



# The Development of Flascard Media to Teach Descriptive Text of Material on Reading Skill Class VII SMP Excellent Garum

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Article Info	Abstract
<b>Article History</b> Received: 2024-01-10 Revised: 2024-02-20 Published: 2025-03-03  <b>Keywords:</b> <i>Development;</i> <i>Flash Card;</i> <i>Learning Media.</i>	This study aims to explore the development of flashcard media for teaching descriptive text material in reading skills to seventh-grade students at SMP Excellent Garum. Additionally, it seeks to analyze the effectiveness of flashcard learning media, as the ADDIE model provides structured and precise steps for media development (Branch, R.M., 2009). The researcher developed the flashcard media and then submitted it to material and media experts for evaluation and assessment. The validation results showed a media expert approval rating of 82.5% and a material validation score of 87.5%, categorizing it as "Highly Valid" as a supplementary learning tool. Moreover, student response results reached 81.0%, indicating that flashcard learning media is highly suitable for use.
Artikel Info	Abstrak
<b>Sejarah Artikel</b> Diterima: 2024-01-10 Direvisi: 2024-02-20 Dipublikasi: 2025-03-03  <b>Kata kunci:</b> <i>Kartu Flash;</i> <i>Media Pembelajaran;</i> <i>Pengembangan.</i>	Penelitian ini bertujuan untuk mengeksplorasi pengembangan media flashcard dalam pengajaran teks deskriptif pada keterampilan membaca untuk siswa kelas VII di SMP Excellent Garum. Selain itu, penelitian ini juga menganalisis efektivitas media pembelajaran flashcard, karena model ADDIE menyediakan langkah-langkah yang terstruktur dan tepat untuk pengembangan media (Branch, R.M., 2009). Peneliti mengembangkan media flashcard dan kemudian mengajukannya kepada ahli materi dan media untuk evaluasi serta penilaian. Hasil validasi menunjukkan tingkat persetujuan ahli media sebesar 82,5% dan skor validasi materi sebesar 87,5%, yang mengkategorikannya sebagai "Sangat Valid" sebagai alat pembelajaran tambahan. Selain itu, hasil respons siswa mencapai 81,0%, menunjukkan bahwa media pembelajaran flashcard sangat cocok untuk digunakan.

## I. INTRODUCTION

English has become the primary foreign language taught in Indonesia, spanning from elementary school to university levels. It is widely utilized in international communication, both in written and spoken forms (Brumfit, 2001). Among the essential skills in English learning, reading plays a crucial role as it serves as a foundational ability. Every teaching and learning process in English classes involves reading (Grellent, 1996). To enhance students' reading skills, engaging and interactive media are needed to ensure the learning process is enjoyable and effective.

Observations conducted in the seventh-grade class at SMP Excellent Garum indicate that students' proficiency in reading English remains relatively low. This was evident from interviews conducted with both teachers and students, as recorded in the research data. Many students struggle with memorizing English vocabulary, which significantly impacts their reading skills. One contributing factor is the teaching method, where teachers still rely on paper-based and cardboard media, which are easily damaged and

not durable for long-term use. Additionally, lessons are often delivered through reading material without in-depth explanations, making it difficult for students to fully grasp the content.

To address this issue, an innovative approach is needed to increase students' enthusiasm for learning. The researcher developed flashcard media as an alternative, considering that this method is more engaging. Flashcards present material using clear illustrations, well-defined characters, vocabulary words, and visually appealing colors. This approach helps students pronounce words correctly and enhances vocabulary retention through repeated exposure and interaction.

Flashcards are small cards that contain images, text, or symbols designed to help students recall and associate concepts with visual aids. According to Angreany (2017), flashcards are visual learning tools in the form of small cards with images on the front, often created using photographs, symbols, or illustrations, while the back contains relevant words or sentences. Using flashcards can significantly

enhance students' ability to recall and retain new vocabulary.

The effectiveness of flashcards in boosting student motivation and knowledge acquisition has been supported by previous studies. Research conducted by Vina Anisatul Fauji, Darul Qutni, and Muchlisin Nawawi titled *The Effectiveness of Flashcard Media on the Ability to Read Aloud (Al-Jahriyah) and Read Alone (Ash-Shamitah) in Arabic for Grade VIII Students of MTs Negeri 1 Purbalingga* demonstrated the impact of flashcards on reading proficiency. Their study showed that students in the control group had an average reading skill score of 60.6 and 72.1, while the experimental group scored 49.8 and 82.1 in reading aloud. Additionally, the control group's reading comprehension scores ranged between 67.4 and 76.1, whereas the experimental group achieved scores between 57.4 and 84.3. The findings confirmed the effectiveness of flashcard media in improving reading skills.

