?
3. How does the evaluation of using flash card media in teaching Descriptive Text at eighth grade of Junior Highschool Plus Miftahul Ulum Kalisat Jember?

C. Objective of Study

The objective of the study is an overview of what will be addressed in conducting the research⁹, the research objectives for this research are:

1. To describe the purpose of using flash card media in teaching Descriptive Text in the eighth grade of Junior Highschool Plus Miftahul Ulum Kalisat Jember.
2. To describe the step of using flash card media in teaching Descriptive Text in the eighth grade of Junior Highschool Plus Miftahul Ulum Kalisat Jember.
3. To describe the evaluation of using flash card media in teaching Descriptive Text in the eighth grade of Junior Highschool Plus Miftahul Ulum Kalisat Jember.

D. Research Significances

⁹ Tim penyusun, Pedomam Penulisan Karya Ilmiah (Jember: UIN KH. Achmad Shiddiq Jember Press, 2022), 76.

This study is expected to make some contributions, which are divided into two parts:

1. Theoretical Significances

It is hoped that this study will provide comprehensive insights and understanding regarding the use of flashcards to enhance descriptive writing skills. The findings of the research are anticipated to serve as a valuable reference and foundation for future studies in this area, facilitating further advancements in research and practice.

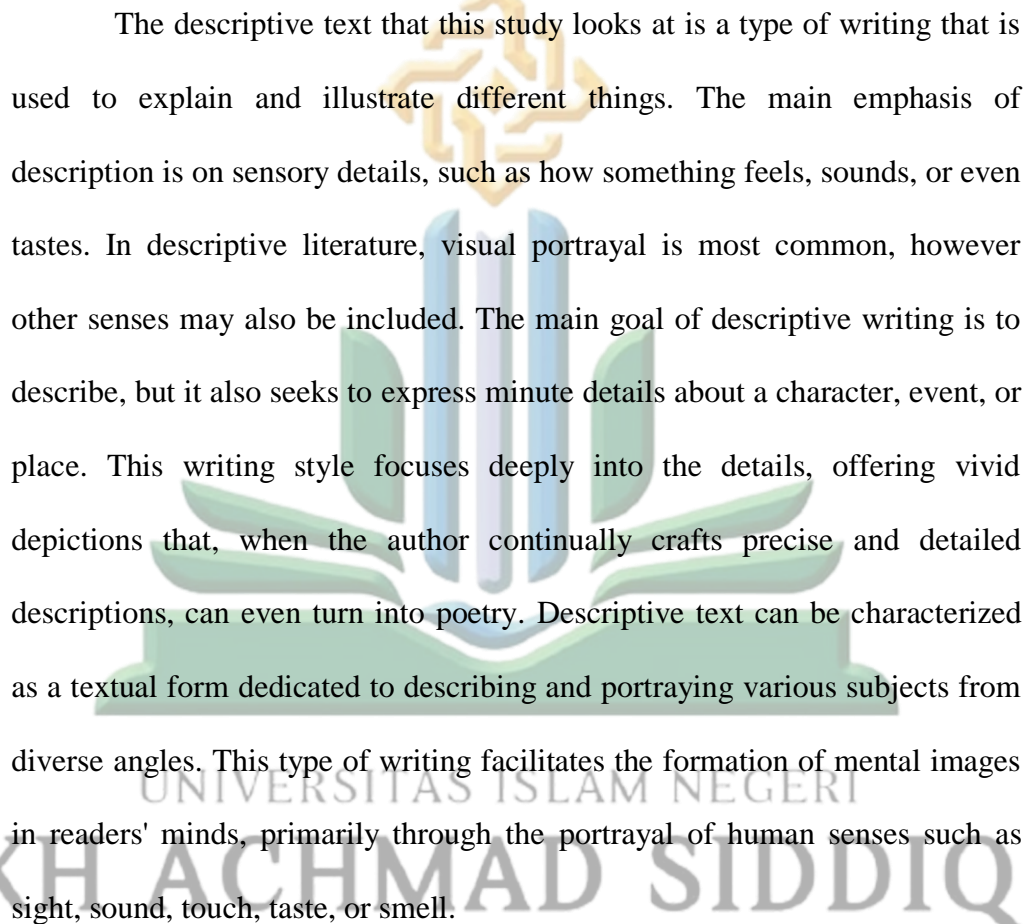
2. Practical Significances

The researcher's exploration of flashcard media within English teaching and learning, particularly in the context of descriptive writing, enhances understanding in this field. This acquired knowledge can be valuable for the researcher's future attempts within the field of education, providing a resourceful teaching method when needed. Additionally, for English teachers, this research holds potential to enhance the learning journey of students, with innovations discovered offering opportunities to bolster students' descriptive writing skills.

E. Definition of Key Term

In order to prevent any confusion regarding the terminology employed in this study, certain terms are clarified within this paper:

1. Descriptive Text



The descriptive text that this study looks at is a type of writing that is used to explain and illustrate different things. The main emphasis of description is on sensory details, such as how something feels, sounds, or even tastes. In descriptive literature, visual portrayal is most common, however other senses may also be included. The main goal of descriptive writing is to describe, but it also seeks to express minute details about a character, event, or place. This writing style focuses deeply into the details, offering vivid depictions that, when the author continually crafts precise and detailed descriptions, can even turn into poetry. Descriptive text can be characterized as a textual form dedicated to describing and portraying various subjects from diverse angles. This type of writing facilitates the formation of mental images in readers' minds, primarily through the portrayal of human senses such as sight, sound, touch, taste, or smell.

2. Flash Card

A flashcard is a compact card typically containing an image, text, or symbol designed to prompt and assist students in recalling information associated with the depicted item. These cards serve as visual media, aiding in memory retention and comprehension.

In this thesis, the teacher used flashcards, which were pictures with small texts that describe a little information about the picture. The pictures were related to family-related content.

F. Structure of The Report

The result of this research will be divided into five chapters. Here will be explained what every chapter consists of:

Chapter I contains the introduction of the research. This chapter consists of the research background, research question, research objective, the significance of the research, and definition of key-term.

Chapter II contains review of related literature. This chapter consists of previous research and theoretical framework.

Chapter III contains a research methodology. This chapter consists of a research design, research setting, research subject, data collection technique, data analysis, data validity and research procedure.

Chapter IV contains a research finding. This chapter consists of overview of the research object research finding, and discussion.

Chapter V contains the conclusion and suggestion. It consists of a conclusion and suggestions.



CHAPTER II

LITERATURE REVIEW

A. Previous Research

Researcher require existing studies to identify innovative avenues for their research. In this study, a researcher discovered prior research on the effectiveness of flash card media in teaching descriptive writing. The earlier research is outlined as follows:

1. The preceding study, authored by Berliana from STKIP PGRI Bangkalan in 2022, titled "The implementation of Using Flash card in Teaching Writing," utilized qualitative descriptive methods through content analysis. It elucidates the efficacy of employing flash cards in the writing classroom.¹⁰
2. A thesis authored by Ade Irma Wulandari in 2019, affiliated with Muhammadiyah University of Makassar, entitled "The Use of Bilingual Flash Cards in Teaching English Vocabulary," focused on eighth-grade students from MTs Mannilingi Bulu-Bulu Jenepono. It was conducted as a Pre-Experimental Research. The thesis demonstrates the success of the study, evident from the students' average scores and sensible responses, indicating its efficacy. The research encompassed 28 students, comprising 11 males and the remaining females.¹¹
3. In Paramita Kusumawardi's 2019 research titled "The Use of Flashcards for Teaching Writing to English Young Learners (EYL)," Classroom Action

¹⁰ Berliana Aprilianti, "The Implementation of Using Flash Card In Teaching Writing", SELL JOURNAL, 1(Februari,2022), 88.

¹¹ Ade Irma Wulandari, "The Use of Bilingual Flash Cards in Teaching English Vocabulary",

Research was conducted. The study was carried out in an English Course located in Gading Serpong, Tangerang. According to this research, among various English proficiency skills such as speaking, listening, and reading, writing poses the greatest challenge for learners. It necessitates suitable techniques for effective instruction and comprehension, especially among English young learners. Flashcards emerge as a valuable teaching aid for enhancing the writing abilities of EYLS. There are diverse methods for studying and mastering English, and educators can derive significant benefits from integrating flashcards into writing lessons in the classroom.¹²

4. Ni Luh Gede Dian Utami Dewi conducted a study in 2021 titled "The Use of Clustering Technique with Flashcard to Improve Writing Skill of The Eighth Grade Students Of SMPN 5 Mengwi in Academic Year 2020/2021". This research was undertaken within the English Language Education Study Program at Mahasaraswati Denpasar University's Faculty of Teacher Training and Education. Through classroom action research, it was revealed that the students, particularly in writing, exhibited deficiencies in basic English skills. Initially, only one out of 33 participants attained the minimum passing grade. However, after the implementation of the clustering technique with flashcards, significant progress was observed. In the post-test of cycle I, 22 subjects achieved the minimum passing grade, and by the end of cycle II, all 33 subjects attained the passing mark. The mean scores also showed substantial improvement from pre-cycle (58.06) to cycle I (70.48) and cycle II (83.09),

¹² Paramita Kusumawardi: "The Use of Flashcards for Teaching Writing to English Young Learners(EYL)", Scope: Journal of English Language Teaching, 1(September 2019), 35.

indicating the effectiveness of the clustering strategy with flashcards in enhancing the students' writing skills.¹³

5. Alan Satriawan conducted a study in 2019 titled “The Effect of Using Flash Cards On Students’ Vocabulary At 7th Grade Of Smpn 5 Jonggat Academic Year 2019/2020”. The objective of this research is to find out the use of flash cards effective on students’ vocabulary at 7th grade of SMPN 5 Jonggat. This research was classified as quasi- experimental research. It involved 52 students of two classes. Class VII A as the experimental class and VII C as the control class. The researcher found that there was a significant difference between the students’ score in experimental class and control class.¹⁴


No	Title of Research	Similarities	Differences
1	Berliana from STKIP PGRI Bangkalan (2022) wrote a previous study titled "The Implementation of Using Flash card in Teaching Writing."	1. The use of flash card media is the main focus of both this study and earlier studies. 2. Employed descriptive qualitative	While the current research used field study, the earlier research used library research.
2	Ade Irma Wulandari	The use of flash	1. While pre-

¹³ Ni Luh Gede Dian Utami Dewi, "The Use of Clustering Technique with Flashcard to Improve Writing Skill of The Eighth Grade Students of SMPN 5 Mengwi in The Academic Year 2020/2021", (Thesis, Mahasaraswati Denpasar University, 2021), 12.

¹⁴ Alan Satriawan, “The Effect of Using Flash Cards On Students’ Vocabulary At 7th Grade Of Smpn 5 Jonggat Academic Year 2019/2020”, (Thesis, University of Mataram, 2019)

	(2019) of Muhammadiyah University of Makassar wrote a thesis named "The Use of Bilingual Flash Cards in Teaching English Vocabulary."	card media is the main focus of both earlier and current research.	experimental research was performed in the earlier study, qualitative research is used in this one. 2. While the prior research concentrated on vocabulary, the current study focuses on writing.
3	There was a thesis written. A thesis titled "The Use of Flashcards for Teaching Writing to English Young Learners (EYL)" was completed by Paramita Kusumawardi in 2019.	1. The use of flash card media is the main focus of both this and earlier studies. 2. The writing skill is the main subject of both this research and earlier studies.	Although the earlier study used classroom action research, the current study employs qualitative research.
4	Previous research from the English Language Education	1. The use of flash card media is the main focus of both	1. While classroom action research was employed in the past,

	<p>Study Program Faculty of Teacher Training and Education Maharaswati Denpasar University is titled "The Use of Clustering Technique with Flashcard to Improve Writing Skill of the Eighth Grade Students of SMPN 5 Mengwi in the Academic Year 2020/2021" and was written by Ni Luh Gede Dian Utami Dewi (2021).</p>	<p>earlier and current research. 2. Writing abilities are the main focus of both the current study and earlier research.</p>	<p>qualitative research is being used in this study. 2. While this study alone makes use of flash card media, the prior study linked the clustering technique with media.</p>
5	<p>Alan Satriawan (2019) from Islamic University Of Mataram wrote a thesis name "The</p>	<p>The use of flash card media is the main focus of both this study and earlier studies</p>	<p>Although the earlier study used Quasi- experimental Research, the current study employs</p>

Effect of Using Flash Cards On Students' Vocabulary At 7th Grade Of Smpn 5 Jonggat Academic Year 2019/2020"		qualitative research.
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All the thesis mentioned earlier and this research share a commonality in their utilization of flashcard media as an alternative tool to enhance students' writing skills in the classroom, particularly in the realm of descriptive text writing. However, this research is different from others in its methodological approach, employing qualitative research methods for data collection. Additionally, while both studies focus on improving writing skills through flashcards, this research specifically targets descriptive text writing in the classroom.

