



The Use of Problem Based Learning and Flashcard Media to Teach Writing for Seventh Grade Students

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ABSTRACT

Writing is an essential skill for students. Writing can convey ideas and our thoughts in a way that is easy for others to understand. Moreover, people prefer to write when they get information. The method used in this research is problem-based learning and flashcard media which is considered suitable and interesting for junior high school students because using this media requires interaction between teachers and students to stimulate student creativity in learning. The research location was carried out at SMP N 1 Badegan which is a school with good accreditation in Ponorogo. The research approach used is qualitative descriptive research. To collect data, researcher used observation, interview, and documentation techniques. The triangulation method is used to check the validity of the data. Researcher used three aspects of data sources, namely social situations, participants, and documents, and used several research instruments, namely: observation lists, student interviews, teacher interviews, lesson plans, student grades, and photos. Data collection techniques were carried out using observation, interviews, and documentation. Data analysis techniques are obtained from data compression, data presentation, and drawing verified conclusions. The results of the discussion show that the application of PBL and flashcard media during learning is by the lesson plan which contains pre-activity, complete activity, and post-teaching activity by the observations made by the researcher. The problems found were each student's lack of English vocabulary, each student's lack of understanding of the material presented, and the lack of school facilities such as wifi which students could not use for studying. The solution given is to memorize vocabulary every week, combine flashcard media with various other media, and provide adequate wifi to facilitate learning at SMP N 1 Badegan.



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1. INTRODUCTION

Writing is a complex thing compared to the other three skills. Nurfidoh & Kareviati (2021) suggest that one way for students to express themselves is by writing, where they write down their knowledge, ideas, feelings, thoughts, and arguments on paper. Writing down ideas allows us to convey our thoughts in a way that is easy for others to understand. Moreover, people prefer to write when they get information. Harmer (2007) states that writing is a very important skill for students. They should know how to write reports, letters, and certain conversational techniques, such as proper punctuation, and paragraphing. It is important to convey ideas with writing that has the right structure and language elements.

In teaching writing itself, there are several approaches that teachers must take to improve students' English writing skills, and teachers must find the right approach. One of them is problem-based learning (PBL). Problem-based learning is a technique used by the author in this research to improve understanding of English writing. The role of the teacher during learning is not only as an intermediary but conveys concepts related to the subject to improve students' skills in solving problems. Problem-solving is obtained through learning steps to think and find solutions to problems. Problem-solving is an important component in learning English, as a

curriculum and learning requirement. Widiawati et, al. (2018) suggest teachers must be more selective in choosing learning techniques that will be used in the learning process.

In junior high school, often face difficulties so they do not master these skills well. Several studies have resolved the problems faced by students in previous writing. Only a few students get good grades in writing exercises. Students cannot write their ideas with proper grammar, words, and punctuation. When students search for the main idea, they may use incorrect words and sentence structure incorrectly. Therefore, they face difficulty in combining sentences into paragraphs.

Problem-Based Learning Method, this research aims to determine the effect of problem-based learning on writing skills using flashcard media for junior high school students. This research uses a problem-based learning method. The results of previous research were not optimal because they required re-identification to get maximum results in subsequent research. It is hoped that this research can provide a solution for teachers, especially in junior high schools, in developing students' writing skills that focus on descriptive text using flashcard media and problem-based learning methods to obtain good grades and results.

2. RESEARCH METHOD

This research uses a qualitative research design. Qualitative research is empirical research where the data is unbiased. According to Dedi (2019:86), qualitative research methods are a way of collecting data for research by directly compiling research findings that provide information used to improve teaching standards through practical examples. The aim of qualitative descriptive research is to provide a summary of daily events experienced by individuals or groups. Based on the explanation the researcher used descriptive qualitative research using problem-based learning and flashcard media to teach writing skills for seventh-grade students of SMP N 1 Badegan.

Triangulation is used as a data variation technique in this qualitative research. According to Creswell (2017), data triangulation is a qualitative research method that collects data through observation, document analysis, and interviews. The triangulation method is used by researchers to compare the results of interviews from each participant to ensure that the information collected is correct. Furthermore, the triangulation method was used to validate the research results by collecting data through observation, documentation and interviews.

This research was conducted on class VII students of SMP 1 Badegan. Researchers observed one class, namely class VII E, totaling 32 students. This research uses a writing test as the instrument and students create a simple one-paragraph descriptive text.

There are four instruments used to collect research data. At the instrument definition stage, the instruments used are: 1) Syllabus; 2.) Lesson Plan; 3) Observation Checklist; 3) Interview Guideline; 4) Photo.

This method is used to explain the actual situation that occurs directly in the classroom because it provides an overview of the implementation, problems found, and solutions provided in using the problem-based learning method and flashcard media to teach writing skills to class VII students of SMP 1 Badegan.

