

## Modified Idea Listing Technique with Flash Card to Increase Students' Writing Ability towards EFL Learners

Ahmad Asrofi

English Education, Lampung University, Indonesia

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### ABSTRACT

The aim of this study was to find out the significant difference in modified the idea listing technique (ILT) with flash card toward the students' writing ability. The quantitative research would be conducted in this research and the participants would be focused in the eighth grade of MTs Raudhotul Jannah, Central Lampung. The data would be gained by contributing the pre-test and post-test. Then, to collect the data, it was analyzed by using SPSS version 25.0. The data was analyzed by using paired samples T-test. The result showed that mean of post-test is higher than pre-test and two tail significance is .000 which is lower than  $\alpha = .05$  ( $p = .000 < \alpha = .05$ ). As a result, the hypothesis is accepted. It is revealed that the modified ILT with flash card is one of the factors which influences the students' writing ability. Therefore, the result of this research showed that by using modified ILT with flash card, it was more significant differences in teaching writing ability. Furthermore, the writing aspects of modified ILT can increase in students' writing ability. So, it can be concluded that modified ILT with flash card can increase the students' writing ability.

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#### Corresponding Author:

Ahmad Asrofi

English Education, Lampung University

Email: [ahmadasrafy@gmail.com](mailto:ahmadasrafy@gmail.com)

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## 1. INTRODUCTION

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. Language is the system of sounds or word used by humans to express their thoughts and feelings [1]. The language used needs some skill, how the listener understanding what the speaker says about word or

sentence in each conversation [2]. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being.

Furthermore, in Indonesia, English is the first foreign language that is taught in formal education institutions [3]. There are two kinds of English skill; they are receptive and productive skill [4][5]. These skills are contained of four steps that will be learned by the students, they are; Listening, Speaking, Reading, and Writing skill. Writing is one of the product skills, in this skill the students are expected to be able to write kinds of genre well. Then, writing is one way to communicate with other people which are not spontaneous activity. Realizing that writing is one of the important things for English learners beside other skills, it is essential for people to develop their writing skill.

According to [5] [6], writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step action; it is a process that has several steps. It is reasonable to say that writing is the most important invention in human history.

Dealing with the need of building the students' writing, many students are confused what they should write and many students have difficulties to express the ideas although they know about the topic that has been given by the teacher [7]. Most students are not able to express their ideas and have less interest in writing. Some students consider writing as difficult part in learning language, especially English. They find difficulties to express their thought in writing because they do not have sufficient knowledge of vocabulary and language roles or grammar [8], [9]. They also find difficulty in organizing their ideas and sentences in writing. Those are the problems faced by the students in writing.

It is very important for instructional process to influence the students' writing achievement. There are many techniques that the teachers can use to help them in teaching learning. According to Brown (2006) idea listing is one of the techniques that can help the students to write well in English [10]. The implementation of idea listing in language teaching will get a great extent. Some reasons for proposing this technique are applied in this study because in teaching writing the teacher's role is to encourage students to develop their own ideas in writing. Oshima & Hogue (2006) in Yusuf (2023) state that idea listing is a prewriting technique that focusing on idea generation [11]. Besides, he believes that ILT with the appropriate procedures developed seems to be applicable in teaching writing, particularly with the emphasis on encouraging the students to get ideas. Finally, it can hopefully overcome the students' problems in writing especially in terms of how they generate ideas to write for the target topic and enhance their writing ability.

## **Research Question**

Is there any positive and significant difference of the student's writing ability toward the students who are taught by using modified idea listing technique with flash card?

## **Concept of Writing**

Heaton (1988) stated that writing skills are complex and hard to learn, the structural and considerable components are needed, then, to master word order and language style also are acquired [12]. Here is analysis that tries to have a lot of and diverse skill needs to write a prose well within five significant elements or principal topics, such as the use of language, structural skills, the way of content, stylistic and considerable skills. According to Nunan (2003) defines that writing is the process of thinking to invent ideas, thinking

about how to express into good writing, and arranging the ideas into statement and paragraph clearly [13]. It indicates that the learners are expected to explore the ideas and make them into good paragraph. Besides, writing is both a physical and mental act [14]. Meanwhile, Knapp and Watkins (2005) in Yusuf (2023) state that writing is defined as an activity which is relatively efficient and important thing [11]. It will produce well-prepared in having discussion and well-organized in having with classmates.

