

**IMPROVING STUDENTS' WRITING REPORT TEXT THROUGH THE  
APPLICATION OF FLASHCARDS**

**(Undergraduate Thesis)**

**By:**

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## **ABSTRACT**

### **IMPROVING STUDENTS' WRITING REPORT TEXT THROUGH THE APPLICATION OF FLASHCARDS**

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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*

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APPLICATION OF FLASHCARDS**

**By**

**EGISKA LUSITA PUTRI**

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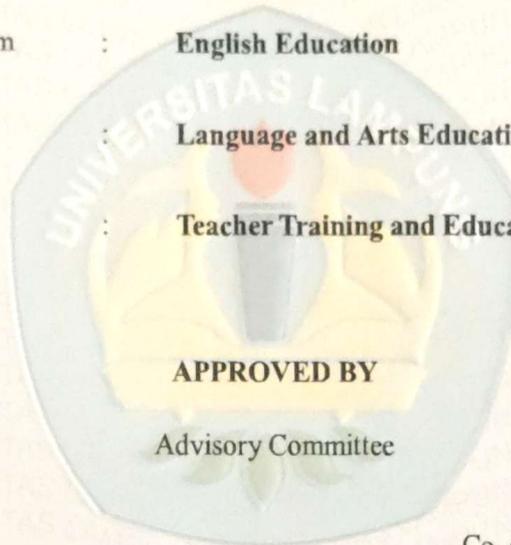
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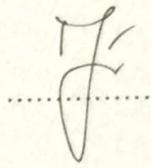
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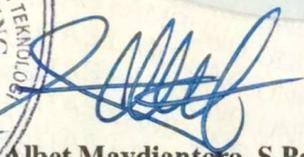
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini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

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Yang membuat pernyataan,



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## CURRICULUM VITAE

Egiska Lusita Putri, the eldest of two children of Eko Saputro and Lucia Estianasari, S.Pd., was born on March 12<sup>th</sup>, 2005, in Pringsewu. She has one younger sister, Evana Livia Putri.

She began her education at Taruna Jaya Pringsewu Kindergarten, continued at Muhammadiyah Pringsewu Elementary School, where she graduated in 2017. She continued her studies at Junior High School 3 Pringsewu, graduating in 2020, and then continued to Senior High School 1 Pringsewu, where she completed her secondary education in 2022. In the same year, she was accepted into the English Education Study Program, Faculty of Education and Culture, University of Lampung through the SBMPTN program.

During her studies at the University of Lampung, she was actively involved in student organizations. In 2022, he became a member of the religion division of the English Education Student Society (SEEDS). She also won third place in an article writing competition in the ruang plano 6.0 competition held by ITERA. In addition, she participated in the 6th international conference on progressive Education (ICOPE) 2024 as one of the speakers.

**MOTTO**

*"You don't have to have it all figured out to move forward."*

**(ROY T. BENNETT)**

## **DEDICATION**

The writer dedicates this work to:

1. Her beloved parents - Eko Saputro and Lucia Estianassari
2. Her sister - Evana Livia Putri
3. Her Almamater - University of Lampung
4. Her beloved friends
5. Her English lecturers

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Finally, the researcher believes that his research still needs to be improved. Therefore, comments, suggestions, and constructive feedback are always

welcome for better research. The researcher hopes that this study can make a practical contribution to the development of education, for the readers and for those who want to conduct further research.

Bandar Lampung, 9 Februari 2026

The Reseracher,

Egiska Lusita Putri  
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## I. INTRODUCTION

This chapter will present about the background, research question, objectives, uses, scope, and definition of terms.

### 1.1. Background

Strong writing skills are an important foundation for academic and professional success, and innovative learning methods can support the development of these skills. Writing skills are emphasized as one of the basic competencies required in education and communication. Good writing skills not only assist students in conveying ideas and information effectively, but also contribute to the development of their critical thinking and analytical abilities . Writing is an expressive activity in which learners can express their ideas and knowledge by transforming them into written form. Writing enables students to convey their thoughts in good sentences and organize them into a structured piece of writing this skill is indispensable in various aspects of life, both academic (Purnamasari, Hidayat, and Kurniawati, 2021)

Writing skills are very important in foreign language learning because mastering writing techniques in a foreign language has a positive educational impact, including the development of students' memory and will power. It also helps students master the graphic system and spelling of the language. Furthermore, writing is one way to form and articulate thoughts. Good writing skills enable students to communicate effectively in various situations, which is part of broader communicative competence (Oybek et al., 2021) . Writing appears in texts as a

form of interactive communication between writers and readers. Of the various types of texts studied at the junior high school level, report texts are one of the most important materials, as they train students to communicate fact-based information about objects, phenomena, or living things in a structured and objective manner. However, the skill of writing report texts often poses a challenge. Many students struggle to gather relevant facts, develop logical information, and use appropriate linguistic elements such as the use of simple sentences. Middle school students often find it difficult to prepare paragraphs that are consistent with the facts. Therefore, appropriate learning methods are needed to improve their ability to write report texts.

One effective way to address this issue is to use an engaging teaching approach that focuses on the needs of students. *How to Teach Writing* begins by observing the process that competent English speakers go through once they decide to write a text, and how our understanding of this has implications for how we should approach teaching writing (Harmer, 2006). Teaching writing using appropriate techniques and media can significantly enhance the learning experience, making it more enjoyable and engaging for students. When students find the learning process fun, their attention is more easily captured, leading to better retention of information. Suryana (2010) argues that flashcards serve as an effective educational game; these cards feature images and words that are purposefully designed to target specific learning domains. By utilizing flashcards, educators can foster various skills among students, including memory development, which is crucial for retaining new information, and independence in learning, as students can use the cards for self-study. Furthermore, flashcards help expand students' vocabulary by introducing them to new words and concepts in a visually appealing format (Noftalia, Rafiq, and Asiah, 2023). This interactive approach not only motivates students to participate actively in their learning but also provides a dynamic platform for reinforcing writing skills. As a result, incorporating flashcards into writing instruction can lead to improved writing proficiency and a deeper understanding of language use.

Flashcards are a set of cards that include composed things aiming for think about purposes. These cards can incorporate lexicon words, concepts, pictures, or actualities that learners got to memorize or get it. Recognizing the challenges understudies confront in holding data, analysts have chosen to apply flashcards as an compelling learning media. This strategy advances dynamic review and divided redundancy, which are basic for viable learning. Flashcards ordinarily show basic pictures or content on pieces of card or paper, making them a flexible and open instructive apparatus. They are commonly utilized in different instructive settings, from classrooms to self-study situations, as they encourage speedy audit and fortification of fabric (Atmaja and Sonia 2020). By consolidating flashcards into their consider schedules, understudies can improve their memory maintenance and move forward their generally understanding of the subject matter.

Previous studies have shown that flashcards can improve students' writing skills. According to Kusumawardhani (2020), flashcards can be an effective tool in teaching writing, especially for attracting attention and improving story writing skills among young students in the English Course at Gading Serpong, Tangerang. Mathura and Zulu (2021) conducted a study showing that the use of flashcards had a positive effect on ESL learners' creative writing skills. Students who use flashcards demonstrated improved sentence writing skills. Before using flashcards, some students struggled to write even a single sentence, but after the intervention, more students are able to write sentences fluently.

Similarly, Saputro, Amalia, and Juhansar (2022) found that flashcards contributed to improving students' writing English sentences performance by helping them organize ideas, expand their vocabulary, and better understand writing structures. Additionally, students who use flashcards showed greater confidence in writing. This study suggests that teachers integrate flashcards into the learning process to improve student learning outcomes. This is supported by the results of Febriyanti, Kiptiyah, and Wahyudi (2022) showing similar results that flashcards help students recognize writing patterns and learn the vocabulary needed for writing.

