



Exploring the effect of flashvocal to improve students' writing skills

Putri Ramadhani M

Faculty of Teacher Training and Education, Universitas Sulawesi Barat, Indonesia
Email Correspondence: putriramadhanimarkuss@gmail.com

Received: 2025, April | Revised : 2025, May | Accepted: 2025, May | Published : 2025, June



Copyright © 2025. Putri Ramadhani M. This work is licensed under a Creative Commons Attribution 4.0

Abstract

This study aims to determine the effectiveness of using Flashvocal learning media in improving students' writing skills and their interest in learning to write English. Flashvocal is an interactive learning media that combines visual, audio, and written text elements that aim to improve students' language skills, especially in composing descriptive texts. The research method used is a quantitative method with a quasi-experimental approach involving two classes of eighth grade students at SMPN 1 Tinambung. One class as an experimental class uses Flashvocal in learning, while the control class is taught using conventional methods. Data were collected through pre-test, post-test, and questionnaires to determine changes in students' writing skills and learning interests. The results of data analysis showed that although there was an increase in the average post-test score in the experimental class from 9.68 to 11.84, the results of the Independent Samples T-Test showed a significance value (2-tailed) of 0.436, greater than 0.05. This indicates that there is no statistically significant difference between the experimental class and the control class in terms of improving writing skills. However, based on descriptive analysis and student responses through questionnaires, the use of Flashvocal showed a positive influence in improving writing organization, idea development, and student motivation in writing. Thus, Flashvocal has practical potential in increasing student engagement and enriching the writing learning process in the classroom.

Keywords: Flashvocal, writing skills, descriptive text, student interest, English learning media

Introduction

English writing skills are one of the important skills that students need to master to support their written communication skills. However, in reality, many students

still have difficulty developing their writing skills. This difficulty can be caused by several factors, such as lack of vocabulary mastery, weak grammatical structure, low motivation, and lack of interactive learning media. Based on observations at SMPN 1 Tinambung, it was found that students tend to be more interested in speaking English than writing. When given a writing assignment, most students showed a lack of interest and their writing results were far from expectations. This is reinforced by the results of interviews with parents of students who stated that their children often use the internet passively and rarely practice writing. The use of technology that is not directed is also one of the causes of low writing skills in students. Students become accustomed to only copying information without processing it in written form, so that their critical and creative thinking skills in writing decline. Seeing these problems, an innovation in learning media is needed that can attract students' interest and encourage them to be active in writing. One of the media offered is Flashvocal, which is an audio-visual learning media that combines images, sound, and writing in one interactive unit. Flashvocal is designed to help students understand concepts through a fun multisensory approach. Several previous studies have shown that Flashvocal can improve students' conceptual understanding, memory skills, and learning motivation. Based on this background, this study aims to explore the effect of using Flashvocal on students' writing skills, especially in writing descriptive texts. This study also wants to find out to what extent Flashvocal media can increase students' interest in learning to write. It is hoped that the results of this study can contribute to the development of more effective and interesting writing learning strategies.

Literature

Writing is a complex language skill that requires mastery of various language components, such as vocabulary, grammar, and text structure. Suparno and Yunus (in Dalman, 2015) stated that writing is the process of conveying ideas, thoughts, and feelings through written language systematically and logically. In learning English as a foreign language, writing skills are an important indicator in measuring students' language mastery, especially in academic contexts. According to O'Malley and Pierce (1996), there are five important components in writing, namely: (1) ideas and content which emphasize clarity of messages and suitability to the topic, (2) organization which includes order and logical flow, (3) vocabulary which refers to the selection of appropriate and varied words, (4) grammar which includes sentence structure and the use of correct tenses, and (5) mechanics such as the use of appropriate spelling and punctuation. Flashvocal is a technology-based learning

media developed to help students understand and remember English material better. Nurhayati (2020) explains that Flashvocal is an innovative learning media that combines flashcard techniques with sound elements to improve memory skills and conceptual understanding. By using visual cards accompanied by audio and example sentences, students not only recognize words, but also understand their use in sentences. In addition, Wahyuni (2019) in her research showed that the use of Flashvocal significantly improved students' listening skills and understanding of sentence structures in English. This media is also considered effective in reducing students' difficulties in understanding vocabulary, which is an important component in writing skills.

