

ABSTRACT

IMPROVING STUDENTS' WRITING REPORT TEXT THROUGH THE APPLICATION OF FLASHCARDS

By

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This present study aimed to find out whether there was a significant improvement in students' writing ability in report text after being taught by using flashcards. The population of this research was the ninth-grade students of junior high school, and the sample was class IX-3 which consisted of 32 students. This research was quantitative research using a One Group Pre-test Post-test design. The students' writing ability was measured before and after the treatment through a writing test. The data were analyzed by using a Paired Sample t-test through SPSS. The results showed that the students' writing achievement improved after being taught using flashcards, as the mean score of the post-test was higher than the mean score of the pre-test. The result of hypothesis testing showed that the value of two-tailed significance was 0.00, which was lower than the standard significance level of 0.05 ($0.00 < 0.05$). This indicates that there was a significant difference in students' writing achievement between the pre-test and post-test after the application of flashcards. Therefore, the alternative hypothesis was accepted. Further analysis revealed that the aspect of writing that improved the most was content. This improvement occurred because flashcards helped students generate ideas more easily, enrich vocabulary, and organize factual information more systematically. It can be concluded that the use of flashcards facilitates students in improving their overall writing ability in report texts.

Keywords: flashcards, report text, writing