

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents findings and discussion of this research . They are description about how is the use of flash card games in basic writing at Junior High School. The further information will discussed in this chapter

A. Findings

These data finding about how the use of flash card game in learning basic writing skill at Junior High School at MTs Al Istiqomah Banjarmasin. According Haycraft (1978: 102-106) states two types of flash card games, these were word flash card games and picture flash card games. Based on observation, on September until October 2019 at MTs Al Istiqomah Banjarmasin , the researcher found that the teacher used pictures flash card games in teaching English Basic Writing skill to her students. The observation had been done six times. The researcher gave explanation of the how the use of flash card game in learning of basic writing skill at Junior High School as below :

1. First observation

The first observation conducted on September 23th 2019 at VII A class of MTs Al Istiqomah Banjarmasin. The learning material is about self introduction. The teacher used pictures flash card games to teaching about writing for self introduction.

In opening activity, the English Teacher greeted the students by saying *Assalamualaikum Wr. Wb* and say” good morning students, how are you today?” The students answered “Walaikumsalam Wr.Wb and Good morning Mrs Isna , I am fine , and you?” , the teacher said “I am fine too, thanks”.

After greetinged the teacher checking the student’s attendance, the teacher began class activity with repeat the learning material on last week about self introduction. Next, the teacher continue learning material on the worksheet book material about self introduction . The teacher explanation about how asking someone origin, example : where are you from? , where do you come from? Etc and asking that for example : I am from Banjarmasin, I am from Gambut, I am from Jakarta Etc.

The teacher asked students to listening the teacher read translate of some self introduction expresion and asked students to wrote that translate on their worksheet book. After the students finished , the teacher said some expresion that and students repeat that.

After the learning material explained to students, teacher informed students about the holding of an English educational game in the form a picture flash card game to practice their writing skills and exam their understanding about that day learning material. Each students is asked to provide a sheet of paper and a pen to play.

Hear the teacher gave educational games , the students saw very happy and enthusiashm for followed educational games, next the teacher

ask students to prepared pen and one paper , and then the teacher explained about procedure of the pictures flash card games before playing the flash card game.

The teacher start playing the game with randomizing some pictures which contain pictures and simple sentence about self introduction. That flash card the researcher looked have size 25 x 30 cm, very simple and easy to make like used computer print pictures and cartoon.

After randomizing the teacher played flash card games with presented the pictures to students and hold it up in 10 seconds, and students try wrote the sentence same with sentence of the flash card games.

After all students finished writing sentence of flash card , the teacher ask the students raise up their paper together , and then the teacher corrected paper of students and checked that. Next step the teacher wrote true sentence of flash card on the whiteboard, after that the teacher said that the student who wrote same with the teacher s sentence is win.

Students who are categorized as winning here are those who are correct and according to their writing with simple sentences that are in the flash card picture both in terms of writing and the perfection of the spelling of the letters. students who lose, namely those who write wrong sentences simply even if only one letter, including those who do not respond or do not write at all.

The teacher continues the flash card game with the same steps as the beginning of the game, but this time the teacher uses an elimination system for students who lose and write incorrect sentences in the flash card no longer allowed to follow the next game. In the next flash card game students are asked to write in a fairly short time of 5 seconds, for students who still succeed in writing simple sentences until the end of the game in accordance with the writing in the flash card image declared as the winner.

After finishing playing the flash card game, the teacher repeats the sentences and expressions about the self introduction in the flash card game, and together reads them and translates them. Then before closing the lesson the teacher asks students to note down the simple sentences that have been translated, and then closes the learning.

2. Second observation

The second observation was conducted on September 25th 2019. At VII C class of MTs Al Istiqomah Banjarmasin learning materials are the same as those in class VII A on Monday, September 23th 2019 ago, which is about self introduction,.

The teacher opened the class by greeting and checking student's attendance. She asked the students about the last meeting material. Students respond that the last meeting material discusses learning self introduction part of the phrase asking someone identity and answer that. After that the teacher continues the learning by asking students to open

their worksheet on page 31 which contains the text self introduction material. The teacher then invites all students to read the text, repeat after me !! Teacher said ...

Self introduction text page 31

Hello my friends ..I would like to introduce myself. My name is Sinta. I am from Jakarta. am student of SMP 1 Jakarta. I was born in Jakarta, on December 9Th 2001. Now I am 11 years old I live at Ciputat Street number 42 Jakarta center. My hobby is swimming. I live with my parents, my father's name is Mr. Rangga an my mother's name is Mrs. Dina Nice to meet you all ...

After reading that text together, the teacher then takes out some flash cards and showed them to students. The teacher explained that he would provide an educational game that is a flash card game related to the learning material that day. The teacher asked students to prepared notebooks and pens to play this game. After that the teacher explained about the flash card game, what is a flash card, how to play it, and what rules must be obeyed when playing a flash card game. After the teacher explained and is understood by students the teacher then start randomizing that flash card.

