THE INFLUENCE OF USING FLASHCARD MEDIA IN WRITING DESCRIPTIVE TEXT AT THE SEVENTH CLASS STUDENTS

SKRIPSI

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STATE INSTITUTE OF ISLAMIC STUDIES

LANGSA

2022 M / 1443 H

STATEMENT OF APPROVAL

THE INFLUENCE OF USING FLASHCARD MEDIA IN WRITING DESCRIPTIVE TEXT AT THE SEVENTH CLASS STUDENTS

Submitted to the Faculty of Tarbiyah and Teacher's Training State Institute of Islamic Studies (IAIN) Langsa as Fulfilment of the Requirements for the degree S-1 of English Education

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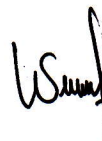## THE STUDENT OF ENGLISH DEPARTMENT

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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul *"The Influence of Using Flashcard Media in Writing Descriptive Text at The Seventh Class Students"* untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 28 Januari 2022

Yang membuat pernyataan

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ACKNOWLEDGEMENT

First of all the researcher would like to thank Allah, the Most Gracious and Merciful. Praise be to Allah, the creator of all things. Who has given the researcher the necessary stamina and health to complete this research. Shalawat and greetings may be poured out to our prophet Muhammad SAW, his family, his companions, and all his people.

After spending a lot of time and effort, the researcher finally finished this thesis.The researcher is aware that she needs assistance from others in order to fi nish this thesis. However, the research desires to express her profound gratitude and appreciation to everyone till this thesis, titled "The Influence of Using Flashcard Media In Writing Descriptive Text at The Seventh Class Students. The researcher wants to express her gratitude to each and every especially to:

1. The researcher would like to express her deepest gratitude to her mother (Nur Aini), who has prayed and supported her in completing this study. She also wants to thank her father, (Aris Wahyudi), who has encouraged her in every condition in his life so that the researcher can complete this thesis with pride.

2. The researcher thanks her supervisor, Wahida, M.Ed., and Dr. Zulfitri, M.A., for their patience, kindness, guidance, and correction during the making of this research

3. Her dearest and closest friends, particularly Sri Wahyuningsih, Yovi, and Elsa, have always been by her side as she conducted her studies, laughing and crying through it all.

4. She would like to thank all of her dear friends from Department of English Education's unit 3 from the year 2017, who cannot all be named individua lly but always support and inspire her to complete this research report.

The researcher finally acknowledges that this study still has certain flaws and limitations.She would be grateful to take any advice and improvement suggestions from anyone.

Langsa, 28 January 2022

The Researcher,

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ABSTRACT

Rahajeng Retno Mahening 2022. *The Influence of Using Flashcard Media in Writing Descriptive Text at The Seventh Class Students.* Thesis English Department, Tarbiyah and Teachers Training Faculty, State Institute for Islamic Studies Langsa.

Supervisor (1). Dr. Zulfitri MA. **(2).** Wahidah, M.Ed.

This action research was aimed to improve the students' writing descriptive text at the seventh class students of SMP Negeri 8 Langsa through the implementation of using flashcard media. Based on preliminary observation, most students have difficulty in making grammatically correct sentences, and find it difficult to find ideas and use the right vocabulary. Total population of 261 students. However, the researcher only chose class 1 B which consisted of 16 students as a sample using purposive sampling. This research is a classroom action research which consists of two cycles. In which each cycle consists of four steps, namely planning, action, observation, and reflection. Before the researcher did the cycle, the pre-cycle was first conducted to measure the students' writing ability in a conventional way. Observation and testing are two methods that researchers employ to obtain data. The process of learning is throught observation student activities in the classroom. The test is used to measure students' ability in writing descriptive text. The researcher combines qualitative and quantitative approaches to investigate the data. The results of the data show that the significance of the students' outcomes average scores from the pre-cycle test (55,31) cycle 1 (66,56) and cycle II (74,18) meaning that the treatment in the study can help students achieve results. It can improve the writing of descriptive texts. Using flashcard media can increase student enthusiasm in learning activities. This can be seen from the results of observations, The use of media flashcards can improve student's motivation, and interest in learning, and enthusiasthic.

Keywords: Writing, Descriptive text, Flashcard media.

CHAPTER I

INTRODUCTION

A. Background of Study

In the modern era like today, the position of English is very important for people in the world. So that English is used as an important foreign language to master because it is a global language used to communication with all countries in the world, and it has an important role for various existing sectors, by dominating all aspects of life in the form of politics, social life, economy, culture, and education. Due to this, many countries make English a second language for their people. As for schools, leaing English is important because it is useful for the education and future of the nation's children, as an opportunity for them to get jobs and to continue to higher education colleges.

At school, in teaching English four skills are taught by teachers to students. Such as listening, speaking, reading, and writing skills. All of which have a goal so that students can develop oral and written communication in English. But in this study, the researcher only wanted to discuss one skill, namely writing. Writing is important to learn because it is a process of language creation. According to Octavia, writing is a way for people to convey information, express ideas and emotions, and turn them into writing through a thought process.[1] That is, writing is a person's ability to try to think hard to express ideas, thoughts, or

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[1] Atika Ayu Nurani1, Tiyas Saputri2, *The Influence Of Using Mind Mapping Technique to Improve Writing Skill in Descriptive Text AT Junior High School (Meta-Analysis),* Nahdlatul Ulama University of Surabaya. Khusniyah Konstruktivisme :Jurnal Pendidikan dan Pembelajaran. 12, No. 2, e-ISSN: 2442-2355, FKIP, Universitas Islam Balitar, Juli 2020, p. 151.

feelings, by arranging the best possible and meaningful words into a sentence made through written language to convey information to the reader. That by writing we can express the ideas that are in our minds well and make us accustomed to making regular writing. Writing skills that are poured into the written form will not come automatically, but must go through several exercises and practices that are many and regular so that in carrying out the process of writing skills activities can be useful and meaningful for readers.[2]

Writing skills are more difficult to teach because they cover all aspects that must be mastered, such as thinking about ideas and their expressions, grammar, vocabulary, and correct writing structure. So this makes teachers have to try harder in teaching students to write so that they can understand writing well.Teachers should be more varied in learning to write, delivering subject matter using appropriate and interesting ways such as having the right strategy by applying the type of approach, method, or media that can be used in teaching as a way to make students more receptive to the material presented by the teacher. , and teachers must also be more creative and motivate students by creating a pleasant atmosphere in the learning process so that it can make students interested in participating in learning and students enjoy during the learning process. it can encourage the emergence of ideas or ideas in the minds of students in writing.

In junior high school, students are introduced to various types of material in English subjects. Such `as descriptive text, recount text, report text, and various other types of text. One of the English text materials that must be mastered by

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[2]Hery Guntur Tarigan, *Menulis Sebagai Keterampilan Berbahasa,* (Angkasa Bandung: 2008), p. 3.

Class VII SMP students in this study is descriptive text material. Lilis Kurniawati defines this descriptive text as a text that provides information about a particular person, place, or object, in which students can use the simple present tense when writing descriptive text.[3] In making descriptive texts we have to explain an object in detail so that we can provide the information that we create very clearly to the reader so that readers can understand the meaning of the descriptive text and can imagine directly the object we are talking about, and it also contains the use of grammar including simple present.

However, in reality, students' ability in descriptive writing is still very low. This is shown from the results of student achievement that have not reached the KKM 72 success standard, students still think that writing is an activity that is difficult to do. Researcher found problems based on observations such as; during the learning process, students still do not understand learning to write descriptive texts, they have not been able to pour ideas into essays, and still have difficulty in making descriptive texts even though they have been taught how to make essays. They only accept what is conveyed by the teacher, students Do not be afraid to ask, material it is not comprehended throughout the classroom learning process. In class so that this can result in low students' writing skills, then the teacher is also not able to manage the class properly or rarely provides media as a support in the process. teaching and learning that can be used by teachers to improve students' understanding of English. and students' limited vocabulary mastery, when writing they only use the same vocabulary and there are no new additions in it.

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[3]Lilis Kurniawati, *The Analysis of Students' Problems in Writing Descriptive Text at the Tenth-Grade Students of SMAA N 1 Petanahan,* Thesis, 2017, p. 3.

In this regard, the researcher considers that it is important to overcome problems in writing descriptive text. In this study, the authors tried to improve students' writing descriptive text skills by using classroom action research. The researcher assumes that flashcard media is appropriate to apply in teaching writing descriptive text as the solution to answer the problems which occur in the school. Flashcards can make descriptive material easier to understand during the learning process because by looking at flashcards it will be easier for students to get ideas through pictures to write. According to Pitty: Picture cards used in flashcard are a sort of educational media with dimensions of 25x30. Images are made by hand or glued to flashcard sheets along with existing images or photos.[4]that is, flashcards can be in the form of photos or images, the size of which can be adjusted to the class conditions and used to attract students' attention. With the explanation of the above conditions, the authors are interested in conducting action research entitled "The Influence of Using Flashcard Media in Writing Descriptive Text at the Seventh Class Students".

B. Research Question

The research question of this research can be formulated as follows:

How is the influence of using flashcard media in writing descriptive text at the Seventh Class Students of SMP Negeri 8 Langsa?

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[4] Kasihani K.E Suyanto, *English for Young Learners Melejitkan Potensi Anak Melalui English Class Yng Fun, Asyik, dan Menarik.* (Jakarta: BumiAksara, 2007), p. 109.

C. Purpose of Study

The purpose of the study are as follow:

To identify the influence of using flashcard media in writing descriptive text after taught using flashcard media at the Seventh Class Students of SMP Negeri 8 Langsa.

D. Scope of Study

The skills that must be mastered by students in learning English consist of speaking, reading, listening, and writing. In this research, the researcher only discussed writing skills. This research is limited only to teaching writing especially in writing descriptive text at the seventh Class students of SMP Negeri 8 Langsa.

E. Significances of Study

1. Theoretically, the results of this study is useful can be used by teachers for giving adding some knowledge to teachers who teach writing. This study also contributes to the instructional approach that can be used in classroom activities.

2. Practically, this study can be guidance for teachers who want to improve students' descriptive writing ability. This research also can be input for the teacher to teach writing especially descriptive text through flashcard media.

F. Terminology

1. Writing

Harmer says that writing is a process of sharing information, messages, and ideas.[5] That is, writing is the ability to convey ideas to the reader by using written language as a means of communication, and the purpose of writing is to convey information and entertain the reader.

2. Descriptive Text

Descriptive text is a text that describes in detail certain people, animals, objects, or places around them.[6] That is, descriptive text is an English text that describes an object in detail. Objects that are usually described are places, people, or animals. Like telling about the beach, someone, pets, and so on. So that the reader can imagine the object described by the author.

3. Flashcard

Flashcards are small cards that contain photos, text, or symbols that remind students of something related to learning. Flashcards are usually 8 x 12 cm in size or can be adjusted to the size facing the class.[7] That is, a flashcard is a square piece of paper in the form of an image or t`ext consisting of two pages containing information about the concept of learning. This media is used by students and teachers for learning purposes, namely as a tool to know, remember and teach information

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[5] Harmer Jeremy, *How to teach Writing,* (Pearson Education Limited: Longman, 2004), p. 31.

[6] Antonio Wardman**,** *et.al*, *English in Focus, for Grade VII Junior High School (SMP/MTS),* (Jakarta: Pusat Pembukuan, Department PendidikanNasional, 2008), p.115

[7] Azhar Arsyad, *Media pembelajaran,* (Jakarta: Rajawali Pres, 2011), p. 120.

related to learning. The size of the card can be adjusted according to the needs and desires of the maker given the number of users or students.