Considering these findings, the present study aims to develop more effective and engaging learning media. The development of flashcard media is directly linked to the challenges observed at SMP Excellent Garum, where current learning resources are less effective. This research highlights that flashcards facilitate vocabulary learning, enhance memorization, encourage student interaction, and increase motivation for more meaningful learning experiences. Evidence from previous studies, as well as the researcher's personal observations, shows that implementing flashcards in teaching has led to noticeable progress among students. Thus, this study seeks to explore the effectiveness of flashcard media in teaching descriptive text and to examine the challenges encountered in its application. Flashcards have the potential to stimulate students' creativity and reinforce their language skills.

## II. METHOD

In this research, the development method refers to the research and development (R&D) approach, specifically utilizing the ADDIE model. The reason for choosing the ADDIE model over other development models is that it provides structured and precise steps for media development (Reiser, 1967). The data used in this study were obtained through observations of English learning in Class VII at SMP Excellent Garum. Additionally, quantitative data was collected using a questionnaire consisting of 10 statements rated on a Likert scale, along with

photo documentation as supporting evidence. The research subjects consisted of 12 seventh-grade students at SMP Excellent Garum. This study employed a saturated sampling technique, as the population was relatively small, with fewer than 30 participants (Sugiyono, 2019). Saturated sampling involves selecting all members of the population as the sample.

Furthermore, product validation was conducted to assess the feasibility of the developed media in supporting reading skills learning. The validation process involved evaluations by material and media experts. The researcher also performed calculations to measure the reliability of the instrument, as determined by the expert validators.

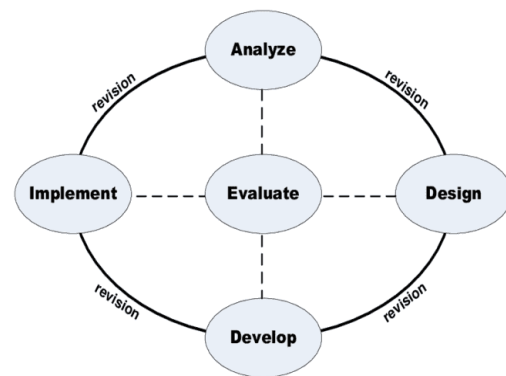


Figure 1. Research Process (Branch, 2009)

This phase involves several steps, as outlined below:

Interview sheets were distributed to the teacher and a representative from one of the classes. The researcher then drew conclusions about the needs in the learning process of Class VII at SMP Excellent Garum, particularly in the English subject, before developing learning media. The findings from the interview sheets can be summarized as follows: First, the learning media currently used in the English subject for descriptive texts at SMP Excellent Garum, which mainly consists of paper and cardboard, was deemed ineffective and unengaging by the teacher. This media is employed to define the material and provide examples for the lesson. Second, the teacher noted that students' understanding of the media is limited, as the media used appears monotonous, which results in students losing focus and interest in learning. Third, based on student interviews, it was revealed that students struggle to comprehend the material being taught. They typically rely on examples provided by the teacher on the blackboard, which causes them to become bored

and disengaged, as the media used is perceived as uninteresting and repetitive.

To assess the developed products, the researcher provided two validation sheets for evaluation by material and media expert validators. Product validation will be conducted by: 1) the teacher, who will complete the material expert validation sheet; and 2) a media expert, who will validate the media, with the validation process carried out by lecturers specializing in English education. The reliability and validity of the research are based on the theory from Arikunto (Riyadi, 2011).

The formula you've provided appears to be for calculating the reliability (P) of a set of data. Here's the correct interpretation:

Formula:

$$P = \frac{\sum X_i}{\sum X_i} \times 100\%$$

Where:

1. PP is the reliability (as a percentage).
2.  $\sum X$  is the sum of the observed values.
3.  $\sum X_i$  is the sum of the ideal or expected values.

This formula seems to be used to compare the observed values with the ideal or expected values to determine the reliability, expressed as a percentage. Let me know if you need any further clarification or help with its application!

