

The Influence of Flash Card Learning Media toward Students' Writing Skill of Explanatory Text

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Abstract: This study aimed at finding out the influence of flash card learning media toward students' writing skill of explanatory text. There were 72 students which 36 experimental class students (XI.TAV.1) and 36 control class students (XI.TITL.2). This research was a quantitative experimental design. The data were collected by using test and documentation. The results of data analysis using the $t_{\text{-test}}$ formula obtained $t_{\text{-count}} = 11.48$, and $t_{\text{-table}}$ with a real level of 5% and $dk = 70$ obtained $t_{\text{-table}} = 1.668$. Thus, it turns out that $t_{\text{-count}} > t_{\text{-table}}$ ($11.48 > 1.668$). So, the hypothesis was accepted. This proves that the learning outcomes of writing explanatory text using Flash Card learning media is more influential.

Keywords: Flash Card Learning Media; Students' Writing Skill; Explanatory Text.

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I. INTRODUCTION

Learning is an activity that plays an important role in the world of education. There is writing explanatory text material in learning Indonesian at school. The learning process in the classroom generally involves various components, including students, teachers, methods, curriculum, and learning materials. The learning component influences students in achieving their learning goals [6].

According to [7] finding the exact methods in teaching is not easy. The teachers will find many difficulties and problems towards the teaching learning process. There are some ways that the teacher can use to make the students participate during the lessons. In order to keep the interaction going like what is expected, the teachers should use an appropriate technique and media. Flash Card learning media is designed as a media game during the process learning so that students do not feel bored in receiving the learning material delivered by the teacher. While the best technique for writing skill is an experiential learning [9]. [4] states that the ability to write is an ability that is active and productive in producing writing obtained through continuous learning and training processes. Writing is not the same as composing and not everyone can compose, because to be a talent writer is needed. But, to write people who want to train themselves, they can certainly write.

The explanatory text is a text that explains the process of the occurrence or formation of a natural or social phenomenon [8]. An attempt to maximize the ability to write explanatory text is the need for writing learning media that arouses students' interest so that it is not boring. One way to make learning to write explanatory text more interesting is to use interesting media, namely Flash Card media is one of the forms of media that is quite interesting because the information presented is in the form of images.

Vocational High School 4 Palembang was chosen as a research location because this school is still located in the city center. Based on field observations, the teacher found it difficult to deliver explanatory text material. The teacher has not found the right material to deliver learning material, especially explanatory text.

II. THEORETICAL FRAMEWORK

The word media comes from Latin is the plural form of the word *medius* which literally means intermediary or introduction [11]. The word media comes from Latin *medius* which literally means middle, intermediary or introduction. In Arabic, the media is an intermediary or messenger from the sender to the recipient of the message [5]. Learning media is everything. Based on the results of [14], students were not able to manage self-planning or a series of learning objectives to be achieved. Thus, the teacher must be able to find the right method/media in delivering learning material in the classroom.

Something that can be used to channel messages and stimulate the learning process in the learner. Flash Cards are lesson cards. Used in learning activities as a media through game activities [1]. The steps for using Flash Card procedures are [1] 1) the teacher distributes one Flash Card to each student in a closed state; 2) the teacher gives a signal and students open the card simultaneously; 3) students search for their ranks based on the cards they hold; 4) the teacher provides a time limit. Don't forget the countdown when the time has finished; 5)

the teacher invites students to check each row whether all students have entered the line they should; and 6) the teacher gives appreciation to the correct and complete ranks.

The explanatory text is a text that serves to explain a phenomenon that is about the process or origin of events, social, or culture [8]. The explanatory text is a text that tells the procedure or process of something happening. With the existence of the text we can get a picture of the background of the occurrence of something clearly and logically [10]. The explanatory text has a standard structure according to the general characteristics of the content, the explanatory text is formed by the following sections.

a. General statement, the general statement in the explanatory text contains a definition of the phenomenon described, context or general characteristics.

Example: Tropical storms are extreme natural phenomena resulting from the interaction of the ocean and atmosphere in the form of cloud systems, heat and storms that are organized and rotating with closed circulation.

b. Explanation Series, explains why a phenomenon occurs and how it occurs/how it works, the conditions of the occurrence.

Example: Why did a phenomenon occur?

Early storm formation is in tropical or subtropical waters as a center of low pressure and a collection of heat and massive clouds with wind speeds of less than 38 miles/hour. Tropical storms can form if the sea surface temperature is more than 27 degrees Celsius and when the conditions of sea atmosphere interaction support. Tropical storms can develop into large winds of 39-73 miles/hour. The lower the air pressure value and the wider the low pressure center, the greater the wind speed will be generated.

c. Interpretation, interpretation can contain the conclusions or opinions of the author about the phenomenon described.

Example: Coriolis style is one of the conditions for the occurrence of tropical storms. That means theoretically, Indonesia in the zero equator has a coriolis force value equal to zero. Under these conditions tropical storm phenomena do not occur in the territory of Indonesia. Nevertheless, the indirect impact of tropical storms needs to be watched out.

III. RESEARCH METHOD

The research method is the method used in obtaining data [3]. As for this study, the method used by the author is the True Experiment Design Type Posttest Only Control Design method. The true method design experiments that the sample used for the experiment as well as the control group is taken randomly from a particular population. In this study there were two class subjects that were sampled, namely one class into a class into an experimental class and one control class. In class XI TAV 1 experimental group applied the use of Flash Card learning media while in the TITL 2 class the control group did not apply the use of Flash Card learning media. Data collection techniques used were test and documentation. The test is a method (which can be used) or a procedure (which needs to be taken) in the framework of measurement and assessment in the field of education, which takes the form of assignments or a series of tasks (in the form of questions (which must be answered) [12]. In this study, the test used is an explanatory text writing test. The posttest is used to measure the ability of students in writing explanatory text using Flash Card learning media. Time in completing explanatory text writing for 80 minutes (2 hours of study). Documentation is to find data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions. Minutes of meetings, leggers, agendas and so on [2].

