

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

(Undergraduate Thesis)

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**ENGLISH EDUCATION STUDY PROGRAM
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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

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2213042004

**Submitted in a Partial Fullfilment of
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In

**The Language and Art Education Department
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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF ARTS AND LANGUAGE EDUCATION
TEACHER TRAINING AND EDUCATION FACULTY
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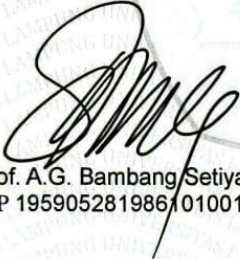
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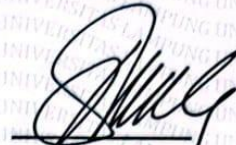
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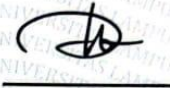
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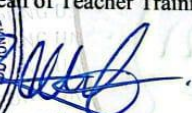


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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 03 Juni 2026

Yang membuat pernyataan,



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CURRICULUM VITAE

Muhammad Revanza Rahman, the second of three children of Abdul Rahman and Devi Yuniana, was born on June 24th, 2004, in Bandar Lampung. He has an older sister, Chika Abbelia Rahman, and a younger brother, Muhammad Rumi Arrahman.

He began his education at Cempaka Lima Bandar Lampung Kindergarten, then continued at MIN 9 Bandar Lampung, where he graduated in 2017. He pursued his junior high school education at Junior High School 28 Bandar Lampung, graduated in 2020, and later continued to Senior High School 9 Bandar Lampung, where he completed his secondary education in 2022. In the same year, he was accepted into the English Education Study Program through the SNMPTN.

During his academic journey, he has shown active participation in organizational activities. He joined the English Education Student Society and contributed as a member of the Religion Division, where he was involved in supporting various student programs and activities. Through this involvement, he developed a sense of responsibility, teamwork, and organizational skills that support his personal and academic growth.

MOTTO

"The best way to predict the future is to create it."

(Peter Drucker)

DEDICATION

The writer dedicates this work to:

1. His beloved parents - Abdul Rahman and Devi Yuniana
2. His sister - Chika Abbelia Rahman
3. His brother - Muhammad Rumi Arrahman
3. His Almamater - University of Lampung
4. His English lecturers
5. His beloved friend – Aprila Salsa Bela

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Finally, the researcher realizes that this thesis is still far from perfect. Therefore, constructive suggestions and feedback are highly appreciated for the improvement of this work. The researcher hopes that this thesis will be useful and give meaningful contributions to the field of education, especially for those who are interested in conducting further research.

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I INTRODUCTION

This chapter explains about background of the research, research question, research purpose, research significance, scope of the research and definition of key terms.

1.1 Background of The Study

Writing is one of the most essential language skills students need to succeed in school. It is through writing that they express ideas, demonstrate understanding, and communicate knowledge across subjects. Rani and Siregar (2022) emphasize that writing is not just about grammar and sentence structure, but also about organizing and presenting ideas clearly. This makes writing a powerful tool for both academic and personal communication.

One of the common writing types taught in senior high school is descriptive writing. This type of writing allows students to describe people, places, objects, or events in a way that paints a clear picture in the reader's mind. According to Rani and Siregar (2022), descriptive writing enhances students' vocabulary and sentence structure by encouraging them to use detailed and vivid language. This not only improves their writing performance in English classes but also strengthens their overall ability to express ideas effectively.

Unfortunately, many students still struggle with descriptive writing. Based on studies in Indonesia, a large number of high school students have trouble organizing their ideas and using the right words when writing descriptive texts (Puspitasari & Pelawi, 2023). This often leads to low scores in English writing assignments. One major reason is that students often lack the vocabulary they need, which makes it hard for them to express their ideas clearly.

To solve this problem, some teachers and researchers have started using flashcards in their classrooms. Flashcards are small cards that show a word, picture, or sentence that students can use to practice vocabulary. Research shows that using flashcards can help students remember new words better (Bjork & Bjork, 2020). By reviewing words often, students are more likely to use them correctly in writing.

Several studies have shown that flashcards can be effective in improving vocabulary learning. For example, Webb et al. (2020) found that students who used flashcards performed significantly better in vocabulary tests compared to those who did not use them. Similarly, Lukov (2022) reported that students remembered words more easily when the flashcards included pictures. Since descriptive writing relies heavily on vocabulary, flashcards could also be helpful in improving students' writing skills.

In Indonesia, some teachers have already used flashcards in writing lessons. Aulia (2020) found that students' scores in descriptive writing increased after using flashcards for two weeks. Burhan (2024) also found positive results when students used flashcards that included helpful clue words. These studies suggest that flashcards can support writing instruction. However, most of these studies were small in scale and did not use strong research methods, so the results cannot be generalized.

On the other hand, some researchers have pointed out the limitations of using flashcards. Vernet (2021) explained that if students only memorize words using flashcards, they may not fully understand how to use the words in real writing situations. Because of this, it is important for teachers to use flashcards as part of a complete writing activity, not just for memorizing vocabulary. When students learn new words and then use them directly in writing, they are more likely to understand how to use those words correctly.

Although many studies have explored the use of flashcards for learning vocabulary, only a few have focused on how flashcards can help students improve their descriptive writing skills. Most previous research has looked at younger

learners or focused only on vocabulary improvement. There is also a lack of studies that use clear experimental methods to measure how effective flashcards are in improving descriptive writing.

To fill this gap, this research aims to investigate how flashcards can be used to improve descriptive writing among senior high school students. This study uses a quantitative approach and applies a one-group pra-experimental design. The students will take a pre-test before the flashcard-based lessons and a post-test afterward to measure improvement.

The students' writing was scored using Jacobs et al.'s (1981) writing rubric, which includes five aspects: content, organization, vocabulary, language use, and mechanics. By comparing the pre-test and post-test scores, the researcher will determine whether using flashcards can help students write descriptive texts more effectively.

In conclusion, this research aims to find out whether flashcards can make a meaningful contribution to the improvement of students' descriptive writing skills. The findings may provide useful guidance for teachers, curriculum planners, and educators in designing effective writing instruction using simple but powerful media like flashcards.

1.2 Research Question

As the Research Background explained above, this research attempts to answer this following questions:

1. Is there any improvement in students' descriptive writing after being taught using flashcards in learning?
2. Which aspect of descriptive writing improve the most when flashcards are used?

1.3 Research Purpose

To investigate how the use of flashcards can improve senior high school students' descriptive writing skills and to identify which aspects of descriptive writing that improved the most when flashcards are used.

1.4 Research Significance

This research is important because it explores how flashcards can help improve students' descriptive writing skills. Theoretically, it supports previous studies by showing that flashcards can help students learn and use new vocabulary to describe people, places, or things in a clearer and more creative way. While many studies talk about writing in general, only a few focus on how flashcards help with descriptive writing. This research helps fill that gap.

Practically, this study can help English teachers use flashcards as a simple and effective tool in writing lessons. Flashcards are easy to make and fun to use. They can help students understand the topic better, stay focused, and enjoy writing more. This can also make students more confident and active when learning how to write.

