# The development of flashcard media to improve students' english vocabulary in english lessons at Islamic elementary school

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## ABSTRAK

Penelitian ini bertujuan untuk mengetahui bagaimana pengembangan media kartu bergambar yang layak dan efektif serta untuk mengetahui apakah media kartu bergambar dapat meningkatkan english vocabulary siswa. Media yang dikembangkan adalah media kartu bergambar. Subjek dalam penelitian ini adalah siswa kelas IV SD MIS Nurul Hidayah Medan. Jenis penelitian ini adalah penelitian R & D dengan menggunakan model 4-D. Untuk melihat kelayakan media diperoleh dari validasi ahli. Sedangkan untuk melihat keefektifan media diperoleh dari uji coba terhadap media tersebut. Uji coba dilakukan sebanyak dua kali. Uji coba dilakukan terhadap siswa kelas IV yang terdiri dari 30 orang siswa. Berdasarkan kesimpulan dari ahli menyatakan bahwa media kartu bergambar termasuk dalam kategori baik dan layak untuk digunakan. Sedangkan berdasarkan hasil uji coba penilaian siswa terhadap media kartu bergambar yaitu terdapat peningkatan english vocabulary siswa pada uji coba pertama dan kedua. Maka dapat disimpulkan bahwa pengembangan media kartu bergambar layak dan efektif digunakan siswa pada saat pembelajaran.

**Kata kunci:** Penelitian Pengembangan, Media Kartu Bergambar, Kosakata Bahasa Inggris

## *ABSTRACT*

*This study aims to determine how to develop appropriate and effective flashcards and to find out whether flashcards can improve students' English vocabulary. The developed media is flashcards. The subjects in this study were fourth-grade students of SD MIS Nurul Hidayah Medan. This type of research was R & D research using a 4-D model. Finding out the feasibility of the media is obtained from an expert validator. Meanwhile, finding out the effectiveness of the media is obtained by testing the media. The trial was carried out twice. The trial was conducted on fourth-grade students consisting of 30 students. Based on the conclusion of the expert, it was stated that the flashcard is worthwhile and effective. While based on the results of the students' assessment test on the flashcard showed that there was an increase in students' English vocabulary in the first and second trials. Thus, it can be concluded that the development of flashcard as media is feasible and effective for students to use in the teaching and learning process.*

**Keywords:** Research Development, Flashcard Media, English Vocabulary

## INTRODUCTION

The COVID-19 pandemic has affected Indonesia's vital sectors such as commerce and education (Asih and Alief, 2022). After two years of experiencing online learning, schools are now started to conduct onsite classes with strict health protocols and limited hours (Abidah *et al.*, 2022). Thus, the time required for students in learning is only a little so learning is less effective. Therefore, learning is more effective and meaningful for students, then teachers are required to be able to develop media that can be used by students in the learning process in the classroom (Hung *et al.*, 2018). As there was a media developed by the teacher, the students' abilities, especially English vocabulary in English lessons can improve (Kashiwagi and Tomecsek, 2015). It is not easy for teachers to develop a media so that students' English vocabulary increases. Meanwhile, this thing is needed by students in learning in the classroom now.

Based on the results of interviews conducted with one of the English teachers at the school, it was confirmed that students find it difficult to learn English, especially in vocabulary (Basal, Toraman and Celen, 2021). So far, the learning carried out by the teacher only uses the lecture method and the books used are only textbooks (Wahyuningtyas *et al.*, 2022). Teachers rarely use the media due to the lack of media in schools. The ability of the students in English lessons is also still lacking (Asih and Halisiana, 2022). Therefore, teachers need to develop learning media so that learning is more effective, innovative, and interesting.

In English lessons, students need mastery of vocabulary. Vocabulary is the number of words that when combined will form a language (Horby, 2010). . Vocabulary is an important factor in learning English. Therefore, the students can master vocabulary in English with a large number of students who need a lot of practice (Rogers *et al.*, 2021). The more vocabulary skills the students get, the better language skills they master. With the media, it makes it easier for teachers to transfer knowledge and make it easier for students to understand lessons in class (Suyanto, 2013). Submission of materials and messages in the learning process will be easier and more effective, so it will increase the interest and motivation of students in learning (Asih, Alonzo and Loughland, 2022).