B. Theoretical framework

In this section, the researcher explores the theories conducted in this study in depth, aiming to enrich the understanding of the problems addressed by the research focus and its objectives. Various theories that may be considered include:

1. English Learning Teaching

a. English as Foreign Language

English stands out as one of the most widely spoken languages globally, its spread largely by the historical influence of the British

Empire's colonization efforts and the pervasive impact of America across various facets of the modern world. Kachru's classification divides the world of English into three circles: the inner circle, where English functions as the primary language; the outer circle, where English serves as a second language; and the expanding circle, where English is considered a foreign language.¹⁵ In Indonesia, English is considered a foreign language, as it is not widely spoken or officially recognized.

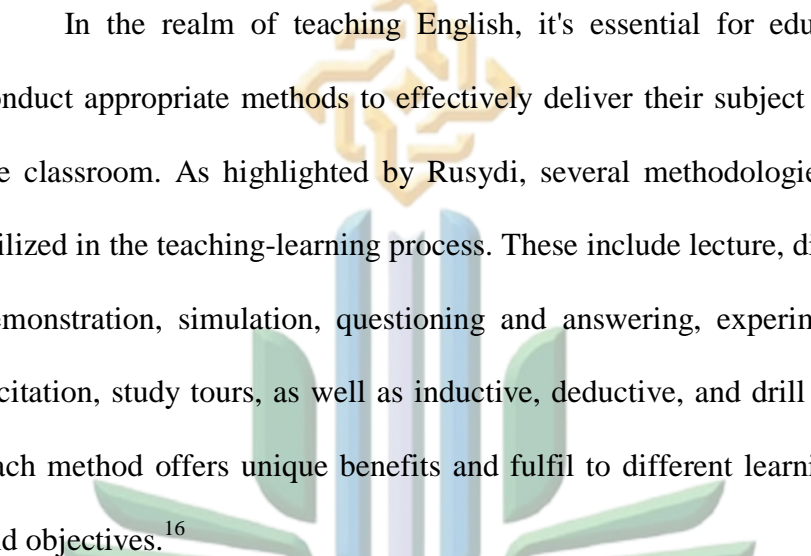
b. Learning English as Foreign Language

English holds a global presence across various sectors including the economy, tourism, and notably, education. As a foreign language in Indonesia, English learning begins as early as kindergarten and continues through university. Starting English education at a young age offers learners numerous opportunities and advantages, expanding their horizons and enhancing their prospects for the future.

c. Teaching and Learning Process

The teaching and learning process involves the dynamic exchange of knowledge between the educator and the student. This interaction covers more than just verbal communication; it also includes empathy and emotional connection. The transfer and reception of knowledge occur within a designated space and timeframe, where both teacher and learner engage in the educational journey.

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching* (America: Longman, 2007) 17.



In the realm of teaching English, it's essential for educators to conduct appropriate methods to effectively deliver their subject matter in the classroom. As highlighted by Rusydi, several methodologies can be utilized in the teaching-learning process. These include lecture, discussion, demonstration, simulation, questioning and answering, experimentation, recitation, study tours, as well as inductive, deductive, and drill methods. Each method offers unique benefits and fulfil to different learning styles and objectives.¹⁶

d. Purpose of Teaching

In the classroom setting, establishing the purpose of teaching is essential before initiating the teaching-learning process. This purpose must be tailored to accommodate the conditions and requirements of the students, as well as align with the objectives of the study that are to be attained. By doing so, educators ensure that their teaching strategies are well-suited to meet the specific needs and goals of their students, fostering a more effective and meaningful learning experience.

In English language learning, various goals are typically sought after, following a structure that cover national education aims, institutional and curricular objectives, general purposes, and specific learning outcomes. To formulate these objectives effectively, teachers must consider the audience they are teaching, the desired behaviors to be achieved, the prevailing conditions of the learning environment, and the

¹⁶ Rusydi Ananda, Rencana Pembelajaran (Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia, 2019), 118.

degree or level of proficiency expected from the learners. By considering these factors, teachers can design targeted and measurable learning objectives that fulfil to the needs and abilities of their students.¹⁷

2. Academic Writing

a. Definition of Writing

Writing is something that language learners value much because it is important for both their academic and professional futures. There are multiple interpretations of literature that have been stated by multiple authorities.

According to Byrne (1997), writing can be described as the process of producing symbols or marks on a flat surface. These symbols typically consist of letters or combinations of letters representing spoken sounds. Arranging these symbols in a specific sequence forms words, phrases, or paragraphs. However, Byrne emphasizes that writing involves more than mere symbol creation; it also entails translating thoughts into language and encoding a message.¹⁸ The term "writing" originates from the word "write," which has two primary definitions: 1) the act of forming words and symbols on a surface, often using a pen or pencil on paper, and 2) expressing ideas or information by putting them onto paper through the use of words.¹⁹

¹⁷ Bambang Sugeng, *Instructional Technology: Planning Strategies for Language Education* (Yogyakarta: Yogyakarta State University, 2010) 74.

¹⁸ Donn Byrne, *Teaching Writing Skills*. (New York: Longman, 1997), 1

¹⁹ "Oxford Advanced Learner's Dictionary," Oxford University Press, 2020, <https://www.oxfordlearnersdictionaries.com/definition/english/write?q=write>.

Moreover, English language learners achieve proficiency in writing because it serves as a media for communication and signifies competence in the target language. A proficient writing style reflects a learner's mastery of English. Written language is conducted when communicating with individuals distant in both time and space.²⁰ Writing serves as a practical form of communication, allowing students to craft imaginary realms of their own creation. Through writing, students can deliver their thoughts, emotions, and experiences towards specific objectives. The primary aim of writing is to deliver information.²¹ Based on the provided explanation, writing is the process of learning to express an idea, which needs critical thinking to achieve specific objectives in delivering that idea as informational content to others.

b. Component of Writing

Heaton states that writing is consist of five components.²²

1) Content

A fundamental element of writing is its content, where the writer expresses their viewpoints and guides the reader through the entire piece. Kane emphasized that the content of writing must be both cohesive and comprehensive, ensuring that readers can readily comprehend and embrace the information being delivered by the

²⁰ David Nunan, *Second Teaching and Learning* (Boston: Heinle & Heinle Publisher, 1999), 275

²¹ Richard Kern, *Literacy and Language Teaching* (New York: Oxford University Press, 2000), 172.

²² J.B. Heaton, *Writing English Test* (New York: Longman, 1998), 135

writer.²³ This suggests that writers need to use clear and appropriate language to express their perspectives effectively. Additionally, writers should offer enough information to help readers develop a clear mental image of the main idea and overall theme of the piece.

2) Organization

Heaton highlights that the skill of logically developing ideas, themes, and information is known as organization in writing. Writing organization encompasses coherence, prioritization, progression from general to specific or vice versa, chronological sequencing, and spatial arrangement.²⁴ When thoughts and information are expressed in writing with the appropriate structure, the flow will occur naturally.

3) Vocabulary

Hughes characterizes vocabularies as the amalgamation of words forming phrases, paragraphs, and essays. Selecting suitable words in writing can mitigate misconceptions among readers, and if comprehension is clear during reading, it can be inferred that the writing is of high quality.²⁵

4) Grammar

Harmer explain that to be good in writing, the writer must possess a mastery of grammar. Accuracy in sentence structure, verb

²³ Thomas S. Kane, *Essential Guide to Writing* (New York: Longman, 1998), 135.

²⁴ J.B. Heaton, *Writing English Test* (New York: Longman, 1998), 135

²⁵ Arthur Hughes, *Testing for Language Teachers* (Cambridge: Cambridge University, 2003), 101.

tenses, word choice, and other linguistic elements are crucial for achieving proficiency in writing.²⁶

5) Mechanism

Kane suggests that the mechanism of writing related to the presentation of words, covering aspects such as spelling, capitalization, and punctuation. Writers can mitigate issues with mechanics by conducting proper writing conventions, such as avoiding ambiguous sentence structures, thereby enhancing readability and facilitating clearer comprehension for the reader.

c. Type of Writing

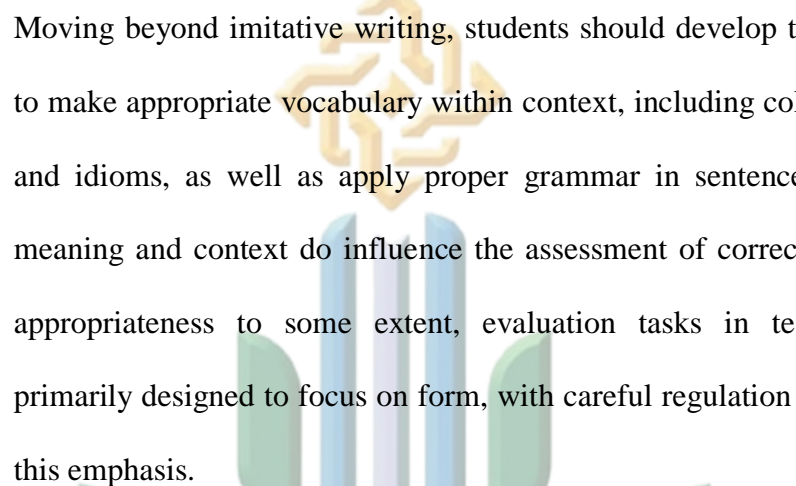
According to Brown (2003), Four categories of writing exist.

1) Imitative

In order to develop writing skills, students must first master fundamental abilities such as writing letters, forming words, using punctuation, and constructing short phrases. This phase involves acquiring the ability to recognize the relationships between sounds and written symbols in English spelling, as well as the skill of accurate spelling. During this stage, students primarily focus on understanding the mechanics of writing, with less emphasis on context and meaning. Form takes precedence as the primary, if not sole, focus of attention.

2) Intensive (Controlled)

²⁶ Jeremy Harmer, *How to Teach English* (Malaysia: Longman, 2004), 35.



Moving beyond imitative writing, students should develop the ability to make appropriate vocabulary within context, including collocations and idioms, as well as apply proper grammar in sentences. While meaning and context do influence the assessment of correctness and appropriateness to some extent, evaluation tasks in testing are primarily designed to focus on form, with careful regulation to ensure this emphasis.

3) Responsive

Students are required to engage in structured discourse, transitioning from phrases to paragraphs and logically organizing multiple paragraphs as part of assessment tasks. These tasks are guided by criteria lists, outlines, and directives provided by educators. Writing genres include a variety of formats, including compact stories, descriptions, fast reports, lab reports, summaries, brief reactions to readings, and analyses of graphs and charts. As students' progress, they begin to select among different styles of expressing concepts, while focusing more on discourse rules to achieve the intended goals of their writing. At this stage, attention is primarily directed towards discourse-level aspects, emphasizing the significance of coherence and meaning.

4) Extensive

Mastering all writing processes and approaches is necessary for substantial writing, which can include producing essays, term papers,

reports from extensive research projects, theses, and more. Writers typically undergo multiple drafts to produce a final product. Their focus lies in achieving specific goals, logically organizing and elaborating on ideas, incorporating supporting details to explain concepts, conducting diverse syntax and vocabulary, and utilizing examples to reinforce or illustrate ideas. Grammatical errors are occasionally addressed or edited during the drafting process.²⁷

d. The Purpose of Writing

Students may have diverse reasons for writing, as outlined in Chapter 1, including using writing as a means of assessment, improving comprehension, recall, and critical thinking, supplementing lectures and formal meetings, enhancing communication skills, and preparing for future careers in specific fields. Some students may primarily perceive writing as a challenge for evaluation, overlooking the broader motivations behind it.

An exercise aimed at exploring these motivations is detailed below.

1. Start by encouraging students to reflect on the various types of writing they have engaged in over the past few sessions. Encourage them to consider a range of examples, such as shopping lists, text messages, lecture notes, experimental results, birthday cards, and poetry.
2. Guide students in categorizing these diverse forms of writing into smaller groups based on common characteristics or purposes.

²⁷ H. Douglas Brown, *Language ASSESSMENT Principles and Classroom Practices* (California: Longman, 2003), 220.

Encourage them to use functional classifications, such as writing for learning purposes, social communication, or memory aids.

