



# The Development of Flashcard Media to Teach Vocabulary on English Material in 7<sup>th</sup> Grade Junior High School

<sup>1</sup>Leny Amalia N. M, <sup>2</sup>Siti Rofi'ah, <sup>3</sup>Ahmad Saifudin

<sup>1,2,3</sup> Universitas Nahdlatul Ulama Blitar, Indonesia

Email: <sup>1</sup> [amalia.leny17@gmail.com](mailto:amalia.leny17@gmail.com), <sup>2</sup> [sitirofiah.unublitar@gmail.com](mailto:sitirofiah.unublitar@gmail.com), <sup>3</sup> [saif.ahmad123coretanding@gmail.com](mailto:saif.ahmad123coretanding@gmail.com)

**Abstract:** This research focused on developing flashcard-based learning media to support vocabulary improvement among seventh-grade students at MTs Nurul Huda Ngadirejo. The development followed the ADDIE model, which includes the phases of Analysis, Design, Development, Implementation, and Evaluation. It responded to key issues identified in the needs analysis, such as students limited vocabulary and low engagement caused by traditional teaching methods. The flashcards incorporated visual features and contextualized vocabulary to enhance both memory retention and student interest. Expert validation rated the media as “Good” with a score of 80%, confirming its appropriateness for use. Reliability testing yielded a Cronbach's Alpha of 0.956, indicating a high level of internal consistency. Student satisfaction reached 80.92% in the “Very Good” category, particularly noting the media's visual appeal, motivational impact, and support for vocabulary retention. Revisions based on expert feedback helped improve the final product. In conclusion, the flashcard media proved to be an effective and engaging tool for vocabulary instruction, offering a viable option for wider classroom application.

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## INTRODUCTION

Education is one aspect of life that plays an important (Hasibuan et al., 2023). A country can achieve progress if education in that country is in good quality. The high quality of education in a country is influenced by many factors such as students, teachers, infrastructure, and also because of environmental factors (Hasibuan et al., 2023). Along with the changing times that are increasing, the world of education is a very important place to create a real human, a human who is different from other creatures of God, besides that the world of education is also a place to develop the potentials that exist in humans themselves.

Discussions about education are always related to the curriculum. In Indonesia, the curriculum has existed since 1947 after independence. The curriculum is a tool used to achieve educational goals, meaning that the curriculum is a reference for the process of implementing education in Indonesia (Angga et al., 2022) This statement shows that the curriculum certainly cannot be considered only as a document but as a tool and also a reference where education implementers carry out the best teaching and learning process to achieve educational goals at every school level. But in reality, the existing curriculum in Indonesia often changes, even it has changed 12 times, this is also an obstacle to the education process.

One of the curriculum change policies that have existed is in the subject of English education. English education subjects have been introduced to students since elementary school. However, Permendikbud No. 67 Th. 2013 explains that English subjects are not deleted, but also not required for every primary school. English subjects are not included in the group of compulsory, local content, or extracurricular subjects (Kaltsum, 2016) and tend



to be abolished. So for students who enter junior high school, some of them still experience difficulties in learning English, especially related to vocabulary.

Vocabulary plays an important role in the English learning process because it is the initial foundation for language learners to learn listening, speaking, reading and writing. Vocabulary is a means of expressing thoughts and feelings that will be conveyed through language. Without vocabulary, no language skills can be developed, students cannot express their thoughts or the thoughts of others. In other words, students' ability to construct sentences and other language skills such as reading, writing, listening, and speaking English depends heavily on their vocabulary learning (Nur et al., 2023). This also applies to the students' learning process in English subjects.

In the observation conducted by the researcher on English learning in class VII at MTs Nurul Huda Ngadirejo, 7 out of 9 students had difficulty in English material. This is evident from the results of interviews conducted by researcher, only 6-8 out of 20 questions were answered. Most students complained about ignorance related to vocabulary. From the observation, the researcher found that some students did not get English education materials in elementary school. For students who have received the material, they only rely on books commonly called LKS in the learning process. So it is difficult for students to remember the material to the junior high school level.

During the interview, the researcher also found out that every English lesson in the classroom still relies on text-based learning. Such as answering questions in the book, writing, and working on the worksheet given by the teacher. Most students rely on the internet to answer questions such as finding the English word, or interpreting an English sentence. This makes them weak in remembering every vocabulary because they always get answers instantly. From this observation, the researcher found that students need variety in classroom learning, the selection of learning media in classroom learning greatly affects students' ability to remember learning materials.