The teacher start the game by showing her first card containing a picture and writing a simple sentence "my name is Aina, I like writing" with a picture of a woman writing. The teacher presented the card while

walking in front of the whiteboard to make sure all students see the card shown by him. After that the teacher closes the flash card again, and re-randomizes the flash card before presented the second card, when the second card presented again the picture of a female student holding a book with the words "My name is Kirana, I love reading", the teacher then asked students to wrote return these simple sentences to the notebook.

After that, the teacher presented the third card but on this third card the student is asked by the teacher to wrote the sentence in the flash card with 10 seconds, after being understood by the student the teacher presented the third card again with a picture of a female student holding an arrow that says "My name is Dina, My hobby is archery. " And so on until the 5th order picture card

On the 6th flash card the teacher tell the students to wrote the flash card sentence in a very short time of 5 seconds one card. After being understood by students, the teacher then start randomizing the 6th flash card again with the sentence "My name is Aina, I like shopping". Likewise with the 7th order card to arrive at the 10th order card.

After arrived at the 10th order card, the teacher stop the flash card game and appointed the students one by one to wrote forward the results of writing simple sentences from the student's work. And the results are three out of ten students who mistakenly wrote from sentences on the flash card. Namely in writing the sentences "My name is Lisa, my hobby is photography", "My name is Dina, my hobby is Archery" and "My name is

Aina, I like writing", each of them put writing errors in the spelling letters of the language English, that is, photography, they wrote as photography, also in the sentence my hobby is archery, lies the writing error in the word hobby they wrote with the word hobby only, and in the sentence I like writing, which they wrote become writting.

After all the sentences are written on the whiteboard, the teacher asked students to closed the book again and presented back the ten cards that have been shown one by one to all students while walked from left to right side so that all students in the class saw everything from a distance near the flash card. Then after that the teacher checked and correct with students the answers of the ten students on the whiteboard and together corrected the wrong sentence and translated it.

After that the teacher asked students to justify the sentences in their notebooks as a result of playing the flash card game and the translation of the sentence. Then the teacher resumed learning by asking students to wrote their self-introduction text on a piece of paper and collected it within 15 minutes before the learning hour ended. After 15 minutes the teacher asked students to collected the results from their text sheet, while concluding the day's learning, repeating a few sentences, self-introduction, and closing the lesson

3. Third observation

The third observation was held on September 27th, 2019. At VII A class of MTs Al Istiqomah Banjarmasin the learning material provided

was about my family. The teacher used a flash card game to teach, but here has a difference from the previous flash card game that used the elimination system in teaching self introduction Monday on September 23th , 2019. In that time the teacher used a flash card game as in teaching in class VII C on September 25th, 2019.

The teacher open learning process as usual by greeting and, and answered by all students. The teacher checked the students attendace, and there is one student who was sick that day. Then the teacher asked the previous learning about self-introduction, and asked students about expressions about self-introduction and translation to ensure students' understanding and memory of previous learning, while asking students to wrote their own self-introduction text in their notebooks within 15 minutes as did class VII C in the previous teaching.

After more than 15 minutes the students simultaneously told the teacher that they had finished their self introduction writing assignments, after that the teacher told 3 of the students to read the results of their self introduction text, and according to the observations of the researcher the 3 students successfully wrote text their self introduction correctly. After that the teacher continued learning, and tell students to open their worksheet on page 40 entitled "My family". The teacher explained my family learning material related to how expressions introduce yourself and family and expressions asking for family identity etc.

Example expression of introduce my family:

He is My father, his name is Mr. Ridha

My mother's name is Mrs. Zulfa

My sister's name is Nanda ‘

Hello ... let me introduce my brother, my brother's name is Rayhan

She is my sister, her name is Sarah, she is a student

Hello .. are you brother's brother?

Hi Putri, can you introduce your sister?

Are your father is Mr. Jodi?

The teacher invites students to read these expressions together,
repeat after me, said that teacher.

Teacher: He is my father

Students: He is my father

Teacher: His name is Mr. Ridha

Students: His name is Mr. Ridha

Teacher: Hello ...

Students: Hello

Teacher : Let me introduce my brother

Students : Let me introduce my brother

Teacher : My brother s name is Rangga

Students : My brother s name is Rangga

After reading the expressions together the teacher together to translated some of the phrases on page 41 about my family and some vocabulary related to learning about my family. Then the teacher instruct students worked on assignments 21 page 43, that is, fill in the blank the dialog with several answer keys underneath it within 20 minutes.