3. Facilitate a class discussion focused on academic writing assignments, such as lab reports, essay drafts, and lecture or reading notes. Explore the specific objectives associated with each form of academic writing. Encourage students to contemplate the intended audience for these writings, the rhetorical goals they aim to achieve, and the vocabulary, details, and evidence required. Additionally, discuss other forms of writing that students may encounter in their future.²⁸

Writing is mostly used to convey ideas in a form that can be read or viewed. However, depending on variables like time, place, or the type of activity, the precise goal of writing can change. In an educational context, writing serves various purposes for students, including assessment, studying, and other academic tasks. Additionally, writing can aid students in memorizing and comprehending the subjects they learn in school.

e. The Step of Writing Process

Zemach and Rumisek (2005) explain four steps of writing process, which are:

1. Pre-Writing

There are three steps in this section:

a. Choosing a Topic

²⁸ Caroline Coffin, *Teaching Academic Writing* (London and New York: Routledge Taylor&Francis Group 2005) 20

Before the students begin to write, the teacher will provide a specific assignment or offer guidance on the topic they will write about. However, if such direction is not given, students have the option to choose their own topic.

b. Gather Ideas

After selecting a topic, students consider the writing they will produce on it.

c. Organize

Students choose which concepts to include and in what order throughout this step. They choose which concepts to discuss

first, prioritize the ones that should come after, and decide on the ones to discuss last.

2. Drafting

Drafting refer to when writer come up with and arrange ideas into a preliminary draft of work. It's basically an initial attempt at verbalizing ideas on paper or in a digital document. The goal of the drafting phase is to get the ideas down on paper, without giving too much thought to grammar, punctuation, or precise wording.

3. Reviewing and Revising

Examine the written content. Review it by reading silently or aloud. If numerous errors are detected, it's recommended to seek feedback from others, such as friends or teachers, to gather their perspectives on the writing.

4. Rewriting

There are three steps of rewriting

- a. Restructure and refine the text. During this stage, consider rewriting any sections that may be unclear or lacking in detail. This process, often referred to as editing, involves assessing the coherence and completeness of the content.
- b. Proofreading, carefully examine the entire text to identify and correct any errors in grammar, punctuation, spelling, or word choice. Pay close attention to detail and ensure that your words convey your intended meaning accurately.
- c. Perform a thorough review of the text, addressing any errors or issues identified during the proofreading stage. Make any final adjustments or enhancements as needed to ensure the text is polished and ready for publication or submission. Once all corrections have been made, consider the text complete.²⁹

f. Writing Assessment

A writing assessment is a collaborative process involving students' learning objectives aimed at providing feedback on their writing. According to Brown (2000), there are six categories for evaluating students' writing: content, organization, discourse, syntax, vocabulary, and mechanics.

²⁹ Dorothy E. Zemach And Lisa .A Rumisek, *Academic Writing from Paragraph to Essay* (Oxford: Macmillan Education 2005), 3.

3. Descriptive Text

a. Definition of descriptive text

Noprianto (2017) indicated that secondary schools in Indonesia emphasize the mastery of descriptive text as one of the required writing types for students.³⁰ As per Gerrot and Wignell (1994: 208), a descriptive text portrays a specific individual, location, or object.

Keraf (2000) asserts that descriptive writing effectively delivers the images and emotions experienced by the writer to the reader.³¹ These definitions make it clear that any literature that tries to depict, explain, or describe a subject, a person, location, object, etc.—is considered descriptive writing.

b. The purpose of descriptive text

As social beings, humans have a natural inclination to communicate their experiences with others, often through writing. This could involve recounting vacation adventures, encounters with new acquaintances, and more. Descriptive text serves as a tool for expressing these experiences. Its social function lies in its ability to articulate details about specific individuals, locations, or objects, facilitating effective communication and sharing of experiences among individuals.³²

c. Generic structure of descriptive text

According to Luber, the general structure of descriptive text consists of identification and description. Identification introduces the

³⁰ Eko Noprianto, —Students's Descriptive Text Writing in SFL Perspective, IJELTAL2, no.1

³¹ Gorys Keraf, *Eksposisi: Komposisi Lanjutan II* (Jakarta: Gramdia Widia Indonesia, 1995), 16.

³² Barbarana Fine Clouse, *The Student Write* (McGraw-Hill Companies, Inc., 2004),143.

description's subject, while the description offers details about characteristics such as size, physical attributes, behavior, skills, and habits.³³

Mulyono suggests that the typical form of a descriptive text involves a paragraph where one part identifies the phenomenon being discussed, while another part provides a detailed description of its components, attributes, and features.³⁴

Based on that explanation, the researcher concluded that the structure of descriptive text consists of two main components: identification and description.

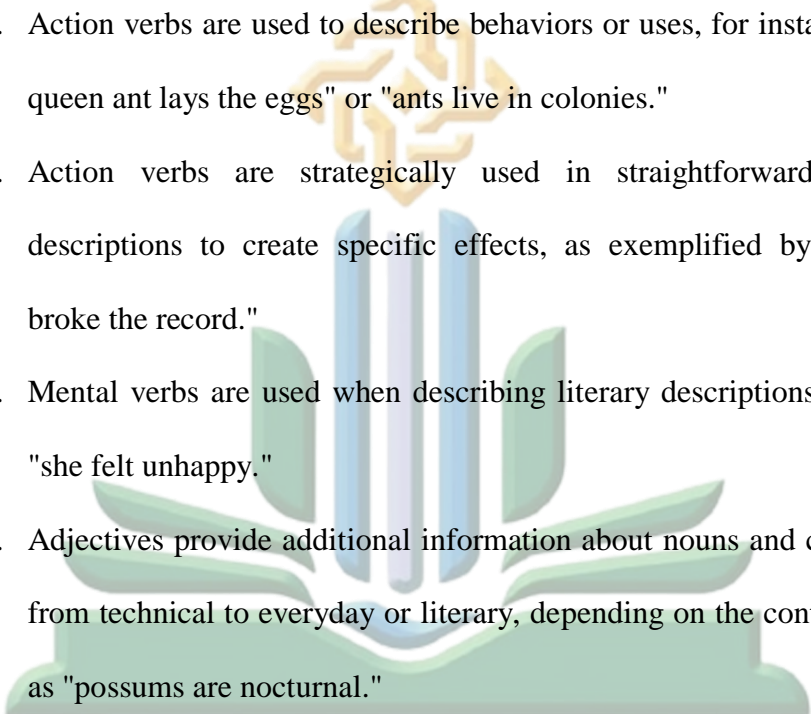
d. Language feature of descriptive text

Peronity highlights two linguistic characteristics of descriptive text: the utilization of the simple present tense to describe the object and the deployment of adjectives to clarify the noun. Additionally, Knapp and Watkins confirm that descriptive text have certain grammatical features, which are outlined as follows:

1. The present tense serves to describe something from a factual and technical standpoint.
2. Relational verbs, such as "is," "are," "has," and "have," explain the appearance and function of phenomena.

³³ Novia Sartika, "Students' Ability In Writing Descriptive Text Based On Its Generic Structure At The Tenth Grade Student Of Vocational High School", Professional Journal of English Education, Vol.2 No.4 (July 2019), 436

³⁴ Mulyono, English Way 2 (Jakarta: Quadra, 2009), 22.

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3. Action verbs are used to describe behaviors or uses, for instance, "the queen ant lays the eggs" or "ants live in colonies."
 4. Action verbs are strategically used in straightforward literary descriptions to create specific effects, as exemplified by "Declan broke the record."
 5. Mental verbs are used when describing literary descriptions, such as "she felt unhappy."
 6. Adjectives provide additional information about nouns and can range from technical to everyday or literary, depending on the context, such as "possums are nocturnal."
 7. Adverbs provide extra details for verbs to offer a more comprehensive description.
 8. Adverbial phrases are used in descriptions to provide additional information regarding manner, place, or time.
 9. The topic of description is connected thematically to both sentences and paragraphs. Technical descriptions typically deal with groups of objects rather than single objects.³⁵ The conclusion drawn is that language features in descriptive text can be categorized into three main groups: the use of the present tense, verbs, and adjectives.

e. Kinds of descriptive text

Jolly identified five separate types of descriptive writing, which include:

³⁵ Peter Knapp and Morgan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University of South Wales Press Ltd, 2005), 98-100.

1. Describing Process

Defining a process not only entails explaining the method of doing something but also covers elucidating the reasons behind it and detailing what is necessary to complete the process.

2. Describing Event

In order to describe an event effectively, a writer needs to remember what happened. For instance, if the author plans to explore into the topic of education in Indonesia, they should provide sufficient details to ensure the reader comprehends the writing.

3. Describing Personality

The initial stage of describing someone involves understanding their unique attributes. This covers physical features such as eye and hair color, as well as emotional traits like being irritable or humorous. Additionally, moral characteristics such as greediness, arrogance, or honesty, and intellectual qualities like intelligence or wisdom contribute to the overall portrayal of an individual.

4. Describing Place

The most effective method for describing a place is by focusing on real aspects. When describing an object, attention to detail is necessary. Examples of places that benefit from clear description include schools, theme parks, hotels, hospitals, offices, and the like.

5. Describing an Object

Giving specific details about an object's physical characteristics, such as its size, shape, color, texture, substance, and any other relevant characteristics is part of describing it. It also entails communicating the object's use, goal, and any noteworthy features that set it apart from related objects. A well-written description helps readers visualize the topic being addressed.

4. Flash Card as Media

a. Learning Media

In order to draw both parties' attention to the topic being taught and learnt, the media acts as a middleman between the sender and the recipient of a communication.³⁶ In his book "Media Pembelajaran," Azhar Arsyad states that using media in the classroom frequently entails obtaining, processing, and rearranging linguistic and visual data using electronic or photographic graphic tools.³⁷

Media serves as a tool for transmitting messages from the sender to the recipient, thereby obtaining the thoughts, emotions, concerns, and interests of students to enhance the effectiveness of the learning process.³⁸

According to the definition provided, the researcher concludes that media serves as a tool conducted to facilitate the transfer of information during the teaching-learning process.

b. Various Kinds of Teaching Media

³⁶ Mustofa Abi Hamid et al., *Media Pembelajaran* (Medan: Yayasan Kita Menulis, 2020), 4.

³⁷ Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT Raja Grafindo Persada, 2014), 3.

³⁸ Muhammad Ramli, *Media dan Teknologi Pembelajaran*, (Banjarmasin: Anasari press, 2012), 1.

According to Azhar (2014), learning media, categorized based on technological advancements, fall into four distinct groups:

1. Printed media refers to a means of generating or disseminating theoretical content, such as books and static visual theories, primarily through mechanical printing or photography. Its defining characteristic lies in the presentation of text and visuals in a silent or static manner.
2. The creation or dissemination of theories through the use of mechanical and electrical devices to convey both visual and auditory messages is known as audio-visual media. Using hardware to aid in learning is one of its distinguishing features. Tape recordings and projectors are two types of audio-visual media.
3. Computer-based media is a technique for generating or delivering material utilizing a microprocessor source. Its characteristic is its adaptability to the preferences of students or designers, allowing for planned, random, non-sequential, and linear usage.
4. Mixed media is an approach to creating or delivering theories by integrating multiple forms of media controlled by a computer and connected to an audio system. This media is advanced in nature. The characteristics of mixed media include the ability to use it randomly, sequentially, or linearly, as well as the incorporation of interactive learning materials involving student engagement.³⁹

³⁹ Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT Raja Grafindo Persada, 2014), 31-35.

According to Rudy Bretz (1972), media is categorized into three groups:

1. The media group for visual learning.
2. The media group for audio learning.
3. The media group for audio-visual learning.

On the other hand, according to Magdalena I. D. (2013), there are six learning media:

1. Printed media.
2. Audio media.
3. Visual media.
4. Human action projection media.
5. Miniature.⁴⁰

The researcher draws the conclusion that learning media include a variety of formats, including human-centered media like interactive teaching-learning exchanges between instructors and students. This conclusion is based on the definition given. Humans frequently use printed media, including textbooks, newspapers, and journals. Visual media, which can be perceived visually, aids in understanding and reinforcing memory of the subject matter, through means such as pictures, tables, and flashcards.

c. Flash Card as Media

1. Definition of Flash Card

⁴⁰ Magdalena, I. D., Desain Pembelajaran SD (Sukabumi: CV Jejak, 2013), 86

A flashcard is a type of media created from small pieces of paper containing pictures, text, or symbols.