CHAPTER II

LITERATURE REVIEW

A. Writing

1. Definition of Writing

Writing is an activity that requires the ability to think regularly and logically, the ability to express thoughts or ideas clearly and to use appropriate language, and the ability to apply the rules of writing well. so that it becomes meaningful sentences and paragraphs to be written into an article so that the reader can understand the meaning of the writing made by the author. Boardman and Frydenberg state that writing is a continuous process of thinking and organizing, rethinking, and rearranging.[8]At the time of writing a person needs a lot of time to think, put his ideas on paper by developing a topic, choosing words, rereading what he wrote, thinking about it, considering it, and improving it. A short writing sequence maybe just two or three sentences arranged and linked together, they form a coherent whole. Then it will be text.[9] In writing, there may only be two or three sentences to be used as a text in it, but the writing must be a coherent sentence.Writing is important for students because it provides many benefits for them such as; By writing students can explore their abilities on a story topic, and students can produce language by making students think creatively

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[8] C.A. Boardman, Frydenberg, *Writing to Communicate Paragraphs and Essays,* (New York: Pearson Education, Inc, 2002), p. 11.

[9]Lasta Pita Duinarti Sianturi, Dumaris E. Silalahi, Christian NeniPurba, June 2020. *"Improving Students" Writing Ability based on Higher Order Thinking Skills (HOTS) Questions at 8th Grade in SMP Swasta Kartika 1-4 Pematang siantar".* JETAFL Publishing. Volume 6, Issue 2. Web: https://ejournal.uhn.ac.id/index.php/jetafl/article/view/103, June 2020, P. 3.

imagining an object they want to write by being able to develop their writing style. Writing has several purposes in it such as; to express feelings from thoughts that are poured into written form, conveying opinions about facts, events, providing new knowledge and understanding to readers, persuade readers with their writings. A writer wants readers to be able to judge or determine whether they agree or support what he is saying.

2. The Process of Writing

There are several stages in writing:[10]

a. Prewriting

This stage is the initial step in writing, which includes activities to determine the topic, express the intent or purpose of writing, pay attention to the target, or to the intended reader, collect supporting information, organize ideas and information.

b. Drafting

Which includes activities to pour and develop ideas into essays. Students develop ideas or feelings in the form of words, sentences so that they become drafting.

c. Revising

That is checking, assesing, and correcting writing. At the revising stage, corrections are made to the entire essay from various aspects, such as checking the structure of the essay and language.

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[10]Eny Purwantiningsih, *Peningkatan Keterampilan Menulis Deskripsi Melalui Pendekatan Kontekstual Pada Siswa SD Negeri 2 Dlingo, 2009,* p. 21.

d. Editing

The result of writing or essays need to be edited. At this stage, attention is focused on the mechanical aspec`ts of language so that students can improve their writing by correcting word writing errors or orther mechanical errors. At this stage th`e students have almost produced a final form of writing.

e. Publishing

Publication has two meanings. Which means conveying an essay to the public in printed form or conveying it in non printed form, in the form of storytelling, demonstration, and reading.

3. Writing Teaching Techniques

The technique of learning is very influential in determining the success of the teaching and learning process. Teachers can choose and use existing learning techniques in the implementation of learning to write. Many techniques can be used, including: (1) modeling techniques, (2) freewriting techniques, (3) direct object techniques, (4) image media, (5) rearranging, (6) completing, (7) technique of answering questions, (8) technique of paraphrasing, (9) technique of keyword: aims for students to be able to determine words that can represent the content of reading or writing content, and (10) techniques of compiling or constructing sentences can be done such as: answering questions, complete sentences, improve sentence structure, expand sentences, substitutions, and transformations.[11]

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[11]Arlis Muryani,*"Peningkatan Keterampilan Menulis Karangan Deskripsi dengan Teknik Kata Kunci dan Media Objek Langsung Pada Siswa Kelas V SD 7 N Wirosari Kabupaten Grobogan,"* Skripsi, *2010,* p. 45.

4. Types of Writing

Writing can be divided into five:

a. Descriptive

Descriptive presents the appearance of things that occupy space, whether they are object, people, buildings, or cities. The purpose of descriptive is to the reader what something looks like. It attempts to gain a picture with words.[12] The explanation about this term will be presented in the next session.

b. Exposition

Exposition is writing that aims to explain and convey something to broaden the knowledge and views of the reader.[13]

c. Argument

Argumentation is writing that proves the truth about something. That is trying to convince the reader about the truth by strengthening the ideas and opinions of the author. This paper aims to change and influence the attitudes and views of readers.[14]

d. Narrative

A narrative is a story or explanation about events in the past that follow a time sequence or chronological order.[15] That is, the narrative is a text

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[12] Elizabeth Cowan, *Writing Brief Editin.* (Texas: Scott, foresman, and company, 2nd edition January 1, 1986), p. 148.

[13] Kuntarto, *Keterampilan Menulis,* (Yogyakarta: Pustaka Belajar, 2007), p. 224.

[14] Ayu Chusni Mustanna, *Upaya Meningkatkan Keterampilan Menulis Karangan Deskripsi Melalui Pembelajaran Scientific dengan Media Flash card Penelitian Pada Siswa Kelas II SD Negri Blondomungkid, magelang 2019, p.* 13.

[15] R.R Jordan, *Academic Writing Course Study Skills in English,* (Cambridge: Pearson Education Limited, 1999), p. 27.

that retells or explores a story from something that has happened. Its purpose is to present a view of the world that entertains or informs the reader or listener. It is related to the recount type. There are many different types of narratives including: humor, romance, crime, mystery, fantasy, science fiction, adventure, diary-novel, etc.

e. Persuasion

Persuasive writing is writing that convinces the reader to carry out the author's advice or invitation.[16]

f. Recount

Recount is a piece of text that retells past events, usually in the order which they happened.[17] The purpose of a recount text is to give the audience a description of what occurred and when it occurred. Some example of recount text types are: newspaper, reports, conversation, speeches, television interview, etc.

g. Procedure[18]

A procedure is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instruction for making something, doing something or getting somewhere. Example of procedure texts include: recipes, itineraries, instruction manuals, directions.

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[16] R.R Jordan, "*Academic....",* p. 13.
[17] Mark Anderson and Kathy Anderson, *Text Types in English 3, (*Australia: MacMillan, 1988), p. 48.
[18] Mark Anderson and Kathy Anderson, "*Text Types....",* p. 28.

5. Assesing Writing

In teaching students to write, the teacher can determine the level of students' ability in writing by evaluating the assignments that have been given to students based on the assessment categories that have been determined in learning to write. In this study, researchers conducted an assessment of writing to students based on five general components, including the following:[19]

a. Content

Namely the mastery of knowledge substantially about the topic or content, ideas, focus, facts, and illustrations of writing.As well as the ability of students to think creatively by being able to develop their minds in writing, including all relevant information. The content of the essay must match the title of the essay. Therefore, the author must be able to understand the meaning of the title in-depth so that he can make the right essay and can describe the title of the essay.

b. Organization

The idea is organized and meaningful, where the expression of the ideas written is clear, does not confuse the reader. It also includes students' abilities in physical structure, or rhetorical structure, chronological order, coherence, conclusions, and writing layout.

c. Vocabulary

Namely the ability of vocabulary substance, word choice, and register in writing.Where the use and selection of words or idioms or phrases are

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[19]J. B. Heaton "Writing English Language Tests" New Edition Consultant editors: Jeremy Harmer and Roy Kingabury, (Published in the United States of America Longman Group UK Limited 1988), p. 135.

appropriate, and effective, so that the written essay can be welltt understood by others.

d. Language use

Variations and types of sentences.Where the ability to write using appropriate and effective sentences.

e. Mechanics

The ability to properly use writing conventions such as: spelling and punctuation, and capitalization properly. Or cleanliness and neatness in writing. The writing of punctuation marks must really be considered so that the written essay can be understood well by others.

B. Descriptive text

1. Definition of Descriptive Text

Descriptive is a text that is very commonly used in our daily life. Descriptive etimologically comes from the word describe. Which means illustrating or describing objects, places, people so that it looks visually from the object being described.[20]Descriptive text is a text in English that tells someone or something looks like. Usually a person, animal, thing or place. The purpose of descriptive text is to describe something in detail so that it allows the reader to see, hear, feel and touch it directly involving themselves in the event. The depiction of an object can be in the form of its physical characteristics, or the nature, shape, color, aroma, condition, and others attached to it, and is also often

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[20] Wy. Dirgeyasa, *College Academic Writing: A Genre-Based Perspective,* (Medan: Unimed Press, 2014), p. 3.

told by involving the attraction of the physical senses such as sight, hearing, smell, taste, and emotions that can describe feelings such as happiness, fear, loneliness. Then Oshima and Hogue state that descriptive appeals to the senses, thereby telling how something looks, feels, and sounds. The reader can imagine objects, places, or people in his mind.[21]

2. Generic Structure of Descriptive Text

When making descriptive, we must follow the steps of descriptive writing structure, to avoid mistakes in making descriptive text. There are two components in the descriptive structure of the text, namely as follows:

a. Identification

According to luber, identification is introduced to the subject of description.[22]Identification is usually found in the first paragraph. Tells about the identification of an object, whether it is a person, place, thing, or animal.

b. Description

After stating the identification, the writer must provide some description so that the reader can imagine the idea. The description is in the second paragraph and contains the characteristics of the object introduced in the first paragraph. Meanwhile, according to Based mulyono, the description describes the parts, the qualities, and the characteristic of the phenomenon.[23]In this part give details of the characteristic features of the

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[21] Alice Oshima and Ann Hogue, *Introduction to Academic Writing,* United States of America: Pearson Longman, 1997), p. 15.
[22]Juliant luber, *Descriptive Text,* Retrivered on March 13th 2019
[23]Mulyono, *English Way 2,* (Jakarta: Quandra, 2009), p. 22.

subject. Such as: qualities, characteristics, describing the phenomenon in parts, size, physical appearance, ability, habit, daily life, etc. This means that descriptive can provide detailed information about certain things so that the reader understands what is meant by the author.

3. **The Grammatical Features of Descriptive Text**

In writing descriptive text, several things need to be considered which are special characteristics of descriptive text. The following are the linguistic rules of descriptive text:

a. Using the simple present tense

Descriptive text usually uses the simple present tense because it tells the truth about a particular object. If something is described existed until now, use the present tense, but if something is described has passed or no longer exists, use the past tense.

b. Using adjectives

In describing an object, we must use adjectives to describe the noun properties of the object being described to clarify the noun, these characteristics can be in the form of size, color, or quality.

c. Using personal pronoun

Personal pronoun is a pronoun with subjects and objects that show people or naming. Like, me, her, him, it, us, them.

d. Using possessive adjective

Possessive adjective functions as ownership pronouns with positions as adjectives that explain nouns, and placed before nouns.

e. Using has or have

Have and has to be the main verb and auxiliary verb.in the first function, as main verb, the use of have/has to be a verb that has meaning that means"has". For example, I have a new laptop. In the second function, have and has as auxiliary verb means the activities that have been done. For example, I have bought a new house.

f. Using action verbs

Action verb is a verb that shows an activity. For example, running, sleeping, walking, cuting, etc.

g. Using adverbs

To provide additional information about the behavior or trait described such as: very, extremely, definitely. Example: He is very handsome, the song sounds extremely beautiful, etc.

4. **Examples of Descriptive Text**

a. Descriptive text about person

My mother

I have a kind and beautiful mother. Her name is nita. My mother is a housewife. My mother is also good at cooking. All of the dishes are very tasty. She has children, I and my sister.