**Table 1.** Reability Criteria

Percentage	Reability Level
80 – 100%	Very Reliable
60 – 79%	Reliable
40 – 59%	Quite Reliable
0 – 39%	Less Reliable

In this research, there are several instruments used to collect data as follows:

1. Media expert validation questionnaire

The media validator is addressed to people who are experts in learning media, the following are the instruments that will be filled in by the media expert validator:

**Table 2.** Media Expert Validation Questionnaire

No	Aspects	Indicator	Question Number
1.	Display Suitability	a). Material Accurary	1,2
		b). Image Accuracy	3,4
		c). Design accuracy	5,6
2.	Presentation	a). Ease of Use of media	7,8
		b). Clarity Instructions	9,10

2. Material expert validation questionnaire.

The following is the expert validation of the material provided by the researcher :

**Table 3.** Material Expert Validation Questionnaire

No	Aspects	Indicator	Question Number
1.	Material Accuracy	Based on Curriculum	1,2
		Based on Learning Achievement	3,4
2.	Learning Accurary	a). Load student knowledge	5,6,7
		b). Loading student skills	8,9,10

3. Students Response Questionnaire

Data collection instruments used for students as follows:

**Table 4.** Students Response Questionnaire

No	Aspects	Indicator	Question Number
1.	Media Flashcard	a. The appearance of the media is attractive making it easier for students to learn	1,2
		b. The design used is attractive so it is more fun	3,4
		c. Media can make students more active	5, 6
2.	Material	a. The material is easier to understand by using flashcard learning media	7,8
		b. can apply descriptive text material	9,10

To determine these data researcher use a Likert scale with a value of 1-4 using the following formula:

**Table 5.** Scala Likert

No.	Answer Choices	Scale Value
1.	Verry not good	1
2.	Not Good	2
3.	Good	3
4.	Verry Good	4

From the results of the Likert scale will then be calculated to the interpretation of the overall questionnaire value using the following formula:

$$\Sigma = \frac{X \times 100\%}{N}$$

Information:

$\Sigma$  = Eligibility

X= Total score obtained N=Maximum score

To determine validity of the product the researcher uses the following percentage table, use the table exemplified by (Arikunto, 2013).

**Table 6.** Percentage of Validity

Achievement Percentage	Interpretation
76 – 100	Very Valid
56 – 75 %	Valid
40 – 55 %	Less Valid
0 – 39 %	Very Less Valid

To find out the results of student responses, how appropriate the learning media is used, use the table exemplified by Arikunto in (Riyadi, 2011).

**Table 7.** Percentage Scale According to Arikunto

Achievement Percentage	Interpretation
76 – 100 %	Very Decent
56 – 75 %	Feasible
40 – 55 %	Decent Enough
0 – 39 %	Very Implorer

### III. RESULTS AND DISCUSSION

#### A. Results

The researchers utilized interview sheets and observations of both teachers and students to gather the necessary information. Interviews were conducted with teachers and a representative of one of the classes. Based on these interviews, conclusions were drawn regarding the needs in the learning process at Excellent Garum Middle School, as outlined in the questionnaire sheet. The outcomes of the product or flashcard learning media are as follows:



**Figure 2:** Flashcard Media

The results obtained include several aspects which are described as follows:

**Table 8.** Media Validation Results

No	Indicator	Score			
		Maximum Score	Total score obtained	Percentage	Validation
		N	X	%	Σ
1	Material in appropriate media	4	4	100%	Very valid
2	Description items are explained clearly	4	3	75%	Valid
3	Flashcard media images are clear	4	4	100%	Very valid
4	The images on the flashcard media are interesting	4	3	75%	Valid
5	Design on attractive media	4	3	75%	Valid
6	The colors in the media are attractive	4	3	75%	Valid
7	Media is easy to use and understand	4	4	100%	Very valid
8	Flashcard media can attract interest in learning	4	3	75%	Valid
9	Instructions for using the media are clearly explained	4	3	75%	Valid
10	The instructions on the flashcard media are easy to understand	4	3	75%	Valid

The data above is the result of validation which is calculated using the following formula:

$$\Sigma = \frac{X \times 100\%}{N}$$

$$\text{Overall score result} = \frac{\Sigma}{10} = \frac{825 \times 100\%}{10} = 82,5\%$$

From the validation results from media experts, flashcard learning media has a validity level of "Very Valid". This is proven by the results of the media expert assessment which obtained a percentage of 82.5%.

**Table 9.** Material Expert Validation Results

No	Indicator	Score			
		Maximum Score	Total score obtained	Percentage	Validation
		N	X	%	Σ
1	material in accordance with the curriculum	4	3	75%	Valid
2	material according to learning outcomes	4	4	100%	Very Valid
3	The material is appropriate to the descriptive text learning achievements	4	3	75%	Valid
4	appropriate material to improve learning achievement	4	3	75%	Valid
5	material in the media improves students' abilities	4	3	75%	Valid
6	The material in the media increases students' knowledge	4	4	100%	Very Valid
7	the material in the media can be understood by students	4	4	100%	Very Valid
8	material can include student skills	4	4	100%	Very Valid
9	The material in the media used is more motivating so that students become creative	4	3	75%	Valid
10	The media used attracts students' learning motivation	4	4	100%	Very Valid

The data above is the result of validation which is calculated using the following formula:

$$\Sigma = \frac{X \times 100\%}{N}$$

$$\text{Overall score result} = \frac{\Sigma}{10} = \frac{875 \times 100\%}{10} = 87,5\%$$

From the material validation results from material experts, flashcard learning media has a validity level of "Very Valid". This is proven by the results of the media expert assessment which obtained a percentage of 87.5%.