Teng and He define flashcards as cards with information printed on one or both sides, such as words, images, or numbers. They are frequently used in solitary study sessions or classroom drills.⁴¹

According to Wright (1976), flash cards are printed cards with visuals or sentences that are simple enough for teachers to understand. The study's flash cards are made from these square cardboard sheets, which are usually seven by ten centimeters in size. Every card has a picture that the teacher has chosen, either from their own work or from a newspaper, magazine, or book.

Flashcards are used for practice in class, either individually or in groups. They usually have instructions and information on one side, such as words or numbers.⁴²

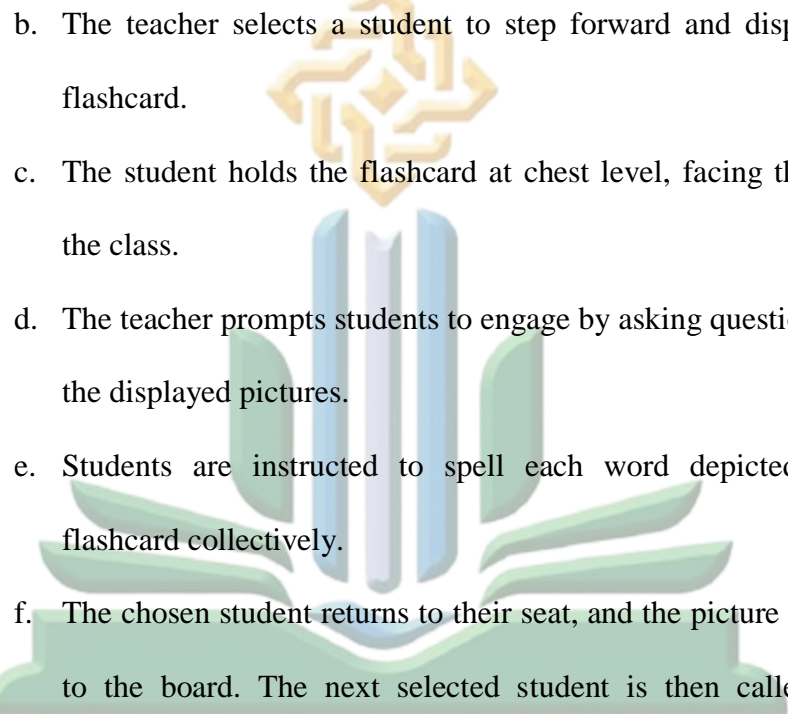
2. The Steps for Using Flash Card

According to Eka Oktaviani (2019), there are six steps to using flashcards:

- a. The teacher distributes flashcards to each student, each containing a different picture.

⁴¹ Teng and He, "An Example of Classroom Practice Using Flashcards for Young Learners: Preliminary Indications for Promoting Autonomy" *Studies in Self-Access Learning Journal* 6, no.4 (December 2015): 382-398, <https://doi.org/10.37237/060405>.

⁴² Abbasian, G., —The Effect of Flash Card-based Instruction on Vocabulary Learning by EFL Learners. *International Journal Of Humanities And Cultural Studies*, (2016): 1929-1938. <https://www.ijhcs.com/index.php/ijhcs/article/view/2571>.

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- b. The teacher selects a student to step forward and display their flashcard.
 - c. The student holds the flashcard at chest level, facing the rest of the class.
 - d. The teacher prompts students to engage by asking questions about the displayed pictures.
 - e. Students are instructed to spell each word depicted on the flashcard collectively.
 - f. The chosen student returns to their seat, and the picture is affixed to the board. The next selected student is then called to the front.⁴³

According to Indriana (2011:135-137), the steps for using flashcards as a learning media are as follows:

- a. The organized cards are held at chest level and displayed to the students.
- b. The cards are presented one by one following the teacher's explanation.
- c. The teacher hands the explained card to one student, who observes it before passing it to the next student. This process continues until all students have seen the card.

⁴³ Eka Oktaviani, —Penggunaan Media Flashcard Untuk Meningkatkan Kemampuan Membaca Permulaan Anak Usia 5-6 Tahun di TK Tunas Bangsa Penantian Ulubelu Tanggamus((Thesis, Raden Intan Lampung University,2019), 37-38.

d. If the learning process involves a game, the cards are placed randomly. Students are chosen by the teacher to take part in the game. As an illustration, three students might line up in front of the class, and the box with the cards would be positioned at the desk of the final student. The instructor then gives the class instructions to locate a particular object, such a computer. Once found, the students return to their starting positions, and the quickest student to locate the item must name it. Creativity on the part of the teacher is crucial for creating an engaging learning environment during the flashcard game.⁴⁴

Based on the provided definitions, the researcher concludes that each step in using flashcards as a teaching-learning media involves the following: selecting a flashcard and displaying it to the students until every student has had a chance to see it, and optionally using the flashcards for interactive games or activities.

3. The Advantages of Flash Card

According to Riyana and Susilana (2009)⁴⁵, the advantages of flashcards as a teaching media are as follows:

- a. Portability: Flashcards are small in size and lightweight, making them easy to carry everywhere.
- b. Practicality: They are easy to create and use, enabling effective learning for students.

⁴⁴ Dina Indriana, *Ragam Alat Bantu Media Pengajaran* (Yogyakarta: DIVA Press, 2011), 135-137.

⁴⁵ Rudi Susilana, *Media Pembelajaran* (Hakikat, Pengembangan, Pemanfaatan, dan Penilaian) (Bandung: CV Wacana Prima, 2009), 16 .

- c. Memorability: Flashcards are illustrated and visually appealing, often featuring simple letters or numbers that aid in retaining information for longer periods.
- d. Enjoyable Learning: Flashcards can be utilized as a fun learning tool, including in the form of interactive games.

4. The Disadvantages of Flash Card

According to Sadiman (2006)⁴⁶, flashcard media also have weaknesses:

- a. Reliance on Visual Perception: Flashcards primarily rely on the sense of sight, potentially neglecting other sensory modalities.
- b. Complexity of Images: Flashcards featuring overly complex images may not be as effective for learning activities.
- c. Limited Size for Large Groups: Flashcards may pose challenges in visibility and engagement when used with large groups due to their small size.

5. Evaluation

Evaluation involves assessing the entirety of an educational program, including planning, implementation, educator proficiency, and educational management.⁴⁷ Therefore, learning evaluation entails assessing the effectiveness of the teaching-learning program by gathering various types of information (such as numerical data, descriptions, and analyses), which is then utilized to make decisions regarding students' achievement of learning

⁴⁶ Arief S. Sadiman. *Media Pendidikan*. (Jakarta: Jakarta Rajawali, 2011), 31.

⁴⁷ Moh. Sahlan, *Evaluasi Pembelajaran* (Jember: STAIN Jember Press, 2015), 8.

outcomes. Based on its purpose, teacher-conducted learning outcomes assessment includes:

1. Throughout the course of a semester, formative assessment activities are designed to detect and solve the attitudes, knowledge, and skills gaps that students have. This is in line with the 2013 Curriculum's guiding principles, which place a strong emphasis on the knowledge, abilities, and good attitudes that students should develop. Observations of students' areas of difficulty are used to improve lesson planning and the teaching-learning process for upcoming sessions, as well as to give remedial instruction.
2. Summative assessment, on the other hand, aims to evaluate students' overall success in learning at the conclusion of a semester, academic year, or educational period within an educational institution. The outcomes of summative assessment are used to determine scores for tasks such as book reports, class promotion, and overall student learning achievements.⁴⁸

⁴⁸ Rusydi Ananda, *Perencanaan Pembelajaran* (Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia, 2019), 275.



CHAPTER III
RESEARCH METHOD

A. Research Design

The methodical technique used in the research methodology is intended to gather data, accomplish goals, and serve certain purposes.⁴⁹ The researcher used a qualitative methodology in this study since it was a comprehensive strategy that put the focus on inquiry. Qualitative research allows the researcher to deeply examine firsthand experiences by using an unfolding model in an authentic setting.

Sugiyono contends that qualitative research stems from a post-positivist philosophical stance, focusing on understanding the natural state of objects, with the researcher serving as the primary instrument. The chosen techniques for gathering data are triangulation and inductive data analysis, and the research outcome emphasizes the importance of extrapolating meaning from the results.⁵⁰

Because the study placed a high priority on comprehending meaning and process, the researcher chose a qualitative approach, more precisely using a descriptive research type. As a result, rather of producing numerical data, the information produced was in the form of descriptions that were communicated through verbal or written reports from observable informants.

The methodology of qualitative descriptive analysis was chosen to enable a comprehensive analysis of the collected data. It made it possible for the

⁴⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2016), 2

⁵⁰ Sugiyono, *Metode Penelitian Kualitatif* (Bandung: Alfabeta CV, 2021), 9.

researcher to thoroughly explain the goal, resources, process, and assessment of using a flash card-based technique to teach descriptive writing to eighth grade of Junior Highschool Plus Miftahul Ulum Kalisat Jember.

B. Research Location

The study was conducted in Jember at Junior Highschool Plus Miftahul Ulum Kalisat Jember. This school was specifically chosen as the research site for a number of reasons. This place was ideal for data collecting due to its distinct qualities and gaps in activities, which improved the validity and support of the research.

C. Research Subject

The people or things that provide information relevant to the research topic are the research subjects. Purposive sampling, which is motivated by certain goals and concerns, was used in this study. Using this method, the needed data must be specified, appropriate informants or subjects must be found, and procedures for collecting and verifying the data to ensure its integrity must be established.⁵¹

The research subject that have been chosen were as follows :

1. English Teacher of Junior Highschool Plus Miftahul Ulum Kalisat Jember

The primary data source selected by the researcher was the English teacher of eighth grade Junior Highschool Plus Miftahul Ulum Kalisat Jember.

This teacher was asked to providing insights into the utilization of flash card

⁵¹ Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, dan R&D (Bandung: Alfabeta, 2015), 216

media for teaching Descriptive Text. They were expected to share conceptual understanding and knowledge, actively engaging with the researcher by seeking clarification on the research problem and being observed throughout the research duration.

2. Students of Junior Highschool Plus Miftahul Ulum Kalisat Jember

Two out of sixteen eighth grade students from Junior Highschool Plus Miftahul Ulum Kalisat Jember were chosen by the researcher. These students were selected to potentially offer additional information to support a comprehensive qualitative analysis. Their perspectives and insights could contribute valuable additional data to enrich the research findings.

D. Source of Data

The data sources for this research were categorized into two main groups:

1. Primary Data

Methods such as observation, interviews, and document review—which included statements pertaining to research variables—were used to collect primary data that were directly applicable to the research participants. Students and teachers of English at Junior Highschool Plus Miftahul Ulum Kalisat Jember served as the study's main sources of data.

2. Secondary Data

Secondary data came from outside sources that had a close connection to the topic of the study. The vision and mission statements of Junior Highschool Plus Miftahul Ulum Kalisat Jember, the institution's organizational structure, and lesson plans were among the secondary data used in this study.

E. Data Collection Technique

The research conducted various data collection techniques to gather information for the study. These techniques are detailed as follows:

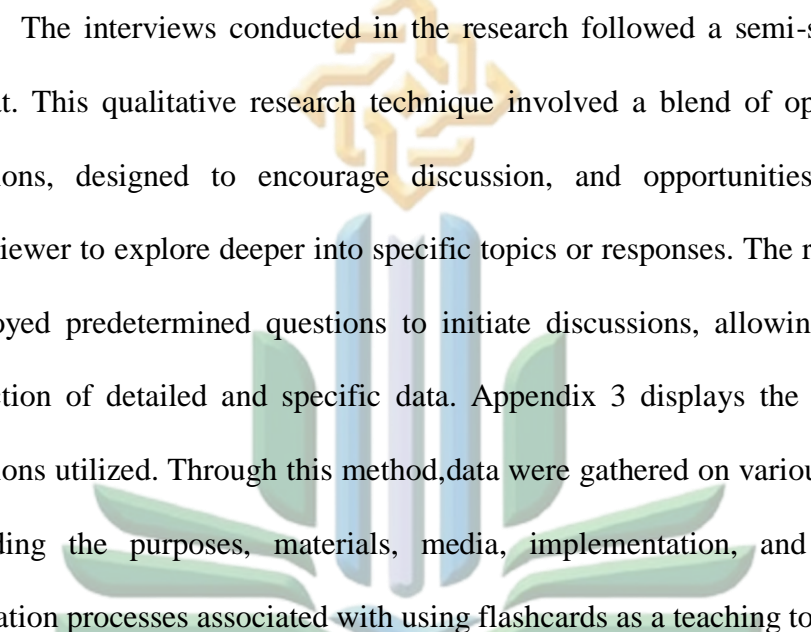
1. Observation

Observation involves gathering data directly from the research field. In qualitative research, data collection often occurs directly within the research field as it encompasses attitudes, activities, actions, treatment processes, and overall human interactions. This technique entails directly immersing oneself in the environment of the research subject to observe and document relevant phenomena.