My mother was young 27 years old. My mother has a fat body. She has a height of about 167 cm and weighs around 65 kg. The color of the skin is white. She has big eyes and long straight black hair. She also has chubby cheeks and a sharp nose. My mother is a great mother. Even thought she was very busy, she

always took her time to take care of her children. I am very grateful to have a mother like her.

b. Descriptive text about animal

<div align="center">My cat</div>

I have a cat as my pet. My father brought me a cat on my birthday. He is very funny, he likes to play with me. I really love him as my pet.

His name is choco. He has brown fur and has black spots. The fur is very soft and I want to always get it out. He has a long tail. He likes to play with his tail. He also has a brown eye, and he also has a big body. My cat like eating fish. I also like to carry it in my hand. I always took him to take a walk around because he really like it. When I carried him like that he would fall asleep.

C. Flashcard Media

1. Definition of of Flashcard Media

Ruminiati defines media as a communication tool used in in the learning process to transfer knowledge from teachers to students in the from of instructional materials so that students are more eager to engage in in education activities.[24] Then Gerlach & Elyalso revealed that media are people, materials, or events that build conditions that enable students to acquire knowledge, skills, or attitudes. Then according to Wibisono, it was concluded that learning media must be a collection of materials or tools that can be used to transfer, communicate, and learn information. Therefore, the use of media during learning must be appropriate

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[24]Ruminiati, *Pengembangan Pendidikan Kewarganeraan SD,* (Jakarta: Depdiknas, 2007), p. 11.

so that learning objectives can also be achieved optimally.[25] From the above understanding, it can be concluded that the media is a means to convey information about learning knowledge and support the presentation of material by the teacher to students so that students become easier to understand and interested in the learning being carried out.Media Type: Djamarahgroups media by type into several types:[26]

a. Auditive media

Namely media that only rely on voice capabilities, such as definition of Flashcard tape recorders.

b. Visual media

Namely media that only uses the sense of sight in visual form. Such as pictures, photos, graphs, charts or diagrams, posters, cartoons, comics, etc.

c. Audiovisual media

Is media that can display picture and sound elements at the same time communicate messages or information. Audiovisual media can express objects and events such as circumstances that actually.

Then the term flashcard can be divided into two words, namely flash and card. The word flash in Indonesian means fast or fleeting. While the word card can be interpreted as a card. Based on the meaning of these two words, the term flashcard is defined as a card that is shown at a glance.[27]that is, the meaning of the

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[25] Indah Fajariani, *Students' Perception of the Media Flashcard Used by Teacher in Teaching English at SMA Negeri 2 Barru (Descriptive Research,* Thesis, 2018, p. 1.

[26]Rinjayani, *Penggunaan Media Video Untuk Meningkatkan Pemahaman Konsep Ilmu Pengetahuan Sosial Pada Siswa Kelas IV A SD Bantul Timur Bantul,* Skripsi, *2012/2013,* p. 25.

[27]https://www.google.Com,denganjudul,*pengertian-flashcard-menurut-bahasa.tanggal* 7-01-2020

flashcard can be exemplified as; Usually the teacher holds some flashcards, then quickly moves the last pile forward for students to see. So that's the meaning of fast or at a glance.Flashcards are effective learning cards that have two sides with one side containing images, text, or symbols and the other side in the form of definitions, image descriptions, or answers that are directed to students about something related to the image. Flashcards are 2-dimensional visual media in the form of cards that contain images related to the subject so that they can transmit messages from the source of the message that are sent from the sender to the recipient.[28] Flashcard media could make it easier to channel messages from the source to the customer recipient because it contains images related to the subject language.

Flashcards are pictures or photos that are attached to a small card. where words or pictures are printed or drawn. The size of the flashcard can usually be adjusted according to the size of the class you have and is large enough for every student in the class to see clearly.From the explanation above, the researcher can conclude that flashcards are divided into several types, namely word cards and picture cards. Researchers use picture cards with pictures and words because pictures can make it easier for students to understand and find ideas in writing descriptive texts. Flashcard media is a teaching strategy in teaching students to write descriptive texts to attract students' attention to stay focused in learning so that students can play an active role during the learning process because they are interested in observing the images to be written.

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[28]Dewi kurniawati, *keefektifan pengajaran kosakata bahasa inggris pada anak sekolah dasar dengan menggunakan flashcard,* TERAMPIL jurnal pendidikan dan pembelajaran dasar, vol 1, 1 juni 2014, p. 59.

2. The Application of Flashcard Media

Before starting learning, first, the teacher will explain the material that she will teach, then the teacher tells the students the purpose of teaching by using flashcard media. After that, the teacher will immediately show and explain what a flashcards in front of all the students, the teacher tells the students about the picture she is holding. Then ask students to identify what is on the Flashcard. Namely identifying the characteristics, properties, and behavior of the images contained in the flashcard. also, to help the students comprehend the explanation of the content, the teacher provides examples.After explaining everything, the teacher allowed all students to ask questions about the material that had been explained. Then the teacher distributed the flashcard media to each student and asked all students to write a description based on the images contained on the flashcard. Then after students complete the task given by the teacher, the teacher appoints several students to convey the results of the writings that have been made by reading descriptive texts in front of the class. Then the teacher corrects any mistakes in the student's writing to tell the students to make the correct writing. Finally, the teacher and students together conclude the material that has been studied.

3. The Advantages and the Disadvantages of Flashcard Media

a. The advantages

1. Flashcard is easy to carry everywhere because of its small size.

2. Flashcard are inexpensive. Practical in terms of how to make and use it. Teachers can make flashcard by themselves, no need to buy

fancy tools to make flashcard. The teacher only needs a sheet of paper and draws on it. Or when the teacher cannot draw by himself, the teacher can also paste pictures from the internet, or magazines.

3. Flashcard are one of the teaching aids used to make students more interested and happy in the teaching and learning process. Flashcard are one of the learning media that can motivate students to write descriptive texts because they can present something abstract to be more concrete, and help students understand descriptive material quickly because students find new ideas and vocabulary to write through pictures.

b. The disadvantages

1. If teachers want to make them themselves, they need a lot of time.

2. The flashcard is not big enough, usually, the student sitting in the front can see the flashcard perfectly, but the student sitting at the back has a dim vision.Not all materials can be delivered with flashcards because it requires thought and preparation beforehand.

D. Previous Study

Some of the research results that are relevant to this research are:

1. Research was written by Ginanjar Lestari, 2013, entitled efforts to improve students' writing skills through the media of series pictures in grade III SD NegeriSuren. This research was conducted at SD NegeriSuren which is located in Suren village, Kutoarjo sub-district,

Purworejo district. The research was conducted in the even semester of the 2013/2014 academic year in April. This study was conducted in a classroom setting. This means that research is done in a collaborative manner. researchers work together with teachers to improve students' writing skills. While participatory, the researcher is assisted by a research partner in conducting observations. As for the number of students who became the subject of the study were 26 students consisting of 14 girls and 12 boys. The data collection method used was essay writing tests and documentation. While the data analysis technique used is descriptive statistics by looking for the average value. From the research conducted, it can be concluded that the use of serial image media in writing essays can improve the writing skills of students in grade III SD NegeriSuren. Because writing learning achievement increases. It can be seen from the achievement of learning mastery, from 23.07% in the pre-cycle, it rose in the first cycle to 42.31%, while in the second cycle it rose to 88.46%.

2. Research conducted by Ely Windiasti, 2015. Entitled improvement of narrative essay writing skills through the picture and picture method for fourth-grade students of SD Negeri Puancang 04 Kartasura Sukoharjo. The subjects of this study were fourth-grade students, totaling 32 students. This research is a classroom action research. Data collection techniques using observation, interviews, tests, and

documentation. The data validity test technique used is source triangulation and technical triangulation. The data analysis technique of this research uses interactive analysis which consists of data collection, data reduction, data presentation, and concluding. Based on the results of the study, it can be concluded that the application of picture and picture learning strategies can improve the skills of writing narrative essays for fourth-grade students of SD NegeriPuancang 04 KartasuraSukoharjo. Judging from the results of the increasing percentage of completeness from 37.5% in the pre-action with an average of 69.6 to 65.62% had an average value of 74.28 in the first cycle and climbed once more to 87.5% with an average value of 79.18 in cycle II. So the total increase is 50%.

3. Research was written by Lydia Emilsa, 2019, entitled the effect of using flashcard media on narrative writing skills for third-grade students of SDN 188 Pekanbaru. The population of this study was the third-grade students of SDN 188 Pekanbaru, namely class IIIA which consisted of 40 students as the control class, and class IIIB which amounted to 40 students as the experimental class. This research method uses a quasi-experimental Nonequivalent Control Group Design. Sampling technique using saturated samples. The instrument used as data in this study was an essay test in the form of an assignment to write a narrative essay. Hypothesis testing is done by using the "t" test and effect size (ES). Based on the results of the

study, it showed that the use of flashcard media affected students' narrative essay writing skills and the magnitude of the influence of flashcard media was in the medium category. Because the posttest results obtained that the ecperimental class's average student value is higher than the control class's. The average pretest score obtained in the experimental class is 55.94 while in the control class it is 56.25. After taking action on two classes, the posttest average for the experimental class was 70.63 and the control class was 64.6. Calculation of the hypothesis using the t-test was obtained to meet the criteria of 2,363>1,990. This shows that Ho is rejected and Ha is accepted which means that there is a significant difference between the experimental class and the control class on the final test. As for some of the previous research that has been presented above, the researcher informs that her research he will make a difference. Classroom action research will be used to perform the study. The purpose is to overcome problems in studens writing descriptive text. Therefore, the use of flashcards is expected to make students able to express ideas through picture cards in writing. So that students will find it easier to write descriptions. This data process is managed throught two cycles, each of which has two meetings and four steps, including planning, action, observation, and reflection. Thestudent population in this study used by the researcher was the seventh-class students of SMP Negeri 8 Langsa. There were 2 classes at SMP

Negeri 8 Langsa, the total population was 261 students, however, the sample that the researcher chose was a class. It was in the class 7-B, which has 16 students. Tests and observation were used as data collection strategies.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

The research design that (past tense) be carried out in this research is Classroom Action Research. Classroom Action Research is an activity carried out to improve the learning process and improve learning outcomes. This type of research tries to improve the professional competence of teachers enhance learning outcomes and the learning process. By examining numerous indicators of the effectiveness of the learning process and learning outcomes that occur in students, this type of research aims to the increase the professional competence of intructors in the classroom learning process. Classroom action research is carried out by teachers in collaboration with researchers in schools to improve or improve the quality of learning. Classroom Action Research that the researcher will do in this research is classroom action research that consist of four steps as proposed by Kemmis&McTaggart model in Burns:[29]

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[29] Anne Burns, *Doing Action Research in English Language Teaching,* (UK: Routledge, 2009), p. 9.
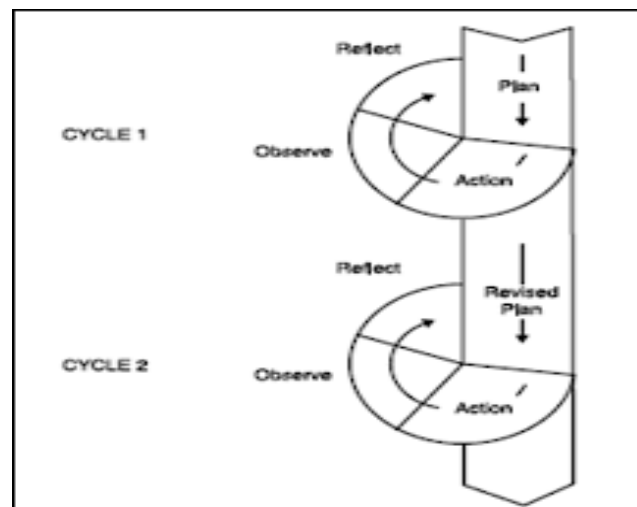
Table 1.1 Action research spiral, Kemmis and Mc Taggart models.