Next, the teacher together with students fill in the blank dialogue and translate it. The teacher then re-issued several flash cards with pictures as they had done before at the previous meeting, before start the flash card game the teacher again explained about the procedures for playing flash cards and the slight difference from the way the previous games had been played in teaching activities on September 23th 2019.

After the students expressed their understanding of the procedures for the flash card game the teacher then told students to prepare their own notebooks and pens to play the flash card game. The teacher then starts randomizing and selected the first card to presented students. The first card was issued showing a picture of a doctor with the phrase "My father's name is Mr. Joko, He is a doctor" just like in the previous meeting the teacher gave time to write in ten seconds, and the teacher showed a flash

card while walking so that all students could see the sentence on the flash card clearly.

Likewise on the second to fifth sequence cards the teacher shows one by one a flash card containing pictures and simple sentences. On the sixth to tenth cards as the teacher did in teaching using flash cards in class VII C on September 25, 2019, instructed students to write sentences on the flash cards within 5 seconds. After being understood by all students, the teacher then starts randomizing the sixth order card, until it reaches the tenth order card.

After the ten cards are shown to students, the teacher then invites selected students to go ahead to write the result sentences from their writing on the board. Seen from ten students who wrote flash card sentences, only one student wrote the wrong sentence on the flash card, while the nine students who were instructed to write simple flash card sentences successfully wrote the flash card correctly.

Similar to students of class VII C in the previous observation, the location of their writing errors is in the form of writing the spelling letters on the flash card that is in the sentence "My parents are flower farmer" precisely on the word "parents" the student writes the word "parent" i.e. there is a backward letter S on the word parent.

The teacher then open the ten flash cards that have been previously shown and instructs students to carefully observe the sentences one by one,

and instructs the wrong student to correct the writing of the wrong sentence. Then the teacher then with the students translates these simple sentences together and instructs students to take notes on the simple sentence translations.

Before closed the teacher's learning, as was done in the previous teaching, students are asked the teacher to write a text about self and family introduction on one sheet of paper within 10 minutes before the learning hours are over. Students then work on writing the text, after 10 minutes the teacher inform them that the time to work on writing the text has finished, and students are expected to collect the results of their assignments. The teacher then gives close learning by saying greetings.

4. Fourth Observation

The fourth observation conducted October 4th 2019. At VII C class of MTs Al Istiqomah Banjarmasin the learning material provided is about days of week.

The teacher opens learning as usual by greeting and greeting students, and is answered by all students. The teacher checks the attendance of students, while asking about the activities of the Muharam Week competition which was previously held at MTs Al Istiqomah Banjarmasin. After checking student attendance, the teacher then writes the title of the day's learning material which is about days of week. The teacher asks students about the names of the days in a week, students look enthusiastic about answering these questions.

Then, the teacher asked the students back about who knew the names of the days in English, seen several students who were enthusiastic about answering the question. The teacher then asks students to open their worksheet on page 60 about the names of the days.

Example:

Sunday = Minggu Monday = Senin Tuesday = Selasa
Wednesday = Rabu Thursday = Kamis Friday = Jumat
Saturday = Sabtu

The teacher then read the vocabulary of the names of the day followed by all students, the teacher then asked students to memorize the vocabulary of the day's names for 5 minutes. After 5 minutes the teacher asked students to close their worksheets, and asked the names of days in English , the teacher also asked students the names of English days translated into Indonesian.

After that, the teacher then asked students to open the worksheet on page 62 and instructs students to do task 2, which is to match the vocabulary meaning of the names of the days in English, the teacher gave 10 minutes to work that task. 10 minutes passed, students one by one finished working on the task pairing the names of the day. The teacher and students then examined the answers to the paired questions together.

After that, the teacher then re-issued flash cards with the names of the days. The teacher explained that the procedure for played that flash card game is the same as the previous teaching activities. Students then start prepared their notebooks and pens, prepared to start the first flash card game. The teacher start randomizing flash cards, and displays the first card, looking simple sentences with colorful pictures with the simple phrase "Dedi go to swimming every Sunday". Just like before the teacher gave only ten seconds for students to write the sentence up to the fifth order card. In the sixth to tenth order is the same as before, the teacher gave five seconds to write a simple sentence that is on the flash card.

After all the cards are shown, the teacher re-assigns students to write the results of simple sentences they write on the board, and showed back to the ten cards that have been played so that students can observed them even more carefully. And students improved the results of their writing which is still wrong in writing simple sentences from the flash card.

In the fourth observation in class VII C MTs Al Istiqomah banjarmasin found differences from before, that the ten students who wrote simple sentences on the blackboard were all successful in writing simple sentences that were on the flash card, different from previous observations that still exist students and quite a lot of grade VII C students are wrong in writing simple sentences on a flash card. In this observation, there are many Grade VII C students who have correctly written simple sentences on the flash card.