Research also shows that using flashcards can improve students' writing skills, particularly in organizing ideas, expanding vocabulary, and understanding text structure. The result of Musyaffa (2020) study indicate that the use of flashcards in writing instruction has been effective in improving students' writing skills. Based on qualitative data, students expressed enjoyment and enthusiasm toward the use of flashcards in writing lessons. They also found it easier to compose descriptive paragraphs using this medium.

Several studies have been conducted to improve writing skills among junior high school students, especially in types of texts such as descriptive texts. However, research on report texts is still limited. On the other hand, learning media such as flashcards are often use to improve vocabulary or speaking skills in English. The use of flashcards in the context of writing, especially report texts at the junior high school level, has not been widely researched. No explicit research has been found that explores effective ways to support junior high school students in creating report texts. This study aims to address this gap by investigating the potential use of flashcards to improve report writing skills among junior high school students. Therefore, this study was conducted to fill this gap by researching the potential use of flashcards in improving report writing skills among junior high school students.

Based on the above statement that flashcards are effective in improving students' writing skills, the researcher conduct a study to test how the use of flashcards as a medium can improve students' report writing skills. The researcher assess the students' prior knowledge before receiving the treatment by administering a pre-test, followed by a post-test to determine whether the treatment provided by the researcher have been successful in helping students understand and retain their writing skills.

Therefore, this study aim to determine the extent to which the use of flashcards can improve the report writing skills of junior high school students. This study also be expected to enrich the understanding of the effectiveness of visual learning

media so that the use of flashcards can become an innovative and engaging learning strategy in teaching report writing at the junior high school level.

### **1.2. Research Question**

Based on the issues that have been described previously, the main focus of this research is “Is there any significant improvement in the report writing ability of junior high school students after using flashcards as a learning medium?”

### **1.3. Research Objective**

As outlined in the research questions above, the purpose of this study is to determine the extent to which flashcards can help improve the report writing ability of junior high school students.

### **1.4. Uses of the Research**

The researcher anticipates that the results of this analysis make a valuable addition to educational research as follows:

1. Theoretically, the results of this study can be useful to support existing theories related to English writing ability and as a reference for further research.
2. Practically, the results of this study can be taken into consideration for English language teachers to use adequate materials and activities in teaching descriptive text by using flashcards as teaching media.

### **1.5. Scope of the Research**

This study has certain limitations, namely as follows:

1. This study is a quantitative study that uses pre-test and post-test methods to determine how effective the use of conventional flashcards is in the process of learning to write reports.
2. The learning media used are conventional flashcards, which are physical cards containing simple images and information without the use of digital technology.
3. The learning material focused on was descriptive factual report writing, specifically reports containing general information about animals, plants, objects, and natural phenomena.
4. The population in this study was junior high school students who were at the appropriate level of language ability and basic writing skills.
5. The ability measured was writing skill, which was assessed based on several aspects such as content, language use, organization, vocabulary, and writing mechanics.

#### **1.6. Definition of Terms**

In order to determine the research topic, the researcher explains some of the terms involved in the research. The following are definitions of some of these terms:

1. **Writing**  
Writing is the act of expressing ideas, thoughts, or information using symbols, usually letters and words. It includes a variety of formats, such as technical writing, academic writing, creative writing, and more. Writing is organizing information, using appropriate language, and structuring text to interact with readers in a meaningful way. It can be use for narrative, informational, persuasive, or emotional expression, among others
2. **Report Text**  
A report text is a type of factual text that systematically presents information about a topic. This text is intended to explain or categorize things in general based on facts, scientific observations, or research. Unlike narrative and

descriptive texts, report texts do not tell stories or explain events chronologically, but provide general information about topics such as animals, plants, natural phenomena, technology, and social issues.

### 3. Flashcards

A study aid called flashcards consists of cards that contain a term, topic, or question on one side and a definition or answer on the other. These cards are often use for learning and memorization, allowing people to assess their understanding and confirm what they have learned about a particular subject. Flashcards are often use in educational contexts to support spaced repetition and active recall. These cards can be either printed cards or digital cards.

Further explanation of the theories on the background, research questions, objectives, uses, scope, and definition of terms use in this study will be explained in the next chapter.

## **II. LITERATURE REVIEW**

This chapter explains about concept of writing, component of writing, type of writing, process of writing, teaching of writing, report text, social function, generic structure, language features of report text, the concept of flashcards, type of flashcards, teaching of writing by using flashcards, procedure of teaching writing report text by using flashcards, advantages and disadvantages, theoretical assumption, and hypothesis.

### **2.1. Concept of writing**

Proper communication has become a significant skill in every walk of life, from individual intuitions to professional environments. One of the most powerful communication tools is writing as it not only allows people to communicate their considerations, but also makes a difference in shaping their understanding of the world around them. Mastering the craft of writing is fundamental, especially for students, as it lays the foundation for victory in various disciplines and fosters the advancement of basic judgment.

Writing is defined important activity that allows one to express their ideas, feelings and desires in written form. For students, it is particularly important in developing their English language skills, as it can enhance their ability to clarify and communicate their thoughts effectively. Broadly speaking, writing involves the process of encoding thoughts and information into a readable format using symbols, mainly letters and words. Writing serves many purposes, including communication, expression, documentation, and creativity. Writing can be done in various forms, such as essays, reports, poetry, and digital content, thus making it

an important skill in both academic and professional contexts (Putri and Aminatun, 2021).

Furthermore, writing is believed to be an important language skill that plays a fundamental role in communication, especially in educational settings (Mourtaga, 2004). In most educational institutions around the world, students are evaluated mainly through writing. They are expected to communicate and share ideas in exams, reports, papers, and others through writing (Hinkel, 2022). Writing is also defined as the mental process of creating ideas, thinking about how to express them, and organizing them into statements and paragraphs that are clear to the reader. Writing does not only involve stringing words together (Wulandari, 2022).

According to (Putri and Aminatun, 2021), writing is one of the four language skills that students must have. Writing helps students to recall information they have learnt and focus for learning, thus they can understand and memorize the lesson better and it will last longer. Writing can be seen as an expressive activity that enables students to successfully express their ideas and knowledge by organizing their thoughts into good sentences and writing forms. This enables writing to be viewed as an activity that enables students to express their ideas and knowledge successfully. In addition, indicators of writing skills include content, organization, grammar, vocabulary, and mechanism (Siregar et al., 2022).

In conclusion, writing is an essential language skill for students, playing an important role in communication and the development of English language skills. Through the writing process, students can express their ideas, feelings and knowledge in a structured manner, which supports the understanding and recall of subject matter. Writing also serves as a means of evaluation in various educational institutions, where students are expected to be able to convey ideas in a clear and organized form. With various forms of writing such as essays, reports, and poetry, this skill becomes vital in academic and professional contexts, making it an activity that supports the development of effective communication.

## 2.2. Aspects of writing

Developing ideas or thoughts, expressing them in words, and transferring those ideas onto paper are all part of learning to write. To produce well-structured writing, students must consider various factors. According to Jacobs (1981) there are five key aspects of writing, which are defined below:

### 1. Content

A writer must have a deep understanding of the topic they are writing about, and they must present the information, ideas, arguments, and themes presented. High-quality content must be based on in-depth, relevant research and provide added value to readers. Good content can attract readers' attention and provide in-depth, accurate, and interesting information.