This research was carried out at least 2 cycles. Each cluster consists of 4 steps, namely planning, action, observation, reflection, and re-planning, further implementation, observation, and reflection.This study prepared two cycles, namely pre-test, cycle 1, cycle 2, and post-test. Students will be successful if they can pass the Minimum Completeness Criteria (KKM) used by the teacher.Based on the model above, the first step is planning. That is an arrangement to take an action. At this stage which contains the plan of learning activities. The researcher prepares everything that will be needed for the learning process. And the researcher formulated the problems found in the class.Then the next step is action. That is the step of implementing everything that was made in the planning step. This action researchers took to be able to solve problems in students' descriptive writing. Then the next step is observation. That is, the researcher looks at the situation that occurs during the teaching and learning process to collect information related to the implementation of these actions, and the effects of these

actions. The last step is reflection. That is, the researcher evaluates and reflects on what has been done. Aims to improve teacher performance in the future.

B. Research Setting

The study was carried out in the seventh grade at SMP Negeri 8 Langsa. The researchers selected this institution due to the information from the teacher in the school; the students had some problems in writing descriptive text abilities, so the researcher assumed that the students needed to improve their writing descriptive text skills. The researcher was conducted in January during the academic year of 2021/2022.

C. Population and Sample

1. Population

Sugiyono defines population as the region of generalization that consist of objects and subjects with particular qualities and characteristics that the researcher decides to study before drawing any conclusions.[30] Population simply means the group that you are interested in investigation.[31]The term "population" simply refers to the group you are interested in studyng. The SMP Negeri 8 Langsa seventh-class students were the research subject group used in this study. There were 261 students enrolled in the 10 classes of SMP Negeri 8 Langsa.

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[30] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D,* (Bandung: CV. Alfabeta, 2008), P. 117.
[31] Michael J. Wallace, *Action Research for Language Teachers,* (New York: Cambridge University Press, 1998), P. 26.

2. Sample

Researcher may not investigate the entire population, therefore a sample is needed . A sample is a portion of the population that represents the entire observed population.[32] Sugiyono defined sample as part of the number and characteristics prossessed by the population.[33] More population samples were collected, which increased expectations for the validity of the study's findings. In this study, there there were 2 classes at the seventh-class students of SMP Negeri 8 Langsa, but the researcher selected a class as the sample. It was class 7-B which consists of 16 students. The researcher chose that class because the researcher viewed the students of class 7-B as having low skills in writing descriptive text. So, the researcher decided to take the class as a sample to improve their writing descriptive text.

D. **The Procedure of Data Collection**

This data procedure is carried out by managing two cycles, where each cycle contains four steps, namely planning, action, observation, and reflection.

1. Planning

In this step, the researcher analyzing students' descriptive writing problems by doing observations in the classroom by interviewing English teachers and students. After discussing with the English teacher about the problem in writing descriptive text skills, the researcher told the best way to solve the problem of students who had difficulty in writing to use flashcard

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[32] Michael J. Wallace, *Action Research for....* P. 26.
[33] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D,* (Bandung: CV. Alfabeta, 2008), P. 118.

media. Researcher also prepare lesson plans, researcher carry out tests before done cycles to find out students' basic skills in writing descriptive texts.

2. Action

In this step, the researcher taught the material to the students using the lesson plans and by using flashcard media during the learning activities to improve their writing skills. Actions were carried out until there was an increase in students' descriptive writing skills.

3. Observation

During carrying out the actions the researcher observed the students' activities during the learning activities using flashcard media and the class situation. Observations were made based on the observation sheet that had been made. This stage is also used to collect as much information as possible to determine the effect of the action and the possibility of problems that occur during the learning process.

4. Reflection

At this stage the researcher evaluates and reflects on the implementation of the action. Where researchers analyze problems in action and find solutions to enchance the instruction and learning process in the following cycle.

E. Research Instruments

The research instrument is a tool used to measure observed natural and social phenomena.[34]

1. Observation

Observation is a method of collecting research data by observing the object under study. The observation sheet used is as follows:

Lembar OF OBSERVATION

Day: Thursday

Date: January 20th 2022

No	Points which are observed	Criterions				
		Very good	Good	Enough	Bad	Very bad
1.	Siswa menyimak penjelasan guru					
2.	Siswa menjawab pertanyaan guru tentang topik yang diberikan					
3.	Siswa menanyakan hal-hal yang belum jelas setelah mendengarkan penjelasan guru					
4.	Siswa aktif mencatat penjelasan materi					
5.	Siswa serius dalam mengerjakan ujian yang diberikan guru di kelas					
6.	Siswa dapat meminta bantuan guru ketika mereka membutuhkan					
7.	Siswa selalu maju di depan kelas jika disuruh guru dan					

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[34] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D,* (Bandung: CV. Alfabeta, 2011), P. 102.

	aktif mempresentasikan pekerjaannya					
8.	Semua siswa menyerahkan pekerjaannya tepat waktu					

2. Test

Test are used as a data collection tool in research and to determine students' writing abilities.

a. Pre test used to determine students' initial writing skills in class before using flashcard media

b. Post test used to determine students' initial writing skills in class before using flashcard media

F. Technique of Collecting Data

In this research, the researcher used techniques of data collection were observation and test.

1. Observation

Observation is a perception activity to know how far research effectiveness of action have reached target.[35]Observation is used to see and find out about the state of the class and student activities in studying descriptive text material during the learning process. Researcher can see and record students' writing progress. Observations were made based on the observation checklist provided by the researcher.

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[35] Martin Parrott, *Tasks for Language Teachers: A Resource Book for Training and Development,* (New York: Cambridge University Press, 1993), P. 139.

2. Test

A test is a series of questions or exercises used to measure the skills, knowledge, abilities of an individual or group.[36] The test is used to obtain data obtained from knowing the level of success or measuring the competence of student learning outcomes after participating in learning activities. The test given is a written test. In which the writing was carried out three times: namely pre-cycle assessment, cycle 1 and cycle 2.

G. The Procedure of Data Analysis

Researcher explain in detail the data obtained from observations and tests. Observational data is seen based on student responses and behavior in understanding the material. While the test result data is a sign of the success or failure of the teaching and learning process. The researcher describes the implementation and analyzes the use of media flashcards in learning to write students' descriptive texts. Data obtained in the form of numeric and analyzed using statistical calculations. This data is used to determine the average value of students' learning completeness to determine student achievement. In assigning scores to students' writing to find out test results, the researcher used the grading category as the standard when assessing the data on the writing test. The categories are content, organization, vocabulary, grammar, and organic. This table was designed by J.B. Heaton [37]

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[36] Martin Parrott, *Tasks for Language Teachers: A Resource Book for….* P. 150.

[37] J. B. Heaton "Writing English Language Tests" New Edition Consultant editors: Jeremy Harmer and Roy Kingabury, (Published in the United States of America Longman Group UK Limited 1988), P. 146.

No	Categories	Kriteria	Skalaskor	Skor
1	Content			
	a. Excellent to very good	Knowledgeable – substantive – etc.	30-27	
	b. Good to average	Some knowledge of subject – adequate range – etc.	26-22	
	c. Fair to poor	Limited knowledge of subject – little substance – etc.	21-17	
	d. Very poor	Does not show knowledge of subject – non – substantive – etc.	16-13	
2	Organization			
	a. Excellent to very good	Fluent expression – ideas clearly stated - etc.	20-18	
	b. Good to average	Somewhat coppy – loosely organized but main ideas stand out – etc.	17-14	
	c. Fair to poor	Non – fluent – ideas confused or disconnected – etc.	13-10	
	d. Very poor	Does not communicate – no organization – etc.	9-7	
3	Vocabulary			
	a. Excellent to very good	Sophisticated range – effective word/idiom choice and usage – etc.	20-18	
	b. Good to average	Adequate range – occasional	17-14	

		errors of word/idiom form, choice, usage but meaning not obscured.		
	c. Fair to poor	Limited range – frequent errors of word/idiom form, choice, usage – etc.	13-10	
	d. Very poor	Essentially translation – little knowledge of English vocabulary.	9-7	
4	Language usage			
	a. Excellent to very good	Effective complex constructions – etc.	<u>25-22</u>	
	b. Good to average	Effective but simple constructions – etc.	21-19	
	c. Fair to poor	Major problems in simple/complex constructions – etc.	17-11	
	d. Very poor	Virtually no mastery of sentence construction rules – etc.	10-15	
5	Mechanics			
	G. Excellent to very good `	Demonstrates mastery of conventions – etc.	5	
	H. Good to average	Occasional errors of speeling, punctuation – etc.	4	

	I. Fair to poor	Frequent errors of spelling punctuation, capitalization – etc.	3	
	J. Very poor	No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.	2	

So that researchers can find out if a student is successful or not in writing descriptive text, the researcher makes the level of student achievement in the table below:

Achievement indicator

No	Score	Criteria	Note
1	81-100	Excellent	The students get the excellent criteria score in every category
2	61-80	Good	The students get the good criteria score in every category
3	41-60	Fair	The students get the fair criteria score in every category
4	21-40	Less	The students get the less criteria score in every category
5	0-20	Poor	The students get the poor criteria score in every category

In analyzing the data, the researcher combines qualitative and quantitative approaches. Quantitative research is a research data in the form of numbers and analyze uses statistics.[38] Quantitative research is used to determine the required

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[38] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D,* (Bandung: CV. Alfabeta, 2008), P. 7.

sample size from a population to achieve findings with an accepted level of calculation accuracy. The sample size for surveys and research in this study refers to calculations and measurements, and quantitative data analysis was used to measure students' descriptive writing skills by looking at the improvement in learning outcomes using written tests. Then qualitative research is a type of investigation in which there is a substantial subjective element.[39] This means that qualitative research is research that collects, analyzes, and interprets data by observing what people do and say. Which qualitative research refers to the meaning, concept, definition, characteristic, metaphor, symbol, or description of things. As for this research, quantitative techniques are used to get a score by knowing the average ability of students to write descriptive texts. While qualitative techniques are used to describe the results of tests and observations. In this study, the researcher used the average formula to determine the average score of students and t`o determine the improvement of students in learning to write descriptive texts.