3. RESULTS AND ANALYSIS

This section presents the research results, the researcher explains in description each point of the results of observations, interviews and documentation.

a. Result Observation

This section explains the results of the observation process, the researcher has made observations to obtain data related to the research. Data collection was carried out by observing writing and teaching and learning activities using the Problem-Based Learning method and flashcard media.

Researchers use this syllabus to teach writing to VII E students at SMP N 1 Badegan. The syllabus contains one semester of learning regarding competency standards, learning activities, indicators, subject matter, assessment, time allocation, resources, moral values, and assignments. The syllabus is very important for teachers to be able to measure learning boundaries. The main thing in the teaching and learning process is the lesson plan. Learning plans are developed from the syllabus so that student learning activities achieve basic competencies. Learning activities are divided into 3 pre-activities, completed activities, and post-teaching activities.

1) Pre-Activity

In pre-activity, the learning activities carried out are an introduction to classroom learning activities.

The activities consist of greetings, prayers, introductions, and attendance for students who are not present that day.

2) While Activity

In temporary activity, learning activities contain main activities or main activities in learning. This activity contains steps in using the PBL method and media flashcards. In this activity, the teacher explains descriptive text material and how to use flashcards for learning to write. The teacher divides students into 7 groups with different flashcard images for each group. The aim of dividing groups is so that teachers can find out the creativity of each group and easily find problems encountered in learning.

3) Post-teaching Activities

The post-teaching activity contains the final activities carried out during learning, such as reviewing the material that has been presented, asking questions about material that students do not understand, and greeting at the end of the learning activity.

b. Result Interview

This section explains the results of interviews with English teachers and students of SMP N 1 Badegan after the lesson was carried out.

Tabel 3.1 Interview With Teacher

No.	Question	Answer
1.	What is your teaching process in teaching writing using the problem-based learning method and flashcard media?	The process is asking questions or problems, organizing students to conduct research, helping with independent and group investigations or working together to develop and present real work results and present them.
2.	What problems are found when learning writing using the PBL method and flashcard media?	The problem found was that students did not understand the vocabulary and grammar in writing stories in English. So, they still often have difficulty constructing sentences in English.
3.	What are the obstacles faced by students when learning writing using the PBL method and flashcard media?	The obstacles students face in learning to write are not being confident, being reluctant to try, sometimes being embarrassed, and not wanting to. And there is a lack of books that support learning so they are not relevant.
4.	What is your solution to overcome the problems faced by students when learning using the PBL method and flashcard media in learning writing?	The solution that I need is for students to be guided so that they can understand better and be better at writing in English, I tell them. collect English words that they already understand at this time. For example, one week they collect three English words, then I ask them to repeat those words the following week.
5.	Conclusion from you, what are the benefits of teaching writing using PBL using flashcards of any media?	In conclusion, the benefit of this PBL method is to develop critical thinking skills and problem-solving abilities as well as students' ability to acquire knowledge actively.

Tabel 3.2 Interview with Students

No.	Question	Answer
1.	What do you think about learning writing? using the Problem Based Learning method as mentioned above do we do?	In my opinion, using this method is very fun and exciting. (Students 1)
2.	Do you think it's fun to learn writing using flashcards	Very happy because I got useful knowledge. (Students 2)
3.	There are any difficulties or problems that you encountered in learning writing using the PBL method with flashcard media?	The difficulty is that I don't understand English vocabulary so I have to translate it first and the signal is not fluent, apart from that there are no other difficulties. (Students 3)
4.	What are the benefits of using PBL with flashcard media in learning writing?	Makes it easier to understand the material because you can find solutions to writing problems and the media used is interesting. (Students 4)

c. Result Documentation

This section explains the results of documentation when conducting research. The documentation results taken are by classroom learning activities. Documentation when the teacher explains the material, student writing activities, and documentation during interviews with teachers and students.

4. CONCLUSION

Based on these findings, the researcher concluded that the data shows that the use of flashcard media can be implemented in teaching writing. Based on the discussion, there are three steps in teaching writing. The first is pre-activity where the teacher opens the class and introduces the material. Second, temporary activities where the teacher explains the material and gives assignments. Lastly, post-teaching activities where the teacher concludes the material and closes the lesson. Students participate in teaching and learning activities such as answering teacher questions, analyzing images, citing examples, and writing descriptive texts. During the teaching and learning process, there are some students who ask questions about material that they do not understand. The teacher directly guides them by providing a detailed explanation of the linguistic characteristics of descriptive text. There are several advantages found in flashcard media for teaching writing to seventh grade students of SMP N 1 Badegan Ponorogo. The advantage is that students are interested in participating in learning because of the variety of media used. When they feel confused about the material, they will ask the teacher several questions. This can be seen from the fact that they feel happy and enthusiastic about learning. Using flashcard media can make students more interested because they can easily observe and make students more creative. After all, the pictures are varied. Then, some students find it difficult to understand the material in detail due to limited explanations from teachers, lack of English vocabulary, and limited school facilities such as wifi to translate English vocabulary.

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