The Frayer Learning Model Assisted by Flashcard Media: Descriptive Text Writing Skills of Islamic Elementary School Students

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Article Info

ABSTRACT

The purpose of this study was to describe the effect of the Frayer learning model assisted by flashcard media on descriptive writing skills in Indonesian language subjects for elementary school students. This research employs an experimental design with a nonequivalent control group. This study was conducted in Grade 2 at Islamic Elementary School Assalam Bandar Lampung. Data collection was done using observation sheets and tests. Data analysis used quantitative analysis with an independent t-test. The findings indicated that the Frayer learning model, facilitated by flashcard media, significantly and positively influenced the descriptive text writing abilities of second-grade students. The hypothesis test results, derived from an independent samples t-test, demonstrated a significance (2-tailed) value of 0.000, which is less than 0.05 (0.000 < 0.05), leading to the rejection of H_0 and the acceptance of H_1. Moreover, a substantial disparity in learning outcomes was observed between the experimental group and the control group. The experimental group employing the Frayer model achieved an average posttest score of 44.80, which was significantly superior to the control group's average posttest score of 38.70, utilizing the discovery learning method and video media. Moreover, the implementation of the Frayer learning model utilizing flashcards not only enhanced the average proficiency of students but also yielded more uniform and consistent capabilities. This data suggests that this model effectively aids most students, irrespective of their initial abilities, in attaining improved learning outcomes.

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1. INTRODUCTION

Language is essential to life. It symbolizes thoughts and feelings to communicate (Setiadi, 2024). A system of rules followed by users creates good language. Language unites nations as the main form of communication (Mailani et al., 2022). Language is learned to comprehend letters, words, and sentences. Thus, language learning can boost literacy from illiteracy to proficiency. Language is a tool for social interaction and communication. Intellectual/cognitive factors strongly influence language development (Yanti & Depalina, 2025). True language learning begins at 6-7 when kids start school.

Students learn Indonesian to improve. Indonesian is essential for all subject learning (Sya et al., 2021; Salam, 2022). Students should understand themselves, their culture, and others through language learning (Hoerudin, 2022). Students should use good Indonesian to express themselves and participate in society. Indonesian language learning improves students' oral and written communication skills and fosters an appreciation for Indonesian literature (Mailida & Wandani, 2023). Elementary Indonesian language learning includes reading, writing, listening, and speaking. Introductions, discussions, speeches, declamations, etc. are part of elementary school learning. Elementary school reading includes instructions, long texts, poetry, fairy tales, rhymes, conversations, stories, and drama. Elementary school writing involves expressing thoughts, feelings, and information in simple compositions (Ispandi et al., 2025). Letter instructions, announcements, dialogues, forms, speech texts, etc. Elementary school literature includes poetry, rhymes, and stories.

Elementary school students' Indonesian language skills improve by learning descriptive text writing (Fitrianingsih et al., 2024; Asyifa et al., 2024). Descriptive writing requires logic, analysis, and synthesis, making it difficult to learn (Husna, 2017). Descriptive writing aims to educate readers by revealing an object's true nature (Kusumayanthi & Malik, 2022). Many students struggle with descriptive writing, especially structure, content, and language (Ismayanti & Kholiq, 2020; Daulay et al., 2023). Student writing cannot follow the descriptive text structure of statements of opinion, arguments, and reaffirmations. Students also lack concentration, participate less in Q&A and group discussions, and lack focus. Writing requires ongoing training, skills, and knowledge, making it difficult. Writing skills are the ability to write. Writing expresses thoughts, dreams, and feelings through symbols or text (Aprelia et al., 2019). As the pinnacle of language skills, writing is the most complex (Baehaki & Cahyani, 2016). Thus, writing is essential to language development.

Before students write descriptive text, they need to know what they are going to write. A person cannot write without knowing what they are writing about. Therefore, descriptive text can describe something, whether it be an object, event, specific place, or character. When creating descriptive text, careful attention to every detail of the object being focused on is essential, and it must be easy for readers to understand so they are not confused and understand the author's intent (Chandra & Kharisma, 2025). Writing descriptive text requires careful depiction of the impressions of human senses so that readers can recognize, understand, feel, appreciate, and enjoy the author's writing. Therefore, creating descriptive text requires the assistance of the five senses to clearly describe the object being described.