Data analysis is calculated using the following formula:[40]

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

Mx: means

X = individual score

N = number of students

[39] Michael J. Wallace, *Action Research for Language Teachers,* (New York: Cambridge University Press, 1998), P. 258.
[40] Anas Sudjono, *Pengantar Statistik Pendidikan,* (Jakarta: Raja Grafindo Persada, 2008), p. 81.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Research Finding

Classroom action research in this study was carried out in two cycles. That is, every cycle in which there are 2 meetings. And each cycle consists of four steps, namely planning, action, observation, and reflection. After the researcher analyzed the data, the students obtained information from the research results. That is, after the researchers conducted pre-test and post-test data for all students of class VII B, the results of these data showed that the improvement of students' skills in writing descriptive texts using flashcard media. The implementation of several cycles are as follows:

1. Pre-cycle

Pre-cycle was conducted at the beginning of the study. And the purpose of this pre-cycle is to be able to find the students' initial ability in writing descriptive text skills before using flashcard media in their teaching. Here the teacher teaches students without any media, the teacher explains the definition of descriptive text, and teaches students by giving examples of how to make a descriptive text by telling them about the generic structure, grammatical characteristics contained in the descriptive text. Then the teacher gives the peace papers to the students and asks them to make a paragraph about descriptive things according to the generic structure and by using the grammatical features in it. From observations in the activities in the teaching and learning process in the classroom during English lessons, the researcher found out that students only did exercises from the teacher

without understanding the meaning of the material and they also did not ask questions about the material they did not understand. There are only a few students who are enthusiastic in education. The majority of the students in this cycle most of the students find it difficult to write texts because they find it difficult to assemble words to write into paragraphs, they also have difficulty finding vocabulary to translate from Indonesian to English, and more time is needed for ideas for words to be written. Below are the results of the pre-cycle as follows:

Table 4.1 The Results of Observation in Pre-Cycle

No	Points which are observed	Criterions				
		Very good	Good	Enough	Bad	Very bad
1.	Siswa menyimak penjelasan guru			√		
2.	Siswa menjawab pertanyaan guru tentang topik yang diberikan				√	
3.	Siswa menanyakan hal-hal yang belum jelas setelah mendengarkan penjelasan guru				√	
4.	Siswa aktif mencatat penjelasan materi			√		
5.	Siswa serius dalam mengerjakan ujian yang diberikan guru di kelas		√			
6.	Siswa dapat meminta bantuan guru ketika mereka membutuhkan				√	
7.	Siswa selalu maju di depan kelas jika disuruh guru dan aktif mempresentasikan pekerjaannya		√			
8.	Semua siswa menyerahkan pekerjaannya tepat waktu		√			

After all the students finished their writing, the teacher ordered the students to collect their writings. After implementing the test, the researcher examined the answer sheet and found the result. And the pre-cycle student scores are listed in the table below:

Table 4.2 students' score in Pre-Cycle

No	Studenrs' initial	Item analysis					Total score
		C	O	V	L	M	
1	AA	17	10	11	15	2	55
2	AA	18	9	11	10	2	50
3	AM	17	10	10	13	3	53
4	AP	19	12	12	15	2	60
5	DF	19	11	11	16	2	60
6	DS	21	12	10	17	2	62
7	FY	15	11	10	11	3	50
8	MF	19	13	10	10	2	54
9	MR	19	11	9	13	2	54
10	MZ	21	10	10	16	3	60
11	MRI	18	11	9	13	2	53
12	NAG	16	10	8	13	2	49
13	RA	19	12	13	14	2	60
14	RAA	19	10	11	15	2	57
15	RN	22	13	12	12	2	61
16	WMA	18	9	11	10	2	50
	Total						885

From the results of the research above, the researcher calculated student achievement using the following formula:

$$M = \sum \frac{X}{N}$$

Where:

$\sum X : 885$

N : 16

The computation of the average score was follow:

$$M = \sum \frac{X}{N}$$

$$M = \sum \frac{885}{16} = 55,31$$

Based on the pre-test results, the data revealed that the pre-cycle test's mean score was 55,31. The top score was a 67, and the bottom score was a 49. This score was still low from the minimum standard score (KKM), it was 72

2. Cycle 1

In cycle 1, the researcher carried out a series of actions namely planning the action and implementing the action which included two meetings. Each cycle consists of four steps, namely planning, action, observation, and reflection. The first cycle was held on Thursday: January 13, 2022 for the first meeting while the second meeting was held on Friday: January 14, 2022. From the explanations that the researchers have outlined above, the writer did some actions related to the use of flashcard media to enhance students' descriptive text writing skills.

a. Planning

In this step, the researcher makes an RPP of flashcard media before implementing it in the action. The researcher gave descriptive text material to the students and then used one of the descriptive texts, namely My Mother. Then the teacher introduces the flashcard and gives the material. Then at the second meeting, the teacher applied the flashcard by giving them the task of writing a text description according to the image on the flashcard. The teacher prepares the materials needed by the mastermind of teaching, the teacher also prepares an

observation checklist to measure the enthusiasm of students that students show when learning in class.

   b. Action

   In carrying out the actions in the first meeting of cycle 1, as stated in the planning stage, the whole actions in this cycle focused on using flashcards to improve writing descriptive text. At the first meeting of cycle 1, the teacher gives a description of the descriptive text by giving examples to students. Then the researcher and students read and identify the grammatical structure, and language features descriptive of the text contained in the example. After that the researcher tried to find out the results of student understanding by asking students to do a descriptive writing test based on the images on the flashcards given to students. Then at the second meeting the teacher asked students to collect their assignments, and they had completed their assignments. The results of the cycle 1 test can be seen in the table below as follows:

Table 4.3 The Results of Observation in Cycle 1

Day: Friday

Date: January 14th 2022

No	Points which are observed	Criterions				
		Very good	Good	Enough	Bad	Very bad
1.	Siswa menyimak penjelasan guru		√			
2.	Siswa menjawab pertanyaan guru tentang topik yang diberikan		√			

3.	Siswa menanyakan hal-hal yang belum jelas setelah mendengarkan penjelasan guru			√		
4.	Siswa aktif mencatat penjelasan materi		√			
5.	Siswa serius dalam mengerjakan ujian yang diberikan guru di kelas		√			
6.	Siswa dapat meminta bantuan guru ketika mereka membutuhkan			√		
7.	Siswa selalu maju di depan kelas jika disuruh guru dan aktif mempresentasikan pekerjaannya		√			
8.	Semua siswa menyerahkan pekerjaannya tepat waktu		√			

After that, the researcher calculated the mean using the same formula with previous research. The computation of the average score was follow:

Where:

$\sum X : 1.065$

$N : 16$

$M = \sum \frac{X}{N}$

$M = \frac{1.065}{16} = 66,56$

According to the results above, the first cycle's average test score for students was 66,56. The top score was a 71, while the bottom score was a 58. As for this cycle there is an increase. However, there are some students who are still not good at using language, vocabulary, and organizational items. So that the

researcher can conclude that the students' descriptive writing ability has increased but is still below the minimum standard (KKM). From the results of the analysis above, the average result is 66.56. The analysis above shows that the results of cycle 1 are better than the previous cycle. There are more improvements in this cycle though step by step.

   c. Observing

     At this stage when the teacher reviews the material, the students listen and pay attention to the teacher's explanation. Then the teacher asked the students questions to test their understanding of the material and some students enthusiastically answered the teacher's questions, and to observe student responses to the learning process, the teacher uses a checklist observation sheet. Here are the results of observations of students below:

Table 4.4 The Results of The Cycle 1 Test

No	Studenrs' initial	Item analysis					Total score
		C	O	V	L	M	
1	AA	18	13	13	16	3	63
2	AA	19	15	14	17	4	69
3	AM	18	16	13	16	4	67
4	AP	18	14	15	18	4	69
5	DF	18	15	13	18	4	68
6	DS	19	13	12	17	3	64
7	FY	21	14	12	15	4	66
8	MF	21	13	14	15	3	66
9	MR	22	15	14	16	4	71
10	MZ	24	13	15	16	3	71
11	MRI	21	13	14	14	3	65
12	NAG	19	12	10	14	3	58
13	RA	21	13	16	13	4	67
14	RAA	21	12	15	16	3	67
15	RN	24	17	14	13	3	71

16	WMA	20	13	13	13	4	63
Total							1.065

Based on the findings from the student observations described above, it can be said that more students enjoy learning and they are easier to understand descriptive text material through the use of media flashcards. This proves that there is an influence from the use of flashcard media because it is effective in improving students' writing skills. Although there are also some students who still find it difficult to write, more students are active in answering questions from the teacher when asked about descriptive material. They pay attention to the teacher's explanation and they can mention their ideas to write and find new vocabulary in class. So that students enjoy the learning process by using flashcard media.

d. Reflection

After taking the action, the researcher discussed with the English teacher to evaluate the action based on observations in the teaching and learning process and students' opinions. The data results show that the results of the first cycle are better than the previous cycle. Although many improvements were made in this cycle . Then the researcher will continue the action to the next cycle.

3. Cycle II

Based on the reflection of the actions that have been carried out in cycle 1, it turns out that the researchers found several actions that must be corrected and also problems that must be resolved in cycle 1. Cycle 2 was carried out on January 20, 2022 for the third meeting and Friday January 21, 2022 for the fourth meeting.

a. Planning

At this stage the teacher reviews the learning, prepares a new lesson plan, the teacher prepares material related to the theme, attendance list, and observation checklist before teaching.

b. Action

Researcher are still taking action as a teacher in the classroom. That is, starting learning by saying greetings, checking student attendance, researcher explain teaching using flashcard media by showing pictures. Then the researcher asked the students about the pictures they saw then the students paid attention to the pictures to answer the questions the researcher asked. Next, the researcher gave an example of a descriptive text and together with the students identified the text. Then the researcher asked the students to study the text and understand it. At the second meeting, the researcher asked the students to produce a descriptive text. The result of cycle II test can be seen in the table below:

Table 4.5 The Results of Observations in Cycle 2

Day: Thursday

Date: January 20th 2022

No	Points which are observed	Criterions				
		Very good	Good	Enough	Bad	Very bad
1.	Siswa menyimak penjelasan guru	√				
2.	Siswa menjawab pertanyaan guru tentang topik yang diberikan	√				
3.	Siswa menanyakan hal-hal yang belum jelas setelah		√			

	mendengarkan penjelasan guru					
4.	Siswa aktif mencatat penjelasan materi	√				
5.	Siswa serius dalam mengerjakan ujian yang diberikan guru di kelas	√				
6.	Siswa dapat meminta bantuan guru ketika mereka membutuhkan		√			
7.	Siswa selalu maju di depan kelas jika disuruh guru dan aktif mempresentasikan pekerjaannya	√				
8.	Semua siswa menyerahkan pekerjaannya tepat waktu	√				

From the result above, the researcher calculated the average (mean) of the score as below:

Where:

$\sum X : 1.187$

$N : 16$

$M = \sum \frac{X}{N}$

$M = \frac{1.187}{16} = 74,18$

Based on the result above, it showed that the average of students' test result of the second cycle was 74,18 with the highest score was 78 and the lowest score was 70. As for this cycle there was an increase from cycle 1 to the cycle II. The result of cycle II was better than cycle 1. So that the researcher can conclude that the students' score in this second cycle could be categorized as increased. The

improvement of students in writing descriptive text in this cycle increased in language use and content. So that the researcher can conclude that the students' ability in descriptive writing increased through flashcard media. It was proved by the average of students' test result of the second cycle was higher than the minimum standard (KKM). It was 74.18 > 72. The researcher decided to stop this cycle, because they concluded that students' ability in writing descriptive text was improved cycle by cycle from the first cycle to the second cycle.

c. Observation

The researcher observed the class during the teaching and learning process which was assisted by an collaborator, and the observations show that they are enthusiastic and happy in learning. Students pay attention to the teacher's instructions. This shows that student participation in teaching and learning is increasing. The results of the observations are as follows:

Table 4.6 The Results of The Cycle 2 Test

No	Studenrs' initial	Item analysis					Total score
		C	O	V	L	M	
1	AA	24	14	14	15	4	71
2	AA	24	15	15	14	4	72
3	AM	24	15	15	15	4	73
4	AP	25	16	16	17	4	78
5	DF	22	16	17	16	4	75
6	DS	21	15	16	17	5	74
7	FY	23	16	16	19	4	74
8	MF	22	15	16	21	4	74
9	MR	23	15	16	19	4	77
10	MZ	25	14	15	17	4	75
11	MRI	25	14	15	17	3	74
12	NAG	22	15	14	15	4	70
13	RA	22	17	17	16	4	76

14	RAA	23	16	16	16	3	74
15	RN	25	18	13	16	4	76
16	WMA	25	15	14	15	5	74
Total							1.187

Based on the result of observation above, it can be concluded that the majority of students take the class enthusiastically. So that all activities in cycle two can run well. It can be seen from their responses. There were no noisy students, when the teacher delivered the lesson most of the students paid attention to the teacher. They obey the teacher's orders seriously when working on the questions. They try to answer the questions correctly and enthusiastically.

d. Reflection

After carrying out the actions in cycle two, the researcher reflected on the actions that had been taken. Researcher discussed with English teachers to evaluate actions based on observations in the teaching and learning process, and test results in cycle II. From the implementation of the actions in cycle 2 above, some findings are still focused on implementation of flashcard media to improve the students' writing skills in descriptive text. In this cycle, the improvement of students' descriptive writing skills was more significant. This can be seen from the average increase in test scores and their enthusiasm in the learning process. The researcher decided to stop at this cycle and concluded that the improvement of writing descriptive text was more significant after being taught by using flashcard media since the cycle 1 until the cycle 2.