Before applying an educational product in the learning process, an educator can choose the right learning media according to the learning needs of students so that effective learning can be achieved (Usep Setiawan et al., 2022). In the learning process, learning media can play an important role in achieving the learning objectives that the teacher has planned. Technology is developing rapidly and advancing at this time, so that it can encourage renewal and utilization of technological advances in the learning process such as by creating and implementing learning media. Learning media is an important component in completing the educational process to achieve learning objectives at school (Widiawati, 2021) Conventional learning media such as whiteboards, worksheets and material books alone are considered to cause boredom for students. So it is necessary to update the learning process by creating learning media. A fun learning process can be created by using updated learning media so that students can be active and able to easily understand the subject matter individually or in groups. Complicated and too much material can be simplified using learning media. One type of learning media that can be developed in the learning process is flashcard.

Flashcard learning media is media in the form of small-sized cards that contain images, descriptions and symbolic signs that can direct students to something related to the image (Fitria, Tisrin, Noreha, 2021). Images are usually made using photos, symbols, or pictures pasted on the front, and information about the image is written in the form of words or sentences on the back. With a varied design, the use of flashcards can be used as learning media to support the ease of understanding English material in classroom learning so that it can attract the attention of students to actively participate in the learning process. Learners can also be enthusiastic in the learning process because flashcards are a fun learning medium. In addition, flashcards make it easy for learners who are weak in capturing material understanding to more easily understand and memorize material.

Based on the benefits that can be obtained, it means that the use of flashcards can be applied in classroom learning by teachers to students. Researcher also found that according to previous research, it shows that the application of flashcard learning media has a positive impact on student learning outcomes (Lathifah, 2023). Flashcards are also considered very feasible to be applied for learning both in terms of media, language, and material (Lisfatkandayanti et al., 2022). Researcher found similar previous studies that

discussed learning by using flashcards, the results varied and significant. In addition, previous research on flashcards has been conducted in several places.

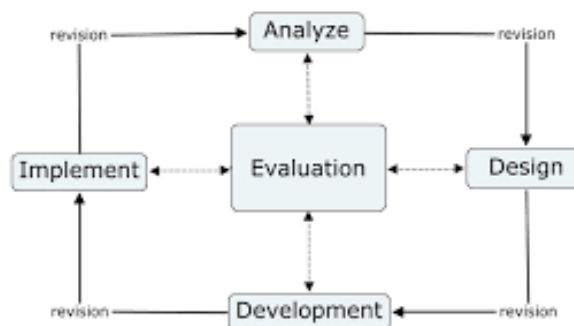
The first study entitled *Enhancing Students' Vocabulary Mastery by Using Flash Cards on the Seventh Grade at SMP Islam Terpadu Wahdah Islamiyah Konawe* (Nurwanti, 2024) with the results of the average pre-test score of 61.60 increased significantly to 76.87 in the post-test after the application of flash cards. This is also supported by the results of the T test where the calculated is greater than the table ( $10.550 > 2.060$ ) and significance (2-tailed) of 0.000 less than 0.05 ( $0.000 < 0.05$ ). These results lead to an alternative hypothesis ( $H_a$ ). The second study with the title *Flashcards As A Tool For Vocabulary Enhancement: A Study On Tenth Grade Students At SMA Negeri 1 Padang Bolak Julu* (Sinta et al., 2024) showed that the students' average score increased from 43.67 in the pre-test to 82.5 in the second cycle post-test. The percentage increase in scores from the pre-test to the second cycle post-test was 88.9%. In addition, 83.33% of students successfully achieved the Minimum Completion Criteria (KKM) at the end of the second cycle.

Some previous studies have shown that the use of flashcards can increase vocabulary recall and improve students' understanding of the subject matter. Thus, the use of flashcards is expected to be one of the alternative solutions to overcome students' difficulties in learning English, especially in the vocabulary aspect. Based on this description, the researcher is interested in researching with the title "***The Development of Flashcard Media To Teach Vocabulary on English Material in 7<sup>th</sup> Grade Junior High School***" with the hope that it can contribute to improving the quality of vocabulary learning in English education materials

## METODE

### Research Design

This research is a type of development research or Research and Development (R\&D). It aims to create a product and assess the feasibility of the product developed. The product to be developed in this study is a flashcard media as a learning tool for students. This research utilizes the ADDIE development model (Analysis, Design, Development-Implementation, and Evaluation) pioneered by Dick and Carey (1996). The steps of the research are as follows :



**Figure 1.** ADDIE Development Model by Dick and Carey

The explanation of the chart above is as follows :

1. Analysis

The analysis phase is the first step in the ADDIE model. In this phase, information is gathered regarding the learning needs, the learning objectives to be achieved, and the characteristics of the learners. This analysis helps instructional designers understand the context and challenges faced by the learners.