According to pre-research and interviews with second-grade Indonesian language teachers at Islamic Elementary School Assalam, students' ability to write descriptive texts was still low, which affected their low writing skills and learning outcomes that were still lacking in completeness scores. The teacher also explained that she used learning models and various media to support classroom learning. The teacher used the conventional learning model, where the teacher delivered material orally to students so they could master it, but this did not help students generate descriptive text ideas.

Students who just listened without understanding the teacher's explanation showed this. Students had poor memory and understanding of teacher material. Some students were unmotivated to learn Indonesian because they found it difficult. According to homeroom teachers of grades 2A, 2B, and 2C, mid-semester summative assessment data for grade 2 was used to calculate Indonesian language learning scores during pre-research. When the research used the learning model, this measured students' abilities before treatment. Indonesian Assalam Islamic Elementary School grade 2 students were low, especially grade 2C. Of 61 students, 48% (29 out of 61) scored in the good category (≥80), while 52%, or 32, did not. In grade 2C, 15 of 19 students scored below good. To ensure group equality, this study sampled grades 2B and 2C with 19 students each.

Multiple learning models can help students improve their writing (Wijayanti & Utami, 2022). Frayer is one of many learning models researchers are interested in. The graphical learning model Frayer requires students to organize their thoughts and define a word or concept. This format improves students' vocabulary (Tsabata, 2025). This learning model requires students to consider keyword characteristics and provide examples and non-examples. The Frayer learning model can improve students' writing structure and vocabulary (Panjaitan & Sihotang, 2020). Visual concept mapping makes writing more relevant. Researchers want to try the Frayer learning model because it's varied and student-centered.

As change agents, teachers help Indonesian language learners, especially children, reach their skill levels (Ratminingsih et al., 2023). The teacher's main responsibility is how the lesson is taught. This concerns teaching methods, strategies, and approaches. Students' subject preferences can be affected by teaching method (Iswara, 2024). Thus, teachers must choose appropriate media and learning models to engage students, especially in Indonesian language subjects.

This requires learning strategies that encourage student activity, such as learning media (Kandia et al., 2023). Media naturally becomes learning media in certain contexts. Learning media as anything that can be used to convey messages or learning materials to engage students' attention, interest, thoughts, and feelings in learning activities to achieve learning objectives (Bizami et al., 2023). Images, charts, models, films, videos, computers, etc. Media is used to motivate and interest students in learning Indonesian. It's important to choose learning methods and models that match students' potential to make learning Indonesian fun and active. Due to the large vocabulary in Indonesian, vocabulary mastery can be achieved by learning word meanings, spelling, and making simple sentences. However, elementary school children may find these methods too complicated. It needs student-friendly strategies, media, and methods.

One medium that can be used in Indonesian language learning is flashcards (Hoerudin, 2024). Through the use of flashcards, students are expected to be more interested and active in the Indonesian language learning process, especially in the four language skills: listening, speaking, reading, and writing (Rohmah & Rondli, 2023). Of the various media available, flashcards are the most appropriate for developing descriptive writing skills in second-grade elementary school. Flashcards are learning cards used in learning activities as a medium through game activities (Hoerudin, 2023).

Flashcards are an effective learning tool. With a variety of game patterns, flashcard games can be used in various subject areas or study themes (Wahyuni, 2020; Gultom & Mudiono, 2024). Based on the above background, the purpose of this study is to describe the effect of the frayer learning model assisted by flashcards on descriptive writing skills in second-grade Indonesian at the Islamic Elementary School Assalam Bandar Lampung.