In this research, the researcher employed a semi-participatory approach. This entails the researcher assuming the role of an observer rather than being fully immersed in the classroom activities. While the researcher participated in teaching-learning activities alongside the teacher, there were instances where they functioned primarily as an observer to collect data within the research field. Through observation, data were gathered on various aspects including the teaching of Descriptive Text using flash card media and the evaluation of learning through objective tests.

2. Interview

An interview is a structured interaction between two or more individuals characterized by mutual openness and a scientific context. It involves establishing a predetermined goal for communication and relies on trust as a foundational element for comprehension and understanding.



The interviews conducted in the research followed a semi-structured format. This qualitative research technique involved a blend of open-ended questions, designed to encourage discussion, and opportunities for the interviewer to explore deeper into specific topics or responses. The researcher employed predetermined questions to initiate discussions, allowing for the collection of detailed and specific data. Appendix 3 displays the interview questions utilized. Through this method, data were gathered on various aspects including the purposes, materials, media, implementation, and learning evaluation processes associated with using flashcards as a teaching tool.

3. Document Review

Documentation, stemming from the word "document," refers to written material. In research, a documentation form serves as a tool for collecting data, typically derived from notes or documents. The Documenter method involves gathering data by examining written materials. In this research, the researcher utilized this method to obtain additional information regarding the school profile, documents related to the research subject, school infrastructure, lesson plans, and the organizational structure of the school.

F. Data Analysis

Data analysis involved the exploration and structuring of data sourced from interviews, field notes, and documentation within the research. This process entailed categorizing the information, dissecting it into manageable units, combining it into a model, prioritizing key insights, and drawing conclusions to the researcher or other people.

1. Data Condensation

Data condensation involve summarizing, extracting crucial elements, and identifying important themes and patterns. Reducing the volume of information facilitates easier access to pertinent insights for the researcher.

Condensed data were acquired by document reviews, instructor and student post-lesson interviews, and researcher observations in the classroom. The selection criteria were based on the study challenge, which focused on teaching Descriptive Text using flash card media.

2. Data Display

Essays, charts, and the relationship between categories are effective ways to communicate data in qualitative research. It was pointed out by Miles and Huberman that narrative writing is commonly employed to display qualitative research findings. The data presentations aid in the conclusion-making process for researchers.

The condensed data were structured into notes by the researcher following the sequence of the research questions. The data display started with information related to the research objectives, followed by material, steps, and concluded with an assessment of teaching Descriptive Text through flash card media at Junior Highschool Plus Miftahul Ulum Kalisat Jember.

3. Conclusion Drawing and Verification

In qualitative data analysis, drawing conclusions and verifying them are the next steps. The first conclusion presented is unreliable and could be changed if there is insufficient evidence to support it in later data collecting.

On the other hand, the conclusion is considered trustworthy if it is supported by strong evidence.

Following the condensation and display of data gathered from interviews, document reviews, and observations, the data was interpreted as the solution to the research problems.

G. Validity Data

The validity of data can be established through triangulation, a method involving cross-referencing data from multiple sources or methods. In this study, data validity was ensured through the following processes:

1. Source Triangulation

Triangulation using sources involves contrasting and comparing data from multiple sources to determine which of them is more reliable. In this study, data from student interviews was cross-referenced with data gathered from interviews with the English teacher to validate the findings.

2. Technical Triangulation

Technical triangulation entails utilizing various techniques for data validation on the data source. Triangulation techniques, which involve comparing data from multiple sources against the same source, were used to evaluate the data's authenticity. By cross-referencing the information gleaned from document reviews and researcher observations, the researcher in the study corroborated the data gathered from interviews.

H. Research Stage

This section details the researcher's plan for executing the research, starting with initial investigation, design formulation, practical research activities, and concluding with report preparation. Below are the sequential stages of the research process:

1. Pre-research Stage

The pre-research stage is the stage conducted before the research is carried out. Activities in the pre-research stage include:

a. Drafting the Research Design

The background of the issue and the reason for the study, the location choice, the research schedule, the design of data collecting, the design of data analysis processes, and the design of data validity checks are all included in this research design.

b. Exploratory Study

An exploratory study entails a pre-study visit to the research place with the goal of being fully acquainted with the social, physical, and environmental aspects of the study site.

c. Research Permission

Since the study is being carried out off-campus and involves a government agency, approval and the following processes are needed: a request for research authorization made to the Head of Junior Highschool Plus Miftahul Ulum Kalisat Jember, by the State Islamic University of KH ACHMAD SIDDIQ Jember, in the form of a letter of introduction..

d. Making of research instrument

Drafting observation sheets, interview questionnaires, and documenting relevant activities are all part of the process of developing research instruments.

2. Implementation Stage

The implementation stage of activities in this research will take place in April, and the activities to be conducted include:

a. Data Collection

Data collection is carried out according to a predetermined schedule using observation techniques, interviews, and documentation.

b. Data Processing

Data processing from the collected data in the research is intended to facilitate the data analysis process.

c. Data Analysis

After all data has been collected and organized, it is then analyzed using qualitative analysis techniques, which involve providing an overview of what has been obtained during data collection. The results of data analysis are presented in the form of data exposition and research findings.

d. Reporting Stage

The reporting stage involves preparing the research findings in the form of a thesis according to the guidelines applicable in the program of the State Islamic University of KH ACHMAD SIDDIQ Jember.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Description of Research Object

1. History of Junior Highschool Plus Miftahul Ulum Kalisat Jember

To comprehend the history of Junior Highschool Plus Miftahul Ulum Jember, one must first understand its founding. The initial stage in creating Junior Highschool Plus Miftahul Ulum was overseeing the Miftahul Ulum foundation, which at the time held the MI Miftahul Ulum institution. Following that, in 2021, Junior Highschool Plus Miftahul Ulum was established. Administrators at MI Miftahul Ulum urged graduates to continue their studies at a university under the guidance of the Miftahul Ulum foundation.

Junior Highschool Plus Miftahul Ulum was less appealing to the general population when it first opened because it was a relatively young and unknown institution. When this institution first opened, there was just one study group and eight students, demonstrating this circumstance. Being the head of the school and a member of the madrasah development team, Ms. Afi went door to door to expose the institution to the community by interacting with the inhabitants.

The number of study groups expanded as a result of student transfers; at first, there were just one class, later there were four classes—grades seven (A and B), eight, and nine. Junior Highschool Plus Miftahul Ulum persisted in working to advance the organization and the caliber of instruction it offers. The people will eventually come to accept and demand this institution. By finishing up the

infrastructure and auxiliary spaces needed for instruction, such as adding classrooms, restrooms, and additional space, this work was made public.

2. Profile of Junior Highschool Plus Miftahul Ulum Kalisat

- a. School Name : SMP Plus Miftahul Ulum Kalisat
- b. NPSN : 70005398
- c. Headmaster : Dr. Moh.Isomuddin, M.Pd
- d. Year Established : 2021
- e. Main Agency : Ministry of Religion Jember
- f. Ownership Status : Ownership
- g. Accreditation : B
- h. Foundation Name : Miftahul Ulum
- i. Address : Jl. Pesantren RT.06 RW.02 Dusun Krajan 1
- j. School Status : Private
- k. School Level : Junior Highschool
- l. Number of Students : 295
- m. Number of Teachers : 20
- n. Village : Glagahwero
- o. District : Kalisat
- p. Geographical Qualification : Rural

3. Vision

To produce a generation of superior achievers who have typical Islamic boarding school characteristics, love the homeland, Hamilul Qur'an, master

the Islamic sciences based on the aqidah of Ahlussunah wal Jamaah An-Nahdiyyah

4. Mission

- a. develop educational institutions with excellent, quality service, quality management standards with professional management
- b. to produce the ulama' based on the books of Salafus Salih and based on the aqidah of Ahlussunnah waljama'ah an-Nadiyyah
- c. develop skills in the field of literacy and vocalization based on science and technology that are future-oriented and competitive with the global world
- d. prioritizing an attitude of social concern as the basis for serving the educational needs of the society

B. Research Finding

The researcher will share select findings from the study, including data collected using their established methodology. This chapter encompasses a detailed analysis of the data, derived from both observational and interview sources, reflecting the teaching of Descriptive Text via flashcard media in eighth grade at Junior Highschool Plus Miftahul Ulum Kalisat. The conversation that follows will clarify the useful features of this teaching strategy.

1. The Purpose of Using Flash Card Media in Teaching Descriptive Text at the Eighth Grade of Junior Highschool Plus Miftahul Ulum Kalisat Jember

When the researcher finished the research project in the selected classroom, the researcher found that the teacher had set up a number of goals

before teaching ever started. These goals were stated in an interview with the teacher, Ms. Afi.

“In this meeting, I used flash card media to teach descriptive text since it encourages student participation in the learning process. With the help of this media, students can use their imaginations to freely explore the subject and produce imaginative descriptive text. It is anticipated that this media-based learning would inspire students to be more enthusiastic in learning English.”⁵²

Based on the previously mentioned interview, it can be concluded that the main objectives of teaching descriptive text using flash card media are to create a positive learning environment, motivate students to write about what they are interested in, and encourage active participation in the classroom.

The statement was supported by Nadia one of the students stated in the interview

“I’m glad that I learned about descriptive text because Ms. Afi makes study cards with flash cards. Along with my friends, we create our descriptive text in our group. I can learn more about the item characteristic with the use of flash cards.”⁵³

Regarding the educational goals, Diana agreed with the teacher views.

“Although I generally feel sleepy and lazy during English class, Ms. Afi brought flash cards today, which made the session enjoyable. In group discussions, we are required to voice our opinions.”⁵⁴

According to the interview, it can be deduced that utilizing flash card media make students to become more engaged in English learning activities.

⁵² Ms Afi, Interview, 21 May 2024

⁵³ Nadia, Interview 21 May 2024

⁵⁴ Diana, Interview 21 May 2024

This media serves to captivate students' interest and encourages them to think creatively while composing descriptive text.

Regarding the learning objectives, the teacher's comments aligned with the stated lesson plan. The objectives of the lesson plan were as follows: to ensure that students were able in creating descriptive text; to encourage the use of creative ideas in writing tasks; to ensure that students were enthusiastic about every work; and to develop active engagement in the learning process.⁵⁵

During the observation, the teacher motivated the class in active learning by using flash card materials to support students' creative descriptive text writing. The media encouraged students' enthusiasm⁵⁶

Based from the interview, the lesson plan, and observations, the researcher conclude that the objectives of teaching descriptive text writing through flash card media are as follows:

- a. Facilitating active interaction and collaboration among students in the classroom.
 - b. Providing students with a platform to express their creative ideas through writing activities.
 - c. Encourage students' enthusiasm and engagement in the teaching and learning process.
2. The Steps of Using Flash Card Media in Teaching Descriptive Text at the Eighth Grade of Junior Highschool Plus Miftahul Ulum Kalisat Jember

⁵⁵ Document Review

⁵⁶ Observation. English Class. 21 May 2024

In the English teacher's interview, the steps for teaching Descriptive Text using flash cards were described. Regarding the step, Ms. Afi said in the interview:

“I used instructional materials like flash cards to teach descriptive text. Descriptive text explanation is the initial stage. I then show the students the flash card in class and give an explanation of it. Third, I give the students instructions to see and consider the image on the flash card. Fourth, I offer the students time to share their thoughts on the images. Fifth, using the students’ opinions of the photos in the flash card as an example, then I start writing descriptive text. Sixth, I give the students instructions to stick around in groups of three to four. I hand out random flash cards to every group. I provide each group instructions on how to analyze the image and write a descriptive description.”⁵⁷

According to the interview provided, the process of teaching Descriptive Text using flash card media involved several steps. It started with an explanation of descriptive text, followed by the presentation and elaboration of the flash cards. Subsequently, students were given the opportunity to analyze and express their opinions regarding the images depicted on the flash cards. The final task is to write descriptive paragraphs based on their interpretations of the images. Students were organized into groups of 3-4 individuals and tasked with discussing and writing descriptive text inspired by randomly assigned flash cards provided by the teacher.

The statement was supported by Nadia one of the students stated in the interview.