2. Design

The next step is to design the learning program. This design includes selecting appropriate teaching methods, developing learning materials, and planning effective learning activities. The primary goal of this phase is to create a learning program that can achieve the established objectives.

3. Development

The development stage involves creating learning materials based on the pre-made design. This could include creating modules, presentations, reading materials or other learning media. The learning materials are then tested and revised according to the feedback received.

#### 4. Implementation

The implementation stage is when the developed learning program is applied in an actual learning environment. It involves facilitator training, classroom management, and necessary technical and administrative support. The purpose of this stage is to ensure that the learning program can be run smoothly and effectively.

#### 5. Evaluation

The evaluation stage is the final step in the ADDIE model. At this stage, the learning program is evaluated to assess its effectiveness in achieving the learning objectives that have been set. Evaluation can be done formatively during the development process, as well as summatively after the learning program has been implemented. The evaluation results are used to make improvements and further develop the learning program in the future.

### **Research Procedures**

The research procedure is the procedure that will be used by the researcher. In this study, researcher only limited to grade 7 at MTs Nurul Huda and used 3 experts to conduct validation due to limited time. The steps that researcher will take are as follows:

#### 1. Analysis

At this stage, researcher conducted observations and unstructured interviews. The objects of observation were grade 7 students and English language learning in grade 7. While the sources of unstructured interviews are 7th grade students and English teachers at MTs Nurul Huda.

#### 2. Design

At this stage, the researcher designs the learning media according to the results of observations and unstructured interviews with grade 7 students and English teachers at MTs Nurul Huda. The learning media made is also adjusted to the curriculum. From the results of observations and interviews, researcher decided to make learning media in the form of flashcards.

#### 3. Development

At this stage the researcher make flashcard products with the material that has been determined, make a guidebook, validate the expert, and make revisions if needed.

#### 4. Implementation

At this stage the researcher practice using the finalized flashcard media in the classroom and test the feasibility of using the media in the classroom.

#### 5. Evaluation

The evaluation stage is carried out after implementation to see the feasibility of the media that has been made. If deficiencies are found, revisions will be made and repeated at stage 4. If no deficiencies are found, then the media is declared suitable for use in learning.

### **Data and Data Source**

Researcher gathered data through unstructured interviews, observations, and questionnaires, focusing on the vocabulary learning needs 7th grade students at MTs Nurul Huda. This data included observations from 7th grade students, feedback on the media used for learning, validation data from the media and learning experts, and responses from students after the development trial of the product.

The data sources involved 9 contains 3 boys and 6 girls students from the 7th grade at MTs Nurul Huda, who were the subjects of the media development research, as well as responses from media and learning experts who validated the product development through questionnaires. Due to relatively small number of students, the sampling method used were saturated sampling. The use of saturated sampling techniques is because the sampling class used has a small capacity where the total population in one class is less than 30 (Sugiyono, 2013) in (Rahmawati & Mubarok, 2023). This sampling is taken from the total number of students in the class.

### **Data Collection Technique**

Data collection techniques are methods or ways used to collect information or data needed in a research or project. This data can be facts, figures, opinions, or other types of information relevant to the research objectives.

#### 1. Unstructured Interviews Sheet

In the first stage, researcher conducted observations with unstructured or themed questions. These questions were asked to find out the students' needs. This sheet only contained a guide to some of the questions

Observation Sheet  
The researcher utilized observation sheets and questionnaires to assess students' needs regarding learning media. The observation sheets were designed as closed questionnaires, where students simply checked the options provided.

#### 2. Validation Questionnaire

Product validation questionnaires for the Pictured Flashcard media included both closed and open-ended questions for validators, who were media and learning experts. The questionnaire used a 4-point scale: Very Good, Good, Not Good, and Very Not Good.

#### 3. Students Response Questionnaire

Additionally, the researcher employed student response questionnaires to gauge student reactions to the developed learning media. These questionnaires were distributed to students after the trial of the media in the classroom, allowing the researcher to evaluate the impact of the product development on students' learning.

