



Development of Flash Cards to Help Write Short Stories for 5th Grade Elementary Students

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Abstract

This study investigates the effectiveness of "ALICE" Flash Cards as a learning medium to assist 5th-grade students in writing short stories. Recognizing the importance of writing in fostering creativity and critical thinking, the research addresses the challenges faced by students at SDN Sidorejo Lor 03 Salatiga, such as difficulties in developing themes, plots, and organizing sentences. The study employs a Research and Development (RnD) approach, integrating Sugiyono's methodology with the ADDIE model, encompassing analysis, design, development, implementation, and evaluation phases. Initial needs analysis through teacher and student questionnaires identified a lack of engaging media for writing instruction. Consequently, "ALICE" Flash Cards were designed, incorporating theme, plot, and setting cards to guide story development. Expert validation rated the media as highly suitable, leading to revisions that included simplifying instructions and adding story examples. Field testing involved pre-tests, media treatments, and post-tests. Small group trials indicated high practicality with an 80/100 score, while the effectiveness was rated 78/100 based on students' writing performance. Evaluations from students and teachers confirmed the media's effectiveness, with scores of 75/100 and 84/100, respectively. Statistical analysis using the Wilcoxon Signed Ranks Test showed a significant improvement in students' writing abilities, with a p-value < 0.05, confirming the media's positive impact. In conclusion, "ALICE" Flash Cards proved to be a highly effective educational tool, significantly enhancing 5th-grade students' ability to write short stories. This research recommends their use as a practical and engaging aid in elementary writing instruction.

INTRODUCTION

Writing is related to daily life because a person can convey information to others. Writing is the ability to put thoughts, ideas, or imagination into writing. According to (Marinan, 2019), writing is an activity that requires a patterned way of thinking and expressed in writing. The ability to write is closely related to a patterned way of thinking. Writing skills are important for students, because by writing students will train creativity in terms of put ideas in the form of writing that can be read by others. In addition, by writing students will train their thinking which will be expressed in the form of writing. According to (Pramita, 2017), writing is important for education, because writing becomes part of a productive and expressive activity and in writing someone must be skilled in composing words, so that the information contained can be understood by the reader.

In writing activity, a learning media is needed that can help students develop ideas for their writing. Learning media is a tool that teachers can use effectively to deliver material to students. According to (Ekayani, 2017), learning media is a tool that can help the teaching and learning process to stimulate students thinking, attention, and skills in the learning process. By using learning media, teachers will find it easier to transfer material to students, so that students will more easily understand the material taught. Learning media provides many uses in the teaching and learning process such as, students are more interested in learning, students can easily understand a material with the help of learning media, and student motivation can improve with the help of learning media in the teaching and learning process.



According to (Samura, 2015), the benefits of using media are: a) can attract students attention, b) can motivate students, c) students can learn on their own according to their talents and interests.

In 5th grade Indonesian language learning of elementary school, there is material related to short stories. A short story is a fiction story that can be finished reading in one sitting. According to (Tariq & Fatima, 2023), short stories are concise stories that can be read in one sitting. Short stories have a basic element and an extrinsic element. According to (Handayani & Pengesti, 2022), basic elements in short stories include themes, characters or characterizations, plots, settings, points of view, language style, and messages. Theme is the idea or basis of the development of a short story. The character or characterization is the person in the short story. The character or characterization will be closely related to the nature or character in the short story. The plot is the sequence of events in the story. Plots are divided into 2 types, namely forward plots and backward plots. The setting is the place or time of a short story. The point of view is the placement of the writer in a short story. Language style is the vocabulary that is used by the writer in developing a short story. The message is the underlining idea that the author wants to convey to the readers of short stories. Meanwhile, extrinsic elements includes the things that outside from the basic elements and usually related to the author of short stories. According to (Tanjung et al., 2019), the extrinsic elements of short stories are elements that are outside the short story, such as the background of the author. Indicators of achievement in writing short stories according to (Depdiknas (2004), based on (Machrus, 2016), include ideas, plot, and creativity in the use of language. However, the reality that occurs in schools still has problems.