### 2. Organization

Organization refers to the way ideas are arranged and structured in a piece of writing. Well-organized writing has a logical flow that makes it easy for readers to follow the author's argument or story. Effective organization includes a clear introduction that sets the tone and context, ideas in the body of the writing presented coherently with smooth transitions, and a conclusion that summarizes key points and leaves a lasting impression.

### 3. Vocabulary

Vocabulary is the words that a writer knows and uses. Having a wide vocabulary helps a writer convey ideas accurately and clearly. Writers with a diverse vocabulary can choose words that suit the meaning and nuance they want to convey. This diversity makes writing more interesting and gives readers a clearer understanding.

### 4. Grammar

Grammar refers to the use of proper grammar when writing, which includes ensuring that subjects and predicates agree, constructing sentences with

proper structure, and using the correct tense. If there are significant grammatical errors, the score for this section may be reduced.

#### 5. Mechanics

This aspect discusses the effectiveness of writing style and idea delivery, which includes clarity, accuracy, and creativity in the use of language. This aspect also considers various sentence structures and word choices that are appropriate to the context and audience of the writing.

Jacobs (1981) states that there are five main components of writing: content, organization, vocabulary, grammar, and mechanics. Thus, Jacobs assessment elements provide a clear and systematic framework for assessing students' writing abilities. This can help improve the quality of their report writing using flashcards.

### 2.3. Types of writing

Berg (1999) discusses four types of writing. In terms of types of writing, the text suggests a focus on:

1. Expository Writing: This involves explaining or informing about a topic, which is often a key component in academic writing.
2. Descriptive Writing: While not explicitly mentioned, the modeling and exemplification can include descriptive elements to help students understand how to convey ideas effectively.
3. Descriptive Writing: While not explicitly mentioned, the modeling and exemplification can include descriptive elements to help students understand how to convey ideas effectively.
4. Narrative Writing: Although not the main focus, narrative elements may be included in personal reflections or experiences shared during peer reviews.

In conclusion, a report is a type of writing that conveys information in a systematic, objective, and factual manner in academic and professional writing. Its purpose is to convey data, findings, or observations without personal opinion, which is a characteristic of expository writing according to Berg's classification.

#### **2.4. Process of writing**

According to Harmer (2006), writing is not a single act, but a process that involves several stages. These phases help writers organize their ideas, develop ideas clearly, and finish their work with consistent and accurate writing. This process is recursive. In other words, the author often returns to the previous level before reaching the final version. Below are the main phases of the writing process:

##### **1. Planning**

At this point, the author collects and organizes ideas before starting to write. The plan includes defining writing goals, identifying target groups, and choosing the right style and content. Authors should consider the type of text they have created, what information they want to include, and the type of information they want to manage this information. Harmer emphasizes that effective planning helps authors stay focused and create more coherent texts.

Example: when writing a report text, students can plan by choosing a topic (such as lions), determining which factual information to include, and explaining the structure (such as classification, explanation, etc.).

##### **2. Drafting**

Drafting is the phase where the actual text begins. The author pours those ideas into sentences and paragraphs. The first Draft is usually not complete and acceptable. The goal is to get ideas on paper without worrying about grammar, spelling, or punctuation. In this phase, the development of content is more important than form.

For students, this phase can also be supported by visual aids such as flashcards that stimulate the use of vocabulary and ideas.

### 3. Revising

After drafting, the authors move on to revision. This is an important step for writers to examine and rearrange their ideas to improve clarity, consistency, and overall effectiveness. This includes adding, deleting, or rearranging information. In contrast to processing that focuses on language accuracy, revisions focus on the news that gives you ideas, causing ideas to be placed logically or not. Harmer found that revision could significantly improve the quality of students' writing.

At this stage, teachers can promote peer feedback to help students see their writing from the reader's point of view.

### 4. Editing

Once the content and structure have been revised, the next step is to edit or correct. This includes checking linguistic accuracy such as grammar, spelling, punctuation, and words. Students also ensure that they follow the letter of the genre agreement. This step will appear in the process later, but it is important to ensure that the final product is refined and error-free.

Teachers can help by providing checklists and identifying common mistakes for students.

### 5. Publishing

The last phase is to publish or share the last post. In a classroom setting, this allows you to read aloud, send letters to show students' work or evaluate it. This stage can give students a sense of audience and purpose, which can be a driving factor to make them proud of their work.

The writing process consists of several stages, namely planning, drafting, revising, editing, and publishing, which aim to help students produce better written texts. Harmer (2006) emphasizes the importance of viewing writing as a process that

allows students to interact with their ideas and develop writing skills gradually, rather than simply as a final product. In this study, the researcher only use the first four stages planning, drafting, revising, and editing because the publishing stage is less relevant to the research objective, which focuses more on developing the writing process rather than on the final outcome of publishing the text.

## **2.5. Teaching of Writing**

Teaching writing skills to students is a complex yet important task for educators. Writing skills not only help students communicate their ideas and thoughts, but also develop critical and analytical thinking skills. With the right approach, teaching writing can be a dynamic and fun process that provides space for students to develop creativity and confidence. Maximizing students' writing potential requires effective teaching approaches and strategies.

Teaching writing is a dynamic and evolving process that can be enriched by incorporating various strategies and approaches. By creating a supportive and engaging environment, educators can help students develop their writing skills and express themselves effectively (Rahman et al., 2020). Teaching writing is an important part of language education, allowing students to express their ideas clearly and effectively in writing. Writing is not only a means of communication, but also a way of developing language, critical thinking and academic success. According to Hinkel (2022), writing is the mental work of finding ideas, thinking about how to express them and place them in consistent statements or paragraphs. Writing includes more than the student's request to write a text. This requires a structured approach that combines model, movement, feedback, and revision.

Among other skills, writing in English is the most difficult for students. Teachers must pay attention to the elements of writing to ensure that students understand them and can fulfill them. In addition, teachers must provide appropriate guidance to students and raise their awareness during the writing process, from idea to revision. Raimes (1983) states that English teachers must guide students in the

writing process and strive to provide relevant material according to students' interests and needs. Teachers must also consider students' abilities and ages to ensure they can write effectively and without compositional errors. As Raimes (1983) previously mentioned, teaching writing is a unique way to reinforce learning. Therefore, teaching writing and providing students with appropriate materials are essential components of the teaching process to enhance students' language skills.

So, teaching writing is a difficult job for teachers, but very important for educators. This is especially true for teaching English. The role of the teacher is very important role as a facilitator, helping students carry out an effective writing process with a strong emphasis on revision. Teachers have the responsibility to improve students' writing skills because writing is not only a way to convey ideas but also an important tool for mastering the subject. Teachers must provide instruction tailored to the needs, proficiency level, and age of students, despite the constraints posed by the intrinsic difficulty of writing in a second language. By recognizing writing as a unique way to reinforce learning, educators play an important role in helping students overcome difficulties and improve their language skills. Thus, teaching writing is an important part of effective education.

## **2.6. Report Text**

A report text is a type of factual text used to describe a class or group of things, both animate and inanimate, based on various information gathered. This genre is mainly used in academia to provide objective and systematic information about the world, often focusing on social, scientific, or natural phenomena. Report texts “describe the way things happen,” according to Gerot and Wignell (1994). Report texts differ from descriptive texts, which focus on specific individuals or objects. Report texts present general information about a class or category, such as animals, plants, or natural phenomena. Report texts are often found in school curricula, scientific materials, and encyclopedia entries. This text is important for

education because it teaches students to organize information logically and write in a style appropriate for academic, factual and impersonal purposes.