2. METHOD

This research employs experimental methodology. The experiment employs a nonequivalent control group design, which includes a control group but does not adequately control external variables influencing the experiment's execution. The employed research design is a nonequivalent control group design. This design includes pretests and posttests for both the experimental and control groups. This study comprises two groups: the experimental group received instruction through the Frayer learning model, whereas the control group utilized the conventional teaching methods employed by the school's educators. The experimental design employed in this study is illustrated in Figure 1.
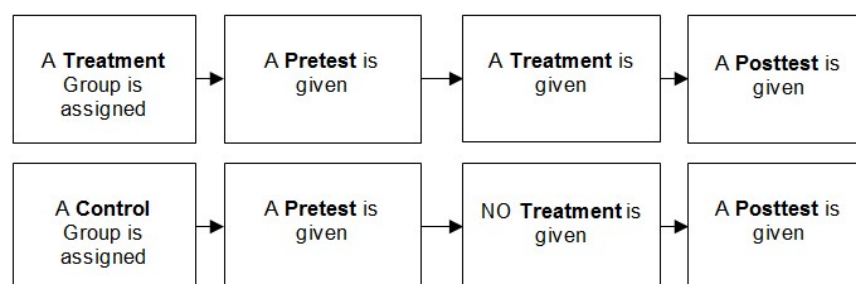

Figure 1. Nonequivalent Control Group Design

The sample in this study was students from grades IIB and IIC at Assalam Islamic Elementary School, as there were only two classes, with a total sample size of 40 students. From these two samples, one class, class IIC, was selected as the experimental class. It was treated using the Frayer learning model, while class IIB served as the control class, using the teacher's usual learning model.

The data collection techniques used in this study were tests, observations, and interviews. The data collection method in this study was conducted through essay-based tests. The combination of multiple-choice and descriptive questions allows for a more comprehensive measurement of both theoretical and practical writing. Therefore, this study used both test formats to comprehensively assess descriptive writing skills. Based on the data collection process, observations are divided into participants and non-participants, where the researcher is not directly involved in the activities of the subjects being studied but merely observes the process. Interviews are conducted to collect data when conducting a preliminary study to identify research problems and when seeking

to gain more in-depth understanding of the respondents. In this case, the researcher conducted a conversation with the mother, the homeroom teacher of grades II b and c.

This study used observation sheets and pretest and posttest results to measure and collect data for data processing. Validity and reliability tests were performed on the research instrument. The measuring instrument was valid if r$hitung$>r$tabel$ with a value of "r" at a significance level of 0.05. However, if r$hitung$ This study used quantitative data analysis to test for normality and homogeneity before testing the hypothesis. Data is considered normal if sign $\alpha > 0.05$ and not normally distributed if $\alpha < 0.05$. A significance value < 0.05 indicates non-homogeneous variance, while a significant value > 0.05 indicates homogeneous variance. Data analysis using the independent t-test tests the hypothesis after normality and homogeneity tests. This test checks for no visible difference between DRTA-treated students. The testing criteria are: Using the table, Ho is accepted, and Ha is rejected. If Thitung > Ttabel, Ho is rejected, and Ha is accepted.

1. H0: (learning using the Frayer model assisted by flashcards has no effect on vocabulary mastery skills).
2. H1: (learning using the Frayer model assisted by flashcards influences vocabulary mastery skills).

3. RESULTS AND DISCUSSION

Results

This study examined second-grade Indonesian language learning at Islamic Elementary School Assalam Bandar Lampung. This study tests the Frayer learning model with flashcards on descriptive text writing. Class II C (19 students, 10 males and 9 females) used the Frayer learning model with flashcards, while class II B (21 students, 11 males and 10 females) used the discovery learning method and simple video media. A trial group of 22 students (11 males and 11 females) from class II A validated the research instrument. The pretest and posttest descriptive text writing skills test had 10 multiple-choice questions (maximum score 50, each question 5 points) and 10 essay questions (maximum score 50, each question 5 points), with a total maximum score of 100 per test. Students were tested on text structure (identification, description of parts, and conclusion), vocabulary accuracy, writing organization, and grammar usage to determine their descriptive writing skills. To assess students' writing improvement, pretests and posttests were given.

Research Data Description
Item Validity Test

Item validity testing was conducted to ensure that the research instrument accurately measured descriptive text writing skills. This test involved 22 second-grade A students as pilot test respondents. Validity was calculated using Pearson correlation between item scores and total scores, with the validity criteria being r_calculated > r_table (0.423 for df=20, alpha=0.05). Validity testing was conducted separately for the pretest and posttest instruments. Analysis was conducted using SPSS version 26 software.

Pretest Item Validity

a. Multiple Choice

The validity test was conducted on 10 multiple-choice pretest items that measured students' initial understanding of descriptive text structure, vocabulary, and grammar. Based on the question context, three items (numbers 4, 8, and 10) were declared invalid due to ambiguous wording or distractor options that were less relevant for second-grade students.