1.5 Scope of the Research

This research focuses on investigating how the use of flashcards impacts writing skills of senior high school students. The study specifically examine five key aspects of descriptive writing: content, organization, vocabulary, language use, and mechanics. By analyzing students' written work and measuring improvements in these areas, the research aims to understand how flashcards support the writing process.

The research was conducted with a group of senior high school students, and the use of flashcards applied as a teaching tool during writing lessons. This study is limited to students at a single educational level and does not cover other writing genres or language skills. The findings will provide insights into the

effectiveness of flashcards in improving descriptive writing within the classroom context.

1.6 Definition of Key Terms

- a. Descriptive Writing refers to the process of expressing details about a person, place, object, or event using vivid language that appeals to the senses, aiming to create a clear and strong mental image for the reader.
- b. Flashcards are learning tools, usually small cards that contain a word, phrase, or image, used to help students memorize and recall vocabulary more effectively through repetition and active engagement.
- c. Writing Skill refers to the ability to communicate ideas clearly and effectively in written form, including the use of correct grammar, appropriate vocabulary, sentence structure, organization, and clarity of expression.

This chapter has discussed the introduction of the research, including the research background, research question, research purpose, research significance, scope and limitation, and the definition of key terms used to explain this research

II LITERATURE REVIEW

This chapter presents the theories related to this research. It includes discussions on writing skills, aspect of writing, descriptive text, teaching writing, definition of flashcard, types of flashcard, teaching descriptive writing skills through the use of flashcards, procedure of using flashcards in teaching descriptive writing, advantages and disadvantages of using flashcards, theoretical assumption, and hypothesis.

2.1 Writing

Writing is one of the essential language skills that students must develop in order to succeed both in academic and real-life contexts. It enables individuals to express their ideas, thoughts, feelings, and knowledge in a way that others can understand. Writing is not merely about arranging words in correct grammatical forms; rather, it is a process of delivering meaning with clarity and purpose. Hyland (2003) explains that writing involves the communication of ideas to a reader through the organization and structuring of language in a meaningful way. This highlights that effective writing depends not only on what is written, but also on how it is written.

To write effectively, students must master a range of sub-skills, including grammar, vocabulary, sentence construction, coherence, and logical organization. Brown (2001) describes writing as a complex process that involves planning, drafting, and revising to ensure that the intended message is clearly delivered to the reader. Good writing therefore requires both linguistic accuracy and the ability to connect ideas in a logical and meaningful sequence, allowing readers to easily understand the writer's point.

Writing development occurs gradually through a step-by-step process. Students begin by generating ideas, then proceed to drafting, editing, and revising their work. Harmer (2004) outlines the writing process in three stages: pre-writing, writing, and post-writing. These stages provide learners with structured guidance that helps them organize their thoughts and express them clearly. As students engage more with each stage, they become more confident and effective in expressing their ideas in written form. This demonstrates that writing is not just a final product, but a continuous process that evolves with practice.

In addition to being a language skill, writing also involves critical thinking and creativity. When students write, they organize their thoughts, make decisions about word choice and sentence structure, and consider how best to express their ideas. According to Hyland (2003), writing is also a social activity, which means writers must consider their audience, the purpose of the text, and the context in which the writing will be read. This helps ensure that the writing is appropriate, meaningful, and effective in achieving its communicative goal.

In conclusion, writing is a fundamental skill that plays a vital role in communication, learning, and academic success. It involves not only the use of correct grammar and vocabulary, but also clear thinking, planning, and the logical organization of ideas. Scholars such as Hyland (2003), Brown (2001), and Harmer (2004) agree that writing is a process that students can develop through guided instruction and regular practice. By building strong writing skills, students will be better equipped to succeed in both academic and real-world communication.

2.1.1 Aspect of Writing

In writing skills, there are five aspects of writing that learners need to focus on to produce a successful writing. Brown (2001) outlines five aspects of writing that are essential for effective written communication: content, organization, discourse, syntax, and mechanics. He emphasizes that content should be meaningful and relevant to the topic; organization refers to the logical flow and structure of ideas; discourse involves cohesion and coherence in connecting sentences and paragraphs; syntax focuses on the grammatical structure of

sentences; and mechanics deals with correct use of spelling, punctuation, and capitalization. Brown stated that successful writing requires attention to all these aspects to ensure clarity, accuracy, and effective communication with the reader.

Moreover, according to Jacobs et al. (1981), there are five key aspects of writing used to assess students' writing performance. These aspects are:

1. **Content:** This refers to the substance or meaning of the writing. Good content reflects the writer's knowledge, ideas, and ability to develop a topic with relevance, clarity, and originality.
2. **Organization:** Organization involves the logical arrangement of ideas in a coherent structure. A well-organized piece of writing has a clear introduction, body, and conclusion, with smooth transitions between ideas.
3. **Vocabulary:** Vocabulary assesses the writer's word choice. Effective writing uses a range of vocabulary appropriately and accurately, enhancing clarity and expression.
4. **Language Use (Grammar):** This aspect evaluates the use of grammatical structures, including sentence formation, tense consistency, agreement, and word order. Accurate grammar helps convey the intended message clearly.
5. **Mechanics:** Mechanics refers to the technical aspects of writing, such as punctuation, spelling, capitalization, and formatting. Proper use of mechanics ensures that the writing is readable and professionally presented.

The researcher used the writing assessment criteria developed by Jacobs et al. (1981) to evaluate students' writing performance, as it provides a structured and consistent method. This framework includes five essential elements: content, organization, vocabulary, language use, and mechanics, allowing for a thorough assessment of students' writing abilities.

2.2 Teaching Writing

Teaching writing means helping students express their thoughts or ideas in written form. To make writing instruction more effective, teachers should use materials that are interesting and connected to students' lives. This kind of approach helps students stay engaged and makes learning more meaningful.

Brown (1980, p. 7) states that teaching is showing or helping someone to learn how to do something, which means making them understand or know how to do it. In other words, in the teaching process, the teacher's role is to guide and assist students so they can understand the material more easily.

Harmer (2007) stated that teaching writing should emphasize guiding students through the stages of the writing process instead of treating writing as a single final product. He explains that writing is a recursive process that includes planning, drafting, revising, editing, and producing a final version. Each stage plays a role in helping students to improve their ideas, sentence structure, and word choice. Harmer also highlights the importance of teacher feedback at every stage to support students in improving both the content and grammar in their writing. Through this step-by-step approach, students can understand that writing is a skill that improves with regular practice and reflection.

Raimes (1983) also explains that to help students succeed in writing, teachers should choose materials and topics that are relevant to students' interests, age, and needs. This helps students feel more connected to the writing activity and makes it easier for them to express their ideas. Writing is not only about correct grammar, but also about helping students put their imagination and thoughts into words in a meaningful way.

Blanchard and Root (2003) mention that the writing process can be divided into three main stages: pre-writing, writing, and revising. All these steps are important to make writing more organized and complete:

1. **Pre-writing:** This is the first stage of the writing process. It serves as a preparation step where students brainstorm or gather ideas. It helps them plan what they are going to write about.
2. **Writing:** In this stage, students begin drafting their paragraphs using the ideas they collected in the pre-writing stage. The goal is to express thoughts in sentence form and develop them into a paragraph.
3. **Revising:** This final step is about checking the content, grammar, and clarity of the writing. Students are encouraged to add or remove sentences, correct errors, and make sure that their writing is clear, coherent, and grammatically accurate.