#### 4. Documentation

The researcher also used documentation instruments during the trials with 7th grade students at MTs Nurul Huda Ngadirejo. Documentation was also collected during unstructured interviews and observations, which included teaching plans. The teaching plan was an essential instrument used by the researcher during the trials with the 7th-grade students.

### Research Instrument

The research instruments used in this development study include several tools to gather data :

#### 1. Unstructured Interview

This interview aims to analyze the needs of students in the classroom. Interviews are conducted by asking questions to several students, some of the indicators of the questions are :

**Table 1.** Brief of Unstructured Interview

Indicator	Question
Learning Experience	How has your experience been in learning English so far?
	What part of English learning do you enjoy the most? Why?
Current Learning Media	What learning media do you currently use in your English classes?
	To what extent does this learning media help you understand the material?
	Is there any problem when the teacher uses the media for learning in class?
Needs for Learning Media	What are the shortcomings of the learning media you are currently using?
	What types of learning media do you feel need to be added to help you learn English more effectively?
	Do you have any specific preferences for using learning media, such as videos, games, or digital applications? If so, please explain.

#### 2. Observation

Observation is the activity of carefully observing an object, phenomenon, or event to collect data and information. In research, observation is a data collection method that

involves direct observation of the object of research, be it people, places, or events. In this case, researcher examined the student learning process in class 7 MTs Nurul Huda Ngadirejo including student learning styles, learning methods used by teachers, and learning media used.

**Table 2.** Observation Sheet

NNo	Indicator	Result
11.	Teacher-Students interaction	
22.	Students learning habits	
33.	Students problem solving	
44.	Students participation	
55.	Materials used	
66.	Learning media used	
77.	Students attendance	
88.	Atmosphere in the classroom	
99.	Condition of the classroom	
110.	Teachers teaching habits	

### 3. Questionnaire

A questionnaire is a data collection method conducted by providing a series of questions or written statements for respondents to answer. In this study, the researcher distributed the questionnaire to several experts, including media experts, material experts, and learning experts. Additionally, the questionnaire was given to students at MTs Nurul Huda to gather their responses regarding the use of flashcard media in vocabulary learning. The questionnaires for the learning and media experts focused on evaluating the appropriateness of the media for educational purposes, using a 4-point scale: Very Good, Good, Not Good, and Very Not Good. A sample of the questionnaire is presented in the following table.

**Table 3.** Material Validation Sheet

NNo	Assessment Aspects	Indicators	Score			
			1	2	3	4
11.	Content Feasibility	Alignment of content with learning outcomes (CP) and Learning Objective Flow (ATP).				
		Alignment of content with learning objectives.				
		Depth of the material.				
		Relevance of questions to the video presentation.				
		Relevance of questions in achieving learning objectives.				
22.	Presentation Components	Suitability of the video for student characteristics.				
		Size of effective display				

The questionnaire given to students would include questions about their satisfaction levels of the media for learning purposes using or ticking a scale of 4, namely strongly agree, disagree, and strongly disagree. Sample of questionnaire is like the following tabel:



**Table 4.** Students Satisfaction Sheet

No	Assessment Aspects	Indicators	Score			
			1	2	3	4
1.	Enjoyment	Feeling enjoyment in studying the material				
		Demonstrating dedication in following the lesson.				
2.	Interest	Not feeling bored.				
		Following the lesson through to completion				
3.	Seriousness	Actively participating in the lesson.				
		Practicing reasoning skills to respond to the presented problems.				
4.	Ease	Ease of understanding the learning material.				
		No difficulty in following lessons using power point presentation.				
5.	Engagement	Interested in studying the learning material.				
		Enthusiastic about learning the material				

**Validity of The Instrument**

**Validity of The Research**

Validity is broadly defined as the extent to which a concept, conclusion, or measurement is well grounded, justifiable, relevant, meaningful, logical, and in accordance with accepted principles. It reflects the overall quality, soundness, and credibility of the instrument or method used in a study (Cypress, 2017). In the context of this research, validity is essential to ensure that the questionnaire accurately measures what it is intended to measure. To assess the validity of the questionnaire items, the researcher employed the Statistical Package for the Social Sciences (SPSS). This software was used to analyze the data and determine whether each item in the questionnaire was valid and appropriate for collecting accurate and reliable information related to the research objectives.