“We analyze descriptive text in class. Mrs. Afi began by defining descriptive text. Next, Ms. Afi explains and displays a flash card for us. We are required to view it and

⁵⁷ Ms Afi, Interview, 21 May 2024

provide feedback on the image on it. Ms. Afi started to write a description of the image in writing. We are split up into various groups. Ms. Afi gives us a random flash card and tells us to write a descriptive text and have a discussion.”⁵⁸

Diana’s statement matched with the teacher's regarding the use of flash card media to teach Descriptive Text.

“Today we study descriptive text. Ms. Afi arrived in class with flash cards. Ms. Afi uses flash cards to demonstrate how to write descriptive language. She started writin down a description of the image on the flash card after asking us what we thought of it.”⁵⁹

Based on the interview, it can be inferred that the students initiate the class by engaging in the study of descriptive text. They progress to learning about its structure and application. Throughout the session, they analyze and discuss various examples, sharing their opinions. The class concludes with Ms. Afi writing descriptive text based on the opinions shared. Students are then divided into groups and provided with random flash cards, where they work together to create descriptions text of the images on the cards.

The following point was highlighted in the lesson plan (RPP) addressing the teaching activity:

1. The descriptive material is explained by the teacher.
2. The teacher describes flash cards.
3. The teacher talks about the image on the flash card.
4. The teacher uses the students' feedback on the flash card to create a descriptive narrative.
5. The teacher forms groups of three to four students each.

⁵⁸ Nadia, Interview 21 May 2024

⁵⁹ Diana, Interview 21 May 2024

6. The teacher assigns each group a random flash card.
7. Using the flash card as a guide, students produce and debate descriptive text.⁶⁰

Based on the classroom observation, it was noted that the teacher started the lesson by providing an introduction to descriptive text. This was followed by further explanation and demonstration using flash cards as visual media. The teacher engaged the students by guiding them to identify and express their opinions on the images showed on the flash cards. Subsequently, the teacher created descriptive text based on the students' input. Furthermore, the students were organized into small groups, typically consist of 3-4 individuals, and tasked with discussing and write descriptive text based on randomly assigned flash cards.⁶¹

Based on the interview, observation, and lesson plan, the researcher has deduced the sequential steps involved in teaching descriptive text using flash card media as follows:

- a. The Teacher started the learning process by providing an explanation of descriptive text to the eighth students.
- b. And then the teacher introduced and explained the use of flash cards media containing family picture to the students.
- c. After that the teacher demonstrated writing descriptive text by providing examples based on students' opinions of the flash card images.

⁶⁰ Document Review

⁶¹ Observation. English Class.

- d. The teacher then divided the class into smaller groups, typically comprised of 3-4 students and gave a flash card containing family picture to each group.
 - e. Then the teacher gave instruction to each group to engage in discussions about the flash card images and then make descriptive text based on the pictures of the flash card.
3. The Evaluation of Using Flash Card Media in Teaching Descriptive Text at the Eighth Grade of Junior Highschool Plus Miftahul Ulum Kalisat Jember

The researcher observed that evaluation occurred subsequent to the teaching and learning activities. The purpose behind this approach was for the teacher to identify any weakness in the teaching process and devise effective solutions for improvement in the subsequent sessions.

“After each class activity, I do evaluation. It is important to design class activities to maximize the amount of knowledge they impart to students. In my class, I use formative evaluations together with essay tests. During this meeting, I see how each student participates in the teaching-learning process. In order to evaluate the students' understanding of writing descriptive text on their own, I gave them an assignment to produce descriptive text before the course ended, based on a random flash card. The writing task was then graded using a scoring system that took into account mechanics, grammar, vocabulary, and substance.”⁶²

According to the interview, the teacher conducted ongoing observation and assessment to evaluate students' abilities during the lesson. This involved monitoring their participation levels to see how their engagement and enthusiasm in the teaching-learning process. Additionally, assignments given during the class were analyzed to assess students'

⁶² Ms Afi, Interview, 21 May 2024

comprehension and proficiency in descriptive writing following the instructional session. These assignments were scored using a rubric encompassing criteria such as content, vocabulary, grammar, and mechanics.

Nadia, one of the students who participated in the interview, supported up the statement.

“When we were studying English earlier, Mrs. Afi gathered up our group's homework. After that, we were instructed to write descriptive words on paper on our own”⁶³

Regarding the evaluation, Diana’s statement agreed with the teacher's.

“Every time we complete an assignment, Ms. Afi always goes around each group. Miss Afi gave us instructions to create descriptive text using the flash card they received from her before class finished.”⁶⁴

From the interview provided, it can be inferred that the teacher consistently observed the students during their group assignments and throughout the teaching-learning process. At the conclusion of the class, the teacher instructed the students to individually write descriptive text based on the flash card each student received.

According to the lesson plan, evaluation of the class was conducted through a test aimed at assessing students' understanding and capabilities. This test was scored based on various criteria, including content, vocabulary, grammar, and mechanics, which encompassed aspects such as spelling, punctuation, and capitalization.⁶⁵

⁶³ Nadia, Interview 21 May 2024

⁶⁴ Diana, Interview 21 May 2024

⁶⁵ Document Review

It was observed in class that the teacher kept a close eye on how much to which each student was participating in the lessons. Regarding the flash cards that were used in the session, the teacher often solicited feedback from the pupils. Additionally, the teacher gave the class an assignment to create descriptive text using the provided flash cards in order to assess the students' understanding and proficiency. After that, the instructor assessed the students' writing of these descriptive writings using a variety of criteria, including substance, vocabulary, syntax, and mechanics.⁶⁶

It is evident from the lesson plan, observation, and interview that the teacher used formative assessment strategies with the students. This required grading the writing assignments turned in by students at the conclusion of the lesson in order to assess the class as a whole. Students' participation in class and their ability to write descriptive writings were two of the evaluation factors. Assignments were graded according to a number of criteria, including mechanics—which included capitalization, punctuation, and spelling—content, vocabulary, and grammar. Continuous teacher observation during class meetings and evaluation of the students' completed tasks served as the methods of assessment.

Table 4.1
The Result of Research Finding

No	Research Focus	Research Finding
1	What is the Purpose of Teaching Descriptive Text by Using Flash	a. Students can actively connect and collaborate with one another

⁶⁶ Observation

	Card Media at The Eighth Grade of Junior Highschool Plus Miftahul Ulum Kalisat?	<p>in the classroom.</p> <p>b. Through writing assignments, students can convey their original ideas.</p> <p>c. Pupils may have a passion for the teaching-learning process.</p>
2	What are The Steps of Teaching Descriptive Text by Using Flash Card Media at The Eighth Grade of Junior Highschool Plus Miftahul Ulum Kalisat?	<p>a. The teacher provides an explanation of descriptive text;</p> <p>b. The instructor provides an explanation of flash card media.</p> <p>c. The instructor gives the class instructions to examine and comment on the flash card's image.</p> <p>d. Based on the students' assessments of the image, the teacher creates a descriptive paragraph.</p> <p>e. The instructor forms groups out of the pupils.</p> <p>f. Each group receives a random flash card from the teacher.</p> <p>g. Every group talks about the flash card.</p> <p>h. Every group creates a descriptive text using the flash card as a guide.</p>
3	How is the Evaluation of Teaching Descriptive Text by Using Flash Card Media at The Eighth Grade of Junior Highschool Plus Miftahul Ulum Kalisat?	<p>The essay test used as an assessment tool for the eighth-grade Junior Highschool Plus Miftahul Ulum descriptive text instruction using flash card media, Score based on : content, vocabulary, grammar, and mechanics.</p>

C. Discussion

The researcher examined the relationship between the field data and the previously described conceptual frameworks in this section. In order to answer relevant field questions, the field data analysis carried out in the previous section will be compared with the research priorities that have been set. The following is an explanation of the examination's results:

1. The Purpose of Using Flash Card Media in Teaching Descriptive Text at the Eighth Grade of Junior Highschool Plus Miftahul Ulum Kalisat Jember

Purpose serves as the guiding force behind every activity, providing a clear direction toward a specific objective. Each participant in an activity plays a crucial role in implementing the methods or steps necessary to reach the desired goal. In the context of teaching activities, both students and teachers engage in actions aimed at achieving the teaching purpose. The chosen methods and materials in the classroom are directly influenced by the intended teaching objectives. These methods and materials are carefully selected and refined from various sources to ensure alignment with the teaching purpose.

Bambang Sugeng outlines the many levels of objectives that are commonly followed in the study of English. These include main goals including national education objectives, institutional and curricular goals, as well as more specific general purposes and particular objectives. In formulating learning objectives, teachers must consider key factors including

the audience, desired behavior, prevailing conditions, and the desired degree of attainment.⁶⁷

The teaching purpose describe the objective of the instructional activities within the classroom. This purpose serves as the guide for selecting appropriate methods aimed at achieving the desired goals. Students, as the primary participants, play a important role in realizing the teaching purpose. They actively engage in each phase of the teaching-learning process, ultimately acquiring knowledge, shaping attitudes, and honing psychomotor skills as outcomes of their involvement.

Based on the research findings, the objectives of teaching descriptive text using flash card media at SMP Plus Miftahul Ulum Kalisat were identified as follows:

- a. Facilitating active interaction and collaboration among students within the classroom environment.
- b. Providing students with a platform to creatively express their ideas through writing activities.
- c. encouraging enthusiasm and engagement among students in the teaching-learning process.

The researcher came to the conclusion that teaching descriptive text with flash card media has goals that are in line with theory and research findings. Every instructional goal is in line with certain learning objectives for the development of knowledge, attitudes, and psychomotor skills. This alignment

⁶⁷ Bambang Sugeng, *Instructional Technology: Planning Strategies for Language Education* (Yogyakarta: Yogyakarta State University, 2010) 74

guarantees that the learning activities in these domains successfully support students' overall development.

2. The Steps of Using Flash Card Media in Teaching Descriptive Text at the Eighth Grade of Junior Highschool Plus Miftahul Ulum Kalisat Jember

Throughout the research period, the teacher would present the teaching material to the class, actively engaging students by asking questions related to the content. Additionally, the teacher organized students into groups, encouraging them to collaborate and discuss any challenges they encountered with their assignments.

The researcher discovered that throughout the teaching-learning session, the teacher used the Lecture and discussion strategies. Rusydi defines the lecture technique as a direct, oral approach to teaching material delivery to students. The approach facilitates the teacher in presenting the complex topic in the lesson plan. Students are given a problem to tackle as part of the discussion approach. The approach motivates students to find a solution to an issue that is associated with the learning objective.⁶⁸

Students will accomplish the learning objective through the teaching-learning process. The way that students are taught in the classroom is important. To get the intended outcome, the teacher must set up an appropriate approach for presenting the lesson material during the meeting. The teaching-learning process's flow and the outcome of the class activity depend on the

⁶⁸ Rusydi Ananda, Rencana Pembelajaran (Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia, 2019), 118.

approach the teacher chooses, so it is important to consider these factors carefully.

The stages for teaching descriptive text using flash card media have been used as the approach to meet the learning target based on the findings and theory. The teacher used two teaching methods. The techniques were applied in different context and at different times. At the beginning of teaching and learning, the content was explained through the lecture technique. Students' ability to write descriptive text assignments was enhanced by the usage of the discussion approach. The teacher's instructions had been effective in achieving the learning objective.

3. The Evaluation of Using Flash Card Media in Teaching Descriptive Text at the Eighth Grade of Junior Highschool Plus Miftahul Ulum Kalisat Jember

The research findings in the classroom revealed that the teacher evaluated the students' learning and instruction during the whole activity. In order to accomplish teaching goals, evaluation is required to determine how well the class is performing in conducting teaching-learning activities. The teacher gave assignments in the form of essays and formative evaluations. The assignment's evaluation was graded according to its mechanics, vocabulary, substance, and grammar.

Formative instruction, according to Rusydi, aims to address students' weaknesses in attitudes, knowledge, and abilities in each assessment task within the duration of a semester. This is done in accordance with the Curriculum's guiding principles, which state that students must be willing,

able, and knowledgeable. Lesson plans and the teaching-learning process are improved for the following meeting based on the observation results on students' weaknesses.⁶⁹

According to Brown, scoring writing assignments focuses on a number of factors, including discourse, organization, content, syntax, vocabulary, and mechanics. The significance of each component determines how much of an assignment each component is worth.⁷⁰

An overview of every component of the teaching-learning process is achieved through evaluation. The teacher learns about the outcome of the activity by the evaluation. Based on the review, the teacher can determine which parts of the procedure need to be completely modified or enhanced in order to accomplish the activity's intended aim.