**Table 10.** Student Response Questionnaire

No.	Questions	Total Score (all students)
1	Attractive media display	90%
2	The media used increases the enthusiasm for learning	82,5%
3	Attractive design The colors used are bright and precise	92,5%
4	Media makes students more active in describing	95%
5	The media used increases students' knowledge	87,5%
6	The material in the media used is easy for students to understand	87,5%
7	Flashcard media is easy for students to use	97,5%
8	Media flashcard mudah digunakan oleh siswa	82,5%
9	Media makes it easier for students to learn to describe descriptive text	95,0%
10	The media used can increase knowledge about descriptive text	92,5%

From the results of testing student responses, it was stated that the flashcard learning media was "Very Decent". This is proven by the results of the assessment of student response sheets which obtained a percentage of 81,0%. The product trial was carried out on December 23 2024 at Excellent Garum Middle School, and samples were taken from 12 students. Before carrying out the trial, the researcher showed the final product to Mr. Ahmad Musta'rif as an English teacher and explained how it was used. In carrying out the trial, the researcher introduced the product first and provided instructions for use as well as providing direction starting from providing learning outcomes that students must achieve and learning objectives. Here students are asked to read and describe in order to determine students' reading abilities and increase their knowledge about descriptive text.

## B. Discussion

This study follows the ADDIE model, a Research & Development (R&D) approach that involves conducting research and development to test a product's effectiveness. R&D is a process aimed at creating new products or improving existing ones. The development phase of this study focused on creating a flashcard learning media product, which underwent a revision process by media experts. This is supported by previous studies, such as the research conducted by Vina Anisatul Fauji, Darul Qutni, and Muchlisin Nawawi, titled *The Effectiveness of Flashcard Media on the Ability to Read Aloud (Al-Jahriyah) and Read Alone (Ash-Shamitah) Arabic for Grade VIII Students of MTs Negeri 1 Purbalingga*. Their findings revealed the effectiveness of flashcard media in enhancing reading skills. In the control class, the average reading skill scores were 60.6 and 72.1, while in the experimental class, the scores improved to 49.8 and 82.1. The average reading skill score for the control class was 67.4 and 76.1, while the experimental class scored 57.4 and 84.3. The hypothesis (Ha) was accepted, confirming that flashcard media is effective in improving reading skills.

The development phase aimed to refine the product, incorporating feedback from media experts. The validation results from the media expert, Ahmad Saifuddin M.Pd, a lecturer at Nahdlatul Ulama University and media specialist, indicated that the flashcard

learning media was categorized as "Very Valid," with a validation score of 82.5%. Furthermore, the material suitability received a score of 87.5%, also in the "Very Valid" category, confirming the material's appropriateness for the intended educational purpose. The results from the validation process conducted by both material and media experts indicate that the product is suitable for use. Student feedback on the flashcard learning media also showed positive results, with an assessment score of 81.0%, categorizing it as "Very Decent."

#### **IV. CONCLUSION AND SUGGESTION**

##### **A. Conclusion**

Based on the findings and discussions of the research, the researchers can conclude the following: 1) The development of flashcard learning media to enhance reading skills in seventh-grade students at SMP Excellent Garum has proven to be an effective learning tool. The material presented aligns with the curriculum and serves as a teaching medium that motivates students to be more engaged, while also providing them with knowledge and fostering creativity. According to the validation results, the media expert validation score was 82.5%, the material expert validation score was 87.5%, and the student responses reached 81.0%. These results indicate that the flashcard learning media is appropriate for use.

##### **B. Suggestion**

It is suggested that the flashcard learning media be further improved by adding more interactive elements to better engage students. Incorporating activities that encourage active participation could help increase student motivation and attention. Additionally, future research could examine how flashcard learning media can be applied across various grade levels and subjects, allowing for a deeper understanding of its effectiveness in diverse educational contexts. Furthermore, it is advisable for teachers to continue using flashcards in combination with other teaching methods. This approach would not only maintain variety in lessons but also cater to the different learning styles of students, ensuring a more dynamic and inclusive learning environment.

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