**Reliability of The Research**

Reliability refers to the overall soundness and trustworthiness of a research study, particularly in terms of the appropriateness of the methods chosen and how those methods are applied and implemented in a qualitative research context. It emphasizes the consistency of the research process, aiming for procedures that remain stable over time and across different researcher or methods (Miles et al., 2014). In this study, reliability plays an important role in ensuring that the results are dependable and replicable. To measure the reliability of the questionnaire used in the research, the author utilized the Statistical Package for the Social Sciences (SPSS), which helps determine the internal consistency of the instrument and ensures that it yields consistent results when applied under similar conditions.

**Data Analysis**

Data analysis is the process of systematically examining, organizing, and interpreting data to discover useful information, draw conclusions, and support decision-making. It involves transforming raw data into meaningful insights through various techniques such as statistical analysis, coding, categorization, and pattern recognition. In research, data analysis helps validate hypotheses, identify trends, and answer research questions by providing a structured way to evaluate the collected information. In this study, the researcher used both qualitative and quantitative analysis. This combination ensures a comprehensive understanding of the data from both numerical and contextual perspectives.



**Qualitative analysis**

This data analysis method is employed to interpret descriptive data such as expert opinions and student responses. This is a method using interviews and observation by answering questions like what, why or how. The data analyzed by this method are in the form of text or narrative. Furthermore, from all the data, a classification process is carried out based on needs with a coding process. The final stage in this method is data interpretation. The data interpretation process is actually carried out simultaneously during coding. Interpretation efforts are carried out simultaneously in classifying data. The interpretation step is to analyze the data to produce the required information.

**Quantitative analysis**

Quantitative data analysis method is a method that relies on the ability to calculate data accurately. In addition, this method also requires the ability to interpret complex data. Some examples of quantitative analysis methods, such as descriptive, regression, and factor analysis. Quantitative data analysis methods have various types of analysis such as correlational, regression, comparative, descriptive and similar techniques.

The formula can be expressed as:

$$P = \frac{\sum xi}{\sum x} \times 100\%$$

Information:

P = needed percentage

$\sum xi$  = ideal number of answers in 1 item

$\sum x$  = total respondents

100 = constanta

The product developed will be validated by media experts, and material experts. Product validity is stated in the following categories according to (Arikunto, 2020):

**Table 5.** Validity Criteria

Number	Percentage	Validity Category
1.	85% - 100%	Very Valid
2.	70% - 84%	Valid
3.	55% - 69%	Less Valid
4.	40% - 54%	Invalid

The questionnaire is also used to measure students' responses to the product being developed. Student responses are expressed in the following categories(Arikunto, 2020):

**Table 6.** Reliability Criteria

Number	Percentage	Validity Category
1.	81% - 100%	Very Feasible
2.	61% - 80%	Feasible
3.	41% - 60%	Feasible Enough
4.	21% - 40%	Less Feasible
5.	<21%	Very Unfeasible

In conclusion, the product is called valid if it is in the percentage of more than 70% with valid category and the product is called feasible if it is in percentage of more than 61% with feasible category.

**Prosedur Penelitian**

Penelitian ini memiliki 7 tahap dalam prosedurnya, diantaranya tahap pengenalan masalah, tahap persiapan, tahap penyusunan rencana, tahap implementasi tindakan, tahap observasi dan interpretasi, tahap refleksi, dan tahap penyusunan laporan. Jenis penelitian tindakan kelas (PTK) yaitu pencermatan bentuk tindakan pada suatu kegiatan belajar yang segera muncul. Penelitian tindakan kelas merupakan pendekatan sistematis untuk

meningkatkan bahwa guru kelas melalui penggunaan berbagai teknik pengajaran untuk meningkatkan praktik pembelajaran (Suwarni, 2021).