The teacher then returns to asking students about the names of the days of the week in English, students are seen scrambling to answer the teacher's questions. After that the teacher then gives a conclusion of the day's learning, and closes the learning by saying greetings.

5. Fifth observation

The fifth observation was held on October 8th 2019. At VII C class of MTs Al Istiqomah Banjarmasin the learning material provided was about what time is it ?. The teacher re-uses the flash card game to provide teaching related to students' writing skills. But here the teacher again applies a flash card game with an elimination system as in the beginning of observation in class VII A on September 23, 2019.

As usual, the teacher opens the learning by greeting students and greeting with answered by all students. The teacher then asks about the presence of grade VII C students that day, and repeats a little of the past learning about the day of the week. After that the teacher writes the title of learning material about what time is it. The teacher asks students about the time and hour in daily life, then the teacher starts writing the time and time in English and explains it to students.

The teacher then instructs students to open their worksheet on page 74 about the clock, seen in the book a few pictures of the clock in English writing. Next the teacher explains to students the meaning of the English language writing.

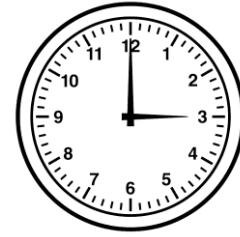
Example :



It is eight o'clock



It is four o'clock



It is three o'clock

The teacher reads the sentences followed by grade VII C students. The teacher then asked the students one by one in English while showing the clock picture in their worksheet. After that the teacher then asks students to reopen their worksheet, and instructs them to do assignment 3 to fill in the blank dots containing clock images. The teacher gives 15 minutes for students to fill in the blanks. After students finish the task, the teacher and students then examine it together.

After that, the teacher then starts to re-issue the flash card that has been prepared previously containing pictures and simple sentences about the clock material. The teacher explains to students about the procedures for the flash card game which differs slightly from the previous flash card game, which in this game uses an elimination system for students. The teacher also explained the rules of the game to the prohibitions and violations of the flash card game to students, the teacher also implemented a game system using the elimination, semi-final, and final phases of the flash card game this time. After being understood by all students, the teacher then asks students to prepare a sheet of paper and pen on the table.

After all students are ready to take part in the game, the flash card game starts with the teacher randomizing the first card, and students write the sentences that are on the flash card with the given time of 10 seconds. After finishing writing, students are asked to lift up the results papers from their writing, the teacher then checks the results of the students' writing in this first phase all students write them correctly. Until all students can continue the next flash card game. But in the fifth phase of elimination many students mistakenly wrote simple sentences on the flash card. Students who incorrectly write flash cards are no longer allowed to take the next game. In the semi-final phase, there were five students remaining in the game and surviving, in this semi-final phase students were asked to write simple sentences in five seconds. And in the final phase that was followed by 3 students, students were instructed to write simple sentences with a time of three seconds.

Different from the game at the previous meeting, this time the teacher gave prizes each to three students who managed to survive until the end in this flash card game. The teacher then repeats again to show the flash card images that have been played and invites students to read the sentence together. After that, before closing the lesson on that day and as a closing observation in class VII C, the teacher invited the researcher to give a questioner to all students regarding the flash card game in learning basic writing skills to all students of class VII C, amounting to 30 students who had been prepared previous. The teacher gives 10 minutes for

students to fill in the questions given by the researchers. After 10 minutes students then collect the results from their questioners. The teacher then gives a conclusion and a little repetition of the learning material on that day. After that the teacher closes the learning and says hello, and then invites students to take a photo with the researcher.

6. Sixth observation

The sixth observation and the final observations were held on October 10 th, 2019 at class VII A with learning material about days of the week. Not much different from the previous meeting in class VII C, the teacher starts learning by saying greetings, checking the presence of students and asking about previous learning.

The teacher then wrote the title of the days of week theme. The teacher asked all students about what day is in the week, students were quite enthusiastic about answered questions that are given around the day of the week. The teacher then ask students to open their worksheet book page 60 about days in a week in English.

Example:

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| Sunday = Minggu | Monday = Senin | Tuesday = Selasa |
| Wednesday = Rabu | Thursday = Kamis | Friday = Jumat |
| Saturday = Sabtu | | |

The teacher then read the vocabulary of the names of the day followed by all students, the teacher then asked students to memorize memorize the vocabulary of the day's names for 5 minutes. After 5 minutes the teacher asked students to close their worksheets, and ask the names of days in English and the teacher also asked students the names of English days translated into Indonesian.

After that, the teacher then instructed students to open page 64 worksheet book and instructed students to did assignment 4, which is to fill in the points of the meaning of the day vocabulary in English, the teacher gave 10 minutes to work that task. After 10 minutes passed, students one by one finished working the task from their teacher filling in the dots of the names of the day. The teacher and students then examined the answer together.

