

ABSTRACT

Zakaria, Rico Ilhan. (2024). *The Implementation of Flashcards in Learning Writing Recount Text: A Case Study in State Secondary School 3 Blitar*. Thesis, English Education Department, Undergraduate Program, Balitar Islamic University Blitar. Advisor: (1) Hesty Puspita Sari, M.Pd. (2) Yusniarsi Primasari, M.Pd

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This research was conducted in response to the challenges faced by students in writing recount texts, particularly related to limited vocabulary, difficulties in generating ideas, and lack of mastery in past tense usage. To address these issues, the study explored the use of flashcards as a visual learning medium to assist students in understanding vocabulary and structure during the writing process. The main objective of this research was to describe how flashcards are implemented in teaching recount text writing and to examine students' responses throughout the writing stages.

This study used a qualitative case study design. The participants were one English teacher and four eighth-grade students at SMPN 3 Blitar, selected through purposive sampling. Data were collected through interviews, observations, and documentation. The research applied an interactive model of data analysis, which included data condensation, display, and conclusion drawing. The writing process was analyzed based on Harmer's stages: planning, drafting, editing, and final version.

The findings revealed that flashcards were integrated effectively into each stage of the writing process. Students showed improvement in idea generation, sentence construction, and revision activities. Behaviorally, students became more participative; emotionally, they enjoyed the learning process more; and cognitively, they demonstrated better understanding of verb forms and recount text structure. Flashcards functioned as a continuous support tool throughout the lesson, reinforcing vocabulary and facilitating sentence development.

It can be concluded that flashcards are an effective instructional medium in teaching recount text writing. The study suggests that teachers incorporate flashcards to foster student engagement and support writing skills. For future researchers, it is recommended to explore the use of flashcards in different genres or integrate them with digital media to further enhance writing proficiency in EFL contexts.