

**DEVELOPING OF FLASH CARD MEDIA TO TEACH VOCABULARY SKILL ON
DESCRIPTIVE TEXTS FOR VIII GRADE STUDENT OF
MTS SYEKH SUBAKIR 2 SUMBERASRI**

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ABSTRACT

This study aims to determine the process of developing flashcard media for descriptive text learning and also to determine the results of developing flashcard media for teaching descriptive text in class VIII at MTs Syekh Subakir 2 Sumberasri, in accordance with the source of the problem that has been found, namely the ability to memorize English vocabulary which is still relatively low. This study is a qualitative research, the technique used for data collection in this research is a simple saturation technique with a sample of 18 students, this research uses the ADDIE model development, this model was chosen because it is in accordance with the media development carried out by the researcher, The instruments used in this study were questionnaires from media experts, material experts and student response questionnaires. Based on the responses, the flashcard media development was quite effective, with expert validation showing a score of 90.0% from media experts and 83.5% from content experts. Meanwhile, the student response score was 66.8%. This indicates that flashcard learning media is suitable for use in learning.

Keywords: Flashcard, Vocabulary, Descriptive Text

ABSTRAK

Penelitian ini bertujuan untuk mengetahui proses pengembangan media flashcard untuk pembelajaran teks deskriptif dan juga untuk mengetahui hasil pengembangan media flashcard untuk pengajaran teks deskriptif di kelas VIII MTs Syekh Subakir 2 Sumberasri, sesuai dengan sumber masalah yang telah ditemukan, yaitu kemampuan menghafal kosakata bahasa Inggris yang masih relatif rendah. Penelitian yang digunakan adalah penelitian kualitatif, dan sample jenuh sebagai Teknik pengumpulan data dengan sampel 18 siswa, penelitian ini menggunakan model pengembangan ADDIE, model ini dipilih karena sesuai dengan pengembangan media yang dilakukan oleh peneliti. Instrumen yang digunakan dalam penelitian ini adalah kuesioner dari ahli media, ahli materi, dan kuesioner tanggapan siswa. Berdasarkan tanggapan, pengembangan media flashcard cukup efektif, dengan validasi ahli menunjukkan skor 90,0% dari ahli media dan 83,5% dari ahli konten. Sementara itu, skor tanggapan siswa adalah 66,8%. Hal ini menunjukkan bahwa media pembelajaran flashcard cocok digunakan dalam pembelajaran teks deskriptif.)

Kata Kunci: Kartu Flash, Kosakata, Teks Deskriptif

A. Introduction

Vocabulary is the knowledge of words used in speaking, writing, listening, and printed or spoken language in productive and receptive forms (Anding, 2021). Vocabulary is a key element in foreign language learning that connects the four English language skills, therefore vocabulary is considered very important (Aziz, 2024). In this study, researchers have observed class VIII MTs Syekh Subakir 02 Sumberasri, and found a problem that the ability to memorize English vocabulary in schools this is still lacking. This is based on observations made by researchers, including the results of interviews with teachers and students, which were analyzed, and concluded that, mastery of English vocabulary is Lack of English vocabulary is due to students' inability to memorize English vocabulary. This is also due to teachers still using inadequate or outdated media. and teachers still only read the material when delivering it without explaining in detail, and tend to use existing textbooks.

To address the issues outlined above, a more effective and engaging learning medium using flashcards was developed. The ADDIE method was

used in this development, tailored to the stages of analysis, design, development, implementation, and evaluation, which were tested by media experts and subject matter experts.

The purpose of this flashcard learning medium development was to understand the process of developing flashcards for descriptive text learning and to assess the results of this development for teaching descriptive text in eighth grade at MTs Syekh Subakir 2 Sumberasri.

This research is expected to provide benefits to teachers, students, and general readers, that flashcard media helps facilitate vocabulary learning and makes it easier to memorize vocabulary through interaction, something that can attract and motivate students.

B. Method

The data used by the researcher in this study is qualitative. Data collection used a simple saturation technique because the population was quite small, the sample of this study was 18 students consisting of 10 female students and 8 male students, but only students could take part in the trial, because other students were not

allowed to take part in the trial, this study was located in class VIII MTs Syekh Subakir 2 Sumberasri. Research and Development (R&D) method is used in this research which aims to develop flashcard media as English learning materials for eighth grade students of MTS Syekh Subakir 2. The researcher used the ADDIE development model developed by (Sugiyono 2015) which consists of five stages: analysis, design, development, implementation, and evaluation. The researcher chose the ADDIE method because the stages in product development are easy to understand and also effective.