After that, the teacher then start to open the flash card that has been prepared previously containing pictures and simple sentences about the clock material. Similar to the flash card game that was played previously in class VII C, the teacher explained to students the same procedures for playing flash cards at the beginning of observation in class VII A which in this game used a elimination system again. The teacher then explained the rules of the game to the prohibitions and violations of the flash card game to students, the teacher also explained again about implementing the game system using the elimination, semi-final, and final phases of the flash card

game this time. After being understood by all students, the teacher then asked students to prepare a sheet of paper and pen on the table.

After all students were ready to take part in the game, the flash card game starts with the teacher randomizing the first card, and students write the sentences that were on the flash card with the given time of 10 seconds. After finished, students asked to lift up the results papers from their writing, the teacher then checked the results of the students' writing in this first phase all students write them correctly. Until all students could continue the next flash card game. Unlike in class VII C, the elimination phase in which many students mistakenly wrote simple sentences on a flash card occurs in the sixth phase. Students who incorrectly wrote flash cards were no longer allowed to take the next game. In the semi-final phase, there were 9 students remaining in the game and surviving, in this semi-final phase students were asked to write simple sentences in five seconds. And in the final phase which was followed by 4 students returning, students were instructed to write simple sentences with a time of three seconds. at this time the teacher also gave prizes each to four students of class VII A who managed to survive until the end in this flash card game.

The teacher then repeat again to show the flash card images that have been played and invites students to read the sentence together. After that, before closed learning on that day and as closed observation in class VII A, the teacher invited the researcher to give a questioner to all students

regarding the flash card game in learning basic writing skills to all students of class VII A, amounting to 30 students. The teacher gave 10 minutes for students to fill in the questions given by the researchers. After 10 minutes students then collected the results from their questioners. The teacher then gave a conclusion and little repetition of the learning material on that day. After that the teacher closed the learning.

Futhermore , the result of the observation how use flash card games in learning basic writing skill are :

- 1) Procedures of how the use of flash card games in learning basic writing skill.

Terdapat sedikit perbedaan prosedur langkah penggunaan permainan flash card yang di gunakan oleh guru dalam pembelajaran keterampilan menulis dasar, lebih jelasnya peneliti paparkan dalam tabel di bawah ini :

Table 4.1. Procedure of flash card games in learning basic writing skill from 1st observation until the last observation.

| No | Observation | Date | Class | Learning Material | Procedure |
|----|-----------------|---------------------------------|-------|-------------------|--|
| 1. | 1st observation | September 23 th 2019 | VII A | Self Introduction | <ol style="list-style-type: none"> 1. This flash card game using elimination system 2. The teacher prepared pictures flash card and asked students to prepare one paper and pen 3. The teacher explained to |

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| | | | | | <p>students about the rules of playing flash card games</p> <ol style="list-style-type: none"> 4. The teacher randomizing flash card 5. The teacher open 1st flash card until – 5th flash card appropriate with the level of sentences which more complicated until leaving 10 - 5 students left in 10 seconds 6. The teacher presented flash card only stand up at one point 7. After finished the teacher asked students to open and raised their paper and checked that. 8. The teacher wrote true sentence of flash card in white board. If students wrong in wrote the simple sentence of flash card, they not allowed for followed flash card game again. 9. In semi final phase the teacher only gave 5 seconds for students |
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| | | | | | <p>wrote the simple sentence of flash card.</p> <p>10. And in final phase the teacher only gave 3 seconds for students who wrote the simple sentence of flash card.</p> <p>11. After finished playing flash card games, the teacher opened back flash card which presented to students and wrote all true sentence of flash card again in whiteboard.</p> <p>12. Next, the teacher Asked students to justify their sentences which wrong. And then, the teacher read that sentences together with students and translate that.</p> <p>13. The last step, the teacher repeat that sentences and</p> |
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| | | | | | <p>together with students remembered expressions about the self introduction in the flash card game.</p> |
| 2. | 2nd observation | September 25 th 2019 | VII C | Self Introduction | <ol style="list-style-type: none"> 1. The teacher prepared pictures flash card and asked students prepared their notebook and their pen 2. The teacher explained to students about the rules of playing flash card games. 3. The teacher randomizing flash card. 4. The teacher open 1st flash card until – 5th flash card and gave 10 seconds for students to wrote the sentence of flash card. 5. Different with the first observation , in this observation the teacher presented flash card with walked at all class corner with the hope students could saw clearly. 6. In the 6th – 10th flash card the teacher only |