The two main steps in the structure of a general report text are usually general classification and description. General classification serves as an introduction by identifying the topic and dividing it into broader categories. For example, words such as “Whales are large marine mammals” are accompanied by detailed explanations of characteristics, such as physical characteristics, behavior, habitat, or function. This dualistic structure is supported by the systemic functional linguistic model, which states that dividing genres into general orientation and subsequent elaboration facilitates the delivery of organized and detailed information. To help students internalize academic writing style, the genre-based pedagogical approach emphasizes clear instruction contained within this structure.

### ***2.6.1. Social Function***

The social function of report texts is to describe how something happened, with reference to various natural, man-made, and social phenomena in our environment. It is not intended to entertain, persuade, or recount someone's personal experiences; the primary purpose of a report text is to provide an accurate and comprehensive description of a subject or event. Verifiable and observable data typically form the basis for making this text accountable. Beginning with the identification of the subject, grouping, and systematic presentation of data, the structure of a report text follows a clear format. The information presented must also be neutral and free of the author's opinions. Therefore, report texts are highly valuable in academic and scientific fields as they facilitate the exchange of information. Observation reports, research reports, and official documents are widely used in educational and research institutions (Iskandar, 2021).

Thus, it can be concluded that report texts serve as an objective, systematic, and reliable medium for conveying information. These texts are very important for providing readers with accurate and accountable knowledge. Report texts are

important in education, academia, and research because they have the ability to connect written scientific knowledge with empirical experience.

### ***2.6.2. Generic Structure***

According to Iskandar (2021) in each Report text there are two parts that characterize the Report text itself. The two parts are:

1. General classification

The general classification is a general grouping that includes the subject of the report, the particulars and their classification. This section discusses the classification of general aspects for things like public places, land, etc.

2. Descriptions

A description is a part of the text of an information report that gives a description of the phenomenon or situation that occurred, including its components, nature, habits and behavior. In this section, the classification is presented scientifically by using the scientific name of the reported object or by providing an explanation of the specific features and functions of the object

According to Iskandar (2021) the two main elements that make up the structure of the report text are general classification and description. The general classification introduces and categorizes the subject thoroughly, providing a basis for understanding the subject's place in a wider class or group. Furthermore, the description outlines a specific characteristic, behavior or function, usually with scientific details. Together, these two components ensure that the text of the report fulfills its main purpose.

### ***2.6.3. Language Features***

The language of reports is unique because its purpose is to describe phenomena systematically, objectively, and factually. The language of reports has grammatical and discursive characteristics that support the genre's goal of

conveying information clearly and without emotion. The language of the report text according to Iskandar (2021) has the following characteristics:

1. Simple present tense: This tense shows the timeless and broad nature of the information being communicated. For instance, phrases like “Mammals give birth to live young” or “They have warm blood” might be included in a report about mammals.
2. Use of generic participants or generic nouns: this indicates that the text refers to a class or category of objects rather than individuals.
3. Relational processes, such as the verbs “is”, ‘are’, "have“, and ”consist of", are often use in report texts to indicate classifications and attributes. These verbs show the relationship between a topic and its features or categories.
4. Passive sentence construction: Passive sentences increase objectivity because they shift attention from the actor of the action to the process or phenomenon itself.
5. Technical and subject-specific vocabulary: These words often come from academic or scientific fields and provide precision in description.

Recent empirical studies show that this attribute is difficult for students, especially in EFL learning. A study conducted by Situmorang et al. (2022) found that students faced difficulties to maintain proper verb tense and often included personal opinions or anecdotal examples. This violates the formality and objectivity expected of the genre. In the same way, Prasetyaningrum et al. (2021) found that many high school students face difficulties using technical vocabulary and relational verbs correctly. This shows the discrepancy between grammatical knowledge and genre ability.

Therefore, it is crucial for educators to provide clear instructions on the linguistic features of report texts. This includes using a genre-based approach, giving

examples of texts, and providing instruction that helps students not only use correct grammar but also understand the function of each feature in the communicative purpose of the genre.

## **2.7. Media in Teaching Writing**

According to Gagne (1970), various components in the learning environment can motivate students if they are able to provide the right stimuli. These components include physical, social, and psychological aspects that directly affect children's readiness and interest in learning. Briggs (1970) also states that physical tools that can convey messages and stimulate students to learn can be referred to as learning media. This means that media are not only learning aids, but also provide stimuli that enrich students' learning experiences.

In recent developments, learning media are considered an important part of the teaching and learning system and process. Daniyati et al (2023) emphasizes that media have a major influence on learning activities and are a key part of the educational process. Choosing the right media can provide visual and auditory stimuli that encourage students to produce better and more creative learning outcomes. Therefore, in choosing media, it is necessary to consider the learning objectives, student characteristics, and the type of material being taught.

In line with general theories about media, Harmer and Khan (1991) describe various types of learning media used in language teaching, which include:

### **1. Printed Resources**

Printed resources are physical learning materials in printed form, such as grammar books, dictionaries, exercise books, portfolios, and journals. This type of media serves as a permanent and easily accessible source of information, allowing students to read, review, and study the material independently. The advantage of printed resources is that they have a clear structure and provide comprehensive information, which is very helpful in learning languages that require guidance and focused practice.

2. Traditional Audio-Visual Media

Traditional audio-visual media includes films, videos, and songs that are used to create a more vivid and meaningful learning experience. This media helps students understand language through real examples of language use in real situations. Films and videos help improve listening and speaking skills, while songs cover vocabulary, rhythm, and tone. The use of audio-visual media also increases enthusiasm for learning because of the more interesting and enjoyable atmosphere.

3. Digital Media and Educational Technology

Digital media such as projectors, interactive whiteboards, podcasts, and computers that support blogging, webquests, and virtual learning environments are an important part of today's learning. This technology makes it easier for teachers to deliver material in a more dynamic way through images, interactivity, and access to a wider range of learning resources. The existence of digital media indicates a shift from traditional learning methods to technology-based learning that is more flexible and in line with the times.

4. Computer-Based & Internet Media

Computer-based and internet media, such as blogs, webquests, virtual learning environments, and various online resources, provide opportunities for students to learn independently and collaborate in a virtual environment. DVD recordings of classes can also be used as a tool for teachers and students to reflect on learning. These media enable broader interaction, unlimited access to materials, and a more engaging learning experience through digital exploration. In the context of language learning, these media are very useful because they offer authentic and diverse examples of language use.

#### 5. Games and Activities

Games and activities include pronunciation training games, role-plays, dictagloss, and direct listening, which are designed to actively engage students in the learning process. This media is not only a tool, but also an interactive learning experience that can encourage creativity, cooperation, and real-world language use. These activities can increase enthusiasm for learning and make the learning process more enjoyable, effective, and student-centered.

#### 6. Learning Context Media

Learning context media encompasses various contexts such as monolingual, bilingual, multilingual, virtual classrooms, or learning environments in companies. The context in which the learning process takes place can also be considered as “media” because it influences the strategies, methods, and interactions that occur in the classroom. Different learning environments require different approaches, so their existence affects the overall effectiveness of the learning process.

Flashcards are classified as print media according to the media classification discussed in Harmer's book. This is because they are printed visual cards and their function is similar to other print media such as tables, illustrations, dictionaries, and grammar books used as print-based learning resources. This media is used as a static visual aid to assist in the teaching of vocabulary, concepts, and various classroom activities that require simple and quick introduction or repetition of information.

Overall, various types of media whether print, audiovisual, digital, interactive, or context-based play an important role in motivating, facilitating, and enriching the learning experience. Each type of media provides a different form of stimulation according to the needs of students. Flashcards are one example of a simple but effective medium for improving understanding and memory of information.

## 2.8. Flashcards

Effective learning requires creative and interactive media. One medium that has been proven to improve understanding is flashcards. Flashcards have long been used to teach various concepts, such as language vocabulary, and have been proven useful for teaching writing.