To conclude, teaching writing is not just about asking students to produce text it is about supporting them through every stage of the process. When students are given interesting materials and structured steps such as pre-writing, writing, and revising, they become more confident and motivated in expressing their ideas. In this research, these three stages are implemented to help students improve their descriptive writing skills through the use of flashcards.

2.3 Descriptive Text

A descriptive text is a type of text that aims to describe a particular person, place, or object in detail to help the reader imagine it clearly (Anderson & Anderson, 2003, p.26). The main purpose of descriptive text is to provide detailed information and create a vivid picture of the subject in the reader's mind. This kind of text is commonly used in both academic and everyday settings to explain something clearly, especially when the reader cannot see the subject directly. According to Gerot and Wignell (1994, p.208), descriptive text is a factual genre that helps readers understand a subject by listing its characteristics. It presents information in a way that allows readers to visualize or mentally experience the object or place being described.

Descriptive texts are often used in educational settings to develop students' writing skills, particularly in expressing their ideas in a structured and detailed way. In this research, descriptive text was chosen as the focus of learning because

it allows students to practice writing clearly and effectively, especially when describing historical buildings. Through writing descriptive texts, students can improve their ability to organize ideas, use appropriate vocabulary, and express observations about specific subjects using the right structure and language features.

According to Gunawan (2019), there are several types of descriptive texts. These include:

1. Describing People: This type of descriptive text focuses on a person's physical appearance, behavior, personality, and other traits. For example, students might describe a teacher or a famous figure.
2. Describing Places: This describes a location in terms of what it looks like, its atmosphere, and key features. For example, a beach, a classroom, or a park.
3. Describing Objects: This involves describing the shape, size, color, function, and other characteristics of a particular object, such as a smartphone, a bike, or a painting.
4. Describing Buildings or Monuments: This type is used to describe historical or cultural sites, such as temples, castles, or statues. In this study, students were asked to describe historical buildings, making this type the most relevant to the research.

Researcher used descriptive text about historical buildings in this study. This type of text helps students learn how to describe a building's structure, history, function, and visual characteristics. For example, when describing a historical building like Borobudur Temple, students need to mention its shape, material, carvings, location, and cultural importance. This kind of writing practice helps improve vocabulary, observation, and sentence construction.

The generic structure of descriptive text, as explained by Emilia (2011, p.122), consists of:

1. Identification

This section introduces the subject being described by giving its name or general classification. For example, “Borobudur Temple is one of the largest Buddhist temples in the world.”

2. Description

This part describes the features or characteristics of the subject in more detail, such as its appearance, function, or unique aspects. For example, “It has nine stacked platforms, decorated with 2,672 relief panels and 504 Buddha statues”.

The researcher applied this structure in teaching writing to help students organize their ideas clearly and logically. By following the two parts identification and description students can write more complete and understandable descriptive texts.

According to Knapp and Watkins (2005, p.98), the common language features of descriptive text include:

1. Present tense to express general facts and ongoing states.
2. Adjectives to describe nouns, such as size, color, and shape.
3. Relational verbs such as *is*, *are*, *has*, and *have* to connect the subject with its features.
4. Sensory details to describe how something looks, feels, smells, sounds, or tastes.

In this study, the researcher focused on four language features that are simple and suitable for first-grade senior high school students: present tense, adjectives, relational verbs, and sensory language. These features are important in helping students describe objects or places more vividly and accurately. For example, when students describe a building, they may use the present tense (“It

has tall walls"), adjectives ("beautiful carvings"), and sensory details ("The stone feels cold and rough").

The use of flashcards in this research supported the teaching of descriptive text by providing visual aids to help students generate ideas and remember vocabulary. Flashcards with pictures of historical buildings helped students describe what they saw using appropriate language features. This approach made writing more engaging and guided students to write more structured and vivid descriptions.

In conclusion, descriptive text is an important genre that helps students improve their ability to describe people, places, and objects using clear and structured language. As described by Anderson and Anderson (2003), Gerot and Wignell (1994), and Emilia (2011), descriptive text consists of an identification and description section and uses present tense, adjectives, relational verbs, and sensory words. In this research, descriptive texts about historical buildings were used as the writing topic, and flashcards were used to support learning. This approach was effective in helping first-grade senior high school students improve their descriptive writing skills in a more interesting and meaningful way.

2.4 Flashcard

Flashcard is a type of learning media in the form of small cards containing words, pictures, or phrases designed to help students memorize information through repeated exposure. Flashcards are usually used in language classrooms to support vocabulary development and idea generation. They can be made from paper, cardboard, or even displayed digitally through screens such as phones, tablets, or laptops. Each card presents short and focused content, making it easy for students to recognize and remember new words or concepts.

According to Wright (2004), flashcards are simple visual aids that can be used to teach vocabulary and stimulate students' imagination in language learning. They are effective because they combine images and words in a compact format that encourages students to actively engage with the material. When used during

writing activities, flashcards can serve as prompts to help students generate ideas and organize their thoughts more clearly. Flashcards can also support shy or low-confidence students by giving them a visual clue to help them start writing.

Nation (2009) also explains that flashcards help improve vocabulary retention by providing repetitive exposure to target words. He points out that when learners are shown the same words multiple times in various contexts, they are more likely to remember and use them correctly. In the context of writing, especially descriptive writing, flashcards with visual content such as people, places, or objects can help students describe what they see using accurate and creative language.

In addition, Arsyad (2023) states that visual media like flashcards can make learning more interesting and easier to understand, especially for students who struggle with abstract ideas. Because of their portability and flexibility, flashcards can be used individually, in pairs, or in groups, making them a versatile tool for classroom use.

In conclusion, flashcards are a helpful and interactive tool that supports students in developing their vocabulary and organizing ideas, especially in writing. With a combination of pictures and words, flashcards make the learning process more visual, engaging, and meaningful. They are especially useful in teaching descriptive writing, as they provide clear prompts that help students describe objects in detail and improve their overall writing performance.

2.4.1 Types of Flashcards

Flashcards are one of the most popular visual aids used in language learning. They are simple, portable tools that usually contain an image, a word, or a combination of both, which can help students connect meaning with vocabulary or ideas. According to Schmitt and Schmitt (1995), flashcards are effective in supporting vocabulary retention and promoting visual memory. In writing activities, especially descriptive writing, flashcards can stimulate students' ideas by giving them visual input to describe.

There are several types of flashcards commonly used in language teaching. According to Thornbury (2002), flashcards can be divided into three basic categories:

1. **Picture Flashcards:** These include only images or illustrations. They are used to help students identify objects, actions, or scenes and are effective in encouraging description and storytelling.
2. **Word Flashcards:** These contain only text usually vocabulary words or phrases. They are good for spelling practice, word recognition, and translation activities.
3. **Picture-Word Flashcards:** This type combines both images and corresponding words. It helps students associate visual meaning with language, which is especially useful for beginner or intermediate learners.

In the context of teaching descriptive writing, picture and picture-word flashcards are particularly effective. As explained by Wright (2004), pictures can be powerful stimuli for language production because they engage students' imagination and provide a concrete reference for abstract concepts. When students are asked to describe a person, place, or object based on a flashcard, they are more likely to generate detailed and structured content in their writing.