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| | | | | | <p>gave 5 seconds for students wrote the sentence of flash card.</p> <p>7. After finished, the teacher appointed the students one by one to wrote forward the results of writing simple sentences from the student's work.</p> <p>8. After all the sentences are written on the whiteboard, the teacher asked students to closed the book again and presented back the ten cards that have been shown one by one to all students while walked again so that all students in the class saw everything from a distance near the flash card.</p> <p>9. Then after that the teacher checked and correct with students the answers of the ten students on the whiteboard and together corrected the wrong</p> |
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| | | | | | <p>sentence and translated it.</p> <p>10. After that the teacher asked students to justify the sentences in their notebooks as a result of playing the flash card game and the translation of the sentence. Then the teacher resumed learning by asking students to wrote their self-introduction text on a piece of paper and collected it within 15 minutes before the learning hour ended.</p> <p>11. The last step the teacher asked students to collected the results from their text sheet, while concluding the day's learning.</p> |
| 3. | 3rd observation | September 27 th 2019 | VII A | My family | <p>1. This step same with 2nd observation start from the teacher prepared pictures flash card and asked students to prepared their notebook and their pen</p> <p>2. The teacher explained to students about the rules of playing flash card</p> |

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| | | | | | <p>games.</p> <ol style="list-style-type: none"> 3. The teacher randomizing flash card. 4. The teacher open 1st flash card until – 5th flash card and gave 10 seconds for students to wrote the sentence of flash card. 5. In the 6th – 10th flash card the teacher only gave 5 seconds for students wrote the sentence of flash card. 6. After finished, the teacher appointed the students one by one to wrote forward the results of writing simple sentences from the student's work. 7. After all the sentences are written on the whiteboard, the teacher asked students to closed the book again and presented back the ten cards that have been shown one by one to all students while walked again so that all students in the class saw everything from a |
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| | | | | | <p>distance near the flash card.</p> <p>8. Then after that the teacher checked and correct with students the answers of the ten students on the whiteboard and together corrected the wrong sentence and translated it.</p> <p>9. After that the teacher asked students to justify the sentences in their notebooks as a result of playing the flash card game and the translation of the sentence. Then the teacher resumed learning by asking students to wrote their self-introduction text on a piece of paper and collected it within 15 minutes before the learning hour ended.</p> <p>10. The last step the teacher asked students collected the results from their text sheet, while concluding the day's learning</p> |
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| 4. | 4th observation | October 4 th 2019 | VII C | Days of week | <ol style="list-style-type: none"> 1. This step still same with 2nd observation and 3rd observation, start from the teacher prepared pictures flash card and asked students prepared their notebook and their pen 2. The teacher explained to students about the rules of playing flash card games. 3. The teacher randomizing flash card. 4. The teacher open 1st flash card until – 5th flash card and gave 10 seconds for students to wrote the sentence of flash card. 5. In the 6th – 10th flash card the teacher only gave 5 seconds for students wrote the sentence of flash card. 6. After finished, the teacher appointed the students one by one to wrote forward the results of writing simple sentences from the student's work. 7. After all the sentences are |
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| | | | | | <p>written on the whiteboard, the teacher asked students to close the book again and presented back the ten cards that have been shown one by one to all students while walking again so that all students in the class saw everything from distance near the flash card.</p> <p>8. Then after that the teacher checked and corrected with students the answers of the ten students on the whiteboard and together corrected the wrong sentence and translated it.</p> <p>9. After that the teacher asked students to justify the sentences in their notebooks as a result of playing the flash card game and the translation of the sentence. Then the teacher resumed learning by asking students to write their self-introduction text on a piece of paper and</p> |
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| | | | | | <p>collected it within 15 minutes before the learning hour ended.</p> <p>10. The last step the teacher asked students to collected the results from their text sheet, while concluding the day's learning</p> |
| 5. | 5th observation | October 8 th 2019 | VII C | What time is it? | <p>1. This flash card game using elimination system again same with first observation</p> <p>2. The teacher prepared pictures flash card and asked students to prepare one paper and pen</p> <p>3. The teacher explained to students about the rules of playing flash card games</p> <p>4. The teacher randomizing flash card</p> <p>5. The teacher open 1st flash card until – 5th flash card sesuai appropriate with the level sentences which more complicated until leaving 10 - 5 students who left in 10</p> |