B. Discussion

Flashcard media is intended to make it easy for students to write descriptive texts because by observing the images on the flashcards, students will immediately get ideas to write. By learning to use flashcards, it will keep students from feeling bored while studying so that students enjoy learning more. Flashcard media can be an effective way of teaching to help students in writing. In other words, flashcard media can improve students' descriptive text writing skills. Therefore, after the results of the last cycle showed a good improvement in students' descriptive text writing skills, the researcher decided to stop the cycle. As for the results of the pre test, the data shows that the average value of the pre-cycle test is 55.31, the highest score is 67 and the lowest value is 49 in the activity, the teacher still uses conventional methods, does not use flashcard media as a learning aid. In teaching and learning, there are only half of the students who are active and enthusiastic in participating in the lesson. While the other half did not give a maximum response, especially students sitting in the back. They still like to talk to their partners. The students Look boring and sleepy. So that the attention and participation of students' activities very low, and in the pre-cycle, most of the students had difficulty in writing descriptive text paragraphs and sentences. They have a hard time putting together words to write, and spend a lot of time just thinking about written words or ideas, and as in the cycle 1 the researcher applies the use of media flashcards in teaching writing descriptive text. So that there are some significant increases in the average score of students, while the average student test results in cycle 1 are 66.56, the highest score is 71 and the

lowest score is 58 in this cycle there is an increase. Although there are some students who are still not good in language usage, vocabulary, and organizational items. However, the researcher concluded that the students' ability in writing descriptive texts increased. However, the average score is still below the KKM (72). Based on the results of the observations above, it can be concluded that students are more enthusiastic in attending class and teaching using flashcard media is an effective way to improve students' descriptive writing skills. Because they pay attention to the lessons that the teacher explains, although there are some students who still find it difficult to ask and answer questions. By observing flashcard media, they found new ideas and vocabulary so that students seemed to enjoy the learning process with flashcard media. Therefore, student participation has increased from before. In the cycle II, the results increased from the previous cycle. The average student test results in the second cycle was 74.18 with the highest score of 78 and the lowest score of 70 so that there was an increase from cycle 1 to cycle II. In other words, the results of cycle II were better than cycle 1. In this cycle almost all students passed the KKM score, there were only two students who scored below the KKM. The researcher concluded that the students' ability in writing descriptive text increased through flashcard media. It is evident from the average student test results in cycle II which are higher than the minimum standard (KKM),that is 72. so the researcher decided to stop this cycle because he concluded that the students' ability in writing descriptive texts increased from the first cycle to the second cycle. The results of the observations showed that most of the students participated in the class enthusiastically. Because

all activities in cycle II can run well. It can be seen that there are no noisy students, when the teacher delivers the lesson, most of the students pay attention to the teacher, and when working on the questions they are calm and serious about doing it. They try to answer the questions correctly. So the results of the study showed an increase in the average score of students' writing skills from the pre-cycle test, the first cycle test and the second cycle test. From the description of the teaching and learning process during the research, the researcher can conclude that the media flashcard is has an influence in writing descriptive because its effectively applied in teaching writing, can help students to increase students' motivation and interest in learning, especially at the seventh class students of SMP Negeri 8 Langsa.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this study is to discuss students' descriptive text writing skills through the use of flashcard media. Based on the discussion in the previous chapter, it can be concluded that flashcard is has an influence in writing descriptive because that the application of using flashcard media is believed to be effective in improving students' descriptive skills. It can be seen as follows.

1. Researchers conducted learning to write by applying the use of media flashcards to improve students' descriptive text writing skills. The research was carried out in two cycles, each cycle consisting of two meetings.

2. Student achievement in writing skills increases. Judging from the level of their progress during teaching and learning activities using flashcard media in descriptive text is good. This is supported by the results of the pre-cycle test significance of 55.31 Cycle 1 66.56 and the second cycle assessment of 74.18 because the implementation of flashcards can help students to get ideas so that it is easier for them to write. In conclusion, flashcards can help students to generate ideas, encourage creativity, and organize ideas.

B. Suggestion

After the researcher conducted this research, the researcher would like to offer some suggestions for English teachers and students, namely:

1. For English teachers

Especially for English teachers at SMP Negeri 8 Langsa it is very important to improve students' writing skills. Teachers are advised to be more creative in teaching writing because by providing interesting media or techniques, it will make students more interested in learning to write and students become motivated in writing.

2. For students

The students are advised to practice writing English actively. The flashcard media is an alternative way to practice writing. Because this can help students to generate their ideas for writing.

3. For future researcher

This research can provide additional information for other rsearchers who analyze topics similar to the research.

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Appendix 1: Lesson Plan and Instrument of Pre-Test and Post Test

<div align="center">

PRE-TEST
</div>

Name:

Class:

Make a short paragraph describing a people. Don't forget that your descriptive text should consist of two paragraphs.

- Paragraph 1: Identification
- Paragraph 2: Description

<div align="center">

LESSON PLAN CYCLE 1

(MEETING 1 AND 2)
</div>

School	: SMP Negeri 8 Langsa
Subject	: English
Class/Semester	: 1/2
The Academic Year	: 2022/2023
Time Allotment	: 2x45 minutes
Skill Focus	: Writing

A. **Standard of competence:**

Compose very short written descriptive texts, related to people, animals, taking into account social functions, text structures, and linguistic elements, correctly and in context.

B. **Basic competence:**

Compose very short written descriptive texts, related to people, animals, and objects, by paying attention to social functions, text structure, and linguistic elements, correctly and in context.

C. Indicators:

The students are able to:

1. Students can compose descriptive texts using linguistic elements, text structures, and social functions of descriptive texts properly and correctly.

2. Students can explain the contents of the text on the flashcard media correctly

3. After identifying a descriptive text and students can make an essay based on flashcard media correctly

4. After being given an example, students can develop a descriptive essay correctly

5. Produce a descriptive text

D. Learning objectives:

At the end of the session, the students are able to Produce a descriptive text

E.Theme:

Descriptive text

F. Learning materials:

1. Definition of descriptive text: descriptive text is a text that contains the description of an object, which is an animal, place, people, thing, etc.

2. The generic structure :

   a. Identification: is introduced to the subject of description.

   b. Description: is in contains the characteristics of the object introduced in the first paragraph.

   3. Language features:

   a. Using the simple present tense

   b. Using adjectives

   c. Using personal pronoun

   d. Using possessive adjective

   e. Using has or have

   f. Using action verbs

g. Using adverbs

4. Example of descriptive text

My mother

I have a kind and beautiful mother. Her name is nita. My mother is a houswife. My mother is also good at cooking. All of the dishes are very tasty. She has a child, me and my sister.

My mother was young 27 years old. My mother has a fat body. She has a height of about 167 cm and weighs around 65 kg. The color of the skin is white. She has big eyes and long straight black hair. She also has chubby cheeks and a sharp nose. My mother is a great mother. Even thought she was someone very busy, she always took her time to take care of his children. I am very grateful to have a mother like her.

G. Teaching learning activities

Meeting 1

1. **Introduction**
   a. The teacher prepares the lesson by greeting
   b. Invite students to pray together
   c. Check student attendance
   d. The teacher conveys the objectives and learning steps
   e. The teacher asks students questions by asking students questions about their knowledge of descriptive texts in order to increase students' creativity in answering questions and to check students' mastery of competencies related to the understanding of descriptive texts, descriptive text structures, linguistic elements, and social functions of descriptive texts well and right.

2. **Main activities**
   a. The teacher explains descriptive material to students and gives examples of making descriptive text essays, in this activity the teacher

explains how to write a description first written on the whiteboard, then identify the structure of descriptive text, linguistic elements, and social functions of descriptive text from the sample text given.

b. Students choose 1 picture arranged randomly by the teacher then the teacher divides the tasks to students individually

c. The teacher invites students to observe the flashcard media that has been given and the teacher asks questions about the flashcards that have been observed

students identify the physical characteristics, and language features of the images they have chosen and students write descriptive texts by describing the images in the flashcards using the grammatical features and language structurs of descriptive texts.

d. After completing the task, the teacher asks students to come forward in front of the class to read their writing

e. The teacher provides feedback on the results of student work. By providing additional explanations about the results of student work that are still not good. Then the teacher also gives rewards for the results of student work.

f. The teacher gives an evaluation by distributing an evaluation sheet. And the results of student work that have been completed are collected at the teacher's desk.

3. **Post-activity**
   1. Students and teachers conclude important points in learning activities
   2. The teacher reflects by asking about what has been learned in the form of understanding the description, how to write a description.
   3. The teacher conveys the lesson plan at the next meeting
   4. The teacher closes the lesson by reading a prayer together and ending with greetings

Meeting 2

1. **Introduction**

   a. The teacher prepares the lesson by greeting

   b. Ask students how they are and invite students to pray

   c. Check student attendance

   d. The teacher conveys the objectives and learning steps

   e. The teacher asks students questions by asking students questions about their knowledge of descriptive texts in order to increase students' creativity in answering questions and to check students' mastery of competencies related to the understanding of descriptive texts, descriptive text structures, linguistic elements, and social functions of descriptive texts well and right.

2. **Main activities**

   a. The teacher explains descriptive material to students and gives examples of making descriptive text essays, in this activity the teacher explains how to write a description first written on the whiteboard, then identify the structure of descriptive text, linguistic elements, and social functions of descriptive text from the sample text given.

   b. Students choose 1 picture arranged randomly by the teacher then the teacher divides the tasks to students individually

   c. The teacher invites students to observe the flashcard media that has been given and the teacher asks questions about the flashcards that have been observed students identify the physical characteristics, and language features of the images they have chosen and students write descriptive texts by describing the images in the flashcards using the text structure, linguistic elements, and social functions of descriptive texts.

   d. After completing the task, the teacher asks students to come forward in front of the class to read their writing

   e. The teacher provides feedback on the results of student work. By providing additional explanations about the results of student work

that are still not good. Then the teacher also gives rewards for the results of student work.

    f. The teacher gives an evaluation by distributing an evaluation sheet. And the results of student work that have been completed are collected at the teacher's desk.

3. Post-activity

    a. Students and teachers conclude important points in learning activities

    b. The teacher reflects by asking about what has been learned in the form of understanding the description.

    c. The teacher conveys the lesson plan at the next meeting

    d. The teacher closes the lesson by reading a prayer together and ending with greetings

Media: Whiteboard, paper of sheet, flashcard media

Assesment

Please write down the person or animal that you can find on the flashcard and their physical appearance.