One of the suitable learning media to improve English students' vocabulary is flashcard media. This media contains images (such as animals, fruits, objects, etc.) that can train students and enrich their vocabulary. The card is a clue and stimulates students to respond well (Arsyad, 2013) . The use of learning media not only can simplify and streamline the process of learning, but also can make it more interesting (Sanjaya, 2011) . The flashcard media created can increase the students' enthusiasm for learning. Because learning by playing is good for students. With this media, students become active and learn while playing.

Based on the background above, this study aims to find out how the development of appropriate and effective flashcard media is and whether using flashcard media can improve students' English vocabulary. It is hoped that with this research, teachers can create their media in the learning process. Therefore, by using this media, students can improve their English vocabulary.

**METHODS**

This type of research was R & D (*Research and Development*) research, namely the development model of Thiagarajan, Semmel and Semmel is a 4-D model (Cohen, et al., 2018). This model consists of 4 stages which are the defining stage, the design stage, the development stage, and the dissemination stage. This research was conducted at MIS Nurul Hidayah Medan. The subjects of this study were fourth-grade students in the academic year 2022/2023 consisting of 30 students. While the object of this research was flashcard media.

In collecting information, the researchers provided validation sheets and student response questionnaires. The validation sheet came from 4 expert validators. On the other hand, to find out the effectiveness of the media was obtained from trials conducted on learning media. These trials are limited, the first and second field trials. On the other hand, the first and second field trials were given to fourth-grade students, which consisted of 30 students. After using the flashcard in the classroom activities, students were given a questionnaire to provide an assessment of the learning media that have been used.

The data analysis technique used is the feasibility analysis of the flashcard media in terms of validity (Abdullaha and Halima, 2010). At this stage, the data obtained came from 4 expert validators. Each of these indicators has scoring criteria ranging from 1 to 5.

**RESULTS AND DISCUSSION**

The data analysis and research results produced are:
**A. Description of the Defining Stage**
**1. Final Preliminary Analysis**

In this stage, a curriculum analysis was carried out at MIS Nurul Hidayah Medan. In the current curriculum, Students were required to be able to make observations, ask questions, reason and be able to present what is known at the time of learning. Or it can be said that learning is student-centred (Kemendikbud, 2013)

Moreover, all this time, the learning carried out by the teacher only uses the lecture method and the books used are only textbooks. Teachers rarely use the media due to the lack of media in schools. Because of the importance of learning media, the learning media developed is flashcards. Flashcard media are designed as attractive as possible and the material provided is following the objects around students, namely material about body parts.

**2. Student Analysis**

Student analysis was conducted to examine the characteristics of fourth-grade students, namely the level of cognitive development and academic ability. Based on the results of the student analysis, it is obtained as follows:

I.    The average of MIS Nurul Hidayah Medan students is 9-11 years old. If it is associated with the stage of cognitive development, then these students are at the stage of development of formal operations. However, students at this age still need real objects, including learning related to students' real lives. Therefore, it is very appropriate if learning English using a flashcard that can improve students' English vocabulary. The flashcards presented are related to the real life of students or objects that are around students. Thus, the students' English vocabulary can increase.

II.    From the acquisition of students' daily test scores from the English teacher, 48% of students have completed a passing grade while 52% of students have not finished studying with an average score of 65.

## 3. Concept Analysis

Concept analysis has the aim of identifying the main parts that will be taught to students about body parts for instance ears, eyes, lips, teeth, etc.

## 4. Task Analysis

This task analysis consisted of general tasks and specific tasks. General tasks were core competencies, while special assignments come from basic competencies and indicators of achievement of learning outcomes that are by material analysis.

## B. Description of the Design Phase

### 1. Test Preparation Result

The test preparation used was an English proficiency test. This test aims to be able to see an increase in students' English vocabulary. This test consisted of 2 parts, namely 6 questions to fill in the blank letters and 5 questions to find pairs of answers from an image. The task was carried out for 20 minutes.