This stage aims to find out and describe flashcard learning media. The following are the steps:

1. Analysis

In the ADDIE development research model, the researcher will conduct a problem analysis on students of class VIII MTs Syekh Subakir 2 Sumberasri by means of observation, unstructured interviews.

2. Design

At this stage is a systematic stage, the researcher designs the concept of learning media in English subjects. The material used is about descriptive text. From the results of this study, the

researcher took a picture card to develop the previous learning media. The researcher also conduct an evaluation if there is a revision to the design that has been designed and then enter the development stage.

3. Development

The flashcard media development stage, the researcher presents material about descriptive text, and the learning media same be evaluated if there is a revision, to be further validated by the supervisor, if the revised media is appropriate and meets the target. The validation process will be declared valid and can be used.

4. Implementation

At this stage, the researcher conduct external validation activities aimed at determining the impact of using the model in the form of products produced by experts in the field of the developed model. Then a field trial was conducted which would be conducted on class VIII students of MTs Syekh Subakir 2 Sumberasri. At this stage, a trial was conducted to measure the performance of the media whether the media could facilitate teachers in teaching, especially in English subjects.

5. Evaluation

Based on the implementation stage, it is necessary to conduct an evaluation of the flashcard media obtained from the results of observations and interviews, if the teaching media has shortcomings that make it unsuitable for use in learning. In the evaluation, revisions were made to the flashcard learning media based on validation and guidelines.

The following are the stages of flashcard media development based on the ADDIE method :

1. Flashcard Product Specifications :

- a. Flashcards have titles about animals, transportation, places, and professions.
- b. The size is 8 cm wide and 12 cm high.
- c. There are pictures and writing.
- d. This product focuses on descriptive texts.

2. Development Steps

The steps in product development are: First, formulating or designing objectives, where this product is only used to increase students' vocabulary and improve vocabulary skills. Second, designing the product in the form of images on the cards. Third, developing the content of the flashcard learning media design according to the independent

curriculum phase E. Fourth, formulating a product test assessment with material experts and media experts. Then, evaluation is carried out.

C.Result Research and Discussion

1. Design Trials

The initial development process was analyzed based on teacher and student needs. After determining the research object, the researcher conducted a trial:

- a. Validation by material experts and media experts :

Validation obtained from learning media expert Bagus Waluyo, M.P., a lecturer at Nahdlatul Ulama University, and media expert Rilanti Dewi Amalia, H.P., S.Pd., an English teacher, was without revision and suitable for testing as a learning medium.

- b. Respondent or Student Trial.

The product can proceed to the testing phase, where the presented product is tested. The trial for students was carried out by students, the researcher used a saturated sampling technique in collecting data because the number of respondents was less than 30 respondents. For students, the aspects covered in the student questionnaire showed their interest in

using media for learning and as a learning resource for teachers..

The procedural process above aligns with the development stages developed by ADDIE.

2. Test Subject

The subjects in this study were all respondents who were asked to be samples in this study, which aimed to obtain data results from the development of flashcard learning media. The subjects in this study consisted of: 1 media experts, 1 material experts and 14 students as respondents. The subjects of this study used a saturated sample technique. According to (Sugiyono, 2019) Saturated Sampling is a sample selection technique where all members of the population will be used as samples. The sampling technique in this study uses the Saturated Sampling Technique, where the entire population in this study is used as a sample.

3. Data and Data sources

The data used by the researcher in this study was qualitative. Data collection used a simple saturation technique due to the relatively small population. following data collection techniques:

1. Observation

The researcher observed the problems in class VIII at MTs Syekh Subakir 2 Sumberasri using an observation sheet addressed to the teacher.

2. Questionnaire

The researcher used this questionnaire to collect data and calculated using the Linkert scale formula from the questionnaire results given to teachers and students and validated by subject matter experts and media experts. According to (Sugiyono, 2022), a questionnaire is a data collection technique in the form of a list of questions or written statements that must be answered by respondents.

3. Documentation

Documentation is a description provided by the researcher to be used as supporting material in data collection.

In this case, the researcher measured the reliability of the instrument with subject matter experts and media experts, who could understand each item of the instrument.

The reliability and validity tests in this study used Arikunto's theory in (Riyadi 2021).

Table1. Percentage of Validity

Achievement Percentage	Interpretation
76 – 10 %	Very Valid.
56 – 75 %	Valid.
40 – 55 %	Less Valid.
0 – 39 %	Very Less Valid.

Table2. Reability Criteria

Achievement Percentage	Interpretation
80 – 100 %	Very Realiability
60 – 79 %	Reliable.
40 – 59 %	Quite Reliable.
0 – 39 %	Less reliable.