Based on the results of teacher questionnaire from *SD Negeri Sidorejo Lor 03 Salatiga*, students has the difficulty from the teacher's perspective are in developing a story. The teacher said that the lack of use of learning media when teaching short story writing. From the results of the teacher questionnaire, it can be concluded that difficulties experienced by students are in developing a story. Teachers also lack media to use when teaching short story writing. Apart from the questionnaires distributed to teachers, author also distributed questionnaires to students. Based on the results of a students questionnaire from *SD Negeri Sidorejo Lor 03*, the results showed that students has difficulties, such as difficulty determining the theme & the plot and organizing sentences.

Based on the needs analysis that, the author wants to present a new innovation in order to help students write a short story by using Flash Cards media. Flash Cards are a learning media shaped like a playing card that contains an image or writing. According to (Pradana & Santosa, 2020), Flash Cards is a media that contains images, writing, or symbols in the form of cards made in various sizes to make it easier for students to understand a material. Flash Cards media can help students stimulate their thinking to be able to develop writing based on pictures or words. According to (Ulwiya & Sukidi, 2018), Flash Cards can develop thinking skills and help students put their imagination into writing. There will be 3 types of Flash Cards. The Flash Cards will contain images and words related to the theme, plot, and setting of the short story. This Flash Cards can help students in writing short stories. These Flash Cards the author has named "**ALICE (Ayo Nulis Cerita Pendek)**".

This research aims to help grade 5th elementary students write short stories with the use of "ALICE" Flash Cards media by presenting the problem formulation as follows: 1) What are the steps for using Flash Cards media? 2) How effective is Flash Cards media in helping write short stories for 5th grade elementary school students? 3) How high is the level of validity of Flash Cards media in short story material to help write short stories for 5th grade elementary school students? 4) How practical is Flash Cards media to help write short stories for 5th grade elementary school students?

METHODS

This research uses the method of Research and Development (RnD) from Sugiyono used 6 stages, such as potential and problems, collecting information, product design, design validation, design revision, and product testing with ADDIE development design (Analysis, Design, Development, Implementation, and Evaluation). This research was conducted in grade 5th students of *SDN Sidorejo Lor 03 Salatiga* on April 23 – May 02, 2024. This research began with interviews with teachers to determine the writing skills of students and followed by the distribution of student questionnaires to know short story writing skills. Wontinued with the small group test, Pre-Test, Media Treatment, and closed by Post-Test

The developed product will be seen for feasibility, practicality, and effectiveness. Product feasibility will be done with the assessment of media and material experts. The expert test uses the Likert scale with a score range of 1-5. The practicality of the product will be seen from questionnaire of students in small groups. The effectiveness of the product will be seen from the results of the media treatment and evaluation questionnaire from students and teacher. The practicality and effectiveness questionnaire uses the Likert scale with a score range of 1-5.

The technique of analyzing the results of the assessment of media, material experts, practicality test, media treatment result, and evaluation questionnaire from students & teacher will use the following equation:

$$P = \frac{f}{N} \times 100$$

Information, P = Final Score, f = Score Acquisition, and N = Maximum Score

The criteria for the assessment results of media experts, material experts, practicality tests are presented in table 1.

Table 1. Media, Material Expert Validation, and Practicality Test Criteria.

No	Value	Criteria
1.	80 – 100	Very Worthy
2.	60 – 79	Worthy
3.	40 – 59	Worthy Enough
4.	20 – 39	Not Worthy
5.	0 – 19	Not Feasible

Modification according to (Sa'adah & Wahyu, 2020, p.97).

The criteria for the effevtiveness of media from media treatment are presented in table 2.

Table 2. Effectiveness of Flash Cards Criteria from Media Treatment Result.

No	Value	Category
1.	85 – 100	Very Good
2.	70 – 84	Good
3.	60 – 69	Enough
4.	50 – 59	Effective
5.	0 – 49	Ineffective

(Ulfa & Qomariyah, 2016, p.4).

The criteria for the effectiveness of media from students and teacher evaluation are presented in table 3.

Table 3. Effectiveness of Flash Cards Criteria from Evaluation Questionnaire.

No	Value	Criteria
1.	81 – 100	Very Effective
2.	61 – 80	Effective
3.	41 – 60	Effective Enough
4.	21 – 40	Less Effective
5.	0 – 20	Ineffective

Modification according to (Arikunto, 2013) based on (Lisnawati & Rukmi, 2023, p.1473).