Rubric in giving score/assesment

a. Content

Classification	Score	Criteria
Excellent to very good	30-27	Knowledgeable – substantive – etc.
Good to average	26-22	Some knowledge of subject – adequate range – etc.
Fair to poor	21-17	Limited knowledge of subject – little substance – etc.
Very poor	16-13	Does not show knowledge of subject – non – substantive – etc.

b. **Organization**

Classification	Score	Criteria
Excellent to very good	20-18	Fluent expression – ideas clearly stated - etc.
Good to average	17-14	Somewhat coppy – loosely organized but main ideas stand out – etc.
Fair to poor	13-10	Non – fluent – ideas confused or disconnected – etc.
Very poor	9-7	Does not communicate – no organization – etc.

c. **Vocabulary**

Classification	Score	Criteria
Excellent to very good	20-18	Sophisticated range – effective word/idiom choice and usage – etc.
Good to average	17-14	Adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.
Fair to poor	13-10	Limited range – frequent errors of word/idiom form, choice, usage – etc.
Very poor	9-7	Essentially translation

		– little knowledge of English vocabulary.

d. Language usage

Classification	Score	Criteria
Excellent to very good	25-22	Effective complex constructions – etc.
Good to average	21-19	Effective but simple constructions – etc.
Fair to poor	17-11	Major problems in simple/complex constructions – etc.
Very poor	10-15	Virtually no mastery of sentence construction rules – etc.

e. Mechanics

Classification	Score	Criteria
Excellent to very good	5	Demonstrates mastery of conventions – etc.
Good to average	4	Occasional errors of speeling, punctuation – etc.
Fair to poor	3	Frequent errors of spelling punctuation, capitalization – etc.

Very poor	2	No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

Based on the indicators above, the whole score can be categorized in quantitative system into the following scale:

Quanlitative Form	Quantitative form
Very good to excellent	86-100
Averange to good	68-85
Fair to poor	48-67
Very poor	32-47

LESSON PLAN CYCLE 2

(MEETING 3 AND 4)

School	: SMP Negeri 8 Langsa
Subject	: English
Class/Semester	: 1/2
The Academic Year	: 2022/2023
Time Allotment	: 2x45 minutes
Skill Focus	: Writing

A. Standard of competence: compose very short written descriptive texts, related to people, animals, and objects, taking into account social functions, text structures, and linguistic elements, correctly and in context.

B. Basic competence: Compose very short written descriptive texts, related to people, animals, and objects, by paying attention to social functions, text structure, and linguistic elements, correctly and in context.

C. Indicators:

The students are able to:

a. Students can compose descriptive texts using linguistic elements, text structures, and social functions of descriptive texts properly and correctly.

b. Students can explain the contents of the text on the flashcard media correctly.

c. After identifying a descriptive text and students can make an outline of an essay based on flashcard media correctly.

d. After being given an example, students can develop an outline into a descriptive essay correctly.

e. Produe a descriptive text.

D. Learning objectives: At the end of the session, the students are able to Produe a descriptive text

E. Theme: Descriptive text

F. Learning materials:

1. Definition of descriptive text: descriptive text is a text that contains the description of an object, which is an animal, place, people, thing, etc.

2. The generic structure :

    a. Identification: is introduced to the subject of description.

    b. Description: is in contains the characteristics of the object introduced in the first paragraph.

3. Language features:

    a. Using the simple present tense

    b. Using adjectives

    c. Using personal pronoun

    d. Using possessive adjective

    e. Using has or have

    f. Using action verbs

    g. Using adverbs

4. Example of descriptive text

<div align="center">My cat</div>

I have a cat as my pet. My father brought me a cat on my birthday. He is very funny, he likes to play with me. I really love him as my pet.

His name is choco. He has brown fur and has black spots. The fur is very soft and I want to always get it out. He has a long tail. He likes to play with his tail. He also has a brown eye, and he also has a big body. My cat like eating fish. I also like to carry it in my hand. I always took him to take a walk around because he really like it. When I carried him like that he would fall asleep.

G. Teaching learning activities

<div align="center">**Meeting 3**</div>

1. Introduction

    1. The teacher prepares the lesson by greeting

    2. Ask students how they are and invite students to pray

    3. Check student attendance

4. The teacher conveys the objectives and learning steps

2. **Main activities**

a. The teacher asks students questions by asking students questions about their knowledge of descriptive texts in order to increase students' creativity in answering questions and to check students' mastery of competencies related to the understanding of descriptive texts, descriptive text structures, linguistic elements, and social functions of descriptive texts well and right.

b. The teacher explains descriptive material to students and gives examples of making descriptive text essays, in this activity the teacher explains how to write a description first written on the whiteboard, then identify the structure of descriptive text, linguistic elements, and social functions of descriptive text from the sample text given.

c. Students choose 1 picture arranged randomly by the teacher then the teacher divides the tasks to students individually

d. The teacher invites students to observe the flashcard media that has been given and the teacher asks questions about the flashcards that have been observed

e. Students identify the physical characteristics, properties, and language features of the images they have chosen and students write descriptive texts by describing the images in the flashcards using the text structure, linguistic elements, and social functions of descriptive texts.

f. After completing the task, the teacher asks students to come forward in front of the class to read their writing

g. The teacher provides feedback on the results of student work. By providing additional explanations about the results of student work that are still not good. Then the teacher also gives rewards for the results of student work.

h. The teacher gives an evaluation by distributing an evaluation sheet. And the results of student work that have been completed are collected at the teacher's desk.

3. Post-activity

a. Students and teachers conclude important points in learning activities

b. The teacher reflects by asking about what has been learned in the form of understanding the description, how to write a description.

c. The teacher conveys the lesson plan at the next meeting

d. The teacher closes the lesson by reading a prayer together and ending with greetings

Meeting 4

1. Introduction

a. The teacher prepares the lesson by greeting

b. Ask students how they are and invite students to pray

c. Check student attendance

d. The teacher conveys the objectives and learning steps

e. The teacher asks students questions by asking students questions about their knowledge of descriptive texts in order to increase students' creativity in answering questions and to check students' mastery of competencies related to the understanding of descriptive texts, descriptive text structures, linguistic elements, and social functions of descriptive texts well and right.

2. Main activities

a. The teacher explains descriptive material to students and gives examples of making descriptive text essays, in this activity the teacher explains how to write a description first written on the blackboard, then identify the structure of descriptive text, linguistic elements, and social functions of descriptive text from the sample text given.

b. Students choose 1 picture arranged randomly by the teacher then the teacher divides the tasks to students individually

c. The teacher invites students to observe the flashcard media that has been given and the teacher asks questions about the flashcards

that have been observed students identify the physical characteristics, and lenguage features of the images they have chosen and students write descriptive texts by describing the images in the flashcards using the text structure, linguistic elements, and social functions of descriptive texts.

d. After completing the task, the teacher asks students to come forward in front of the class to read their writing

e. The teacher provides feedback on the results of student work. By providing additional explanations about the results of student work that are still not good. Then the teacher also gives rewards for the results of student work.

f. The teacher gives an evaluation by distributing an evaluation sheet. And the results of student work that have been completed are collected at the teacher's desk.

3. **Post-activity**

a. Students and teachers conclude important points in learning activities

b. The teacher reflects by asking about what has been learned in the form of understanding the description.

c. The teacher conveys the lesson plan at the next meeting

d. The teacher closes the lesson by reading a prayer together and ending with greetings

4. **Media**: Whiteboard, paper of sheet, flashcard media

5. **Assesment**

Please write down the person or animal that you can find on the flashcard and their physical appearance.

6. **Rubric in giving score/assesment**

   a. **Content**

Classification	Score	Criteria
Excellent to very good	30-27	Knowledgeable – substantive – etc.
Good to average	26-22	Some knowledge of subject – adequate range – etc.
Fair to poor	21-17	Limited knowledge of subject – little substance – etc.
Very poor	16-13	Does not show knowledge of subject – non – substantive – etc.

   b. **Organization**

Classification	Score	Criteria
Excellent to very good	20-18	Fluent expression – ideas clearly stated - etc.
Good to average	17-14	Somewhat coppy – loosely organized but main ideas stand out – etc.
Fair to poor	13-10	Non – fluent – ideas confused or disconnected – etc.
Very poor	9-7	Does not communicate – no organization – etc.

c. **Vocabulary**

Classification	Score	Criteria
Excellent to very good	20-18	Sophisticated range – effective word/idiom choice and usage – etc.
Good to average	17-14	Adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.
Fair to poor	13-10	Limited range – frequent errors of word/idiom form, choice, usage – etc.
Very poor	9-7	Essentially translation – little knowledge of English vocabulary.

d. **Language usage**

Classification	Score	Criteria
Excellent to very good	25-22	Effective complex constructions – etc.
Good to average	21-19	Effective but simple constructions – etc.
Fair to poor	17-11	Major problems in simple/complex constructions – etc.
Very poor	10-15	Virtually no mastery of sentence construction rules – etc.

e. **Mechanics**

Classification	Score	Criteria
Excellent to very good	5	Demonstrates mastery of conventions – etc.
Good to average	4	Occasional errors of speeling, punctuation – etc.
Fair to poor	3	Frequent errors of spelling punctuation, capitalization – etc.
Very poor	2	No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

Based on the indicators above, the whole score can be categorized in quantitative system into the following scale:

Quanlitative Form	Quantitative form
Very good to excellent	86-100
Averange to good	68-85
Fair to poor	48-67
Very poor	32-47

Known: **Researcher**

Teacher

Henny Wayuni, S.Pd   **Rahajeng Retno Mahening**

NAME OF STUDENTS

No	Name	Gender
1	AndlyAnsyah	Male
2	AbizarAlghafari	Male
3	AderaMutiara	Female
4	AuliaPutri	Female
5	DheraFebriani	Female
6	Dona Savina	Female
7	FauzanYassar	Male
8	M. Fahri	Male
9	Muhammad Rido	Male
10	Muhammad Zikra	Male
11	M. RidhoIlham	Male
12	NyndiraAjengGaluh	Female
13	Reyhan Asmara	Male
14	Repi Aria Andara	Female
15	RaraNovryanti	Female
16	Wan MedaAyu	Female

Appendix 3: The Students Score in Each Cycle

STUDENT'S SCORE IN EACH CYCLE

No	Student's Code	Score		
		Pre-Cycle	Cycle 1	Cycle II
1	AA	55	63	71
2	AA	50	69	72
3	AM	53	67	73
4	AP	60	69	78
5	DF	60	68	75
6	DS	62	64	74
7	FY	50	66	74
8	MF	54	66	74
9	MR	54	71	77
10	MZ	60	71	75
11	MRI	53	65	74
12	NAG	49	58	70
13	RA	60	67	76
14	RAA	57	67	74
15	RN	61	71	76
16	WMA	50	63	74
	Total	**885**	**1.069**	**1.187**
	Mean Score	**55,31**	**66,56**	**74,18**