The formative evaluation was used by the teacher to evaluate the teaching-learning activity based on theory and research findings. The assessment was completed in order to evaluate each student's performance in both small and large groups during class. An essay-style task was given as part of the evaluation process. Grammar, mechanics, and content vocabulary were used to determine the assignment's score.

⁶⁹ Rusydi Ananda, Rencana Pembelajaran (Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia. 2019), 275.

⁷⁰ H. Douglas Brown, Teaching by Principle an Interactive Approach to Language Pedagogy (California: Longman, 2001), 356.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The study looked at using flash cards as a teaching tool for descriptive literature in the eighth grade at Junior Highschool Plus Miftahul Ulum. After employing a qualitative methodology and collecting data through observation, interviews, and document examination, the researcher arrived to multiple conclusions. Among them are:

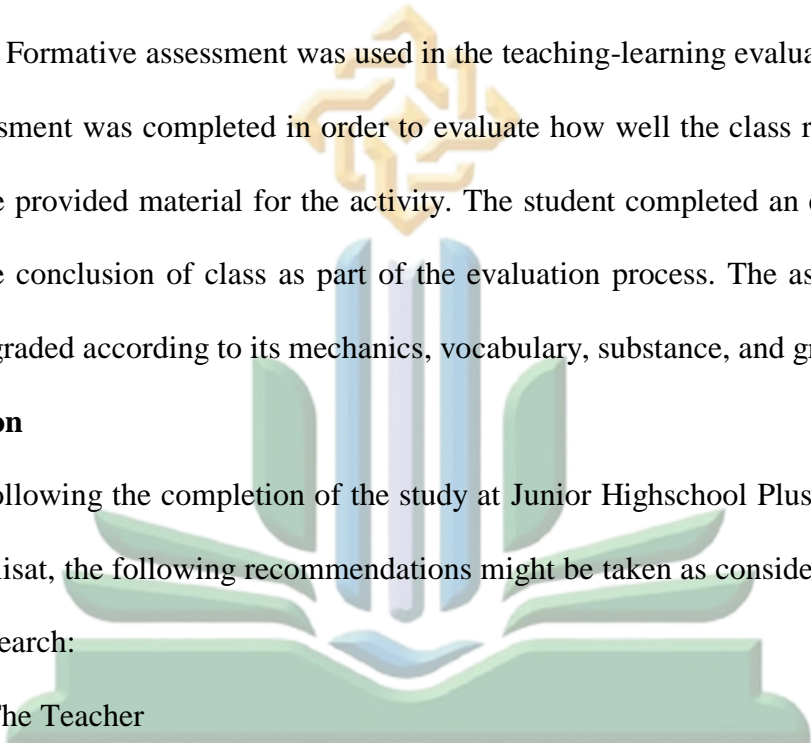
1. The Purpose of Using Flash Card Media in Teaching Descriptive Text at the Eighth Grade of Junior Highschool Plus Miftahul Ulum Kalisat Jember

The following are the goals of teaching descriptive text with flash cards as the media: 1. Students can actively participate in class discussions and collaborate with one another. 2. Through writing exercises, students can express their original ideas. 3. Students may have an enthusiasm for the process of teaching and learning.

2. The Steps of Using Flash Card Media in Teaching Descriptive Text at the Eighth Grade of Junior Highschool Plus Miftahul Ulum Kalisat Jember

The processes in teaching descriptive text using flashcard media are describing descriptive text, introducing and explaining flashcard media to the students, and giving an example of creating descriptive text based on the students' ideas about the picture on the flashcard.

3. The Evaluation of Using Flash Card Media in Teaching Descriptive Text at the Eighth Grade of Junior Highschool Plus Miftahul Ulum Kalisat Jember



Formative assessment was used in the teaching-learning evaluation. The assessment was completed in order to evaluate how well the class responded to the provided material for the activity. The student completed an essay test at the conclusion of class as part of the evaluation process. The assignment was graded according to its mechanics, vocabulary, substance, and grammar.

B. Suggestion

Following the completion of the study at Junior Highschool Plus Miftahul Ulum Kalisat, the following recommendations might be taken as consideration for future research:

1. For The Teacher

A teacher should be adaptable with the topic they are teaching and consider the characteristics and situations of their students when choosing and executing a teaching plan. Teachers need to motivate students to advance their skills and engage in learning-related activities.

2. For The Next Researcher

In fact, much more extensive planning will probably be required in the future to find any details that were missed in the current study. This study can act as a useful standard for similar research in the future, giving researchers a solid base from which to grow and advance their understanding of the subject.

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 2022.
[https://www.oxfordlearnersdictionaries.com/definition/english/writing?q= writing](https://www.oxfordlearnersdictionaries.com/definition/english/writing?q=writing)
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Appendix 1

AUTHENTICITY STATEMENT OF WRITING

The undersigned below:

Name : Muhammad Khoirul Anwar
NIM : T20176030
Study Program/Major : English Education Department
Faculty : Tarbiyah and Teacher Training
Institution : UIN KH Achmad Siddiq Jember
Place and Date of Birth : Lumajang, 28 June 1999
Address : Munder, Yosowilangun

Hereby declares that the content of the thesis entitled “The Use of Flash Card Media in Teaching Descriptive Text at SMP Plus Miftahul Ulum Kalisat Jember” is the result of research or work, except in part referred by the source.

Jember, 20th June 2024

Stated by



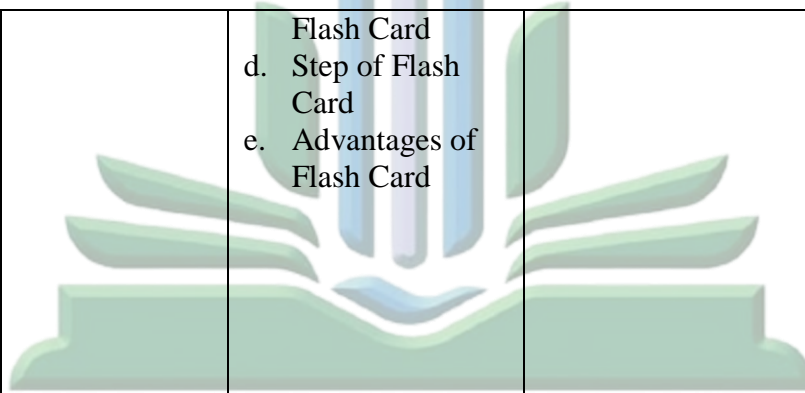
Muhammad Khoirul Anwar

NIM. T20176030

Appendix 2

Matrix of Research

Title	Variable	Sub Variable	Indicators	Data Resources	Research Method	Research Focus
The Use of Flash Card Media in Teaching Descriptive Text at Junior Highschool Plus Miftahul Ulum Kalisat Jember	A. Writing Descriptive	1. Writing	<ul style="list-style-type: none"> a. Definition of Writing b. Component of Writing c. Type of Writing d. Purpose of Writing e. Step of Writing 	<ul style="list-style-type: none"> A. Participant: <ul style="list-style-type: none"> 1. Teacher 2. Student B. Instrument: <ul style="list-style-type: none"> 1. Interview 2. Observation 3. Document Review 	<ul style="list-style-type: none"> A. Research Design: Qualitative B. Data Analysis: <ul style="list-style-type: none"> 1. Data Reduction 2. Data Display 3. Conclusion and Drawing 	<ul style="list-style-type: none"> 1. What is the purpose of using flash card media in teaching descriptive Text at the Eighth grade of Junior Highschool Plus Miftahul Ulum Kalisat Jember 2. What is the step of using flash card media in teaching descriptive Text at the Eighth grade of Junior Highschool
		2. Descriptive Text	<ul style="list-style-type: none"> a. Definition b. Purpose c. Generic structure d. Language Features e. Kind of Descriptive Text 			
	B. Flash Card Media	Instructions Media	<ul style="list-style-type: none"> a. Learning Media b. Kind of media c. Definition of 			



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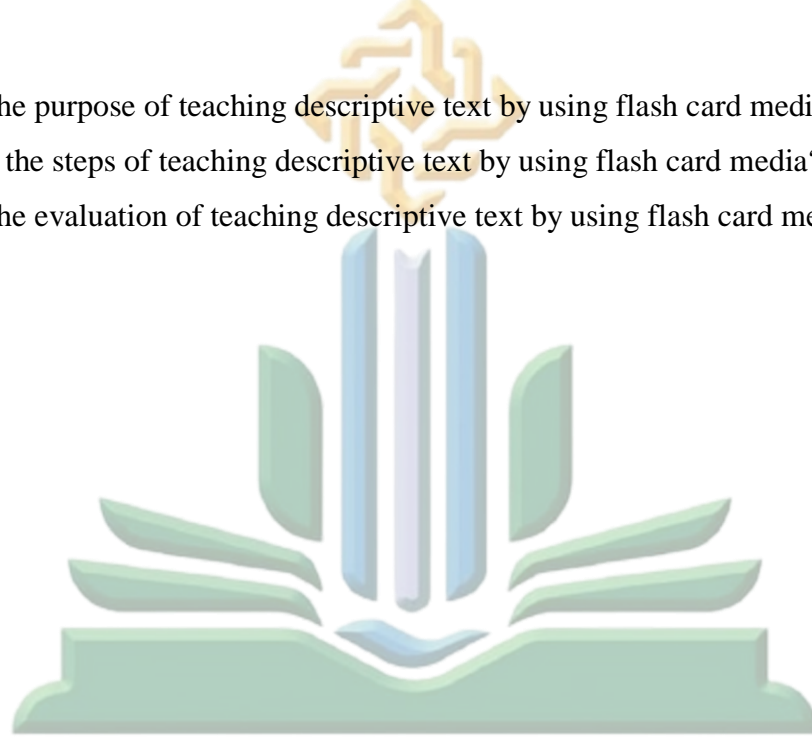
JEMBER

			<p>Flash Card</p> <p>d. Step of Flash Card</p> <p>e. Advantages of Flash Card</p>			<p>Plus Miftahul Ulum Kalisat Jember</p> <p>3. What is the Evaluation of using flash card media in teaching descriptive Text at the Eighth grade of Junior Highschool Plus Miftahul Ulum Kalisat Jember</p>
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Appendix 3

Research Instrument

1. What is the purpose of teaching descriptive text by using flash card media?
2. What are the steps of teaching descriptive text by using flash card media?
3. What is the evaluation of teaching descriptive text by using flash card media?



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KH ACHMAD SIDDIQ
J E M B E R

Appendix 4



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://itik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-7101/In.20/3.a/PP.009/05/2024
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP PLUS Miftahul Ulum kalisat
Jl. Pesantren RT 006 RW 002 Dusun Krajan

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu
Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20176030
Nama : MUHAMMAD KHOIRUL ANWAR
Semester : Semester empat belas
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Use of Flash Card in
Teaching Descriptive Text in SMP PLUS Miftahul Ulum Kalisat" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Dr. Moh. Isomuddin,
M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 20 Mei 2024

Dekan,

Dekan Bidang Akademik,



HOTIBUL UMAM

Q

Appendix 5



مدرسة مفلاح العلوم المتوسطة
SMP PLUS MIFTAHUL ULUM KALISAT
Sekretariat: Jl. Diponegoro 117 Gg. Pesantren Glagahwero Kalisat Jember 68193
Telp. +6282330064339, E-mail: smpplusmuka@gmail.com
NSS: 202052424410 / NPSN: 70005398

SURAT KETERANGAN
Nomor : 085/102/E4-PT/V/2024

Yang bertanda tangan di bawah ini

Nama : Dr. MOH. ISOMUDDIN, M.Pd.
Jabatan : Kepala Sekolah SMP Plus Miftahul Ulum Kalisat
Alamat : Jl. Diponegoro 117 Gg. Pesantren Glagahwero Kalisat Jember

Menerangkan bahwa mahasiswa yang bernama

Nama : MUHAMMAD HOIRUL ANWAR
Nim : T20176030
Prodi : Tadris Bahasa Inggris

Telah melakukan penelitian di SMP Plus Miftahul Ulum Kalisat mulai tanggal 20 – 21 Mei 2024 dengan judul “ **The use of flash card in teaching in descriptive text at SMP Plus Miftahul Ulum Kalisat.**”

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya atas perhatiannya diucapkan terimakasih.

Jember, 21 Mei 2024
Kepala Sekolah

Dr. MOH. ISOMUDDIN, M.Pd.