Since this research focuses on improving descriptive writing skills of first-grade senior high school students using Think Pair Share (TPS), the flashcards should not only support vocabulary development but also present real-life, context-rich problems. Therefore, the flashcards used in this study should be picture word flashcards that depict historical buildings, places, or objects, along with their names or short descriptions. These flashcards can act as triggers for students to solve the writing task problem: describing the object using rich and accurate language.

In conclusion, various types of flashcards can be used in language teaching, including picture, word, and picture-word flashcards. For this study, picture-word flashcards are the most appropriate, as they provide both visual and textual input that supports students in describing specific topics more clearly.

When used with think pair share method, these flashcards encourage students to think first and write more effectively.

2.5 Teaching Descriptive Writing Skills through the Use of Flashcards

Teaching descriptive writing to senior high school students can be both rewarding and challenging. This writing type requires students not only to have a good understanding of vocabulary and grammar, but also to be able to describe people, places, or things clearly and in detail. According to Harmer (2007), descriptive writing allows learners to explore their creativity and sharpen their ability to observe and describe. However, many students often struggle to start writing because they don't know what to describe or how to develop detailed sentences. Brown (2001) explains that students need both motivation and guidance when learning to write descriptively. In response to this need, researchers and teachers have explored the use of flashcards as a tool to support the descriptive writing process. Flashcards give students something concrete to write about, making the task less overwhelming and more accessible.

Recent research has shown that flashcards can be very helpful for improving students' descriptive writing skills. Flashcards with images or key phrases give students a clear topic to focus on and help them come up with ideas more easily. Nation (2009) states that visual aids like flashcards support vocabulary development, which is essential for descriptive writing. When students are given flashcards that show, for example, a beach, a classroom, or a person, they are encouraged to describe the scene or subject using rich vocabulary. This makes it easier for them to practice using adjectives, sentence variety, and correct grammar. Arsyad (2020) also adds that visual learning tools help students become more engaged in writing because they feel more confident and prepared to write when they have a visual reference. These findings show that flashcards are more than just simple learning tools but they can help guide students through the writing process in a structured and supportive way.

In classroom settings, flashcards have been found to make the writing process more interactive and enjoyable. Teachers can use them in various ways,

such as group discussions, sentence-building games, or as writing prompts for short descriptive paragraphs. Harmer (2007) points out that the writing process includes stages like planning, drafting, revising, and editing. Flashcards can be useful during the planning stage, helping students brainstorm ideas before they start writing. Furthermore, using flashcards encourages peer learning, as students can work together to describe the images and give each other feedback. This kind of collaborative activity makes the writing class more active and student-centered, which aligns with communicative teaching approaches.

While many studies support the benefits of using flashcards in writing instruction, not much research has focused specifically on how flashcards help different students based on their language levels. Brown (2004) highlights that teaching strategies should match the learner's ability and background knowledge. For example, beginner students may benefit more from flashcards with simple images and guided questions, while advanced students can use more complex flashcards that challenge their vocabulary and sentence structure. Exploring how flashcards work across different proficiency levels can help teachers adjust their methods and improve the results for all students. This area needs more research to better understand the full impact of using flashcards in teaching descriptive writing.

In conclusion, teaching descriptive writing can be made easier and more effective by using flashcards. These tools give students clear prompts, build their vocabulary, and support their writing process. Experts like Harmer, Brown, and Nation agree that flashcards are useful not only for idea generation but also for making learning more engaging and meaningful. Flashcards help students focus, describe more accurately, and become more confident in their writing. While the benefits are clear, future studies can look deeper into how flashcards work for different types of students. Overall, flashcards are a valuable resource in TEFL for helping learners improve their descriptive writing in a fun, structured, and effective way.

2.6 Procedure of Using Flashcards in Teaching Descriptive Writing Through Think Pair Share Strategy

In teaching descriptive writing using flashcards, the researcher applies a structured writing process consisting of pre-writing, writing, and revising stages. This procedure is adapted from Ghazal et al. (2020), who found that flashcards effectively support vocabulary development and idea organization in descriptive writing. To enhance students' active engagement and collaborative learning, the Think–Pair–Share (TPS) strategy is integrated into each stage of the writing process.

Think–Pair–Share was originally developed by Lyman (1981) as a cooperative learning strategy designed to increase student participation and deepen understanding through structured interaction. According to Lyman (1981), TPS provides students with individual thinking time, peer discussion opportunities, and structured sharing, which promotes higher-order thinking and active learning. Similarly, Kagan (1994) emphasizes that cooperative structures such as Think–Pair–Share improve student engagement, accountability, and language production because learners are required to verbalize and refine their ideas before sharing them publicly. Therefore, integrating TPS into flashcard-based instruction is pedagogically relevant, as it supports idea development, vocabulary negotiation, and writing confidence.

That is why the researcher used the Think–Pair–Share strategy in this research. TPS was considered suitable for teaching descriptive writing because it provides students with opportunities to think individually, discuss ideas with peers, and share their writing results collaboratively. In the think stage, flashcards help students generate ideas and identify vocabulary related to the topic. In the pair stage, students discuss and develop their ideas with their partners, which helps them organize information and improve language use. In the share stage, students present and revise their writing based on peer and teacher feedback. Through these processes, TPS not only increases student interaction and participation but also

helps students develop vocabulary, confidence, and descriptive writing skills more effectively.

1. Pre-writing (Think Stage)

- a) Explain the purpose and structure of descriptive texts: identification (general information about the object) and description (specific characteristics such as size, color, shape, and function).
- b) Introduce flashcards that show images of objects or places (for example, historical buildings, animals, or everyday items). Allow students to observe the cards and discuss the image shown.
- c) Ask guiding questions such as: *What does the object look like?*, *What color is it?*, *What is it made of?*, or *Where is it usually found?* This activity helps students collect vocabulary and descriptive details.
- d) Guide students in brainstorming adjectives and descriptive phrases related to the flashcard image. These ideas can be written in a graphic organizer or word map to help students prepare for writing.
- e) Highlight the use of simple present tense in descriptive writing, and show examples of sentences using the collected vocabulary (e.g., *The temple is large and made of stone.*)

2. Writing (Pair Stage)

- a) Write a sample descriptive paragraph together as a class using a flashcard shown by the teacher. Focus on organizing the paragraph clearly, beginning with identification and followed by detailed description.
- b) Distribute different flashcards to student groups. Ask them to use their brainstormed notes to write a first draft of a descriptive paragraph.
- c) Support students by providing a vocabulary list and sentence starters such as *It has...*, *It is located...*, or *This building is famous because...*
- d) Encourage students to use spatial order in their writing, describing the object from top to bottom or from outside to inside.
- e) While students are writing, walk around the class to monitor their progress and assist them with vocabulary use, grammar, and sentence structure.

3. Revising (Share Stage)

- a) Ask students to exchange drafts with a peer for peer feedback. Provide a simple checklist based on Jacobs et al. (1981) writing aspects: content, organization, vocabulary, language use, and mechanics.
- b) Guide students in reading their partner's writing and giving helpful comments on clarity, vocabulary use, grammar, and overall organization.
- c) Review the drafts and give teacher feedback that highlights both the strengths and areas for improvement.
- d) Ask students to revise their writing based on the peer and teacher feedback. They should improve grammar, fix spelling and punctuation, and add more descriptive detail where needed.
- e) Have a few students present their final drafts orally while showing their flashcard. This allows them to practice their descriptive language and build confidence.
- f) Lead a class discussion to reflect on how flashcards helped in organizing ideas and writing more clearly.

