

The Implementation of Using Flash Card in Teaching Writing

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Abstract:

This study aims to determine the feasibility of implementing flashcards in teaching writing skills. The qualitative descriptive was used in this study by using content analysis. The technique of obtaining data used documentation. The data were analyzed by coding, displaying, and making verification. The data analysis was carried out in depth by using some theories related to the flashcards in teaching writing skills. The results of the study indicate the interrelation of the implementation and responses of the students in using flashcards. The flashcards is very helpful for students in learning to writing English because it is based on the examples given and they have learnt identifying patterns in writing skill. By seeing some journals stated that using Flashcard can improve writing skills and knowledge of vocabularies. Furthermore, it is suggested that flashcards can be effectively used in writing class.

Keywords: Writing Skill, Flash Card, Teaching Writing

Introduction

Writing is often believed to be the most complex one compared to the three other skills. It needs the strong ideas to express the language into a written form. There are some factors which makes English becomes difficult for the students. Writing skill includes some aspects such as vocabulary, grammar, spelling, punctuation, and so on [1]. However, teaching writing may be a challenge for the teachers, because writing is treated as a difficult skill in English learning [2]. There are many ways to develop the students' writing ability.

Thus, the teachers should use the appropriate method to teach the students' writing ability. In this modern era, there are many kinds of medium that can be used by the teacher in teaching writing. One of the mediums is flash card. Herlina & Dewi [3] stated that flash card is a picture card that

comes with the words introduced by Glenn Doman, a brain surgeon from Philadelphia, Pennsylvania. The pictures on the flashcards grouped in several series such as animal, fruits, colors, shapes, alphabet, numbers, profession, and so on. The cards are played by children and shown to rapidly read out for each card. According to Ratri [4] flash card contains the pictures and also sentences to make the readers understand the story which could give different atmosphere for students. Flash card belonging to narrative would give students' knowledge and experiences in writing. All ideas could be kept well while writing. Flash card has fewer sentences than novel. Moreover, by using flash card the students will be able to develop their ability in writing.

According to Kusumawardhani [1], entitled *The Use of Flashcards For Teaching Writing to English Young Learners (EYL)* Paramita showed that using flashcard, the students could get the ideas that can be written into some paragraphs. It will facilitate the students to organize their sentences because they get the information or ideas from the pictures on the flash card. It lined with Prastyawan [5] that using flashcard to teach students writing is also interesting because the teachers can show the pictures which help the student understand the meaning of each picture. Besides, the students could arrange the sentences into some paragraph by describing the pictures of the flashcard. It also helps the students to enrich some vocabularies needed to deliver their ideas well. Writing as a process of expressing ideas or thoughts in words, should be done at our leisure. How can the students do something that they do not enjoy. Writing can be very enjoyable as long as the students have the ideas in the means to achieve it. Thus, based on that condition, the researcher wanted to know the use of flashcard implemented by the English teacher in teaching writing.

Review of Literature

Definition of Writing

Writing is one of the essential skills that adheres to the educational environment. It is an important element needed by the students in this modern era. In similarly, Herlina & Dewi defined that writing is an ability of language that represents the concept, feeling, and ideas into the paper

followed by the process of writing. Nurfiryalianti, et al [6] mentioned that writing consists of some components such as grammar and paragraph organization. Furthermore, the process of writing is also supported by spelling, punctuation, capitalization, spelling, cohesion, unity, and organization. Therefore, it is absolutely necessary to apprehend all elements that affect the writing quality. Actually, the quality of writing can be determined by many factors. Those factors are fewer vocabulary, unable to arranging good paragraphs, and bad to elaborate the ideas into the paragraph. In consequence, by mastering all of the elements of writing, you are able to generate good writing.

According to Yunus & Chien [7] stated that writing always be a current language skill in the learning environment. However, it has become an essential skill needed by many subjects, not only in a language subject. Writing is also one of the most difficult skills for the students to acquire as writing requires a number of skills and conventions like organizing and developing ideas and information, choosing the right vocabulary accurately to eradicate the ambiguity of meaning and also the practice of accurate grammatical devices to focus and emphasize ideas. Therefore, ESL students should have frequent practice in writing other than having knowledge of skills and conventions of writing.

Flashcard

Flash card is any of a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study [4]. One writes a question on a card and an answer overleaf. Flashcards can bear vocabulary, historical dates, formulas or any subject matter that can be learned via a question and answer format. Flashcards are widely used as a learning drill to aid memorization by way of spaced repetition.

Furthermore, flashcards is one of the figure media or learning tool in the form of picture cards, which used small figures, symbol, or figure accompanied by information in the front or back of the card in the forms of word sentence [8]. In addition, flashcard is used to help students" to recall something in the forms of figures, symbol, or text printed on the card so that

it can stimulate the students' mind in order to be able to understand the writing contained on the card [9].

Characteristic of Flashcard

Using flashcard media is a graphic medium that promotes the sense of sight. This media is media that presents visual symbols, numbers, and ideas by word and image. According Ratri [4] is a flashcard learning media in the form of a picture card size approximately the size of a postcard or 25x30 cm. As according to Herlina & Dewi [3] flashcards for English language teaching is jargon for pictures (or diagrams, words, etc.) that you can show to students, typically something you can hold up when standing in front of the whole class.