Another study by Putra and Wijaya (2018) showed that Flash-based learning media can improve junior high school students' reading comprehension. By presenting material in the form of interesting interactive animations, students become more focused and motivated in learning. They also mentioned that media such as Flashvocal can create a fun learning atmosphere and support active student involvement. In the context of learning interest, Hidi and Renninger (2016) stated that learning interest consists of two main components: situational interest and individual interest. Situational interest refers to interest that arises due to certain conditions or stimuli, such as interesting learning media. While individual interest is interest that is more stable and influenced by motivation, self-confidence, and personal learning goals. They also highlighted several indicators of learning interest, such as enjoyment in learning (enjoyment), active involvement (engagement), and self-confidence. Thus, it can be concluded that the use of technology-based learning media such as Flashvocal not only has an impact on improving student learning outcomes in cognitive aspects, but also contributes to affective aspects such as interest and motivation to learn. Therefore, this study is important to determine the extent to which Flashvocal can influence students' writing skills and interest in learning English.

In conducting this research, to consider how the results of this study are expected to be useful later. One of the considerations is novelty. Researchers only found a few journals that discuss flashvocal, while researchers only found 3 journals about flashvocal in Indonesia and these journals focused on discussing improving students in remembering, listening to audio, and reading. While in this study the researcher focused on the use of flashvocal to improve students' writing skills.

Method

This study uses a quantitative approach with a quasi-experimental design. The quantitative approach was chosen because this study aims to test the effectiveness of Flashvocal media in improving students' writing skills and their interest in learning to write English, the data of which is obtained through numerical measurements and analyzed statistically. Sugiyono (2017) stated that quantitative research is a method used to research a certain population or sample by collecting data using research instruments, and then analyzing it statistically to test the established hypothesis.

The quasi-experimental design was chosen because researchers cannot fully control the independent variables in natural conditions. According to Sudjana (2009), a quasi-experimental design is the most appropriate design when researchers do not have full control over the variables and subjects of the study. In this study, there were two classes used, namely the experimental class which was given treatment using Flashvocal, and the control class which was taught using conventional methods. This study was conducted at SMP Negeri 1 Tinambung, Polewali Mandar Regency, West Sulawesi, in April–May 2025. The population in this study were all 131 students in grade VIII, spread across five classes. The sampling technique used was cluster sampling, which is a sampling technique based on class groups. From the results of coordination with the school and English teachers, two classes were selected that had relatively equal levels of ability and interest in learning, namely classes VIII A and VIII B, each of which consisted of 24 students. In this study, there are two variables, namely the independent variable and the dependent variable. The independent variable is the treatment given to the experimental class in the form of the use of Flashvocal media during the learning process of writing descriptive texts. While the dependent variable is measured through the results of student writing tests and learning interest questionnaires before and after treatment. The instrument used in this study was a written test (pre-test and post-test) which was used to measure students' writing skills in composing descriptive texts. Learning interest questionnaire, consisting of 15 statements with a Likert scale to determine the level of student interest in learning to write before and after using Flashvocal. Documentation as supporting data. The writing test instrument was compiled based on the O'Malley and Pierce (1996) assessment components, which include ideas and content, organization, vocabulary, grammar, and mechanics. The assessment was carried out by two assessors to increase reliability. Data were collected in two main stages, namely Before treatment (pre-test): Students from both classes were asked to write descriptive texts on the theme of "Environmental Cleanliness" to measure their

initial abilities. After treatment (post-test and questionnaire): After the learning process was completed, students were asked to write descriptive texts again and fill out the learning interest questionnaire. The test result data were analyzed using descriptive and inferential statistical tests. The Independent Sample T-Test was used to determine whether there was a significant difference between the experimental class and the control class. Questionnaire analysis was carried out by calculating the average score of each learning interest indicator. Preparation and coordination with schools and English teachers. Implementation of the pre-test in both classes to measure students' initial writing abilities. Treatment using Flashvocal media in the experimental class for four meetings. Implementation of post-test and distribution of learning interest questionnaires to students. Data analysis using statistical techniques to determine the effect of the treatment given. Through this procedure, researchers hope to obtain valid and reliable data to evaluate the effectiveness of using Flashvocal in improving students' writing skills and learning interests.