2.7 Advantages and Disadvantages of using flashcards in Descriptive Writing

Flashcards are frequently utilized as an instructional tool to support students in developing their writing skills. These tools typically display images or key vocabulary that can help stimulate students' interest and aid in the writing process. In the context of teaching descriptive writing, flashcards assist students in generating ideas, expanding their vocabulary, and increasing their motivation to write. However, like any educational tool, flashcards also present certain limitations. Some students may become overly dependent on the visual aid, or may not find the materials detailed enough to support more complex writing. Therefore, it is essential to examine both the benefits and challenges of using flashcards in writing instruction.

2.7.1 Advantages of Using Flashcards in Teaching Descriptive Writing

The use of flashcards in teaching descriptive writing provides several pedagogical benefits. Flashcards serve as a visual prompt that allows students to quickly understand the subject they are expected to describe. This can make it easier for them to develop ideas and organize their writing logically. Moreover, flashcards support vocabulary enrichment and increase student engagement, which is crucial in maintaining focus during writing activities.

a. Flashcards help generate ideas

When students are presented with a picture or keyword on a flashcard, it can stimulate their thinking and provide inspiration. This is particularly helpful for students who often struggle with starting their writing.

b. They support better organization

Flashcards can encourage students to describe objects systematically for example, from top to bottom or outside to inside leading to clearer and more structured compositions.

c. They enhance vocabulary development

Describing images or keywords on flashcards encourages the use of new and varied vocabulary. This not only improves word choice but also strengthens the descriptive quality of the text.

d. They encourage collaborative learning

Visual aids are generally more engaging than written instructions alone. Students are more likely to enjoy the writing task, making them more active participants in the learning process.

e. They encourage collaborative learning

Flashcards can be used in pair or group discussions, allowing students to share their perspectives and expand their ideas before beginning to write. This promotes peer learning and cooperative problem-solving.

In summary, flashcards can serve as effective tools to support students in developing descriptive writing skills. They help generate content ideas, enhance organization, improve vocabulary use, and increase classroom engagement, making the writing process more manageable and enjoyable for learners.

2.7.2 Disadvantages of Using Flashcards in Teaching Descriptive Writing

Despite their advantages, flashcards also present certain limitations when used as a medium for teaching descriptive writing. If not carefully selected or implemented, flashcards may hinder rather than support student learning. Harmer (2007) notes that instructional tools that are not thoughtfully integrated into the lesson may reduce student motivation and limit learning outcomes.

a. They require significant preparation

Teachers must carefully create or select flashcards that align with the lesson objectives. This can be time-consuming, especially for educators unfamiliar with the use of this medium.

b. Selecting appropriate flashcards can be challenging

The effectiveness of flashcards depends on how well they match the students' proficiency level and the complexity of the writing task. Inappropriate visuals may confuse or disengage learners.

c. Some students may not find flashcards helpful

Learners accustomed to text-based instruction may feel that flashcards are unnecessary or distracting, which can reduce their motivation to participate fully in the writing activity.

d. Flashcards can limit originality

Students may focus solely on the visual prompts without expanding their ideas beyond what is shown. This can result in repetitive or uncreative writing that lacks depth.

e. They may cause confuse among some learners

For students who require additional support, a simple image may not provide enough context or direction. This can lead to misunderstandings and weaker writing outcomes.

Sholeh (2021) also emphasizes that while flashcards can be effective, there is a risk that students may become overly dependent on them. This reliance can hinder the development of independent writing skills, as learners may struggle to generate content without visual support.

In conclusion, while flashcards offer meaningful advantages in descriptive writing instruction, educators must be aware of their limitations. Successful implementation requires thoughtful preparation and guidance to prevent overreliance or confusion. With careful planning, flashcards can be a valuable complement to a well-structured writing lesson.

2.8 Theoretical Assumption

In learning English, writing is a vital skill because it enables students to express their thoughts, experiences, and knowledge through language. For senior high school students, the ability to write clearly and in detail is especially crucial in descriptive writing, where they are expected to portray objects, places, or people accurately. Nevertheless, many students face difficulties in starting their writing or organizing their ideas effectively. To address this, teachers need to apply creative and interactive teaching strategies that can guide students in developing their writing competence. One method that has been widely recognized as effective in promoting student participation and idea development is the Think-Pair-Share (TPS) strategy.

The Think-Pair-Share strategy helps students generate and refine ideas through structured collaboration. In the "think" stage, students are given time to reflect individually on a given topic or prompt, which encourages them to focus on details such as appearance, characteristics, or functions in descriptive writing. Next, in the "pair" stage, they share and discuss their initial ideas with a partner. This exchange allows students to compare perspectives, clarify thoughts, and add new details. Finally, in the "share" stage, pairs present their ideas to the larger group, which not only strengthens their confidence but also broadens the collective understanding of the topic. This process provides students with a clear path to begin writing and helps them remain focused and organized.

In addition to improving the generation of ideas, the Think-Pair-Share technique also supports the development of vocabulary and sentence structure. Through peer discussion, students are exposed to new words and expressions that can enrich their descriptive writing. The activity also gives them the opportunity to practice forming sentences in a more meaningful context. When used in class, TPS encourages active participation, ensures that all students are engaged, and allows teachers to adjust the prompts or topics based on students' levels and abilities. This makes it easier for both stronger and weaker students to contribute and learn together in a supportive environment.

Furthermore, Think-Pair-Share aligns well with teaching approaches that encourage problem-solving and critical thinking. By reflecting, discussing, and sharing, students not only learn how to describe but also practice analyzing information, negotiating ideas with peers, and solving challenges in writing collaboratively. This method fosters independence, creativity, and communication skills, which are essential for mastering descriptive writing.

In conclusion, the Think-Pair-Share strategy offers significant benefits for teaching descriptive writing. It guides students to start their writing more easily, organize their ideas systematically, and produce more detailed and accurate descriptions. At the same time, it helps teachers design interactive and engaging lessons that accommodate students' different learning needs. Based on these

considerations, the researcher assumes that the application of Think-Pair-Share can effectively enhance senior high school students' descriptive writing skills and support them in becoming more confident and capable writers.

2.9 Hypothesis

Hypotheses is makes referring to the formulation of the problem that has been mentioned previously. Based on several theories from the literature review and previous research that have explained before, the hypotheses in this research as follows:

“There is an improvement in senior high school students' descriptive writing skills after being taught using flashcards”.

“The most improved aspect in students' descriptive writing after being taught using flashcards is the vocabulary and content”.

To conclude, this chapter discusses the concept of writing skills, the importance of descriptive writing, the use of flashcards as a teaching tool, teaching descriptive writing skills through the use of flashcards, the theoretical assumption, and the proposed hypotheses.

III METHODS

This chapter discusses the research design, variable of the research, data source, instrument of the research, procedure of data collection, data analysis, data treatment, and hypothesis testing.

3.1 Research Design

This research was a quantitative study intended to see the students' improvement in writing descriptive text after the implementation of flashcards. The research design used was a one-group pretest-posttest design, because the researcher involved only one class in this study. This design was used to compare the students' writing ability before and after the treatment, based on their pretest and posttest scores.