In other words, characteristics flashcard media is a picture that accompanied the words as caption. The pictures on the flashcard grouped in several series: animals, fruits, colors, shapes, alphabets, numbers, professions, and so on. Flashcard is a graphics media practical and applicable. From the description of the characteristics of flashcard above it can be concluded that the flashcard is a card that has two sides with one side containing images, text, or symbol mark and the other side in the form of definitions, captions, answers, or descriptions which help remind or directing students to something associated with the existing image on the card [10].

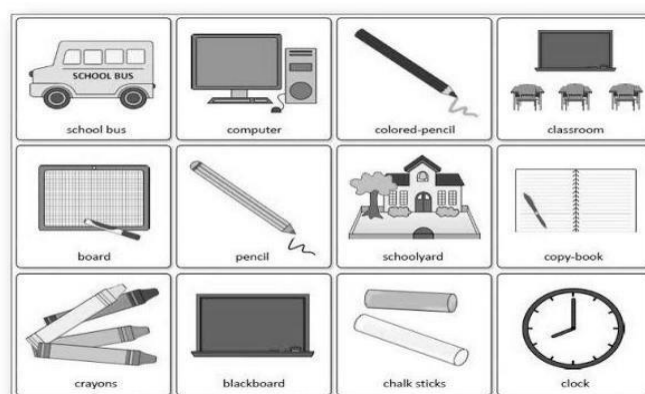


Figure 1. Example of Image on the Flash Card

Thus, it can be described that the flashcard is characterized as follows; (a) Flashcard form of picture cards are effective, (b) Have the two sides of the front and rear, (c) The front side contains an image or mark symbol, (d) The back side contains definitions, captions, answers, or description, and (e) simple and easy to make.

Applying Flashcard

According to Rahmasari [8] there are procedure uses flashcards, they are: (1) Arrange the flash cards in the order teacher would like to present students. (2) Starting with the first flash card, hold it up so students can clearly see the front. (3) Shows the flash card front to students that consist of words cards and said in English and asked the students to repeat after several time to make sure that they could say it in a correct pronunciation. (4) Give question to them by showing flashcards one by one randomly. (5) If students give an incorrect response or no response, tell him the correct answer, and place these flash cards in a pile on your right side. Finally, after you have finished showing your students all of the flash cards, you may continue your flash card teaching session by using the stack of incorrectly answered cards.

Method

The researcher applies the library research to answer the research question of the study. Library research is a technique of collecting data by learning and understanding data which has close relation with the problems from books, theories, etc. In similarly, Blaxter [11] asserted that library research placed the writer to look for information from many resources and have deep understanding on the topic of the study. Library research involves the step by step process used to gather information in order to write a paper, create a presentation or complete a project [12].

Results and Discussions

The Implementation of Flash Card in Teaching Writing

The first article that is entitled 'The Process of Students' Essay Writing through Flash Card and Storytelling: An Implementation of Integrated Writing'. The teacher used flashcard to teach narrative text. The teacher gave some flashcard to the students. It covered the narrative text. In the activity, the students first read the flashcard and they had to understand the content of the flashcard they have got. The given flashcard had the same topic in order to build the same concept of writing process. The students could open the dictionary to know the meaning of the vocabularies. Based on the article, some students were asked to tell the story in front of the class based on the content of the flashcard. The activity was conducted to know the ability of the students in telling the stories.

It is different from the second article entitled 'The Use of Flashcards for Teaching Writing to English Young Learners (EYL)', the flashcards were given to the students as the medium to teach writing. The teacher used flashcard to teach the students to make the story well. Moreover, the teacher used two flashcards which have different function. Based on the article, the first flashcard is about completing the missing words of the story. Then, the students were asked to complete the sentences of the story by using the words provided in the box. Meanwhile, the second flashcard is about answering questions. In the activities, the students were given the flashcard by the teacher. The first flashcards were distributed to the students in which the students had to complete the missing word of the story. The students had to put the appropriate words on the story to make the good story. In the next activity, the teacher gave the second flashcard. In that activity, the students had to answer the questions which placed on the flashcard. After answering question, the students arranged the sentences into a story which was related to the flashcard.

Meanwhile, on third article entitled 'Learning of *Imla* „Using Flashcards on Writing Skill at Islamic Elementary School Level in Samarinda'', flashcard is used to teach writing on *Imla*' lesson for children or elementary

level students [13]. On the activity, the teacher gave an explanation of the material to be conveyed and gave simple questions related to the material to be conveyed. The teacher introduced the words that were difficult to be pronounced by listened them to the students, then asked the students to repeat the words together

Then, the students repeated again and the teacher wrote words on the board and the teacher displayed the pictures of the things spoken so that the students understood the meaning of the things pronounced and pasted the pictures as the writing on the board. The teacher also asked the students to prepare some stationaries (notebook, pencil, and eraser). Next, the teacher distributed the flashcard to all students and asked them to write on their books as the letters or words on the flashcard. After all students have finished working, the teacher asked some students to come forward and rewrite on the board as written on their notebook. If there was an error, the teacher asked the other students to rewrite the correct one as the form of joint correction, then the teacher explained the location of the error occurred by showing the flashcard that matched to the desired answer. In the closing activities, the teacher re-explained the material by asking some questions to the students, and then answered by the students simultaneously. For reinforcement and evaluation material, the teacher gave exercises to be done by the students at home by distributing some flashcards and asked the students to rewrite on their notebook as what has been distributed.