RESULTS AND DISCUSSION

The results of this research used stages from Sugiyono and combined with the ADDIE development design, as follows:

1. Potential & Problem + Analysis (+Evaluate)

The first stage is a needs analysis. The needs analysis was conducted by giving a questionnaire for 5th grade teacher at *SDN Sidorejo Lor 03 Salatiga*. The result obtained is that when writing stories students still have difficulty in developing story. Teachers also rarely use media when learning to write.

2. Collecting Information + Analysis (+Evaluate)

The second stage is collecting information from students in school. Questionnaires were distributed to grade 5th students of *SDN Sidorejo Lor 03 Salatiga*. The result obtained is that students still have difficulty in determining the theme & plot and organizing sentences.

3. Product Design + Design (+Evaluate)

This stage is carried out by making a Flash Card design that will be developed. The product developed is "ALICE" Flash Cards media. In "ALICE" Flash Cards media there are a brief explanation card; instructions for use card; theme cards containing friendships, holidays, and favorite activities; plots cards containing forward and backward; and setting cards containing morning & home; afternoon & beach; and evening & garden. Here is the "ALICE" Flash Cards :



Figure 1. "ALICE" Flash Cards

4. Design Validation + Development (+Evaluate)

At this stage, an expert assessment of the media and material is carried out. Media experts give a score of 95 out of a maximum score of 100, and getting very worthy criteria. While material experts give a score of 74 out of a maximum score of 100, and getting worthy criteria. From these results, it can be concluded that the learning material and "ALICE" Flash Cards media are feasible for use when learning to write short stories.

5. Design Revision + Development (+Evaluate)

From the expert's assessment, there are suggestions and comments to make improvements. suggestions and comments from media experts include 3 things, 1) clue cards are made simpler, 2) need to add story examples, 3) make boxes for "ALICE" Flash Cards. Suggestions and comments from media experts include 3 things, namely 1) media and learning objectives need to be reviewed and adjusted to the assessment rubric, 2) provide clear instructions, 3) need to bring up student achievement on the assessment sheet. Based on suggestions from experts, revisions were made such as shortening instruction cards, adding short story examples, creating boxes for Flash Cards, and revise the assessment rubric.

6. Product Testing + Implementation (+Evaluation)

The implementation was carried out at *SDN Sidorejo Lor 03 Salatiga*. The research carried out on Tuesday, April 23th, 2024; Thursday, April 25th, 2024; Tuesday, April 30th, 2024; and Thursday, May 2nd, 2024. Before being implemented to large groups, limited tests were carried out using media to small groups. The small group contained 14 students. After 14 students successfully tried using the media then they were asked to fill out a questionnaire to the practicality of using "ALICE" Flash Cards media. The practicality score obtained by "ALICE" Flash Cards media is 80 out of a maximum score of 100, and getting very worthy criteria. From these results, it can be concluded that the "ALICE" Flash Cards media is very feasible to be used for learning to write short stories.

After the small group test to determine the practicality of the media, followed by conducting a Pre-Test. Before students are asked to write a short story, the teacher explains what a short story is, the elements of a short story, the steps of writing a short story. After that, students will be asked to start writing their short story in 45 minutes.

Continued with a media treatment agenda. Before students are asked to write a short story, the teacher first explains the media and how to use it.

The steps for using "ALICE" Flash Cards media are as follows:

1. Each student takes a card by turning the Spinner Wheel.



Figure 2. Online Spinner Wheel

2. The 1st spinner is for taking the theme card, the 2nd spinner is for taking the plot card, and the 3rd spinner is for taking the setting card.



Figure 3. Numbers Obtained on the Spinner Wheel

3. Students will take cards according to the numbers that stop.



Figure 4. Flash Cards "ALICE" by Type

4. Students will write down the cards they get on the paper.

Figure 5. Paper to Write the Cards Obtained

5. Students will begin writing short stories on worksheets.

Figure 6. Students Worksheet

After finishing explaining, students will be asked to write a short story based on the cards they have obtained and given 45 minutes.

To assess the effectiveness of "ALICE" Flash Cards from media treatment, it was calculated from the class average results of writing short stories. The score obtained for the effectiveness of "ALICE" Flash Cards media is 78 out of a maximum score of 100, and getting good criteria. From these results, it can be concluded that student learning outcomes receive good criteria after using "ALICE" Flash Cards media.