According to Hatch and Farhady (1982: 20), the research design is represented as follows:

$$T1 \quad X \quad T2$$

Notes:

T1 refers to the pretest given before the use of flashcards. It aims to measure the students' descriptive writing skills before receiving any treatment.

X refers to the treatment given by the researcher, which is teaching descriptive writing using flashcards.

T2 refers to the posttest administered after the treatment, to measure how much students' descriptive writing skills have improved after using flashcards.

3.2 Research Data

The data source, which includes the population and sample, is important to ensure the results of this research are valid and reliable. This study conducted at a senior high school during the academic year 2024/2025. The focus of the research is on students who are learning descriptive writing skills in English.

The population of this study is all 10th-grade students at the chosen senior high school. Since it is not possible to involve all students, the researcher select a sample to represent the population. In this study, the researcher used purposive sampling to choose one class that fits the needs of the research.

Purposive sampling means selecting a class based on specific reasons or criteria. The class chosen because it is currently learning descriptive writing in English and matches the level and learning goals required for this research. This method allows the researcher to focus on a group of students that is most relevant to the study.

In conclusion, the data for this study come from one purposively selected 10th-grade class in a senior high school. This class is considered suitable for examining how flashcards can help improve students' descriptive writing skills.

3.3 Population and Sample

In a research study, it is important to decide who will be studied. The group of people chosen for research is called the population. According to Sugiyono (2008), a population is a group of subjects or objects that have certain characteristics decided by the researcher. In this study, the population is all the first m grade students of a Senior High School.

From that population, the researcher takes a smaller group called the sample. Sugiyono (2013) explains that a sample is part of the population that represents the whole group. In this research, the sample is one class from the ten grade.

To choose the sample, the researcher used purposive sampling. This means the sample is chosen based on a specific purpose. The researcher will choose one X grade class from SMA Baitul Jannah Bandar Lampung because the students are at the right level for learning descriptive writing and have not used flashcards as a learning tool before.

In conclusion, the population in this research is all first grade students, while the sample is one selected class from that group, chosen because it matches the needs of the study.

3.4 Instruments

To collect accurate and useful data in this research, the researcher used specific tools, called instruments. These instruments are needed to measure how much students' descriptive writing skills improve after using flashcards. The main instrument used in this study is a writing test, given before and after the learning process.

The first test is a pre-test. It gave at the beginning of the research to see the students' writing ability before the treatment. In this pre-test, students will write a descriptive paragraph based on a topic like a historical place or building. This test will help the researcher understand what writing problems the students have before learning with flashcards.

After the flashcard-based lessons, the students took a post-test. This test is used to see how much their writing has improved. The topic in the post-test similar to the pre-test in terms of difficulty and type, so that the results can be fairly compared. Students will write another descriptive text, and the researcher will check how well they do after learning with flashcards.

Both the pre-test and post-test scored using a writing rubric. This rubric is based on Jacob's (1981) writing assessment criteria. It includes five aspects: content, organization, vocabulary, language use, and mechanics. Scoring each part

helps the researcher see clearly which areas of writing improved after the treatment.

In conclusion, this research uses a writing test as the main instrument. The pre-test and post-test, scored with Jacob's rubric, will help measure the effectiveness of flashcards in improving descriptive writing skills in senior high school students.

3.5 Validity and Reliability

3.5.1 Validity

Validity refers to how well an instrument measures what it is supposed to measure. According to Hatch and Farhady (1982), validity is the extent to which a test truly reflects the purpose it is designed for. Similarly, Setiyadi (2013) states that validity shows whether the data collected from an instrument can be trusted. To make sure this research is valid, the researcher focuses on two types of validity: content validity and construct validity.

a. Content Validity

Content validity is about whether the test materials match the learning goals in the curriculum. In this study, the researcher uses descriptive writing tasks taken from the Grade X syllabus of the Indonesian Merdeka Curriculum in basic competences 3.4. The writing tests are designed to reflect the writing competencies required by the curriculum. As Hatch and Farhady (1982, p. 251) explain, content validity ensures that the test covers a fair and representative sample of the subject being taught. In this case, the test topics are based on real classroom materials and are closely related to the descriptive writing skills expected from first grade students. The use of flashcards as part of the learning activity is also in line with the media suggested in the curriculum. Furthermore, to strengthen the content validity of the instrument, the researcher used expert judgment from the English teacher at SMA Baitul Jannah Bandar Lampung to evaluate whether the test items

were appropriate, relevant to the learning objectives, and suitable for measuring students' descriptive writing skills (see appendix 16).

b. Construct Validity

Construct validity refers to whether the test measures the skills or concepts it is supposed to measure. In this research, the goal is to measure students' ability in descriptive writing. To do this, the researcher uses writing assessment criteria from Jacobs et al. (1981), which include five key aspects: content, organization, vocabulary, language use, and mechanics. These aspects are important in writing and match the skills that students need to develop. Because the writing test includes and scores all of these parts, the instrument is considered to have strong construct validity.

To make sure each aspect is measured, the writing instruction is clearly written to guide students. For example, the instruction says: *"Write one paragraph describing a historical building, such as Borobudur, Lawang Sewu, or another famous place. Describe what it looks like, where it is located, and why it is important."* This helps assess content by asking students to give clear and complete information. It supports organization by requiring a paragraph with a beginning, middle, and end. It also helps measure vocabulary by encouraging students to use descriptive words. Language use is assessed by asking students to write using correct grammar and sentence structure. Lastly, students are told to check their mechanics, including spelling, punctuation, and capitalization, before submitting their writing.

In conclusion, this study ensures validity by meeting both content and construct validity. The content of the writing test is based on the Grade X syllabus and uses descriptive writing tasks relevant to what students are learning. The construct validity is shown through the scoring rubric, which covers all important writing aspects. Together, these types of validity support that the test accurately measures students' improvement in descriptive writing through the use of flashcards.

3.5.2 Reliability

Reliability refers to the consistency of a test in measuring what it intends to measure across different occasions. Hatch and Farhady (1982, p. 224) define reliability as the degree to which a test produces stable and consistent results for the same subjects over time. This means that if a test is reliable, students with the same level of skill should receive similar scores, even if the test is administered at different times.

In this study, the researcher used the scoring rubric developed by Jacobs et al. (1981) to assess the students' descriptive writing performance. The rubric includes five important aspects of writing: content, organization, vocabulary, language use, and mechanics. To measure how consistent and dependable the scores are, this study applied the Rank–Order Correlation formula. This method is used to find the relationship between students' scores on the pre-test and post-test, helping to determine the reliability of the scoring process.

The formula used for the Rank–Order Correlation is:

$$\rho = 1 - (6 * \Sigma d^2) / (n * (n^2 - 1))$$

Where:

ρ refers to the reliability coefficient

Σd^2 is the sum of squared differences between the ranks of pre-test and post-test scores

n is the number of students tested

The numbers 6 and 1 are constants used in the formula

In conclusion, this research used the Rank–Order Correlation formula to measure the reliability of the writing test scores. By comparing the students' performance in the pre-test and post-test using the Jacobs et al. (1981) rubric, the

researcher ensured that the scoring results were consistent and dependable for evaluating improvement in descriptive writing skills.