### 2. Media Selection Results

The media used was flashcard media. The following is a display of flashcard media used during learning (Figure 1):



**Figure 1. Display of flashcard media**

### 3. Format Selection Results

The choice of format for learning media was adjusted to the students' ability to solve the problems. The display of the flashcard media was adjusted to the students' material and objects around students and was made with pictures that are as attractive as possible so that students were more interested in learning English.

### 4. Preliminary Design Results

In this stage, a flashcard media that has been designed is obtained. All results in this stage are called draft I.

## C. Description of the Development Stage

The development result of flashcard media from each activity in this stage are as follows:

### 1. Expert Validator Results

The draft I obtained from the validation results that have been carried out by experts. In conducting validation, the experts saw the feasibility of the learning media that had been developed. The learning media developed were assessed by material experts and media experts. Experts come from among lecturers and

teachers according to their fields of knowledge. The results of this validation serve as a reference for making improvements to the developed learning media. Learning media that has been declared valid by experts is called draft II.

### a. The experts

The experts who have validated the learning media developed (draft I) consist of 4 people.

### b. Validation Results

The assessment carried out by experts is based on indicators that include: presentation, language, content, display and student interest in the learning media. The following is a description of each expert. Material experts consist of two people, namely a lecturer and a teacher. Material expert trial data was obtained from the questionnaire that has been given. The development product given is a flashcard, so the results of the trial data are 4,63 and 4,68. Media experts gave criticism and suggestions on the display of the developed flashcard. Suggestions from media experts are to make the presentation more attractive so that it can encourage student interest in learning. The test given is a test in the form of a picture according to the flashcard that has been presented. The results of the test data according to media experts obtained the mean scores were **4,53** and **4,65**. Based on the explanation above, the summary of the results of the validation of learning media according to the experts can be seen in the Table 1.

**Table 1. Validation Results According to Experts**

| No. | Expert | Average Score |
|---|---|---|
| 1. | Material Expert | 4,63 |
| 2. | Material Expert | 4,68 |
| 3. | Media Expert | 4,53 |
| 4. | Media Expert | 4,65 |

Based on the average score obtained from the experts, it is in the interval $4 \leq Va < 5$. Based on the validity criteria, it can be said that the learning media developed is valid (Hobri, 2010).

### 2. Limited Trial

Before field trials, a limited trial was conducted on draft II. Limited trials were conducted on 9 students based on their abilities. From the results of student responses in the limited trial, most of them responded very happily to being given learning media in the learning process. Because student responses were still less than 85%, after receiving input from students, draft II was revised back to draft III. The third draft will be used for the trial class.

### 3. First Field Trial

From the results of the first field trial on 30 students, the student response was already at a percentage of 78.31%. The effectiveness of learning media is seen from the completeness of student learning outcomes classically. The test is said to be effective if the percentage of students' classical learning completeness reaches a good minimum classification. Learning is said to be successful if at least 85% of students are in the minimally good category (Rohman & Amri, 2013). In this study, the test used was a test to measure students' English vocabulary. The following is a table of the completeness level of students' English vocabulary test in the first field trial (Table 2).

**Table 2. Completeness Level of Students' English Vocabulary Test in the First Field Trial**

| Category | Total Students | Percentage |
|---|---|---|
| Complete | 22 people | 73.33% |
| Not Complete | 8 people | 26.67% |
| Total | 30 people | 100% |

From the data obtained in the first field trial, it shows that the completeness level of the students' English vocabulary test results is 73.33% with the number of students who complete the test is 22 students.

Learning is said to have achieved completeness if the percentage of students' completeness is above 85%. Because the first field trial did not fulfil the criteria for achieving completeness, it was necessary to carry out a second field trial.

**4. Second Field Trial**

From the results of the second field trial on 30 students, the student response was already at a percentage of 87.54%. The effectiveness of learning media is seen from the completeness of student learning outcomes.