Students' Responses toward Implementation Flashcard in Writing Skill

Based on the article journals, most students felt interested and more understand in writing lesson. This can be seen from the research story paper made by the previous researcher about the use of flashcard in writing. Previously, students did not understand how to find ideas for writing, develop ideas, how to compose paragraphs with correct word selection and grammar. Most of the students still feel confused. Besides that, students feel bored in participating in learning activities. However, the researcher tried to look at the process to the implication of integrated writing through flashcards as a media and storytelling to make a good essay. So far, integrated writing technique has been conducted in teaching and learning process. This study describes the

process of essay writing done by the students to have a good essay and coherence in their writing. From this explanation, it can be concluded that the tourism brochure media is very effective in improving writing skills in writing descriptive text.

On another journal article, it can be summarized that most of the learners could make a story related to the flashcards well. Even when they were given and were asked to make a story with two types of making a story, the first type is about completing the missing words by using the words in the box and the second type is about answering the questions then arranging them into a story also help the educators and teachers in teaching writing activity. There are also many ways of using flashcard to teach and to improve English skill. Flashcards can be used to teach and to improve listening, speaking, reading and also writing. It also can be used to study and to improve the learners' vocabulary, pronunciation, spelling, grammar, and so forth.

In several article journals that have been researched, researcher has found that teaching writing could be implemented creatively. It needs a creativity to enrich more ideas to write. There are some ways how to gather ideas. The first is flashcard. It is the famous way as the step before writing. Flashcard helps the writer to organize the ideas smoothly [4]. It could give the guidance to the write in keeping the ideas continuously. Second, is free writing. This way is also effective to keep the ideas directly to be written in a paper, then, the writer review and revised to the ideas which are out of topic sentence. The next way is taking a note. This way is a way to keep points by points in writing. This is used to keep the ideas in order to make the writer easy in writing the next ideas.

Additionally, the flashcards can also be used to help the students write easily, especially in developing an Essay. It contains at least three paragraphs long. Flashcards need to be clarified and explained before it is given to the students. It needs guidance writing. The role of lecturer in explaining step by step is needed by students. The lecturer needs to explain the important points stated in the flash cards. Rahmasari [8] said that the teacher must be a motivator, resource, and feedback provider for the students. It means that the teacher or lecturer has an important role in teaching and learning process. At

the end, the students must be able to arrange the ideas based on their own ability in order to avoid the plagiarism.

Based on the several journals studied, flashcard contributed to improve the students' skill to writing skill. It could represent data of the things they were writing. The pictures could increase the quantity of vocabulary and hence of the text [3]. For instance, when the teacher asks the students to write about artists, they will imagine in their mind things, such as song, album, figure, gossip. Nevertheless, in writing they could improve the text by adding other vocabulary items related to the text instead of those words. As when the pictures shown by the teacher contain other supporting things, automatically the careful students will write them down in their papers. The students were also more imaginative when they saw the pictures shown by the teacher in order to make a paragraph, especially a descriptive paragraph. The pictures made them be able to explore what they see [4].

By looking at that medium, they were stimulated to explore what things in their mind at the time. Unconsciously, the number of vocabulary they want to write could be increased. The vocabulary, which they forgot to write, appeared in their writing. They might write anything about the picture in their papers. Thus, their texts include the description in detail since the missing and forgetful things would conjure up in their minds, when they saw the pictures. Moreover, students are more attractive to learn something since they are still in development age. It is proven when the writer conducted the treatment; they were enthusiastic in learning by using pictures. It is lined with Rahmasari [8] use of pictures can encourage the student's interest and imagination. They like seeing pictures instead of noticing words and listening to the teacher's words. In this case, pictures are appropriate media to make the students develop their mind by their sight.

Conclusion

Based on those findings and discussion above, the researcher concludes flashcard is one of the effective media in teaching English in the four skills. Because the images are concrete and more realistic than just verbal explanations. Images can solve the problem of space and time constraints. For

this reason, images or pictures are considered the most appropriate media to handle it. Flashcard is a very effective media to be used as a media in teaching writing skills, because in the several journals studied, some journals stated that using Flashcard can improve writing skills and knowledge of vocabulary. By using Flashcard, students are also more interested and enthusiastic in participating in teaching and learning activities.

After conducting the research, the writer is likely to give some suggestions that the teacher should enhance their ability in teaching English especially when taught using flashcards to implement writing skill, so the students would remember and write easily. The teacher should teach writing effectively. Students should always be active in teaching learning process and are not afraid of English lesson; students should study English continually in classroom and in their home.

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