Writing is a creative process of translating ideas into written symbols (Semi, 2007, p. 14). Flashcards can help in the early stages of writing, such as writing letters and words, and in more advanced stages, such as writing essays, poems, complex procedures, or storytelling. Additionally, flashcards can be used to teach writing through techniques like copying, fill-in-the-blank texts, or describing images. Flashcards serve as a supportive tool for various levels of writing ability due to their flexibility. Generally, two perspectives can be used to understand flashcards: according to language and terminology. Linguistically, the term “flashcard” originates from English, meaning a card with words or images on it to aid the learning process, according to the Cambridge Dictionary (Walter, 2008). Then, the definition of flashcards according to language based on Cancela et al. (2012) explains that flashcards contain information such as words or letters on one or two sides that are used in classroom exercises or independent learning. This understanding shows that flashcards are not only image media but also tools for presenting information in various forms.

From these various definitions, there is an important aspect that needs to be considered, namely that the function of flashcards should not be limited to images alone. According to Arsyad (2015), flashcards are small cards containing images, text, or symbols, and their purpose is to remind or guide students to information related to the images, text, or symbols, as well as other information contained on the cards. Based on the above opinions, it can be concluded that flashcards are rectangular pieces of paper containing information in the form of letters, numbers, words, sentences, symbols, or simple images. These cards typically have two sides and are used by teachers and students as teaching aids to recognize, remember,

and understand specific concepts. The learning process becomes more systematic because each card in a set is usually interconnected.

So, flashcards are not just simple learning tools, but multifunctional learning tools. They are very useful learning tools that can support writing instruction and improve students' memory. This makes flashcards a great medium for increasing student interaction with lesson material.

### ***2.8.1. Types of Flashcards***

Flash cards are basically simple visual aids that consist of an image or text on a piece of card or paper. However, with the rapid advancement of technology, traditional flash cards have evolved into a digital format that can be accessed through a variety of electronic devices and applications.

1. Traditional paper flashcards are printed or drawn cards with words or pictures. They have the ideal size to be seen by the whole students in the classroom and can be easy to handle (Rachmadi, Muliati, and Aeni, 2023).
2. Digital flashcards also called computer flashcards, electronic flashcards, or virtual flashcards, digital flashcards duplicate the functions of paper flashcards, including the capacity to engage in retrieval practice (self-testing), plus offer extra features, including the use of freely available flashcard sets, or premade flashcards, that address virtually every conceivable topic (Pan et al., 2023).

So, traditional flashcards are still a useful and helpful learning tool, especially in the classroom. They promote stronger memory and better concentration because they are easy to use, tactile, and simple. Traditional flashcards reduce screen time and distractions for students because they do not rely on electronic devices like digital flashcards. Additionally, they encourage active recall and direct engagement, which aids cognitive retention. Traditional flashcards promote more

focus learning and are highly effective in group work or offline settings, even though digital flashcards offer additional features and conveniences. Therefore, conventional flashcards can still be used to support meaningful learning.

## **2.9. Teaching of Writing by Using Flashcards**

The use of flashcards as a learning tool has been widely researched, especially in relation to improving students' writing skills. In general, previous studies have shown that flashcards can help students develop ideas, strengthen vocabulary comprehension, and construct sentences better. However, each study has a different focus, resulting in a theoretical basis that supports the implementation of this study.

The research conducted by Kusumawardhani (2020) aimed to determine how the use of flashcards can help improve writing skills in children learning English (EYL) in an English class in Gading Serpong, Tangerang. This study used the Classroom Action Research (CAR) method and the data collection tool was the students' writing. The results of the study show that most students were interested and enthusiastic when learning with colorful flashcards. Students with good writing skills were able to compose stories by completing incomplete sentences and organizing their answers into organized paragraphs, while students who were still less proficient in writing had difficulty organizing sentences. This study shows that the use of flashcards can help improve story writing skills in early childhood.

Furthermore, Saputro and Amalia (2022) conducted research on the use of flashcards to improve students' English sentence writing skills. This action research collected data through interviews, observations, and tests, then analyzed the data qualitatively and quantitatively using SPSS. The results showed an increase in student activity in the learning process, such as enthusiasm, courage, and motivation in writing. Quantitatively, student scores increased from the initial test to the second final test with a significant percentage increase. Therefore, this

study proves that the use of flashcards is very effective in improving students' sentence writing skills.

Research conducted by Mathura and Zulu (2021) also discusses the impact of using flashcards on the creative writing skills of students learning English in the first grade of elementary school. This study used a qualitative approach and took the form of action research. The results showed that students experienced improvement in writing, particularly in reducing writing errors, using tenses, and constructing sentences. Flashcards helped students understand correct sentence patterns through pictures and example sentences. With the help of flashcards, students were more enthusiastic and their writing appeared more logical. This study also stated that flashcards could increase creativity in writing and provide an enjoyable learning experience for students who learn visually and auditory.

Another study was conducted by Apriliyanti, Kiptiyah, and Wahyudi (2022) using content analysis to explore the possibility of using flashcards in the writing learning process. The results of the study showed that the use of flashcards was associated with positive responses from students during learning. This medium helped students recognize writing patterns, understand the examples provided, and expand their vocabulary. From several journals analyzed, it was concluded that flashcards could be used effectively to improve students' writing skills.

The research conducted by Musyaffa (2020) also used the Classroom Action Research approach to improve the descriptive paragraph writing skills of seventh-grade students at SMP "Empat Lima" Karanggeneng, Lamongan. The researcher collected data through tests, interviews, observations, and questionnaires. The results showed an increase in student scores in each cycle. Qualitatively, students appeared to be more enthusiastic and found it easier to write descriptive paragraphs when using flashcards, as this medium helped them develop descriptive ideas and choose the right words. This study shows that flashcards can improve students' descriptive writing skills while also increasing their enthusiasm for learning.

Based on the results of these five studies, it can be concluded that the use of flashcards has a positive impact on improving students' writing skills at various levels, especially in terms of sentence structure, creativity in writing, vocabulary improvement, and student motivation. However, most studies focus more on creative writing or descriptive paragraphs. Therefore, this study was conducted to address these shortcomings by applying flashcards in report writing lessons, specifically for ninth-grade junior high school students, with the hope of finding new results regarding the effectiveness of this medium in the context of fact-based writing.

## **2.10. Procedure for Teaching Report Writing by Using Flashcards**

The procedure for teaching report writing using flashcards involves several structured stages to ensure that learners are effectively engaged with the material and improve their writing skills. In this process, the researcher adopted the writing procedure described by Harmer (2006), which consists of the stages of planning, drafting, revising, editing, publishing; however, this study only focused on and ended at the Editing stage.

### **1. Planning**

- **Exploration of Ideas and Vocabulary:** The teacher displays flash cards (for example, “tiger”) and asks students to express keywords, characteristics, or facts that they know based on the images on the flash cards.
- The teacher writes new vocabulary words that arise from the flash card discussion on the board and connects them directly to the images on the flash cards so that the meanings are easier to understand.
- **Grouping and Discussion:** Students are divided into several groups. Each group receives a set of flashcards and discusses facts related to the objects on the flashcards..
- **Topic Selection (Homework):** Students choose one object from the flashcards (animal/plant/phenomenon) and are asked to collect five related facts in preparation for writing a report.