Results and Discussion

This section presents the research findings based on the results of data collection and analysis, both obtained through written tests (pre-test and post-test) and from the results of student learning interest questionnaires. The discussion of the results of this study will be linked to the theories that have been explained in the literature review and previous relevant research.

1. Pre-test and Post-test Results

This study was conducted in two classes consisting of an experimental class and a control class. Before being given treatment, both classes were given a pre-test to determine students' initial abilities in writing descriptive texts. The pre-test results showed that both classes had almost the same abilities with average scores that were not much different. This shows that the initial conditions of the two classes can be said to be balanced and worthy of being compared in this study. After being given treatment for four meetings in the experimental class using Flashvocal media, and the control class using conventional methods, a post-test was conducted with the same questions. The post-test results showed an increase in the average scores in both classes, but a higher increase was in the experimental class. The average pre-test score for the experimental class was 9.68, while the post-test score increased to 11.84. Although this increase is seen descriptively, statistical analysis using the

Independent Sample T-Test shows a significance value (2-tailed) of 0.436, which is greater than 0.05. This means that the difference between the experimental and control classes is not statistically significant. Thus, the null hypothesis is accepted, which states that there is no significant effect of the use of Flashvocal on students' writing skills statistically.

2. Learning Interest Questionnaire Results

Although there was no significant difference in the writing test results, data from the learning interest questionnaire showed different results. The questionnaire was given to students in the experimental class to measure their perceptions and interests in learning to write using Flashvocal. The questionnaire consisted of 15 statements with a Likert scale covering aspects of learning enjoyment, self-confidence, learning goals, and involvement in the learning process. The results of the analysis showed that most students gave positive responses to the use of Flashvocal. They felt that learning became more enjoyable and easier to understand. The aspects of enjoyment and involvement showed the highest scores, followed by confidence in writing and clarity in understanding the material. One of the statements that received the most positive responses was: "I am more enthusiastic about taking writing lessons because the media used is fun". This statement shows that Flashvocal has succeeded in increasing students' learning motivation, although it does not directly increase significant writing results.

3. Discussion

The results of this study indicate that Flashvocal has a positive practical impact in increasing student engagement and making writing learning more interesting. This is in line with the research of Nurhayati (2020) which states that Flashvocal is able to improve students' understanding of concepts and memory, and Wahyuni (2019) who found that this media improves the ability to understand language more effectively.

Although the increase in scores was not statistically significant, the practical value of Flashvocal is still felt, especially in creating a fun and interactive learning atmosphere. These results are also supported by the theory of Hidi and Renninger (2016) which explains that students' interest in learning can increase through interesting stimuli that are relevant to students' needs, one of which is through the use of interactive learning media. Thus, the use of Flashvocal can be recommended as an alternative learning media in writing learning at the junior high school level.

The use of media that is in accordance with student characteristics and learning needs can help students be more motivated and focused on learning.

Conclusion

This study compared the effectiveness of Flashvocal media with conventional methods in improving students' descriptive text writing skills. The pre-test results showed that the second class had balanced initial abilities, but after the treatment, although there was an increase in the average scores in both classes—especially in the experimental class (from 9.68 to 11.84)—statistical analysis (Independent Sample T-Test) showed that the difference was not significant ($\text{sig. } 0.436 > 0.05$), so the null hypothesis was accepted. However, the results of the learning interest questionnaire revealed that students reacted positively to the use of Flashvocal, feeling more motivated, enthusiastic, and involved in learning, although this did not directly have a significant impact on improving writing scores. This finding is in line with previous studies stating that Flashvocal can increase students' involvement and interest in learning, so it can be recommended as an alternative media in writing learning at the junior high school level to create a more interactive and enjoyable learning atmosphere.