1. Question 4: The term "identification" in the answer options may have been too technical for second-grade students, causing confusion. Revisions were made by replacing the technical term with a simpler one, such as "introduction."
2. Question 8: The answer options contained inappropriate capitalization, and the wording was unclear grammatically. Revisions were made to clarify the subject and ensure the answer options were consistent.
3. Question 10: The use of conjunctions in the answer options lacked variety, leading students to tend to choose the same answer. Revisions were made by adding relevant conjunctions.

b. Essay

A validity test was conducted on 10 pretest essay questions that assessed students' initial ability to compose descriptive texts. Based on the question context, three questions (numbers 4, 6, and 9) were declared invalid because the instructions were too complex or not specific enough for second-grade students.

1. Question 4: The instruction for writing a concluding sentence was not specific enough, making it difficult for students to summarize their ideas. Revisions were made by adding clearer instructions, such as "Write a sentence explaining the benefits of a table."
2. Question 6: The use of adjectives in the process was too abstract for second-grade students. Revisions were made by using more concrete adjectives, such as "big" or "sturdy."
3. Question 9: The instruction for using commas was unclear, making students' answers inconsistent. Revisions were made by providing examples of comma usage in simple contexts.

Posttest Item Validity

a. Multiple Choice

A validity test was conducted on 10 multiple-choice posttest items that measured students' understanding improvement after the treatment. Based on the question context, three items (numbers 4, 8, and 10) were declared invalid due to ambiguous wording or ineffective distractor options.

1. Question 4: The term "conclusion" in the answer options may be confusing because it is unfamiliar to second-grade students. Revisions were made by changing the term to "end of story."

2. Question 8: The answer options contained inappropriate capitalization, and the wording was not specific enough. Revisions were made to clarify the subject and ensure consistency of the options.
3. Question 10: The use of conjunctions in the answer options lacked variety, leading to bias in the answer choices. Revisions were made by adding relevant conjunctions.

b. Essay

A validity test was conducted on 10 posttest essay questions that assessed students' ability to compose descriptive texts about treatment. Based on the question context, three questions (numbers 4, 6, and 9) were declared invalid due to overly complex or insufficiently specific instructions.

1. Question 4: The instructions for writing a concluding sentence were not specific enough, causing student responses to vary. Revisions were made by adding clearer instructions, such as "Write a sentence describing the impression of a tree."
2. Question 6: The use of adjectives in the process was too abstract for second-grade students. Revisions were made by using more concrete adjectives, such as "tall" or "bushy."
3. Question 9: The instructions for using commas were unclear, causing inconsistent responses. Revisions were made by providing simple examples of comma usage.

Reliability Test

Reliability testing was conducted to measure instrument consistency using the Cronbach's Alpha method with an alpha criterion of >0.70. This test was conducted using SPSS version 26 for the pretest and posttest instruments, for both multiple-choice and essay questions.

1. Multiple Choice

Reliability testing was conducted on 20 multiple-choice questions in the pretest and posttest. The following are the results of the reliability test processed using SPSS:

Table 1. Multiple Choice Reliability Test Results

Test	Cronbach's Alpha	Criteria	Status
Pretest	0.818	> 0.70	Reliable
Posttest	0.825	> 0.70	Reliable

The results showed that the multiple-choice instrument in the pretest and posttest had Cronbach's Alpha values above 0.70, thus being deemed reliable and consistent in measuring descriptive text writing skills.

b. Essay

Reliability testing was conducted on 20 essay questions in the pretest and posttest. The following are the results of the reliability test, processed using SPSS:

Table 2. Essay Reliability Test Results

Test	Cronbach's Alpha	Criteria	Status
Pretest	0.787	> 0.70	Reliable
Posttest	0.800	> 0.70	Reliable

The results showed that the essay instrument in the pretest and posttest had Cronbach's Alpha values above 0.70, thus being deemed reliable and can be used consistently to assess students' writing skills.

Research Data Analysis Test

1. Normality Test

The normality test was conducted using the Kolmogorov-Smirnov test to ensure normal distribution of pretest and posttest data, as a prerequisite for parametric analysis. Criteria: if Sig. > 0.05, the data is considered normal. This test was conducted using SPSS version 26.