Table 3.1 The Result of Reliability

Reliability	Pre-Test	Post-Test
	0.988	0.989

3.6 procedure of data collections

The procedure of data collection in this research is organized into several steps to determine the effectiveness of using flashcards in teaching descriptive writing skills to senior high school students. Each step is carefully designed to gather valid and reliable data that can show whether the use of flashcards leads to improvement in students' writing. The data will be collected through a series of activities, including pre-test, treatment and post-test.

1. Administering a Pre-test

The first step is giving a pre-test to the students. This test is done before the teaching begins to know the students' ability in writing descriptive text. In this test, students asked to write a descriptive paragraph about a historical building without using flashcards. According to Brown (2004), a pre-test helps the teacher understand the students' starting level before giving a new method. This score will later be compared with the post-test to see if there is any improvement.

2. Conducting Treatments

After the pre-test, the researcher will teach the students using flashcards for three meetings. Each meeting will last around 90 minutes. The teaching used the Think-Pairs-Share (TPS) method. In this method, the students given problems or tasks to solve using the flashcards. The learning steps include:

- a. Pre-task: The teacher shows flashcards of historical buildings. Students observe and discuss what they see.
- b. While-task: Students work in groups to describe the buildings based on the flashcards.
- c. Post-task: Students revise their writing after getting suggestions from the teacher.

This method is helpful because it makes students think, discuss, and work actively. The use of flashcards makes it easier for students to get ideas and write better descriptions.

3.Administering a Post-test

After the teaching is finished, students did a post-test. This test was almost the same as the pre-test but with different flashcards. Students wrote a descriptive paragraph again about a new historical building. The goal of the post-test was to see whether the students' writing has improved after learning with flashcards. According to Brown (2004), post-tests were important to see the effect of the teaching method used.

In conclusion, the data collection procedure consists of four main steps: conducting a pre-test, giving treatment using flashcards and TPS and administering a post-test. Each of these steps was essential for measuring the effectiveness of the flashcard strategy in improving students' writing abilities.

3.7 Data Analysis

The data in this research are in the form of students' writing scores. These scores were collected from the pre-test and post-test results to find out whether there is an improvement in the students' descriptive writing skills after being taught using flashcards. The data analysis was done through the following steps:

1. Scoring the students' writing worksheet of the pre-test and the post-test. Each student's writing was evaluated using the Jacobs et al. (1981) writing

rubric. This rubric covers five writing aspects: content, organization, vocabulary, language use, and mechanics. Each aspect was scored individually to get a final writing score for each student.

2. Putting the scores from students' worksheet into the table. All students' scores from both the pre-test and post-test were organized in a data table to make comparison and calculation easier.
3. Comparing the average score (mean) of the pre-test and post-test. To measure the improvement, the researcher calculated the mean scores of both the pre-test and post-test using the following formula:

$$Md = \frac{\sum d}{N}$$

Where:

Md is the mean (average score)

$\sum d$ is the total of all students' scores

N is the number of students

By comparing the mean scores from before and after the treatment, the researcher can determine whether the use of flashcards helped improve the students' writing ability.

In conclusion, the data analysis in this study involves scoring, organizing, and calculating students' writing scores to find out whether there was any significant improvement in their descriptive writing skills after the implementation of flashcards.

3.8 Scoring Criteria

There are five aspects to be tested for evaluating the students' descriptive text: content, organization, vocabulary, language use and mechanic. In evaluating the students' writing scores the researcher analyzed the result of students' text writing to make sure that the treatment had given an impact to the students' skill.

The criteria of scoring system are based on the rating sheet from Jacob et al (1981) because it provides a well-defined standard.

The score of the test was derived as follows:

1. Content : 30%
2. Language use : 25%
3. Organization : 20%
4. Vocabulary : 20%
5. Mechanic : 5%

Aspect	Criteria	Score
Content	Excellent to very good: Knowledgeable, substantive, through development of thesis, relevant theory.	30-27
	Good to average: Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.	26-22
	Fair to poor: Limited knowledge of subject, little substance, inadequate development of topic.	21-17
	Very Poor: Does not show knowledge of subject, no substantive, not pertinent, not enough to evaluate.	16-10
Language use	Excellent to very good. Effective complete	25-22

	<p>constructions, few error of agreement, tense, number, word order, function, pronouns, and preposition.</p> <p>Good to average. Effective but simple construction, minor problem in complex construction, several error of agreement, preposition but seldom obscured.</p> <p>Fair to poor. Major problem in simple construction, frequent error of negation, agreement, tense. Number, word, pronoun. Meaning confused.</p> <p>Very poor, virtually no mastery of Sentence construction rules, dominated errors, does not communicate, not enough to evaluate.</p>	<p>21-18</p> <p>17-11</p> <p>10-5</p>
Organization	<p>Excellent to very good. Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.</p> <p>Good to average. Somewhat choppy, loosely organized but main ideas stand out, limited</p>	<p>20-18</p> <p>17-15</p>

	<p>support, logical but incomplete sequencing.</p> <p>Fair to poor. Non-fluent, ideas confused or disconnected, lack logical sequence and development.</p> <p>Very poor. Does not communicate, no organization, not enough to evaluate</p>	<p>14-10</p> <p>9-7</p>
Vocabulary	<p>Excellent to very good. Sophisticated range, effective words/idioms and usage, word form mastery, appropriate register.</p> <p>Good to average. Adequate range, occasional errors of idiomchoice, usage but meaning not obscured.</p> <p>Fair to poor. Limited range, frequent errors of idiom/words, meaning confused or obscure.</p> <p>Very poor. Essentially translation, little knowledge of English vocabulary, not enough to evaluate</p>	<p>20-18</p> <p>17-15</p> <p>14-10</p> <p>9-7</p>

Mechanic	Excellent. Few errors of punctuation, spelling, and capitalization/ used correctly	5
	Good. Occasional errors of punctuation, spelling, and capitalization.	4
	Fair. Numerous errors of punctuation, spelling, and capitalization	3
	Very Poor. No mastery of convention, dominated by errors of punctuation, spelling, and capitalization	2

3.9 Data Treatment

According to Setiyadi (2006), when using a Paired Sample T-Test to examine the hypothesis, three fundamental assumptions must be fulfilled:

- a. The data are measured at the interval level.
- b. The data are collected from a random sample of the population.
- c. The data are normally distributed.

To determine whether the collected data are normally distributed, a normality test was conducted using SPSS. Since this study involves a small sample size, the Shapiro-Wilk test was employed, as recommended for smaller datasets (Ghasemi & Zahediasl, 2012). The purpose of this test is to check whether the distribution of the scores from the pre-test and post-test meets the assumption of normality.

The hypotheses for the normality test are as follows:

H_0 (Null Hypothesis): The distribution of the data is normal.

H_1 (Alternative Hypothesis): The distribution of the data is not normal.

If the significance value (Sig.) of the Shapiro-Wilk test is greater than 0.05, the data are considered normally distributed and meet the assumption. On the other hand, if the Sig. value is less than 0.05, it indicates that the data are not normally distributed. Based on the results of this normality test, the researcher proceeded with the appropriate statistical analysis using a Paired Sample T-Test to determine whether the flashcard treatment significantly improved the students' descriptive writing skill.