REFERENCES

- Ary, D. (2010). Pengantar metodologi penelitian. *Jurnal Pendidikan dan Pembelajaran*, 1(1), 1-10.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. White Plains, NY: Pearson Education.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson.
- Dalman, H. (2015). Pembelajaran menulis. Bandung: Alfabeta. (hlm. 4, mengutip Suparno & Yunus).
- Dalman. (2018). Pembelajaran menulis: Kreativitas dan komunikasi. *Jurnal Pendidikan Bahasa*, 13(1), 1-10. (hlm. 3).
- Ellis, R. (2008). *The study of second language acquisition*. Oxford University Press.
- Emzir (2009). Pendekatan penelitian kuantitatif dalam ilmu pengetahuan. *Jurnal Penelitian Ilmiah*, 5(1), 12-25.
- Gay, L. R. (2016). *Educational research: Competencies for analysis and interpretation* (11th ed., pp. 123-145). Upper Saddle River, NJ: Pearson. ISBN: 978-0-13-383153-3
- Hinkel, E. (2004). *Teaching academic ESL writing*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Hidi, S., & Renninger, K. A. (2016). *The power of interest for motivation and engagement*. In K. R. Wentzel & D. B. Miele (Eds.), *Handbook of motivation at school* (pp. 197-214). New York: Routledge.
- Kerlinger, F. N. (1973). *Foundations of behavioral research*. Holt, Rinehart, and Winston.
- Kerlinger, F. N. (2000). *Foundations of behavioral research* (Edisi 4). Thomson Learning.
- Margono. (2017). Konsep dasar penelitian kuantitatif. *Jurnal Ilmu Pengetahuan*, 10(1), 1-10.
- Mayer, R. E. (2001). Multimedia learning. *Psychology of Learning and Motivation*, 41, 85-139.

- Nurhayati, dkk. (2020). Pengembangan Flashvocal untuk Meningkatkan Kemampuan Memori dan Pemahaman Konsep Bahasa Inggris Siswa. *Jurnal Teknologi Pendidikan*, 12(2), 101-114.
- Nurhadi. (2017). Kompetensi menulis sebagai kemampuan berbahasa. *Jurnal Pendidikan Bahasa*, 10(2), 123-135.
- Nasution. (2004). Metodologi penelitian. *Jurnal Ilmu Pendidikan*, 11(2), 100-110.
- Nazir, M. (2017). Metode penelitian. *Jurnal Ilmu Sosial*, 10(1), 1-10.
- Nawawi, H. (2017). Metode penelitian bidang sosial. *Jurnal Pendidikan dan Pembelajaran Sosial*, 6(2), 123-135.
- O'Malley, J. M., & Pierce, L. V. (1996). *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Addison-Wesley Publishing Company.
- Putra, A., & Wijaya, D. (2018). Pemanfaatan Media Pembelajaran Berbasis Flash dalam Meningkatkan Kemampuan Reading Comprehension Siswa SMP. *Jurnal Teknologi Pendidikan*.
- Sujana. (2009). *Penelitian dan Penilaian Pendidikan*. Bandung: Sinar Baru Algesindo.
- Sudaryanto. 2003. *Metode Penelitian*. Yogyakarta: Pustaka Pelajar.
- Sugiyono. (2017). Metode penelitian kuantitatif, kualitatif, dan R&D. *Jurnal Pendidikan dan Pembelajaran*, 6(1), 1-10.
- Sugiyono. (2013). Metode penelitian kuantitatif, kualitatif, dan R&D. *Jurnal Pendidikan dan Pembelajaran*, 6(1), 1-10.
- Sugiyono, A. (2017). Metode penelitian kuantitatif, kualitatif, dan R&D. *Jurnal Pendidikan dan Pembelajaran*, 10(2), 1-10.
- Sugiyono. (2015). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sugiyono, M. (2012). Metode penelitian kuantitatif, kualitatif, dan R&D. *Jurnal Pendidikan dan Pembelajaran*, 5(1), 1-10.
- Sugiyono. (2019). Metode penelitian kuantitatif, kualitatif, dan R&D. *Jurnal Pendidikan dan Pembelajaran*, 12(1), 1-10.
- Sugiono. (2017). Metode penelitian pendidikan: *Pendekatan kuantitatif, kualitatif, dan R&D* (pp. 234-256). Bandung: Alfabeta. ISBN: 978-602-9402-45-5
- Wahyuni, S., dkk. (2019). Evaluasi Efektivitas Flashvocal dalam Pembelajaran Bahasa Inggris. *Jurnal Bahasa dan Sastra*, 10(1), 45-58.