According to [13] population is an area of generalization which consists of objects or subjects that have certain qualities and characteristics set by researchers to be studied and then drawn conclusions. The population of this study were all students of class XI with a number of 144. The sample is a part or representative of the population under study [3]. In this study, researchers used a random sampling technique is the technique of taking members of the sample from the population randomly without regard to the strata in the population. According to [13] probability sampling or sampling techniques that provide equal opportunities for each element (members) of the population to be chosen member probability probability type simple random sampling. As for the sample in this study were students of class XI TAV 1 as the experimental class and XI TITL 2 as the control class.

IV. RESULTS AND DISCUSSION

Based on research test conducted in the experimental class and control class above, it can be seen that the average value of the test results of the experimental class students who applied high flash card media was 84.83 compared to the average score of the control class 63.6 where the class the control does not get treatment learning using flash card media means that learning to use flash card media can develop explanatory text writing skills.

Table 1
Test Result of Experimental Class and Control Class

No.	Class	Group	Score
1.	XI TAV 1	Ekspriment	36
2.	XI TITL 2	Control	36
	Total		72

It can be concluded that the use of flash card media in the learning process, the process of change that uses flash card media as a medium of learning or learning is not only material that comes from books or educators. In its use, this flash card learning media is a new way of learning in SMK Negeri 4 Palembang on explanatory text writing material. Before using flash card media, researchers conducted observations in the experimental class or class to be treated. The experimental class is TAV 1 class XI totaling 36 students and the control class is the TITL 2 class XI totaling 36 students who are not treated or use conventional models namely lecture method. This research was conducted as many as two meetings for each class and the second meeting was the final test of the experimental class and the control class.

Based on the test data of student learning outcomes, the average value of student learning outcomes in the experimental class was 84.83 and the control class was 63.6. After obtaining the test results data of the experimental class and control class students, the researchers analyzed the test data. Data analysis was performed using $t_{\text{-test}}$ which consisted of data normality test and variance homogeneity test. Data normality test is done to determine whether or not a data distribution is normal, then the variance homogeneity test is needed to prove the variance equation of the sample group.

Based on the calculation results obtained for the experimental class, the data normality test obtained by $K_m = 0.29$ while for the control class obtained $K_m = 0.15$ and the price lies between (-1) and (1) so that it can be said that the experimental class data and control class data is normally distributed. For the results of the calculation of the variance homogeneity test obtained by calculating $X^2 = 1.082$ and $X^2_{\text{table}} = 3.841$ and the homogeneous condition is known: $X^2_{\text{count}} < X^2_{\text{table}}$ ($1.082 < 3.841$). From the calculation results it can be concluded that the research data obtained from the experimental class and homogeneous variance control class. After testing the data normality test and variance homogeneity test, the data is stated to be normally distributed and the variance in this study is homogeneous, so the next step is to test the research hypothesis using parametric statistics, which is using the Test t formula with the test criteria accept H_a if $t_{\text{hitung}} > t_{\text{table}} (I-\alpha)$ and reject H_0 if $t_{\text{-count}} < t_{\text{-table}} (I-\alpha)$.

From the results of data analysis using the t test formula obtained $t_{\text{-count}} = 11.48$, and $t_{\text{-table}}$ with a real level of 5% and $dk = 70$ obtained $t_{\text{-table}} = 1.668$. Thus, it turns out that $t_{\text{count}} > t_{\text{-table}} (I-\alpha)$ ($11.48 > 1.668$). So, the hypothesis about "there is a significant influence of flash card learning media on student learning outcomes in Indonesian subjects in class XI SMK Negeri 4 Palembang" was accepted.

By using flash card learning media (images) can motivate students to be more active and creative in the learning process and increase significantly and positively as expected. Thus, the experimental class that uses Flash Card learning media shows the development in explanatory text writing skills compared to the untreated control class. This was reinforced by Aulia, he stated that the use of Flash Card learning media could improve students' explanatory text writing skills. Seen from 80% of the 40 students gave a positive response from the use of Flash Card learning media. It can be concluded, flash cards are effective learning cards that have two sides with one side of the picture, text, or symbol sign and the other side in the form of definitions, picture descriptions, answers, or descriptions that help remind or direct students to something related to the picture on the card.

Thus the use of Flash Card learning media can improve the spirit of learning and help students in the teaching and learning process, especially in writing learning. The research is relevant to this research because Flash Card learning media is very effective in writing skills and can help students to express their creative ideas in the teaching and learning process itself.

V. CONCLUSION

Based on the test data of student learning outcomes, the average value of student learning outcomes in the experimental class was 84.83 and the control class was 63.6. The results of writing the explanatory text show that the results of the students' experimental class are higher, namely in the very good category compared to the results of the class control text in the category enough. The results of data analysis using the t test formula obtained $t_{\text{-count}} = 11.48$, and $t_{\text{-table}}$ with a real level of 5% and $dk = 70$ obtained $t_{\text{-table}} = 1.668$. Thus, it turns out that $t_{\text{count}} > t_{\text{-table}} (I-\alpha)$ ($11.48 > 1.668$). So, the hypothesis was accepted.

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