Table 3.2 Tests of Normality

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.073	20	.200*	.974	20	.832
posttest	.167	20	.146	.922	20	.109

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the table 3.2, it can be seen that the normality test results for the pre-test (0.832) and the normality test results for the post-test (0.109) are both higher than 0.05 this means that the null hypothesis (H_0) can be accepted. This means that the data for the pre-test and post-test have a normal distribution.

3.10 Hypothesis Testing

In this study, the researcher compared the students' scores from the pre-test and post-test to determine whether there was a significant improvement in the students' descriptive writing skills after being taught using flashcards. To analyze the difference, the Repeated Measures T-Test (Paired Sample T-Test) was applied using the Statistical Package for the Social Sciences (SPSS).

The significance level (α) was set at 0.05, meaning that the hypothesis would be accepted if the Significance (Sig.) value < 0.05 . This indicates that the probability of error in accepting the hypothesis is only 5%.

The statistical hypotheses were stated as follows:

H_0 (Null Hypothesis): There is no significant improvement in students' descriptive writing skills after being taught using flashcards.

H_1 (Alternative Hypothesis): There is a significant improvement in students' descriptive writing skills after being taught using flashcards.

$$t = \frac{\bar{x} - \mu}{\frac{s}{\sqrt{n}}}$$

Notation:

\bar{x} = Sample mean

μ = Population mean

s = Sample standard deviation

n = Sample size

If the result of the T-test shows a significance value lower than 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This would indicate that flashcards significantly improve students' descriptive writing skills. Otherwise, if the significance value is greater than 0.05, H_0 is accepted, and it is concluded that the flashcards did not lead to a significant improvement.

3.11 Schedule of the Research

During the implementation, this research took five meetings, i.e., the pre-test, the first treatment, the second treatment, the third treatment, and the post-test. To be more specific, the table below describes the administration of the research.

Table 3.4 Table of the Research

Meeting	Activity	Description
1 st meeting November 10 th ,2025	Pre Test	Giving a first test about describe borobudur temple
2 nd meeting November 17 th , 2025	Treatment 1	Giving flashcards about historical buildings
3 rd meeting November 24 th , 2025	Treatment 2	Giving flashcards about historical buildings and describe the buildings
4 rd meeting December 1 th , 2025	Treatment 3	Giving flashcards about historical buildings and revising student's writing
5 th meeting December 8 th , 2025	Post Test	Giving final test about describe satay building

This chapter covers such as research design, population and sample, instrument, validity, reliability, data collecting technique, research procedure, scoring criteria, data analysis, hypotheses testing and schedule of the research.

V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions for English teachers and further researchers.

5.1 Conclusion

Based on the results of this study, several main conclusions can be drawn regarding the use of flashcards to improve students' descriptive writing ability, as explained below.

1. The findings of this research indicate that flashcards are an effective instructional medium for improving students' descriptive writing ability. Improvements were observed in all five aspects of writing, namely content, organization, language use, vocabulary, and mechanics. Among these aspects, vocabulary showed the greatest improvement, as reflected by the highest N-gain score. This improvement occurred because flashcards provided clear visual support that helped students understand and remember new words more easily. The use of visual cues enabled students to associate images with appropriate vocabulary, which supported them in using more accurate and varied words in their writing. Other aspects, such as content and organization, also showed positive improvement, as flashcards helped students generate ideas and arrange descriptions more clearly. Overall, flashcards supported students in developing their descriptive writing skills through visual guidance and repeated exposure to appropriate language forms.
2. The most improved aspect in this study was vocabulary, indicating that flashcards were particularly effective in helping students improve their word knowledge and word choice in descriptive writing. The visual nature of flashcards allowed students to associate images with relevant words,

making it easier for them to understand, remember, and use new vocabulary appropriately in their writing. This finding suggests that flashcards are especially beneficial for students who have limited vocabulary, as they provide clear and concrete visual support that facilitates vocabulary acquisition and application in descriptive texts.

3. The implementation of flashcards contributed significantly to the improvement of students' descriptive writing ability. Flashcards helped students by providing visual prompts that made abstract ideas more concrete and easier to describe. Through the use of images and clue words, students were able to generate ideas more easily, recall relevant vocabulary, and describe objects, places, or people more clearly. Flashcards also encouraged student participation and increased motivation during the writing process. By working with flashcards, students became more confident in starting their writing and developing their descriptions. This indicates that flashcards not only improved students' writing performance but also enhanced their engagement in the teaching and learning process.

This study demonstrates that the use of flashcards can effectively improve students' descriptive writing ability. The greatest improvement was found in the mechanics aspect, followed by improvements in content, organization, language use, and vocabulary. Although vocabulary and language use showed moderate improvement, the overall results confirm that flashcards provide meaningful support for students' writing development. To achieve even greater improvement, especially in vocabulary and language use, future instruction may combine flashcards with additional exercises such as guided writing, vocabulary enrichment activities, and focused grammar practice. Nevertheless, flashcards proved to be a practical and engaging teaching medium that supports both accuracy and creativity in descriptive writing.

5.2 Suggestions

In reference to the conclusion above, the writer gives some suggestions as follows:

1) Suggestions for English Teachers

- a) English teachers are suggested to guide students step by step during the brainstorming process, especially in generating ideas before writing. Based on the findings of this research, some students still experienced difficulties in developing ideas and describing objects clearly. Therefore, teachers should provide guiding questions, vocabulary support, and examples during the Think stage to help students organize and expand their ideas more easily.
- b) English teachers are also suggested to use flashcards together with collaborative activities such as Think–Pair–Share to create a more interactive learning environment. Through discussion with peers, students can exchange ideas, learn new vocabulary, and become more confident in expressing their thoughts in descriptive writing activities.
- c) Since this research was conducted in only one class with a limited number of meetings, English teachers should adjust the use of flashcards based on real classroom situations and students' learning needs. Some students may need more time, additional explanation, or more detailed visual support to fully understand the writing task and develop their descriptive paragraphs.
- d) English teachers should not rely only on flashcards during writing instruction because some students may become too dependent on visual prompts. Teachers are suggested to gradually encourage students to develop ideas independently by combining flashcards with other learning activities, such as free writing, group discussion, or real-life observation, so students can improve their creativity and writing confidence.

2) Suggestions for Further Researchers

- a) This study was conducted in a senior high school context. Therefore, further researchers are encouraged to investigate the effectiveness of using flashcards at different educational levels, such as junior high schools or elementary schools, to determine whether flashcards are equally effective for younger learners.
- b) Future researchers may also explore the use of flashcards in teaching other types of texts, such as narrative, recount, or argumentative texts. Since flashcards help students visualize ideas and recall vocabulary, they may support students in organizing ideas and developing content across various writing genres.
- c) Further studies could examine the impact of flashcards on students' vocabulary mastery and language use in greater depth. Researchers may combine flashcards with other instructional strategies, such as guided writing or vocabulary games, to see how these combinations influence students' writing development.
- d) In addition, future researchers may investigate the use of flashcards in improving other language skills, such as speaking or reading comprehension. Flashcards can be used as prompts for oral descriptions or as visual aids to help students understand texts, which may enhance their overall English proficiency.

Those are the conclusions and suggestions of this study after implementing flashcards in teaching descriptive writing, intended to provide practical guidance for English teachers and directions for future researchers.

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