## 2. Drafting

- Introduction to Grammar with Flash Cards: The teacher explains the use of the simple present tense with the help of flash cards containing verbs and pictures (e.g., eat, live, have) that are often used in report texts.
- Forming Sentences Using Flash Cards: Students practice making simple sentences based on combinations of flash cards containing pictures and verbs.
- Writing Initial Text Based on Flash Cards: Students begin writing the first draft of a report text based on prepared topics and facts, with the help of flash cards as a guide to finding ideas.
- Teacher Assistance with Visual Support: The teacher walks around the classroom to help students by showing them the flash cards again to clarify the structure, vocabulary, and use of grammar.

## 3. Revising

- Peer Review with Flashcards: Students exchange their written work and use flashcards as a guide to check whether the content is consistent with the facts of the object being reviewed.
- Focus of Revision: Students provide feedback on the completeness of the facts, the clarity of the description, and whether the information is consistent with the flashcards.
- Independent Revision with Flashcard Assistance: Students revise their own writing by referring back to the flashcards to ensure that the content of the report remains accurate and organized.

## 4. Editing

- The teacher reviews the use of the simple present tense and writing techniques by providing example sentences from flashcards.
- Students make final revisions by comparing the sentences, vocabulary, and facts in their writing with the flashcards used since the beginning of the lesson.

The procedure for teaching report writing using flashcards applies a writing cycle that includes Planning, Drafting, Revising, and Editing. Learning begins with Planning through flashcards to introduce text structure, gather ideas, and enrich vocabulary. Next, students enter the Drafting stage by writing a first draft after understanding the Simple Present Tense. The process continues with Revising through peer review to improve the content of the text, and ends with Editing to ensure grammatical and stylistic accuracy, so that flashcards serve as an effective visual aid in guiding students through all stages of writing.

## **2.11. Advantages and Disadvantages**

The use of flashcards in writing lessons is becoming increasingly popular due to their visual appeal and interactive qualities. Flashcards are particularly popular in language and vocabulary lessons as they can simplify complex ideas and increase student engagement. However, while flashcards have some advantages, they also have some limitations that educators must consider in order to implement them effectively into the curriculum. This subchapter examines the advantages and disadvantages of using flashcards in writing instruction and provides insight into how flashcards can support or hinder learning outcomes.

### ***2.11.1. Advantages of Teaching Writing by Using Flashcards***

Flashcards have become a popular educational tool in classrooms due to their versatility and appeal to encourage active student participation. Particularly in writing and vocabulary lessons, flashcards simplify complex concepts and make learning easier. By incorporating interactive elements, these cards help grab students' attention and make learning fun. This increased engagement is beneficial not only for students' concentration, but also for the development of basic skills that support their writing development. The effectiveness of flashcards in creating dynamic and flexible learning experiences contributes greatly to their value in educational settings.

One of the main benefits of using flashcards in writing lessons is that they can make learning a dynamic and fun experience. Flashcards can make learning feel like a game, especially when combined with music, movement or interactive activities, and can help keep children interested and engaged. This interactive style of learning not only increases enjoyment, but also helps children develop fine motor skills when holding and manipulating the cards. This kind of physical interaction improves the child's coordination and indirectly supports the child's writing skills. In addition, flashcards provide an opportunity for parents and teachers to connect more closely with their children and strengthen bonds through shared learning sessions (Arsana and Maharani, 2021).

Another advantage of flashcards is portability and adaptability. Flashcards are lightweight and portable, allowing learning to take place in a variety of environments both inside and outside the classroom. This versatility encourages more frequent study and practice, which has a positive impact on vocabulary maintenance and writing skills (Nurnaningsih, 2021). The visual nature of flashcards is also very useful for visual learners and English as a Second Language (ESL) learners who need additional support in understanding language concepts. In addition, flashcards provide instant feedback, allowing teachers to quickly assess student understanding and provide assistance as needed (Mathura and Zulu, 2021).

In summary, flashcards serve as an effective tool to support writing instruction by providing a flexible, engaging, and responsive learning method. Their adaptability allows for a variety of uses, benefits many students, including ESL students, and encourages active participation. With these benefits, flashcards actively contribute to the writing learning process and help students acquire essential skills in a fun and interactive way.

### ***2.11.2. Disadvantages of Teaching Writing by Using Flashcards***

While flashcards offer important benefits when learning to write, they also have certain limitations that can restrict their overall effectiveness. Relying on

flashcards alone can limit students' comprehension due to the lack of context for the words that flashcards provide. In addition, the success of flashcards as a learning aid often depends on the creativity and commitment of the educator, and this is not always possible.

Flashcards have limitations that can limit their effectiveness in learning to write. One major drawback is that flashcards often present information in separate blocks, thus lacking the depth of context necessary for comprehensive understanding. As a result, students may memorize vocabulary and concepts without learning how to use them effectively in long sentences and texts. This dependence on memorization can inhibit critical thinking and make it difficult for students to remember information over long periods of time or use it in real-world situations (Nurnaningsih, 2021).

Also, keeping flashcards interesting requires creativity and regular updates, which can be difficult for some educators. Without constant updates and creative integration with other media, flashcards can become monotonous and cause students to lose interest (Arsana and Maharani, 2021). In addition, relying on visual aids can make it difficult for students to remember information without flashcards. These challenges highlight the need for a balanced approach in using flashcards as a teaching tool and combining flashcards with other teaching strategies to provide a comprehensive learning experience (Mathura and Zulu, 2021).

Flashcards can improve writing skills experience, but may not be enough for a deep and comprehensive understanding of writing skills. Limited context, reliance on visual cues, and the need for regular updates can undermine effectiveness if not carefully managed. Therefore, using flashcards in conjunction with other teaching methods that emphasize situational learning and critical thinking can provide a stronger educational experience.

In summary, there are clearly advantages and disadvantages to using flashcards in writing lessons. Flashcards are a great tool for increasing engagement, encouraging active learning, and providing immediate feedback, but flashcards have limitations such as memorization potential, lack of contextual depth, and reliance on visual cues. For maximum effectiveness, education should integrate flashcards with other learning strategies that encourage critical thinking and understanding of context. By balancing the use of flashcards with activities designed to develop broader writing skills, teachers can provide students with a richer and more effective learning experience.

### **2.12. Theoretical Assumption**

It has been discussed that due to limited vocabulary, difficulty understanding common structures, and inability to use proper grammatical features, students often face difficulties in writing report texts. Therefore, it is crucial for teachers to use useful strategies to help students organize their ideas and improve their understanding of report text conventions. Flashcards are used as a teaching aid in this study to help students learn to write reports, especially building vocabulary and understanding the specialized linguistic aspects of report texts. Flashcards are considered effective for improving students' writing ability. This is because flashcards are an easy-to-use and engaging tool that can help students remember and apply new vocabulary, especially technical or topic-specific terms that are often used in report texts. In addition, flashcards support repeated exposure and practice, which are essential for language retention and writing fluency.

Learning believes that using Flashcards will improve students' teaching skills in reports as well as certain aspects of the writing itself. Learning begins by using flashcards, students can more easily understand the idea and its application so that the learning process becomes more effective, enthusiastic and understanding in preparing the text of the report. In the learning process, the teacher guides the students to compose and structure the text of the report taking into account the five assessment criteria proposed by Brown (2003). Self-assessment rubric on five

aspects of writing; namely the organization, logical development of ideas (content), grammar, mechanics, style, and quality of expression

Researchers assume that flashcards can improve students' writing skills. It can be concluded that media flashcards have a beneficial influence in helping students enrich their understanding, in addition, researchers believe that, among the five aspects of writing, the use of flashcards as a learning medium significantly improves the content aspect. Therefore, the use of flashcards is expected to significantly improve students' ability to write text reports.

### **2.13. Hypothesis**

Based on the theoretical framework and discussion presented above, the researcher proposes the hypothesis that the use of flashcards significantly improves the quality of students' report writing.