Table 3. Normality Test Results

Group	Test	Kolmogorov-Smirnov Statistic	Sig.	Conclusion
Experiment	Pretest	0.110	0.15	Normal
	Posttest	0.096	0.10	Normal
Control	Pretest	0.103	0.17	Normal
	Posttest	0.099	0.12	Normal

All data had a Sig. value > 0.05, indicating that the pretest and posttest data in both groups were normally distributed, meeting the requirements for parametric analysis.

2. Homogeneity Test

The homogeneity test was conducted using Levene's Test to ensure that the data variances between groups were homogeneous. Criteria: if Sig. > 0.05, the data were considered homogeneous. This test was conducted using SPSS version 26.

Table 4. Homogeneity Test Results

Test	Levene Statistic	Sig.	Conclusion
Pretest	0.864	0.24	Homogeneity
Posttest	0.905	0.20	Homogeneity

The results showed a Sig. value > 0.05 for both the pretest and posttest, indicating that the data variance between the experimental and control groups was homogeneous, meeting the requirements for an independent t-test.

3. Hypothesis Testing

The hypothesis testing was conducted using an independent two-sample t-test to compare the posttest results of the experimental and control groups. The research hypotheses were:

1. H_0: The Frayer learning model assisted by flashcards does not significantly influence the descriptive text writing skills of second-grade students at SD Islam Assalam ($\mu_1 \leq \mu_2$).
2. H_1: The Frayer learning model assisted by flashcards significantly influences the descriptive text writing skills of second-grade students at SD Islam Assalam ($\mu_1 > \mu_2$).

This test was conducted using SPSS version 26. The following are the results of the independent t-test:

Table 5. Independent T-Test Results

Variable	t_count	df	Sig. (2-tailed)	Conclusion
Posttest	7.15	38	0.000	Reject H_0, Accept H_1

Given that the Sig. (2-tailed) value equals 0.000, which is less than 0.05, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This indicates that the Frayer flashcard-assisted learning model significantly influences the descriptive text writing skills of second-grade students in Indonesian at Islamic Elementary School Assalam.

The data analysis results indicated that the experimental group exhibited an increase in average scores from 35.05 in the pretest to 44.80 in the posttest, with a standard deviation of 2.47 in the posttest. The control group exhibited an increase from 34.95 to 38.70, with a standard deviation of 3.45 in the posttest. The substantial rise in scores within the experimental group, coupled with a reduced standard deviation, suggests that the Frayer flashcard-assisted learning model yields more reliable and effective writing performance compared to traditional methods.

Discussion

The main focus of this discussion is the effectiveness of the Frayer flashcard-assisted learning model on the descriptive writing skills of second-grade students at Islamic elementary school Assalam Bandar Lampung. Therefore, before discussing the main findings, it is important to analyze the results of the instrument testing. Validity testing aims to ensure that each item in the test instrument (multiple-choice and essay) accurately measures the construct it is intended to measure, namely descriptive writing skills. Based on the results of testing conducted on 22 students in the pilot class (II A), with the criterion of r count > r table (0.423), several items were found to be invalid in both the pretest and posttest instruments.

In the multiple-choice instrument, both pretest and posttest, items 4, 8, and 10 were consistently declared invalid. Qualitative analysis of these items provides important insights. For example, item 4 in the pretest uses technical terms such as "identification," which proved too abstract for the cognitive level of second-grade students. This aligns with Piaget's theory of cognitive development, which states that children aged 7-8 years are in the concrete operational stage. They understand concepts related to objects or direct experiences more easily than abstract linguistic terms. Revisions such as replacing "identification" with "introduction" or "ending of the story" for "closing" on the posttest

are appropriate steps to adapt the questions to students' thinking abilities. This finding underscores the importance of pilot testing and in-depth item analysis, not only statistically but also qualitatively.

A similar pattern was found in the essay instrument, where items 4, 6, and 9 on the pretest and posttest were declared invalid. The primary cause was overly complex or insufficiently specific instructions. Requests to write a "closing sentence" or use abstract "adjectives" proved challenging for students. Students at this level require very concrete and structured instructions. Revisions, such as providing specific instructions ("Write a sentence explaining the benefits of a table"), demonstrated the researcher's understanding of students' learning needs and significantly improved the instrument's validity.