### **Concept of ILT**

According to Brown (2007) idea listing is one of the techniques that can help the students to write well in English [15]. The implementation of Idea Listing in language teaching will get a great extent. ILT is the fastest way to collect the ideas of their various discussions. Through the activity of this technique, writers have more time to go into depth on topics of interest. It will draw out a wide range of thoughts on given topic and help them to rapidly identify many aspects the topic even when they are just beginning to think about it.

In summary, Idea Listing Technique (ILT) is the fastest way to collect the ideas of their various discussions [16]. Through the activity of this technique, writers have more time to go into depth on topics of interest. It will draw out a wide range of thoughts on given topic and help them to rapidly identify many aspects the topic even when they are just beginning to think about it. By listing ideas, the writers can see the breadth of their thinking. They are likely encouraged to create or discover as many as they can. That is why it is very helpful when we want to generate the ideas for the target topic.

### **Concept of Flash Card**

Flashcards are another media for EFL learners while learning writing. A flashcard is a cardboard consisting of a word, a sentence, or a simple picture on it [17]. Another important feature of these cards is the fact that all the letters should be written in capital letters because learners sitting both in the front and back of the classroom should be able to read them easily. In the process of teaching writing to EFL students, both sides of these cards should be used. In a study conducted by Grabe (2014), results showed that flashcard training groups were significantly better than the control group in speed of reading words and reading comprehension [18]. Students said that they enjoyed their lessons and flashcards could be fun. Results of Apriyanto&Nurhayaty (2019) study also support that flashcards are fast and fun to use and they are effective since they have multi-sensory appeal and occupy only a short time within the lesson [19].

### **Teaching Writing through Modified ILT**

Dealing with the need of building the students' writing, many students also confused what should they write and many students have difficulties to express the ideas although they know about the topic that has been given by the teacher. Most students are not able to express their ideas and have less interest in writing. Some reasons for proposing this technique are applied in this study because in teaching writing the teacher's role is to encourage students to develop their own ideas in writing. Idea listing is a prewriting technique that focusing on idea generation [11]. Besides, he believes that ILT with the appropriate procedures developed seems to be applicable in teaching writing, particularly with the emphasis on encouraging the students to get ideas. Finally, it can hopefully overcome the students' problems in writing especially in terms of how they generate ideas to write for the target topic and enhance their writing ability.

The fact is that the student can not generate their ideas as well. Therefore the teacher applied modified idea listing with flash card. Flashcard, as the media teaching is a

card with the tiny size and used by the students as strategy stipulate specific instructions to prosper comprehension skills, utilized visual aids [20]. It can be made easy by teachers or students to enrich their idea. The importance of modified idea listing with flash card is to increase the students' writing descriptive text. In writing a descriptive text, the students should be able to describe in sequences and the students should be able to distinguish the structure of descriptive text which consists of identification and description.

Miftah (2015) explains the procedure of Idea Listing Technique. The procedure of listing technique is below [21]:

1. Write down the general topic at the top of the flash card.
2. Then, make a list of every word or phrase that comes into your mind about the topic. Don't stop the free flow of ideas flowing. The harder you think, the more ideas will flow. Of course, try to stay on the general topic. If, however, you write down the information that is completely off the subject, don't worry about it you can cross it out later.
3. Use word, phrases or sentences. Don't worry about spelling or grammar. Remember, your primary goal is to write down the ideas as quickly as they come to you without worrying about whether an idea is important, interesting or related to your subject. Try to focus on the topic.

## 2. METHOD

### *Research Design*

This study was conducted with quantitative research [22], [23]. This research was to find out the significant difference in modified the idea listing technique (ILT) with flash card toward the students' writing ability. In this research, the writer had used one class as a control and experimental class. The class was implemented with the teaching technique which control and experimental class were taught by using the ILT with flash card.

