

IMPROVING DESCRIPTIVE WRITING SKILLS OF FIRST GRADE SENIOR HIGH SCHOOL STUDENTS THROUGH THE USE OF FLASHCARDS SUPPORTED BY THINK PAIR SHARE STRATEGY

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah terdapat peningkatan yang signifikan pada keterampilan menulis teks deskriptif siswa setelah diajar menggunakan flashcard serta untuk mengidentifikasi aspek menulis yang mengalami peningkatan paling besar. Penelitian kuantitatif ini menggunakan desain one-group pretest–posttest. Sampel penelitian terdiri atas satu kelas siswa kelas X SMA yang dipilih melalui teknik purposive sampling. Data dikumpulkan melalui tes menulis deskriptif yang diberikan sebelum dan sesudah perlakuan. Siswa diminta untuk menulis teks deskriptif yang kemudian dinilai menggunakan rubrik penilaian menulis dari Jacobs et al. (1981) yang mencakup lima aspek, yaitu isi, organisasi, kosakata, penggunaan bahasa, dan mekanik. Perlakuan diberikan melalui beberapa sesi pembelajaran dengan menggunakan flashcard sebagai media visual untuk mendukung pengembangan ide dan kosakata dalam menulis deskriptif. Data dianalisis menggunakan uji t sampel berpasangan (paired sample t-test).

Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada skor menulis deskriptif siswa setelah penggunaan flashcard. Temuan penelitian juga menunjukkan bahwa aspek kosakata dan isi merupakan aspek yang mengalami peningkatan paling besar, diikuti oleh organisasi, penggunaan bahasa, dan mekanik. Analisis statistik menunjukkan bahwa nilai t-hitung lebih besar daripada nilai t-tabel dan nilai signifikansi lebih kecil dari 0,05, sehingga hipotesis nol ditolak. Berdasarkan hasil tersebut, dapat disimpulkan bahwa penggunaan flashcard secara signifikan meningkatkan keterampilan menulis deskriptif siswa sekolah menengah atas, khususnya dalam pengembangan kosakata dan isi. Flashcard memberikan dukungan visual yang membantu siswa menghasilkan ide serta mendeskripsikan objek dengan lebih jelas.

Kata Kunci: flashcard, menulis deskriptif, keterampilan menulis, siswa sekolah menengah atas, pengembangan kosakata.

ABSTRACT

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This study aims to investigate whether there is a significant improvement in students' descriptive writing skills after being taught using flashcards and to identify which aspects of writing show the most improvement. This quantitative study employed a one-group pretest–posttest design. The sample consisted of one class of first-grade senior high school students selected through purposive sampling. Data were collected using a descriptive writing test administered before and after the treatment. The students were asked to write descriptive texts, which were scored using Jacobs et al.'s (1981) writing rubric covering five aspects: content, organization, vocabulary, language use, and mechanics. The treatment was conducted through several teaching sessions using flashcards as visual media to support idea generation and vocabulary development in descriptive writing. The data were analyzed using a paired sample t-test. The results showed a significant improvement in students' descriptive writing scores after the use of flashcards. The findings also revealed that vocabulary and content were the aspects that improved the most, followed by organization, language use, and mechanics. The statistical analysis indicated that the obtained t-value was higher than the critical t-value and the significance value was lower than 0.05, leading to the rejection of the null hypothesis. Based on these results, it can be concluded that the use of flashcards significantly improves senior high school students' descriptive writing skills, particularly in developing vocabulary and content, as flashcards provide visual support that helps students generate ideas and describe objects more clearly.

Keywords: flashcards, descriptive writing, writing skills, senior high school students, vocabulary development