In this chapter, the terms related to this study have been discussed, namely the concept of writing, component of writing, type of writing, process of writing, teaching of writing, report text, language features of report text, the concept of flashcards, type of flashcards, teaching of writing by using flashcards, relevance of flashcards to report text writing, procedure of teaching writing report text by using flashcards, advantages and disadvantages, theoretical assumption, and hypothesis.

### III. METHOD

This chapter will focus on determining design, variables, data sources, instruments, validity and reliability, data collecting, data analysis, data treatment, and hypothesis testing.

#### 3.1. Research Design

This research is quantitative because the data source used measurements to assess the data collected. This research design uses a pre-post-test design pre-post-test design as stated by Setiyadi (2018). Pre-tests are administered to the students before the treatment, followed by post-tests after the treatment. One class is selected as the sample for the experimental group. The research design is illustrated as.



- T1 : Pre-test score (before being given the treatment).
- X : The treatment
- T2 : Post-test (after being given the treatment).

#### 3.2. Population and Sample

The participants in this study are junior high school students. The researcher used one class as a representative sample. To determine the sample, the researcher used random sampling to select specific individuals who can provide insight into the research problem. This study conducted in three sessions: treatment, pre-test, and post-test.

The subjects of this study are ninth-grade students in junior high school whose classes were selected at random. These students participate in the treatment, pre-test, and post-test designed by the researcher to determine whether there is an improvement in their writing skills after being taught using flashcards.

### **3.1.1. Population**

The population in this study was ninth-grade students at SMP 3 Pringsewu, consisting of six ninth-grade classes. The students' ages ranged from 14 to 15 years old. Each class consisted of 32 to 36 students.

### **3.1.2. Sample**

This study used a random sampling method. In this selection method, all individuals have an equal opportunity to participate in the study, where the selection process is based entirely on chance. The sample was taken from ninth grade students at SMPN 3 Pringsewu, focusing on one class, which is class IX 3.

### **3.3. Instrument**

This study used a two-stage text report writing test. A pre-treatment test was conducted before treatment to measure students' initial ability to write text reports. A post-treatment test was conducted after treatment to determine whether students were better at using flashcards after learning. Both tests were created with the same format and level of difficulty, so that differences in scores indicated the effect of treatment rather than differences in the instruments.

This writing test is a performance test. Students are asked to write a report consisting of 3–5 paragraphs (approximately 150–250 words) on one of four topics: animals, plants, objects, or natural phenomena. The writing must be factual, objective, use simple present tense, and include common words in accordance with report writing standards. The rubric proposed by Jacobs et al. (1981) is used to assess the writing. This rubric includes five assessment

components: (1) content (30%), which assesses the completeness, relevance, and accuracy of the content; (2) organization (20%), which assesses paragraph cohesion, flow, and suitability to the general structure of a report text; (3) vocabulary (20%), which assesses the accuracy and diversity of vocabulary; (4) language use (25%), which assesses the accuracy of grammar usage, especially the present simple tense; and (5) mechanics (5%), which assesses spelling.

### ***3.3.1. Validity***

Setiyadi (2018) explains that the validity of an instrument must demonstrate its ability to measure what it is supposed to measure. To ensure that test items cover the writing comprehension skills targeted in the curriculum, content validity will be strongly emphasized. In addition, there are two types of validity use in this study:

#### **1. Content validity**

Content validity relates to validity strategies that focus on test content. Therefore, test questions must be relevant to the material being studied. The researchers designed the test based on indicators in the 9th grade curriculum, and the test material was adapted to that curriculum. In this study, the researchers used report writing as the material for the writing test.

#### **2. Construct validity**

According to Setiyadi (2018), construct validity is necessary for measurement tools that have several indicators to measure one aspect or construct. Questions in tests should truly measure students' abilities in the aspect of writing comprehension. In addition, construct validity is also a process that determines the extent to which test results can be interpreted in relation to one or more specific constructs. In this study, the researcher asked students to write reports to obtain Student Writing Achievement. This study obtained student writing results using the assessment criteria

proposed by Jacobs et al. (1981). The self-assessment rubric covered five aspects of writing, namely content, organization, vocabulary, grammar, and mechanics.

### 3.3.2. Reliability

According to Hatch and Farhady (1992), test reliability can be defined as how consistent test results are under similar conditions. A test that is considered reliable produces consistent data. Inter-rater reliability is used by researchers in this study to measure data reliability and reduce subjectivity. When test scores are evaluated independently by two or more raters or judges, inter-rater reliability is used. In this case, the first rater is the researcher, and the second rater is an English teacher at a high school. It is very important to ensure that raters use the same assessment criteria before evaluating students' writing in the report text. Therefore, both the first and second assessors use the assessment criteria developed by Jacobs et al. (1981) as a basis. The researcher uses Spearman's correlation to determine whether the two assessors are correlated with each other. For now, reliability is achieved using a statistical formula. Here is the formula:

$$\rho = 1 - \frac{6 (\sum d^2)}{N (N^2 - 1)}$$

Where:

$\rho$  : Coefficient of rank order

$d$  : The difference of rank correlation

$N$  : Number of students

1-6 : Constant number

In this case, the coefficient of rank correlation analyzed with the standard of reliability as follows:

1. 0.80000 – 1.0000 : very high reliability
2. 0.60000 – 0.7900 : high reliability
3. 0.40000 – 0.5900 : medium reliability
4. 0.20000 – 0.3900 : low reliability
5. 0.00000 – 0.1900 : very low reliability

Based on the above reliability standards, it can be concluded that the writing test will be considered reliable if it achieves a minimum score of 0.60. This score is considered a high level of reliability.

After assessing the results of the rewriting done by the students, the researcher performed calculations using the formula mentioned earlier (see Appendix 13). The reliability level can be seen in the following table.

**Table 3. 1 The Result of Reliability**

<b>Reliability</b>	<b>Pre Test</b>	<b>Post Test</b>
	<b>0.950</b>	<b>0.923</b>

Based on these reliability measures, the writing test demonstrated a very high level of reliability (between 0.80000 - 1.0000). From this, it can be concluded that this test produces stable and reliable results, indicating that it is a trustworthy tool for assessing students' writing skills.

### **3.4. Data Collection**

Researchers use pre-tests and post-tests as research tools to collect data. The following is an explanation of the data:

### 1 Pre-Test

Before the learning process began, an initial test was conducted to measure students' ability to write reports before using flashcards. The teacher asked students to write one paragraph of a report during the test.

### 2 Post-Test

Post- tests are conducted after students receive treatment. The purpose of these tests is to evaluate student achievement after treatment by comparing post-test results with pre-test scores.

Overall, both the pre-test and post-test provide researchers with the opportunity to measure the impact of using flashcards as a learning tool on students' writing skills. The post-test results are compared with the pre-test results to identify significant changes in students' writing skills. Thus, this study is able to evaluate how well flashcards helped improve students' writing skills in report texts.

## **3.6. Research Procedures**

To collect data, researchers use the following steps:

### 1. Determining the Research Population and Sample

The population in this study included all ninth grade students at SMPN 3 Pringsewu. From this group, the researcher selected one class as a sample, namely class IX-3

### 2. Determining Learning Materials for Treatment

The researcher chose report text material as the focus of learning. This material was chosen because it is one of the basic skills that ninth grade students must master in accordance with the applicable curriculum, and is suitable for use with flashcards.

3. Pre-Test Implementation

Before the treatment was given, the researcher conducted a preliminary test on class IX-3 students to determine their ability to understand and write report texts. The results of this preliminary test were used as a reference to compare their ability improvement after receiving the treatment.