Appendix 6

JURNAL KEGIATAN PENELITIAN

The Use of Flash Card in Teaching Descriptive Text at SMP Plus Miftahul Ulum Kalisat

No	Tanggal	Jenis Kegiatan	Tanda Tangan
1	20 Mei 2024	Menyerahkan surat penelitian dan meminta izin untuk melakukan penelitian	Hung
2	20 Mei 2024	Observasi lokasi penelitian sekaligus meminta data tentang sejarah sekolah, profil sekolah, visi dan misi sekolah dan lain lain.	Hung
3	20 Mei 2024	Melakukan observasi kegiatan pembelajaran di kelas	Hung
4	21 Mei 2024	Melakukan interview dan meminta file rpp kepada guru bahasa inggris kelas VIII	Hung
5	21 Mei 2024	Melakukan interview dengan siswa kelas VIII	Dud
6	21 Mei 2024	Pengambilan Surat Penelitian	Hung


 21 Mei 2024
 Kepala Sekolah

 M. MOH. ISOMUDDIN, M.Pd.

IQ

Appendix 7

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Madrasah : SMP Plus Miftahul Ulum Kalisat
Mata Pembelajaran : Bahasa Inggris
Kelas : VIII
Semester : II
Materi Pokok : *Descriptive Text*
Sub Pokok Materi : Family
Skill : Writing

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

No.	Kompetensi Dasar	Indikator
4.7	<p>Teks Deskriptif</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks • Menulis teks tulis sederhana tentang deskripsi orang, binatang, dan benda, pendek dan sederhana sesuai konteks • Menulis teks tulis sederhana tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks

C. Tujuan Pembelajaran

Dalam proses pembelajaran, siswa diharapkan dapat:

1. Menjadi aktif dalam proses pembelajaran
2. Memiliki antusias dalam melakukan setiap aktivitas.
3. Menulis teks deskriptif dengan baik dan benar
4. Memberikan ide-ide kreatif dalam aktifitas menulis.

D. Materi Pembelajaran

Descriptive Text dengan tema Family

E. Teknik Pengajaran

Ceramah dan diskusi

F. Media dan Sumber Pembelajaran

Media : Flash card, papan tulis

Sumber Belajar : Buku pegangan siswa dan internet

G. Kegiatan Pembelajaran

Pendahuluan:

- Guru membuka pembelajaran dengan mengucapkan salam
- Guru mengarahkan peserta didik untuk berdoa sebelum pembelajaran
- Guru memeriksa daftar hadir siswa

Inti:

- Guru memberi pemaparan tentang materi pembelajaran yang akan diberikan
- Guru meminta peserta didik untuk membuka buku dan guru menjelaskan materi pembelajaran (*Descriptive Text*)
- Guru memberi kesempatan peserta didik untuk bertanya terkait dengan

materi pembelajaran yang diberikan

- Guru menjelaskan media pembelajaran yang digunakan yaitu flash card
- Guru meminta murid untuk menganalisa dan mengidentifikasi flash card
- Guru memberikan contoh penulisan (*Descriptive Text*) sesuai dengan ide-ide murid
- Guru membagi siswa kedalam kelompok yang terdiri dari 3-4 orang
- Guru memberikan flash card acak ke tiap kelompok
- Setiap kelompok berdiskusi mengenai ciri-ciri dari flash card yang didapat
- Siswa secara berkelompok menuliskan teks deskriptif sesuai hasil diskusi mereka

Penutup:

- Guru memberikan tugas penulisan (*Descriptive Text*) dengan memberikan flash card acak ke setiap murid
- Peserta didik dan guru membuat rangkuman/ kesimpulan dari pelajaran yang telah dipelajari.
- Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran yang telah dilaksanakan.
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.
- Guru memberikan pesan- pesan/ motivasi kepada peserta didik.
- Guru mengarahkan peserta didik untuk berdoa sebelum mengakhiri pembelajaran.

H. Penilaian

Scoring Rubrik Test: Essay

No.	Aspek	Kriteria	Skor	Beban Nilai
1	Content(C)	Sangat baik	4	3
		Baik	3	
		Rata-rata	2	
		Buruk	1	
2	Vocabulary(V)	Sangat baik	4	2,5
		Baik	3	
		Rata-rata	2	
		Buruk	1	
3	Mechanic(M)	Sangat baik	4	2,5
		Baik	3	
		Rata-rata	2	
		Buruk	1	
4	Grammar(G)	Sangat baik	4	2
		Baik	3	
		Rata-rata	2	
		Buruk	1	

$$\text{Nilai Akhir} = \frac{3(C) + 2,5(V) + 2,5(M) + 2(G)}{40} \times 100$$

Appendix 8

Visi Program Mutu

Mencetak generasi unggul berprestasi yang berkarakter khas pesantren, mencintai tanah air, hamilul quran, menguasai ilmu-ilmu syar'iah berdasarkan akidah Ahlussunah Wal Jamaah an-Nahdliyyah.

Misi Program Mutu

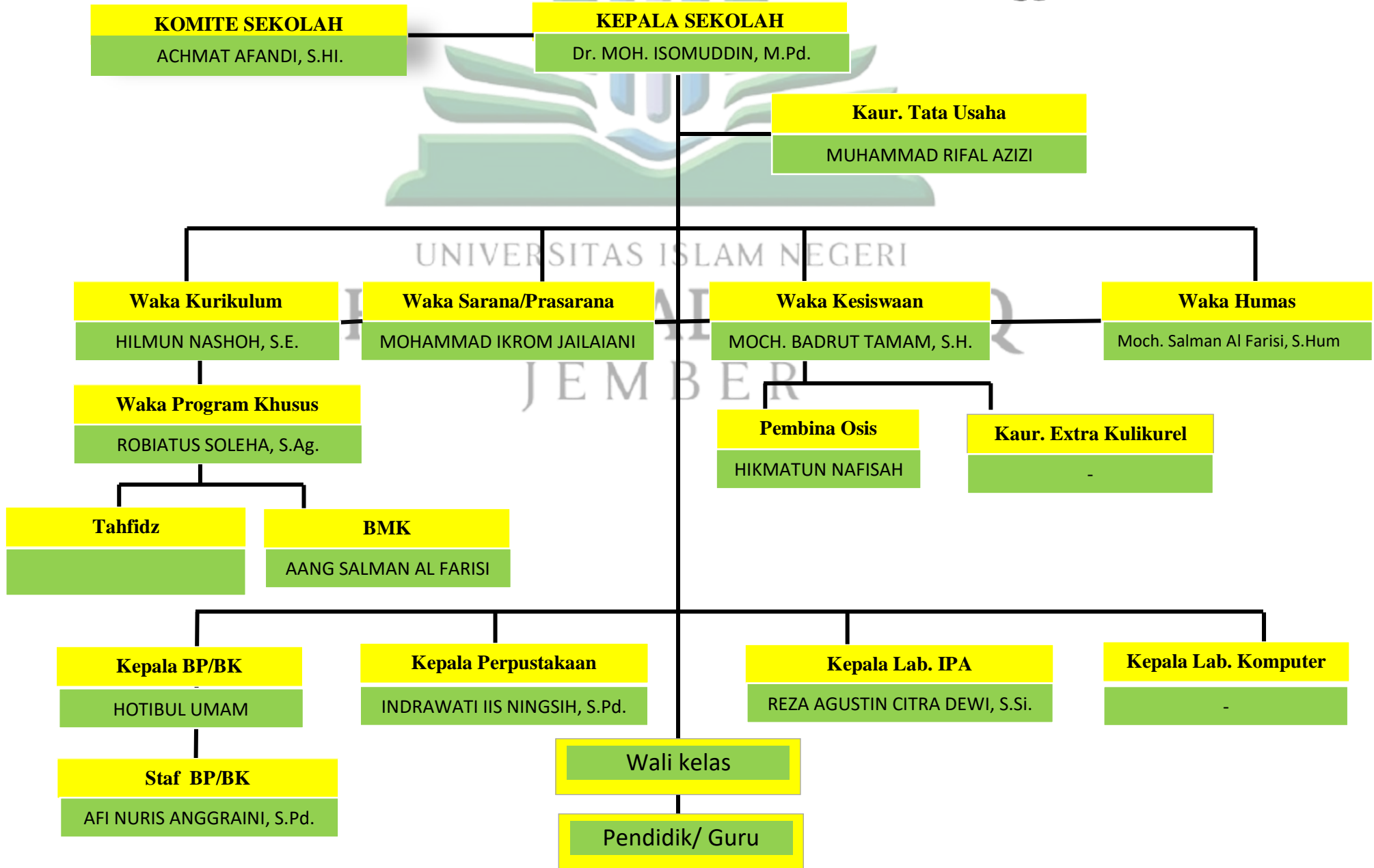
1. Mengembangkan Lembaga Pendidikan dengan pelayanan prima, berkualitas, berstandar manajemen mutu dengan manajemen profesional
2. Mencetak para hammilul quran dan ulama' berbasis kitab-kitab salafus shalih dan didasarkan pada akidah Ahlussunnah waljama'ah an-Nahdliyyah
3. Menumbuhkembangkan keterampilan dalam bidang literasi dan vokalisasi berdasarkan ilmu pengetahuan dan teknologi yang berorientasi pada masa depan dan bersaing dengan dunia global
4. Mengedepankan sikap kepedulian sosial sebagai dasar pelayanan kebutuhan pendidikan masyarakat

Pendaftaran Melalui

Sekretariat Penerimaan Siswa Baru SMP PLUS MIFTAHUL ULUM KALISAT
JL. Diponegoro, Gg. Pesantren, No. 117,
Desa Glagahwero, Kec. Kalisat, Kab. Jember (68193)



STRUKTUR ORGANISASI
SMP PLUS MIFTAHUL ULUM KALISAT
TAHUN 2022-2025





The Researcher interviewed the English Teacher of Eighth Grade of Junior Highschool Plus Miftahul Ulum Kalisat Jember (Ms. Afi Nuris Aggraeni)



The Researcher interviewed the students of eighth grade of Junior Highschool Plus Miftahul Ulum Kalisat Jember



The Researcher Observed the Learning Process of Eighth Grade Junior Highschool Plus Miftahul Ulum Kalisat Jember



The Researcher Observed the Learning Process of Eighth Grade Junior Highschool Plus Miftahul Ulum Kalisat Jember



The Researcher Observed the Learning Process of Eighth Grade Junior Highschool Plus Miftahul Ulum Kalisat Jember

No. 21
Date : 24

Grup ~~one~~ one

<input type="checkbox"/>	halo my name is dewi i have mother
<input type="checkbox"/>	• Mother is happy
<input type="checkbox"/>	• Mother is beautifull
<input type="checkbox"/>	• mother is Angry
<input type="checkbox"/>	• mother is Young in
<input type="checkbox"/>	• mother is smart cooking
<input type="checkbox"/>	
<input type="checkbox"/>	1) Nama nya kelompok
<input type="checkbox"/>	• Dewi Citra lestari
<input type="checkbox"/>	• Dian alfani
<input type="checkbox"/>	• Denda anuela
<input type="checkbox"/>	• Naeli Musyarofah
<input type="checkbox"/>	• Selpen unlandari
<input type="checkbox"/>	
<input type="checkbox"/>	
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<input type="checkbox"/>	


Mother
Ibu

NEGERI
SIDDIQ
R


The Student Assignment Sheet of Eight Grade of Junior Highschool Plus Miftahul Ulum Kalisat Jember

No. _____
Date: _____

<input type="checkbox"/>	group 4 ' Syilfina Zaki-rati Fauzi
<input type="checkbox"/>	Raylatul Annisah
<input type="checkbox"/>	Radin Laila Angraeni
<input type="checkbox"/>	Radya
<input type="checkbox"/>	My name is Bulan, I have Grand Mother, She is Beautiful.
<input type="checkbox"/>	She is like cooking, She is friendly, She is kind heart Full.
<input type="checkbox"/>	She is age 60. She is white hair, She is wrinkled skin
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
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<input type="checkbox"/>	
<input type="checkbox"/>	



Grandmother
Nenek



The Student Assignment Sheet of Eight Grade of Junior Highschool Plus Miftahul Ulum Kalisat Jember

Appendix 9



Name : Muhammad Khoirul Anwar
SRN : T20176030
Place, Date of birth : Lumajang, 28 June 1999
Gender : Male
Address : Munder, Yosowilangun
Faculty : Education and Teacher Training
Major : English Education Department
Email : khoirul.anwar.simpola@gmail.com

Educational Background

TK Muslimat NU 45	(Graduated 2005)
SDN Munder 02	(Graduated 2011)
SMPN 1 Yosowilangun	(Graduated 2014)
MAN Lumajang	(Graduated 2017)