The test carried out is the same as in the first field trial, namely the student's English vocabulary test. The following is the completeness level of the students' English vocabulary test in the second field trial (Table 3).

**Table 3 Completeness Level of Students' English Vocabulary Test in the Second Field Trial**

| Category | Total Students | Percentage |
|---|---|---|
| Complete | 27 people | 90% |
| Not Complete | 3 people | 10% |
| Total | 30 people | 100% |

The data obtained in the second field trial, show that the completeness level of the students' English vocabulary test results is 90% with several students completing 27 students.

Due to the second field trial, the completeness level of student learning outcomes classically was 90%. Thus, it can be said that students have finished learning classically.

**D. Description of the Dissemination Stage**

After the field trial is carried out, the flashcard is declared to be final. The next step is to provide flashcard media to the teacher so that it can be used in learning and also the teacher can make flashcards on other materials.

*Discussion*

**Validity of Flashcard Media**

The advantage of this flashcard is that the pictures presented are by the daily life of students or objects that are around students. Thus, students will be more interested in learning English. This is in line with research conducted by (Rumidjan, 2017) which concluded that word card media were successfully developed and were able to read in the beginning. By going through several stages starting from a review of several learning experts, small group testing, and field testing (large groups). Similar to research on the flashcards that have been carried out by (Ardiansyah, 2019) based on the results of the study, it was found that multimedia was declared valid for use with the results of the calculation of media experts 75%, material experts 93.75%, to audiences/students, namely individuals 94.37%, small group

94.7% and field trial 93.3%. This is also supported by the opinion (Suyanto, 2008) that exercises for vocabulary enrichment are highly recommended by using flash cards so that students can add vocabulary and remember them easily while looking at the pictures. Based on the results of material validation and media experts, it can be concluded that the flashcard media has fulfilled the valid criteria and is suitable for use as learning media.

**The Effectiveness of Flashcard Media**

Based on the results of trials conducted on students using flashcard media, the students' vocabulary test mastery levels were obtained in the first and second trials. From these results, it can be concluded that there is an increase in students' vocabulary using flashcards as media. Students are more interested in learning using the media (Tanu Wijaya, 2020). This is because the objects displayed are objects that are around the students. Teaching the English language in early childhood can be easier and stimulated by using objects (Wendy and Ytreberg, 2004). This is due to research that has been conducted (Hidayati, 2017). The results of this study indicated that an increase in the percentage of mastery of English vocabulary is shown in an increase from 41.07% in the pre-cycle to 61.83% and 87.5% in the first cycle and cycle II. This is also supported by the opinion (Hasan, 2009) states that flashcards are game cards that are done by showing pictures to children one by one quickly (1 picture per second) to trigger the right brain so that children can receive the information in front of them and very effective for helping children learn to read by remembering pictures and shapes, as well as increasing vocabulary at their age as possible. Based on the results of the final study above, it is concluded that the developed flashcard media has been effectively used in learning for students.

**CONCLUSION**

The conclusion obtained from this research is that the development of flashcards was validated by several experts, namely material experts and media experts from lecturers and teachers. The validation results indicate that the developed media fulfil the valid criteria. The results showed that the validation of the four experts stated that the flashcard media was suitable for use by students. If it is seen from the increase in the student learning outcomes, it is found that in the first field trial, classical completeness is 73.33% $\leq$ 85% so the completeness level of students' English vocabulary test has not been achieved yet. However, in the second field trial, classical completeness was 90% $\geq$ 85% so the mastery level of students' vocabulary test was already achieved classically. Thus, it can be concluded that there is an increase in English vocabulary for students using flashcards as media. Thus, it can be concluded that the development of flashcard media is very feasible and effective to use for students in learning.

The limitation of this research is that the research was only conducted in one school, so the results cannot describe the overall flashcard media that is feasible and effective for students to use in learning. Therefore, it is hoped that other researchers can conduct the same research by involving more research subjects and having a wider scope. Based on the results of this study obtained, it is suggested that teachers can create their learning media that support the learning process, the results of this study can be used as consideration for teachers to be able to develop flashcards and be adapted to other topics of subject matter

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