4. Treatment

The researcher taught report text using flashcards as a visual medium. The teaching was conducted in several sessions according to a predetermined plan. At this stage, students were given the opportunity to learn through activities involving flashcards.

5. Post-Test

After all stages of learning were completed, the researcher administered a post-test to the students. The aim was to check the improvement in students' ability to write report texts after they learned using flashcards.

6. Research Data Analysis

The results of the pre-test and post-test were analyzed using Microsoft Excel and SPSS software. The analysis was conducted to compare the scores before and after the application of the learning method and to assess the extent to which flashcards could improve understanding in report text learning. The analysis techniques used included normality tests and paired sample t-tests.

7. Drawing the Conclusion

Finally, the conclusion was drawn by comparing the mean scores of the pre-test and post-test results. This comparison was used to determine whether there was a significant improvement in students' achievement after the implementation of flashcards as a teaching medium.

### 3.7. Data Analysis

The following are the procedures for analyzing the gathered data (Hatch and Farhady, 1982):

1. Analysis of each pre- and post-test.
2. Adding together the pre-test and post-test results.
3. Computing the data to SPSS.
4. Using this formula to determine the mean from the test results :

$$\mathbf{M d} = \frac{\mathbf{\Sigma d}}{\mathbf{N}}$$

Md : mean (average score)

$\Sigma d$  : total students' score

N: number of students

5. The researcher utilized the following formula to determine whether there is a improvement in the writing of the students before and after treatment:

$$\mathbf{I} = \mathbf{M2} - \mathbf{M1}$$

I: the improvement of students' writing text report achievement

M1: the average score of pre-tests

M2: the average score of post-tests

6. Comparing the pre-test and post-test average scores in order to draw a conclusion.

### 3.8. Data Treatment

The objective of conducting a normality test is to evaluate whether the dataset exhibits a normal distribution, as this condition plays a crucial role in determining the type of statistical analysis to be used. The analysis process

utilizes SPSS (Statistical Package for the Social Sciences) software. To examine the data distribution, two established tests are employed: the Kolmogorov-Smirnov test and the Shapiro-Wilk test.

The hypotheses formulated for the normality assessment are as follows:

$H_0$  (null hypothesis): The data are normally distributed.

$H_1$  (alternative hypothesis): The data are not normally distributed.

The significance threshold is set at 0.05. When the p-value exceeds this threshold, the data distribution is interpreted as normal. Conversely, a p-value equal to or below 0.05 indicates a deviation from normality. The results of this test form the basis for choosing between parametric and non-parametric statistical techniques in further analysis. To assess whether the data is normally distributed or not, researchers use the following normality tests.

Table 3. 2 Test of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	.110	32	.200*	.960	32	.278
Post Test	.092	32	.200*	.950	32	.145

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

a. Lilliefors Significance Correction

From Table 3.2, it can be seen that the normality test results for the pre-test (0.278) and the normality test results for the post-test (0.145) 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.

### 3.9. Hypothesis Testing

After collecting the data, the researcher analyzed the data to find out whether

there is a significant improvement in students' writing report text after being taught using flashcards.

The hypothesis was tested using the Paired Sample t-test through the Statistical Package for Social Sciences (SPSS) program. The test was conducted with a significance level of  $\alpha = 0.05$ . The decision criteria were:

For basic calculation analysis, the paired sample t-test uses the following formula:

$$t = \frac{\bar{D}}{S_D/\sqrt{n}}$$

$\bar{D}$  : average difference between post-test and pre-test scores

$S_D$  : standard deviation of score differences

n : number of samples

The formula for testing the hypothesis for the first question of this research is:

$$H_o = \text{Sig.} > 0.05 \quad H_l = \text{Sig.} < 0.05$$

$H_o$ : There is no significant improvement in students' writing report text after using flashcards in junior high school.

The null hypothesis will be accepted if the significance level (p-value) is greater than 0.05 ( $p > 0.05$ ).

$H_l$ : There is an improvement in students' writing report text after using flashcards in junior high school.

The alternative hypothesis will be accepted if the significance level (p-value) is smaller than 0.05 ( $p < 0.05$ ).

With a significance value of 0.00,  $H_a$  is accepted and  $H_o$  is rejected, so that learning using flashcards is proven to provide a significant increase in student learning outcomes.

### 3.10. Schedule of the Research

In practice, this study was conducted in five meetings, namely pre-test, first treatment, second treatment, third treatment, and post-test.

**Table 3. 3 Table of the Research**

Meeting	Date	Activity	Description
1 <sup>st</sup>	September 3 <sup>th</sup> , 2025	Pre Test	Giving a first test about report text
2 <sup>nd</sup>	September 10 <sup>th</sup> , 2025	Treatment 1	Provide a brief overview of report texts and learn vocabulary using flashcards.
3 <sup>rd</sup>	September 24 <sup>th</sup> , 2025	Treatment 2	Learn report text structure and simple present tense while drafting a piece of writing.
4 <sup>rd</sup>	October 1 <sup>th</sup> , 2025	Treatment 3	Revise report texts through peer review activities to improve writing skills.
5 <sup>th</sup>	October 8 <sup>th</sup> , 2025	Post Test	Giving final test about report text

Thus, the theories that have been discussed in this chapter are research design, variables, data sources, research instruments, validity and reliability of instruments, data collection techniques, research procedures, data analysis, data processing, and hypothesis testing.

## V. CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the research and suggestions for English teachers, students and future researchers.

### 5.1. Conclusion

Based on the findings and discussion in the previous chapter, this study concludes that the use of flashcards as a learning medium has a very positive impact on improving the report writing skills of 9th grade junior high school students. The results of the pre-test and post-test show a significant improvement in students' writing skills. The average writing score increased from 61.1 to 85.5. In the paired sample t-test, (Sig. 0.000 < 0.05) indicates that this increase is statistically significant. This shows that flashcards effectively support students in writing report texts because they help them remember keywords, organize factual information, and understand the text structure more clearly.

In addition, this study shows improvement in five aspects of writing, namely content, organization, vocabulary, language use, and mechanics. Vocabulary and organization showed the greatest improvement, indicating that flashcards greatly help students expand their vocabulary and organize information logically in their reports. These results indicated that flashcards are not only useful as a vocabulary learning tool, but also as an aid in the academic writing process.

This study also aims to address gap in previous research, as previous studies have generally focused only on the development of descriptive texts and oral language skills when using flashcards. By demonstrating its effectiveness in the context of writing report texts at the junior high school level, this study provides new

Insights into the development of media-based writing instruction. Overall, it can be concluded that flashcards encourage better cognitive engagement, trigger idea development, increase learning motivation, and ultimately improve student learning outcomes in writing report texts.

## **5.2. Suggestion**

Based on the conclusions above, several suggestions are proposed for teachers, students, and future researchers:

### **1. For English Teachers**

Based on the results of this study, it is recommended that English teachers use flashcards as an alternative method for teaching report writing. The use of flashcards can increase student participation and help them understand vocabulary and learn to organize their ideas in a more structured manner. However, during the learning process, there are several obstacles, such as a noisy classroom environment and limited learning time, so that the use of flashcards cannot be carried out optimally. Therefore, teachers should manage learning time better, establish classroom rules before the activity begins, and give clear and targeted instructions. By managing the classroom well and preparing the material appropriately, the use of flashcards is expected to help improve students' ability to write reports better.

### **2. For Future Researchers**

This study only covers one class and a specific topic in the report text. It is recommended that future researchers expand the sample size, add a control group, and explore other thematic categories in the report text. Further research could also examine the use of digital flashcards or interactive multimedia flashcards to increase learning participation and the quality of writing outcomes.

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