### *Participants*

The participants of this research are the students at the eighth grade of MTs Raudhotul Jannah, Central Lampung. The total of the participants are 30 learners. Related to the design, the researcher would take one class which it is control and experimental class. The utilization of one class was to find out the difference of the students' mean gain scores in teaching writing skill by using modified ILT with flash card.

### *Data Collecting Technique*

In collecting the data, the researcher used the pre-test was administered to the students before the treatment of teaching writing skill through the modified ILT with flash card. It was conducted to know the students' basic writing skill. The post test was administered to the students after being the treatment of teaching writing skill through the modified ILT with flash card.

### 3. RESULTS AND DISCUSSION

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest score	55.50	30	7.718	1.409
	posttest score	74.77	30	4.681	.855

Table 1 shows that mean of pre-test is 55.50 and post-test is 74.77. The data have 30 samples with std. deviation for pre-test is 7.718. While, std. deviation for post-test is 4.681. Thus, mean of post-test is higher than pre-test.

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	pretest score & posttest score	30	.087	.646

The next table is paired samples correlations. Based on sample above, it can be seen that pre-test and post-test have correlation's score .087. Furthermore, to know the significant different between pre-test and post-test can be seen in table of paired samples test.

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest score - posttest score	-19.267	8.670	1.583	-22.504	-16.029	-12.172	29	.000

The researcher needs table 3 to strength the results of this research. The table above show that two tail significance is .000 which is lower than  $\alpha = .05$  ( $p = .000 < \alpha = .05$ ). Based on the data above can be concluded that post-test can significantly increase of pre-test. Thus, there was significant difference in modified the idea listing technique (ILT) with flash card toward the students' writing ability.

### Discussion

The objective of this research was to find out the significant difference in modified the idea listing technique (ILT) with flash card toward the students' writing ability. There was research question in this article. It was formulated to know whether there was increase students' writing skill in English using a modified idea listing technique with flash card. Based on the result of the data above, it was obtained from paired sample T-test analysis.

The previous research by Miftah (2015), he found that the implementation of ILT with the appropriate procedures developed can enhance the students' ability in writing an expository paragraph [21]. The enhancement can be examined from the enhancements of the students' achievement in writing an expository paragraph, and of their involvement in the writing activities during the implementation of ILT in the teaching and learning process.

Then, Rahayu et al. (2020) state that listing technique could be a good technique in writing a descriptive text [24]. The students were not only better in developing ideas as the content of text, but they also were better in using good vocabulary and grammar. The difference between after and before teaching writing using listing technique was statistically significant. Therefore, this research supported the hypothesis that listing technique improved the students' writing skill.

A modified idea listing technique with flash card can help the students to increase their writing ability. This is also reinforced by the results of the mean of post-test is higher than pre-test. Moreover, the analysis of paired samples T-test shows two tail significance is .000 which is lower than  $\alpha = .05$  ( $p = .000 < \alpha = .05$ ). It means that there is a significant difference in the pre-test and post-test data. So, it can be concluded that through learning using this technique can increase students writing ability.

#### 4. CONCLUSION

##### *Conclusion*

Based on the results of data analysis, it can be concluded that the result of the test proved that the students who were taught by idea listing technique got higher the mean score in writing achievement. The use of this technique in teaching and learning especially for vocational school obviously has significant differences toward the students' writing ability. Therefore, it can be summed up that modified idea listing technique with flash card can increase the students' writing ability significantly. It indicates that, based on the key term of this study, the students who were taught by modified idea listing technique with flash card got higher the mean score. So, it means that modified idea listing technique with flash card was successful in teaching writing ability among EFL learners.

##### *Suggestion*

In order to help the students to have good writing skill, the teacher is suggested to be able to implement the modified technique in the teaching process. Here, the researcher recommends the teacher to use this modified idea listing technique with flash card as one of good techniques in teaching writing skill. Besides, the result of the research showed that modified idea listing technique with flash card is more significant to increase students' skill in writing. This is because the modified idea listing technique with flash card can help the students to generate their ideas. So, it can be as reference for further research which needs to conduct the similar technique as in this research.

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