Appendix 4: Documentation

<p align="center">FOTO DOKUMENTASI</p>
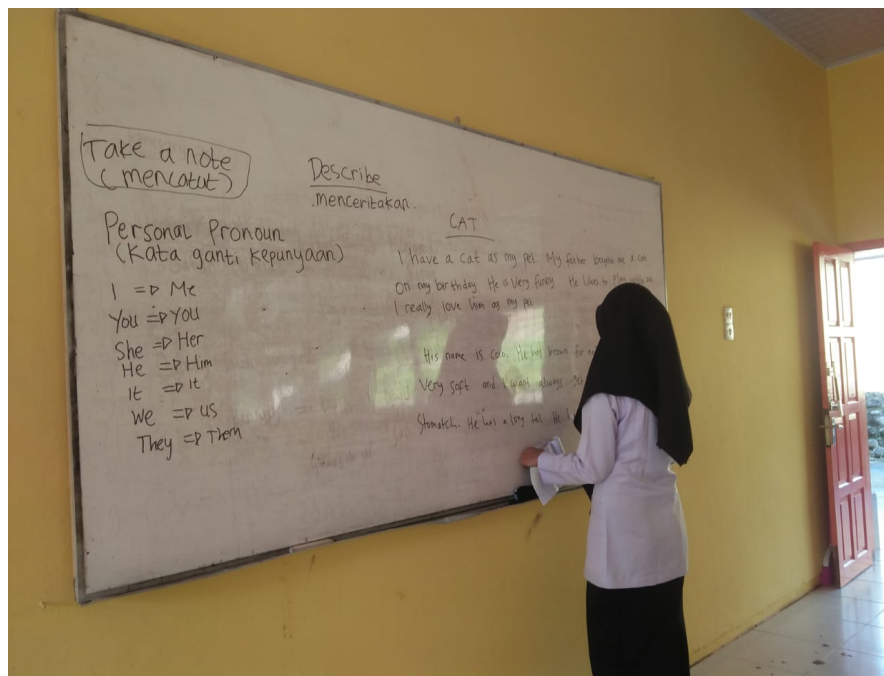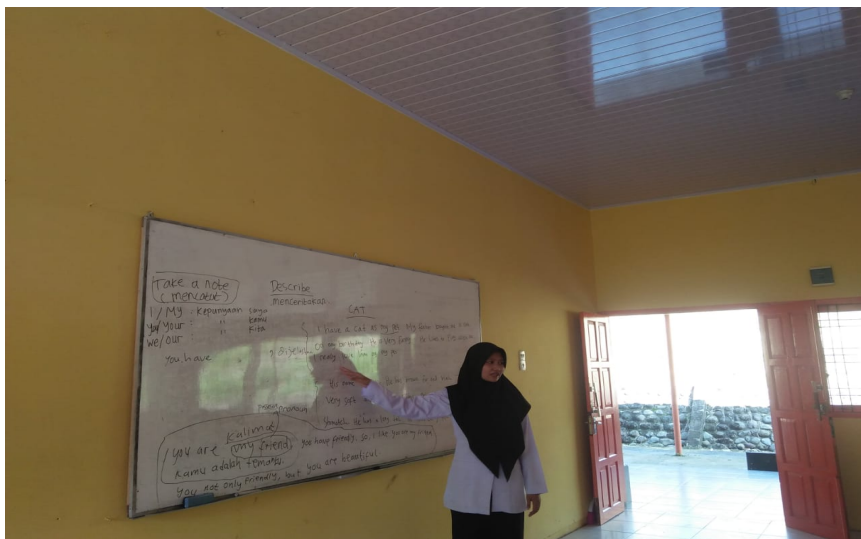
CURRICULUM VITAE

Personality

Name   : Rahajeng Retno Mahening

Place/Date of Birth   : Serang Jaya, 03 October 1999

Sex   : Female

Religion   : Islam

Nationality/Ethnic   : Indonesia/Javanese

Marital Status   : Single

Address   : Dusun 1 Perk Serang Jaya, Kec. Pematang Jaya, Kab.
                            Langkat, Prov. Sumatera Utara

Accupation   : Student

Educations

Elementary School   : SD Negeri 050783 Salahaji (2005/2011)

Junior High School   : SMP Swasta Al-hidayah (2011/2014)

Senior High School   : SMA Swasta Al-hidayah (2014/2017)

University   : IAIN Zawiyah Cot Kala Langsa (2017 up to now)

Family

Father's Name   : Aris Wahyudi

Mother's Name   : Nur Aini

Sister's Name   : Ambar Diah Mangesti

Brother's Name   : Agung Wahyuning Nugroho

Muhammad Ridho

My father always works every day, he is a good and brave father. Father is very friendly. My father is 120 cm high. He has thick hair and a sharp nose. He wears glasses.

Muhammad Ridho

1 cycle rabbit
I have a pet that is a rabbit. I keep it in a
small cage. The cage is clean and tidy. Because
every day I clean the cage.

My rabbit has a fat body and soft fur. Its fur
is white. He has long ears. He has red eyes.
My rabbit likes to eat carrots and kale.

Muhammad Ridho

I have a pet that is a rabbit. My father bought
it for me. I am very happy. My bunny is very cute.
I keep it in a small cage. The cage is clean and
tidy. Because every day I clean the cage. Because
I want to make my rabbit comfortable.

My rabbit has long ears, soft and thick white fur.
My rabbit has 4 legs. My rabbit loves carrots and kale.
And I always feed him carrots and kale every day.
I often let my rabbit out of the cage and then he can
run and jump around. But after that I'll put him
back in the cage so he doesn't go too far and
make it hard for me to catch him. Because
I don't want to lose my rabbit.

Aulia Putri   Tanggal :
Sister
Cycle 1

I have sister. I like play with my sister.
She is five years old. Every day i always play
with my sister. After finish playing I bathed
my sister.

My sister have black hair and short hair.
But she is has Fat body. And she is very
high.

*my friend *

This is my friend. She is 12 years.
old. Her name is Ayu. She live in
Langsa. She go to school at SMP
8 Selalah. She like read book

She has black hair, brown skin,
she is not high. 140 cm.

Cycle 2

1. I have sister. her name is Jennie. She is
    6 years old. She is very Funny and adora-
    ble. Every Day i always play with my
    Sister. And after finishe playing with
    me I bathing my sister. 1 and she
    often Fight but we love each other
    even though. Sometimes i upset with
    her.

No   :

Tanggal :

2. ~~She is short~~ Has
    She has Short brown hair, She has white
    Skin and Fat body. BeCause her body
    is Fat and she is funny. SHe is also
    very high. And she has a lot of Friends.

*Perbaikan ***

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA
Nomor   328   Tahun 2021
T E N T A N G
PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

Menimbang	:	a. Bahwa untuk kelancaran penyusunan skripsi mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Langsa, maka dipandang perlu menunjuk Pembimbing Skripsi;
		b. Bahwa yang namanya tercantum dalam Keputusan ini dipandang mampu dan cakap serta memenuhi syarat untuk ditunjuk dalam tugas tersebut;
Mengingat	:	1. Undang-Undang Nomor : 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2. Peraturan Pemerintah Nomor : 60 Tahun 1999, tentang Pendidikan Tinggi;
		3. Peraturan Presiden Republik Indonesia Nomor : 146 Tahun 2014 Tentang perubahan Sekolah Tinggi Agama Islam menjadi Institut Agama Islam Negeri (IAIN) Langsa;
		4. Peraturan Menteri Agama Republik Indonesia Nomor : 10 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Langsa;
		5. Surat Keputusan Menteri Agama Republik Indonesia Nomor : B.II/3/17201, tanggal 24 April 2019 Tentang Pengangkatan Rektor Institut Agama Islam Negeri (IAIN) Langsa yang definitif;
		6 Surat Keputusan Menteri Agama Republik Indonesia No. 27 Tahun 2021 tanggal 21 Januari 2021 , tentang Pengangkatan Dekan dan Wakil Dekan Institut Agama Islam Negeri (IAIN) langsa;
		7 DIPA Nomor : 025.04.2.888040/2021, tanggal 23 November 2020;
Memperhatikan	:	Hasil Seminar Proposal Mahasiswa Tanggal 29 April 2021

M E M U T U S K A N :

Menetapkan	:	
K e s a t u	:	Menunjuk Dosen Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Langsa:

1. **Dr. Zulfitri, MA**
   (Membimbing Isi)
2. **Wahidah, M.Ed**
   (Membimbing Metodologi)

Untuk Membimbing Skripsi :

N a m a	:	**Rahajeng Retno Mahening**
Tempat / Tgl.Lahir	:	Serang Jaya, 03 Oktober 1999
NIM	:	1042017042
Jurusan / Program Studi	:	Pendidikan Bahasa Inggris (PBI)
Judul Skripsi	:	**The Influence of Using Flash Card Media in Writing Descriptive Text at The Seventh Grade Students***

K e d u a	:	Bimbingan harus diselesaikan selambat-lambatnya selama 1 (satu) tahun terhitung sejak tanggal ditetapkan.
K e t i g a	:	Kepada Pembimbing tersebut di atas, diberi honorarium sesuai dengan ketentuan yang berlaku pada Institut Agama Islam Negeri (IAIN) Langsa.
K e e m p a t	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dan apabila terdapat kekeliruan dalam penetapan ini akan diadakan perbaikan sebagaimana mestinya.
		Kutipan Keputusan ini diberikan kepada yang bersangkutan untuk dapat dilaksanakan sebagaimana mestinya.

Ditetapkan di   :   L a n g s a
Pada Tanggal   :   5 Mei 2021

Dekan,
dto.
ZAINAL ABIDIN

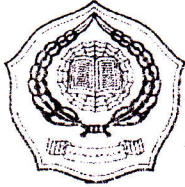diperbaiki tanggal **14 Oktober 2021 ***)
An. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Wakil Dekan Bidang Akademik

ZULFITRI

Tembusan Yth :
1. Dekan FTIK IAIN Langsa
2. Kasubbag Akademik Kemahasiswaan dan Alumni
3. Ketua Prodi PBI FTIK IAIN Langsa

Nomor   :   B-72/In.24/FTIK/PP.00.9/01/2022
Lampiran :   -
Perihal   :   ***Mohon Izin Untuk Penelitian Ilmiah***

Kepada Yth,
SMP negeri 8 langsa
Di -
      Tempat

Assalamu`alaikum Wr. Wb.,

Dengan hormat,
Dekan Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Langsa dengan ini memaklumkan kepada Bapak/Ibu bahwa mahasiswa kami yang tersebut di bawah ini :

Nama	:	RAHAJENG RETNO MAHENING
Tempat / Tanggal Lahir	:	Serang Jaya, 03 Oktober 1999
Nomor Induk Mahasiswa	:	1042017042
Jurusan	:	Pendidikan Bahasa Inggris

Bermaksud mengadakan penelitian di wilayah Bapak/Ibu, sehubungan dengan penyusunan skripsi berjudul 'The influence of flashcard media in writing descriptive text at the seventh grade students '

Untuk kelancaran penelitian dimaksud kami mengharapkan kepada Bapak/ibu berkenan memberikan bantuan sepenuhnya sesuai dengan ketentuan yang berlaku, segala biaya penelitian dimaksud ditanggung yang bersangkutan.

Demikian harapan kami atas bantuan serta perhatian Bapak/ibu kami ucapkan terima kasih.

Wassalamu`alaikum Wr. Wb.

Langsa, 12 Januari 2022
Dekan

Zainal Abidin

SURAT IZIN PENELITIAN
Nomor : 423.6/ *Ory* / 2022

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 8 Langsa menerangkan bahwa :

N a m a	: RAHAJENG RETNO MAHENING
Tempat/ Tgl. Lahir	: Serang Jaya, 03 Oktober 1999
NIM	: 1042017042
Jurusan	: Pendidikan Bahasa Inggris
Universitas	: Institut Agama Islam Negeri Langsa

Benar telah melaksanakan penelitian mulai tanggal 13-21 Januari 2022 pada SMP Negeri 8 Langsa untuk materi mata kuliah skripsi dengan Judul **"THE INFLUENCE OF FLASHCARD MEDIA IN WRITING DESCRIPTIVE TEXT AT THE SEVENT GRADE STUDENTS"**.

Demikian surat Izin Penelitian ini kami perbuat untuk dapat dipergunakan seperlunya.

Langsa, 28 Januari 2022
Kepala SMP Negeri 8 Langsa

EEVISAWATI, S.Pd
NIP. 19700725 200504 2 001