Furthermore, while validity measures accuracy, reliability measures the instrument's consistency. The results of the reliability test using Cronbach's Alpha showed very satisfactory results. For multiple-choice questions, the Alpha value for the pretest was 0.818 and for the posttest was 0.825, while for the essay questions, the values were 0.787 for the pretest and 0.800 for the posttest. All of these values were well above the threshold for reliability criteria ($\alpha > 0.70$), indicating that the research instrument had high internal consistency. This high reliability provides confidence that the scores obtained by students truly reflect their abilities.

Further analysis of the difficulty level and discriminatory power of the multiple-choice questions strengthened the findings from the validity test. Items declared invalid (numbers 4, 8, and 10) were also consistently categorized as difficult and with poor discriminatory power. This confirms that the weakness of these questions lies not in the difficulty level of the material, but rather in the question construction being ambiguous or inappropriate to the students' cognitive levels. Overall, this careful instrument testing process ensured that the data analyzed to test the hypotheses came from robust, accurate, and scientifically sound measurements.

The main findings were analyzed after the instrument's suitability was confirmed. Before hypothesis testing, normality and homogeneity tests were done. Kolmogorov-Smirnov normality tests showed that all data groups (pretest and posttest for experimental and control classes) were normally distributed with significance values >0.05. A significance value >0.05 was also found in Levene's Test for data variance homogeneity between groups. These two assumptions solidify the case for testing research hypotheses with a parametric test, the independent samples t-test.

Descriptive data analysis revealed a clear initial picture of the treatment's impact. In the pretest, the mean scores between the experimental group (35.05) and the control group (34.95) were nearly identical. This indicates that both groups had equivalent initial abilities in descriptive text writing skills before the treatment, making comparisons fair and valid. However, after the treatment period, striking differences emerged in the posttest results. The experimental group, which received the Frayer flashcard-assisted learning model, experienced a substantial increase in their average score, from 35.05 to 44.80 (a 9.75-point increase). In contrast, the control group, taught

using discovery learning and video media, only saw an increase from 34.95 to 38.70 (a 3.75-point increase).

This difference lies not only in the magnitude of the increase but also in the consistency of the results. The standard deviation of the experimental group's posttest (2.47) was smaller than that of the control group (3.45). A smaller standard deviation indicates that student scores in the experimental group were more homogeneous or evenly distributed. This means that the Frayer model not only successfully improved student performance on average, but also produced more consistent improvement across all students in the group. This suggests that the model is effective for a wide range of student levels, both those with high abilities and those who may be experiencing difficulties.

A hypothesis test using an independent samples t-test determined whether this difference was significant. A t-value of 7.15 with a 2-tailed significance level of 0.000 was found. As the significance value was below the alpha level (0.000 < 0.05), the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) accepted. This statistical conclusion is clear: Frayer flashcard-assisted learning students write descriptive text differently than discovery learning and video students. Thus, the Frayer flashcard-assisted learning model improved SD Islam Assalam second-graders' descriptive text writing skills more significantly and effectively. Why did the Frayer flashcard-assisted learning model outperform the control group? The model's high structure meets students' cognitive needs for writing descriptive text.

The Frayer Model is a graphic organizer designed to build a deep understanding of concepts and vocabulary (Dazzeo & Rao, 2020; Hasan & Daham, 2021). This model breaks down a concept into four main components: definition, characteristics, examples, and non-examples. This structure directly facilitates the thinking process needed to write a descriptive text.

First, the definition and characteristics sections encourage students to identify an object in general (the identification stage in descriptive text) and then detail its specific features (the description stage). This process trains students to organize ideas systematically, from the general to the specific. Unlike discovery learning, which can be more free-form, the Frayer Model provides a clear "framework for thinking" for second-grade students who still need more guidance.

Second, the examples and non-examples components play a crucial role in deepening understanding and developing language precision. By providing examples, students learn to link abstract concepts to concrete objects. Conversely, by identifying "non-examples," students learn about the boundaries of a concept, which sharpens their ability to choose appropriate words and avoid ambiguous descriptions. This process actively builds a richer and more accurate cognitive schema about the object being described.