To assess the effectiveness of "ALICE" Flash Cards media from the students and teachers, an evaluation of media use was also carried out by filling out questionnaires. The score obtained for "ALICE" Flash Cards media from the student's is 75 out of a maximum score of 100, and getting effective criteria. The score obtained for "ALICE" Flash Cards media from the teacher's is 84 out of a maximum score of 100, and getting very effective criteria. From these results, it can be concluded that "ALICE" Flash Cards media is very effective used by teachers for learning to write short stories.

Continued with a Post-Test agenda. Students are asked to complete a short story that has been created during the Pre-Test. Students will be asked to write a short story and given 45 minutes. Pre-Test and Post-Test results of students are processed using SPSS with the Wilcoxon Test by knowing hypotheses that can be taken into account through the following explanation:

H_0 : there is no difference between Pre-Test and Post-Test results, so there is no effect on using "ALICE" Flash Cards media to help write short stories.

H_a : there is a difference between Pre-Test and Post-Test results, so there is an influence on the use of "ALICE" Flash Cards media to help write short stories.

Information:

H_0 is accepted and H_a is rejected when Asymp. Sig. > 0,05.

H_a is accepted and H_0 is rejected when Asymp. Sig. < 0,05.

Here are the results of the Wilcoxon Pre-Test and Post-Test students in writing short stories:

Tabel 4. Wilcoxon Pre-Test and Post-Test Results

		N	Mean Rank	Sum of Ranks
Post-Test - Pre-Test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	23 ^b	12.00	276.00
	Ties	0 ^c		
	Total	23		

a. Post-Test < Pre-Test

b. Post-Test > Pre-Test

c. Post-Test = Pre-Test

Test Statistics ^a	
Post-Test - Pre-Test	
Z	-4.292 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

From the results of the Wilcoxon Test it is known that the significance value (Asymp. Sig. (2-tailed)) is 0,000. Because the significance value is less than 0,05 H_0 is rejected and H_a is accepted, so there is a difference in the results of writing short stories for Pre-Test and Post-Test. Therefore, it can be concluded that the use of "ALICE" Flash Cards media can help students in writing short stories.

Discussion

This research aimed to develop an educational tool called "ALICE" Flash Cards, designed to assist 5th-grade students at SDN Sidorejo Lor 03 Salatiga in writing short stories. The research process combined stages from Sugiyono (2019) with the ADDIE development model, encompassing analysis, design, development, implementation, and evaluation. In the needs analysis stage, a questionnaire was given to the 5th-grade teacher, revealing that students struggled with story development and that teachers seldom used media in writing lessons. Questionnaires given to students also showed difficulties in determining themes, plots, and organizing sentences, confirming the need for media to guide students in the short story writing process.

The product design phase involved creating "ALICE" Flash Cards with various types of cards such as theme, plot, and setting cards designed to guide students in writing short stories. This media was intended to provide clear structure and ease the process of story development for students. Validation by media and material experts indicated that the media was highly suitable for use, with scores of 95 out of 100 from the media expert and 74 out of 100 from the material expert. Although deemed suitable, there were suggestions to simplify the instruction cards and add story examples, which were subsequently implemented in the product revisions.

Implementation was carried out in both small and large groups, starting with a small group test that demonstrated the "ALICE" Flash Cards high practicality with a score of 80 out of 100. The results of the story writing showed an effectiveness score of 78 out of 100, indicating good results. Evaluations from both students and teachers also suggested that the media was effective for teaching short story writing. In the final stage, Pre-Test and Post-Test analysis using the Wilcoxon Signed Ranks Test revealed a significant difference between the Pre-Test and Post-Test results. A significance value of 0.000, which is less than 0.05, indicated that the use of "ALICE" Flash Cards effectively improved students' short story writing abilities.

This research successfully developed and tested the "ALICE" Flash Cards, proving them to be an effective and suitable educational tool. The systematic development process and comprehensive evaluation demonstrated that this media not only facilitated the learning process but also significantly enhanced students' writing skills. "ALICE" Flash Cards are recommended as an effective teaching aid for short story writing in elementary schools.

CONCLUSION

This research successfully developed and tested the "ALICE" Flash Cards educational tool, designed to assist 5th-grade students in writing short stories. The systematic development stages, from needs analysis to product evaluation, demonstrated that this media is not only suitable for use but also effective in enhancing students' writing abilities. Evaluations from teachers and students indicated that this media greatly aids the learning process. Therefore, the "ALICE" Flash Cards can be recommended as a learning aid for writing short stories in elementary schools.

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