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| | | | | | <p>seconds</p> <p>6. The teacher presented flash card only stand up at one point</p> <p>7. After finished the teacher asked students to open and raised their paper and checked that.</p> <p>8. The teacher wrote true sentence of flash card in white board. If students wrong in wrote the simple sentence of flash card, they not allowed for followed flash card game again.</p> <p>9. In semi final phase the teacher only gave 5 seconds for students wrote the simple sentence of flash card.</p> <p>10. And in final phase the teacher only gave 3 seconds for students who wrote the simple sentence of flash card.</p> <p>11. After finished playing flash card games, the teacher opened back flash card which presented to students and wrote all</p> |
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| | | | | | <p>true sentence of flash card again in whiteboard.</p> <p>12. Next, the teacher Asked students to justify their sentences which wrong. And then the teacher read that sentences together with students and translate that.</p> <p>13. The last step, the teacher repeat that sentences and together with students remembered expressions about the self introduction in the flash card game.</p> <p>14. But which different with all observation before this was the teacher gave gifts for students who win and survived until the end games.</p> |
| 6. | 6th observation | October 10 th 2019 | VII A | Days of week | <p>1. This flash card game using elimination system again</p> <p>2. The teacher prepared pictures flash card and asked students to prepare one paper and pen</p> <p>3. The teacher explained to</p> |

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| | | | | | <p>students about the rules of playing flash card games</p> <ol style="list-style-type: none"> 4. The teacher randomizing flash card 5. The teacher open 1st flash card until – 5th flash card sesuai appropriate with the level sentences which more complicated until leaving 10 - 5 students who left in 10 seconds 6. The teacher presented flash card only stand up at one point 7. After finished the teacher asked students to open and raised their paper and checked that. 8. The teacher wrote true sentence of flash card in white board. If students wrong in wrote the simple sentence of flash card, they not allowed for followed flash card game again. 9. In semi final phase the teacher only gave 5 seconds for students |
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| | | | | | <p>wrote the simple sentence of flash card.</p> <p>10. And in final phase the teacher only gave 3 seconds for students who wrote the simple sentence of flash card.</p> <p>11. After finished playing flash card games, the teacher opened back flash card which presented to students and wrote all true sentence of flash card again in whiteboard.</p> <p>12. Next, the teacher Asked students to justify their sentences which wrong. And then the teacher read that sentences together with students and translate that.</p> <p>13. The last step, the teacher repeat that sentences and together with students remembered expressions about the self introduction in the flash card game.</p> <p>14. In the last observation this the teacher also gave</p> |
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As the researcher to get closed investigation at MTs Al Istiqomah Banjarmasin, the researcher gave questioners that have 10 questions about the use of flash card game in learning basic writing skill VII A and VII C class students of MTs Al Istiqomah Banjarmasin which have 60 students. With that questioner, researcher could found the result that the use of flash card games very helpful for students to learning basic writing skill. 85 % of them agreed and feel so many benefits and support with the existence of flash card game as a media for learning basic writing skill.

Based on that questioners , according from students of VII A and VII Class of MTs Al Istiqomah Banjarmasin said that flash card game could make learning English became more interesting and fun, could help them more trained in English writing and also remembered sentences, expression , and vocabulary of English. From that questioner the students also said the flash card game could make them to practiced English writing accuracy.

The result of the questioners also presented 15 % expressed less support and not agree for the flash card game. The most basic reason from that students who not agree are the flash card game have limitations to seen especially for them who have miopia eyes. Because the reason that, this is could be evaluation for the teachers who played flash card game for not only stay at one point in the class, the

teacher must walked at all class corner with the hope all students could see the flash card, especially for them who have miopia eyes.

B. Discussion

In this section, the researcher tries to discuss the research findings with other references. In order to justify the research findings, the researcher tries to discuss that with references to the theories related how the use of flash card game in learning basic writing skill at Junior High School.

1. The flash card which used by the English teacher

According Haycraft (1978 : 102 – 106) states two types of flashcards. They are word flashcards and pictures flashcards. Word flash cards are cards on which word have been printed. The word flashcards can be used to practice structure sentences. And pictures flashcard are cards which have pictures and symbol, vocabulary, or sentences. Picture cards are useful for the teaching, learning, practicing, and remembering English skill, one of that is writing skil (Nasr, 1972: 67). For example, can make learning English become more interesting and fun, to help students more training in English writing, the students can more remembering sentences, expression , and vocabulary of English. The flash card game can make the students to practicing English writing accuracy.

Based on the observation, in MTs Al Istiqomah Banjarmasin, the English teacher uses pictures flashcard. The teacher give same sentences and expresion from the learning material. The teacher presented some

pictures flash card which have simple sentences for basic writing skill . Flash card that teacher uses correct with the theory and compatible with Junior High School grade which start from beginner level or basic writing learning.

According with The history (2012 : 167-168) “Basic Concept Writing” In basic writing activities in class generally have a goal so that students can write a word, reading, or simple sentence precisely both in listening and see from the material taught by the teacher in class. In basic writing students are expected to be able to produce writing that can be started from writing spelling and writing from simple sentences. This is same with the teacher teach the students through flash card game at 1st observation until 6th observation and from the questioner, although for students flash card game is one of new for them at 1st and 2nd observation , but at 3rd observation until the last observation the students more can write a words or simple sentences in see from the material taught by the teacher before her using flash card game in teaching basic writing skill to students.