4. Data Presentation

The results of research and development of flashcard media in learning to improve vocabulary and speaking skills in class VIII MTs Syekh Subakir 2 Sumberasri, can be seen as follows:

Table 3. Media Validation Results

No	Indicator	Total Score Percentage
1	material in accordance with the curriculum	100%
2	material according to learning outcomes	100%
3	The material is appropriate to the vocabulary skill learning achievements	100%
4	appropriate material to improve learning achievement	100%
5	material in the media improves students' abilities	75%

6	the material in the media can be understood by student	75%
7	The material in the media increases students' knowledge	100%
8	material can include student skills	75%
9	The material in the media used is more motivating so that students become creative	75%
10	The media used attracts students' learning motivation	100%

The results calculated using the Linkert scale indicate "Very Valid." This is evidenced by the assessment results of the media expert questionnaire, which obtained a percentage of 90.0%.

Table4. Material Validation Results

No	Indicator	Total Score Percentage
1	material in accordance with the curriculum	55%
2	material according to learning outcomes	55%
3	The material is appropriate to the vocabulary skill learning achievements	75%
4	appropriate material to improve learning achievement	75%
5	material in the media improves students' abilities	100%
6	The material in the media increases students' knowledge	75%
7	the material in the media can be	100%

	understood by students	
8	motivating so that students become creative	100%
9	The material in the media used is more	100%
10	The media used attracts students' learning motivation	100%

results of material expert validation, it can be said that flashcard media has a "Valid" level of validity. This is proven by the results of the media expert's assessment of obtaining a percentage of 83,5%.

Table5. Student Response Questionnaire

No	Statement	Total Score Percentage
1	Attractive Media Display	48%
2	The media used increases the spirit of learning	44%
3	The design is not monotonous, making it engaging	52%
4	The colors on the flashcard media used are bright and precise	42%
5	The media makes students more activeabilities	48%
6	The media used increases students' knowledge	45%

7	The material in the media used is easy for students to understand	46%
8	Flashcard media are easy for students to use	50%
9	Media make it easier for students to learn to describe descriptive text	50%
10	Media used can increase knowledge about vocabulary in learning descriptive text material	52%

The results calculated using the Linkert scale showed "Very Good." This is evidenced by the student questionnaire assessment, which yielded a score of 66.8%.

D. Discussion

This research is a research and development (R&D) using the ADDIE model with the following stages: 1) Analysis, at this stage the researcher first analyzes the problems that occur in the learning process, 2) Design, as has been applied in the ADDIE model the researcher then goes to the design stage, namely the researcher designs flashcard media in order to meet the

needs of the learning process that the researcher has previously analyzed, 3) Development, after designing the flashcard product the researcher develops the product based on the curriculum and adjusts the needs of the problems that occur, 4) Implementation and 5) Evaluation, at this stage the researcher carries out implementation by testing the flashcard product with teachers and students and the researcher conducts a product with media experts, to validate first whether the media is suitable for use before being tested in schools, after going through the media validation test stage and there is no evaluation then the researcher can test the media in schools to material experts and students. Research & Development (R&D) is defined as the process or procedure for developing new products or improving existing products (Zakaria, 2020).

Based on the validation results from the media expert, the flashcard media was concluded to be "Valid" with a percentage of 85.0%. The results from the material validator showed 83.5% in the "Valid" category, and were deemed appropriate.. During the product testing data collection stage,

the researcher taught students using the flashcard learning media that had been previously designed and developed. The researcher also provided instructions and then administered a questionnaire to students to determine their responses to learning from student responses, flashcard media achieved a score of 66.8%. The feasibility and validity were calculated using a table percentage formula (Arikunto, 2013). and adjusted based on the feasibility and validity values.

Based on the research of the study was conducted to investigate the effect of using flashcards or word list on fifty graders' vocabulary mastery and to discover the students' responses toward both strategies in learning English vocabulary. As well as previous research from "Aschurotun Nadzih" entitled "*The Use of Flashcard to Improve Vocabulary Mastery*" The results of a long-standing study of flash cards can help students improve their understanding based on t-test calculations..

E. Conclusion

The following conclusions were obtained: 1). The development of flashcard media is a fairly effective medium to use. 2). Flashcard media is a suitable medium because based on expert validation, the media received a score of 90.0% from media experts and 83.5 % from material experts. Meanwhile, the student response score was 66.8%. This shows that flashcard learning media is suitable for use. It is hoped that future researchers can further develop and provide new innovations from previous research. Teachers can be creative in creating and using new learning media. Learning media can be further developed by teachers or students.

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