The combination of this model with flashcards further enhances its effectiveness. Flashcards are a concrete, engaging, and visual medium suited to the characteristics of elementary school students. For second-grade students, flashcards serve as visual triggers that help them remember vocabulary and object characteristics. Their tangible and repetitive nature is highly effective in strengthening long-term memory related to

descriptive vocabulary. Direct interaction with flashcards makes the learning process more active and enjoyable than simply watching a video passively.

In comparison, the methods in the control group (discovery learning and video) have inherent weaknesses for this specific task. While discovery learning can foster creativity, for second-grade students learning the basic structure of writing, this approach can be too unstructured and lead to confusion. Meanwhile, video media, while engaging, often positions students as passive recipients of information. Students may enjoy the presentation but may not necessarily engage in the active mental process of analyzing, organizing, and reproducing information as required by the Frayer model. Therefore, the strength of the Frayer model lies in its ability to activate students' cognitive processes in a structured manner, systematically build vocabulary, and provide a clear framework for expressing ideas in descriptive writing (Alashry et al., 2019; Wati & Alimin, 2022).

In conclusion, this study convincingly demonstrates that the Frayer learning model, supported by flashcards, is significantly superior in improving descriptive text writing skills in second-grade students compared to conventional learning methods. Supported by valid and reliable research instruments, these findings provide a valuable contribution to Indonesian language teaching practices in elementary schools and pave the way for further research exploration in the field of children's literacy.

The results of this study have several important implications, both theoretical and practical. Theoretically, this study reinforces the constructivist learning theory, which states that students actively construct knowledge through interactions with their environment. The Frayer Model is a manifestation of this principle, where students not only receive information but actively process it into a structure. These findings also support the theory of the importance of using graphic organizers in improving comprehension and literacy skills, especially in early childhood learners.

Practically, the implications are highly relevant for elementary school educators. These results provide strong empirical evidence that the flashcard-assisted Frayer Model is a highly recommended learning strategy for teaching descriptive text writing skills. Teachers can easily adopt this model in the classroom due to its simple yet effective nature. Its use can help students who have difficulty organizing ideas, enrich their vocabulary, and better understand text structure. This model can be adapted to various topics in Indonesian language lessons and other subjects that require conceptual understanding.

4. CONCLUSION

The Frayer learning model, supplemented by flashcard media, has been statistically demonstrated to significantly enhance the descriptive text writing skills of second-grade students at Islamic Elementary School Assalam Bandar Lampung. The results of the independent samples t-test demonstrate a significance (2-tailed) value of 0.000, which is less than 0.05 (0.000 < 0.05), leading to the rejection of H_0 and the acceptance of H_1. Moreover, a substantial disparity exists in learning outcomes between the experimental group and the

control group. The experimental group utilizing the Frayer model achieved an average posttest score of 44.80, significantly surpassing the control group's average posttest score of 38.70, which employed the discovery learning method and video media. The experimental group exhibited a more significant increase in scores, indicating the treatment's high efficacy. Moreover, the implementation of the Frayer learning model supplemented by flashcards enhances the overall proficiency of students while also yielding more uniform and consistent skills. The experimental group's posttest standard deviation (2.47) was lower than that of the control group (3.45), demonstrating that this model effectively facilitated improved learning outcomes for the majority of students, irrespective of their initial abilities.

As a recommendation, Indonesian language teachers, especially in lower grades, are strongly recommended to implement the Frayer flashcard-assisted learning model as an alternative strategy in teaching writing skills, particularly for descriptive texts. This model has been proven to provide a structured framework for thinking, visually enrich students' vocabulary, and make learning more active and engaging. Teachers are also encouraged to adapt this model creatively to other materials or text types that require in-depth conceptual understanding. This research still has room for further development by expanding the subjects and research locations to involve more schools with diverse backgrounds (public/private, urban/rural) to increase the generalizability of the results. Conducting longitudinal research to assess the long-term effectiveness of the Frayer model and determine whether improvements in students' writing skills can be sustained. Conducting a comparative study comparing the Frayer model with other structured learning models (e.g., mind mapping or picture and picture) to find out which model is most optimal for a particular learning context.

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