Based on the theory the are procedure uses flash cards according Kasihani, Suyanto (2008). The procedure of uses flash cards are

- a. Sit comfortably facing the students
- b. Arrange the flash cards in the order she would like to present them
- c. Starting with the first flash card, hold it up so students can clearly see the front

- d. Give question to them by showing flashcards one by one randomly.
- e. If students give an incorrect write or no response, tell him the correct answer, and place these flash cards in a pile on your right side.
- f. 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 card.

The observation on 23th September – 10 October 2019 in the class VII A and VII C of MTs Al Istiqomah Banjarmasin. Class VII A and VII C is regular class consist of 60 Students (VII A have 30 students and VII C have 30 students). In the teaching learning process the teacher start from explained the learning materials about self introduction, my family, days of week, and what time is it?. Based on that observations, the procedures of the use flash card are used by the English teacher :

- 1) The teacher start from explained about the learning material
- 2) Teacher prepare pictures flash card
- 3) Teacher randomizing and arrange flash card in the order she would like present to students
- 4) Teacher starting from 1st flash card until 10th or more flash card while walking with hope the students can clearly see in 5 – 10 seconds one picture
- 5) After finished, the teacher check and give question for students one by one about the true sentences

- 6) For students who incorrect write, the teacher will tell them the correct answer and ask students to justify their sentences which incorrect
- 7) The last, the teacher continue the learning process or give task for students with using the sentences of pictures flash card.

Based on the theory from Kasihani,Suyanto (2008) there are seven procedures uses flash card. Based on observation on 23th September – 10 October 2019 , although the teacher using different system for playing flash card , that are elimination system and normal educational game system but outline the procedure of used flash card game by the teacher in learning basic writing skill same with the theory.

2. How the use of flash card game in learning basic writing skill

According to Kasihani, Suyanto (2008 : 109) in the point “e”, the flash card game can be give variation in the teaching learning process. Flashcards is so useful to help the teacher in the English learning. Based on questioners from the students of VII A and VII Class of MTs Al Istiqomah Banjarmasin, they said that flash card game could make learning English became more interesting and fun. This is in line with the theory from Kasihani,Suyanto (2008) that the flash card game can give varition in the teaching learning process, no exception english skill learning especially basic writing skill, with the learning basic writing skill using variation that can make the learning more fun and not boring for students.

Another that still based from students s questioners , the flash card game can make the students more practiced English writing accuracy , can help more trained in English writing and also remembered sentences, expression , and vocabulary of English. This is same with the theory from Indriana (2011 : 68) in her book “a variety of teaching media aids” states that flashcard media are practical in making and using them so that whenever students can learn properly using flashcard , easy to remember because this flash card picture card contains lots of images that are very interesting, contain letters, numbers, and things that are simple and interesting, so that it will stimulate the brain to longer remember the message that is on the card, and very fun if using as a learning medium, it can even be used in the form of games.

And the flash card game is effective and suitable if using in learning basic writing skill at Junior High School grade. Based from observation 23th eptember – 10 October 2019, flash card games used byt the teacher when her teaching basic writing skill have the pictures and simple sentences , this is same with the theory The history (2012) “basic concept writing” In the basic level or beginner stage, learning writing is more oriented on mechanical abilities. Children are trained to be able to write some basic writing that is simple and structured, slowly the children will be led to the ability to express ideas, thoughts, feelings, into written

form that has been mastered through various exercises starting from the previous basic level to become a true writing ability.

The flash card game which used by the teacher when teach basic writing skill is refers to the topic and its explanation before start the game, discussion evaluation and conclusion after finished using flash card game. This is same with the theory from Nurgiyantoro (2001:48) about component of basic writing skill that is content, if the content refers to the topic and its explanation, discussion, evaluation and conclusion that basic writing skill learning should be clear , spesisific, and relevant. Another that, in language component the teacher presented complex sentences in flash card game , this also appropriate with the theory from Nurgiyantoro in language aspect in basic writing if the students can use effective complex sentence . In the 3rd observation until the last observation the students could use complex sentences appropriate with pictures of flash card game and can using that in their writing.

Another that, the flash card game which used by the teacher is also appropriate with english grammatical , have clear sentences idea, and suitable vocabulary with the learning material, this also same with Harris (1979 : 68). He proposses aspects of writing , that are grammar, form, vocabulary and style. By considering those aspects, students can compose a perfect writing and understandable by the readers. Based on research observation the flash card game was suitable for that theory. With the reslut that , not supprisingly on 3rd observatiønn until the last observation

the students more could writing the short text about the learning material than before the teacher using flash card game. This is shows that flash card game is effective and appropriate if using in learning basic writing skill at Junior High Schol grade.