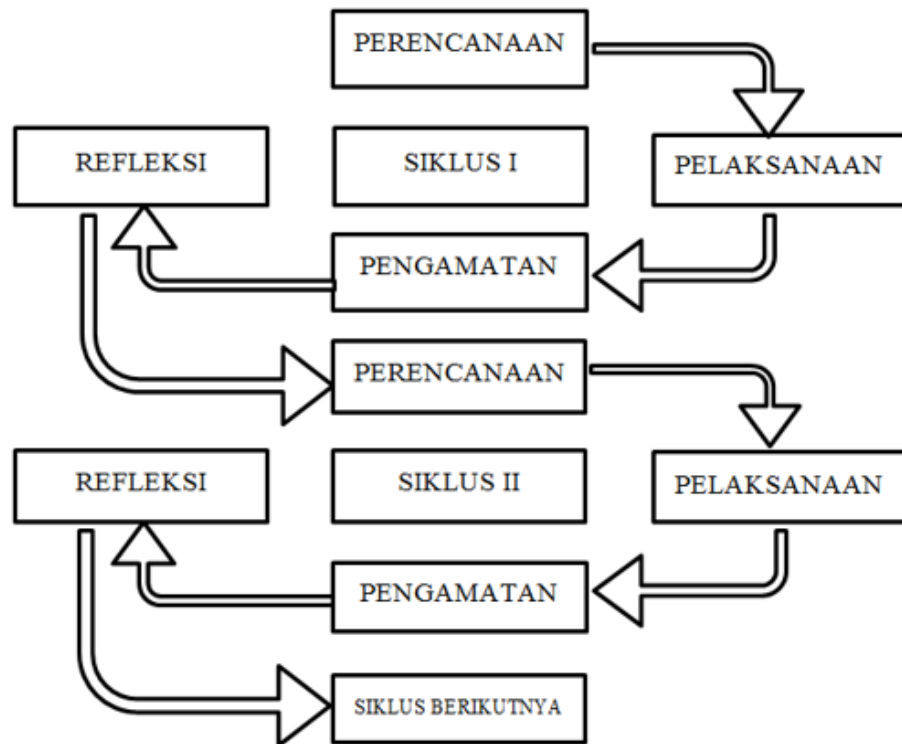


Figure 2. Siklus PTK Model Kemmis dan Mc Tagart

Dari gambar di atas kita bisa mengetahui siklus PTK model kemmis dan Mc Tagart dimulai dari perencanaan tindakan (*planning*), pelaksanaan tindakan (*acting*), pengamatan (*observing*), refleksi (*reflecting*) yang berulang pada siklus berikutnya (Astutik, 2022). Perencanaan merupakan langkah awal dalam penelitian, yang melibatkan identifikasi masalah, analisis, dan pengembangan pendekatan pemecahan masalah. Perencanaan melibatkan pemeriksaan masalah dan analisis atas solusinya. Tindakan adalah implementasi perencanaan, yang melibatkan penelitian dalam dua bagian, meningkatkan hasil pembelajaran dan berpikir kritis (Haryuni et al., 2022). Pengamatan merupakan studi tentang perilaku proses penelitian, yang bertujuan untuk memahami dampak penelitian terhadap kondisi penelitian. Sedangkan refleksi adalah metode evaluasi untuk memahami perubahan dalam rencana penelitian, menentukan efektifitas penelitian, dan menentukan bagaimana penelitian dapat meningkatkan dan menyempurnakan hasilnya.



Figure 3. Siklus PTK

Pendekatan penelitian tindakan kelas (PTK) adalah satu jenis tindakan yang memiliki kegunaan praktis. Karena melibatkan tugas sehari-hari yang dapat dipandu oleh guru. Permasalahan yang diangkat untuk diteliti secara sungguh-sungguh yaitu permasalahan yang ada dalam pengerjaan. Jenis penelitian ini bisa dilakukan mereka yang tidak terlalu lambat dalam belajar dan berpartisipasi dalam kegiatan kelas (Nurudin, 2021).

#### **Teknik Pengumpulan Data**

Data yang dikumpulkan dari hasil observasi juga dokumentasi kegiatan penelitian. Data observasi diperoleh dari data yang dikumpulkan melalui wawancara dan tes. Ada dua cara untuk melakukan tes yaitu tes tulis dan tes praktik, atau tinjauan pustaka yang meliputi demonstrasi pekerjaan yang dilakukan selama berada di kelas. Sedangkan data dokumentasi diperoleh dari dokumentasi kegiatan selama penelitian berlangsung (Saifudin, Nasisatuzzahro, Lestariningsih, Haryuni, & Nahdiyah, 2022).

#### **Teknik Analisis Data**

Data yang diterima untuk seterusnya dianalisis menggunakan teknik analisa data deskriptif.

- Nilai rata-rata hasil belajar

$$\text{Rata-rata Skor hasil belajar} = \frac{\sum x}{N}$$

Keterangan :

$\sum x$  = Jumlah nilai hasil belajar seluruh siswa

$N$  = Jumlah siswa (Arikunto, 2006)

- Pada penelitian ini peneliti menggunakan teknik analisa data tes, dengan menggunakan

$$\text{Rumus ketuntasan belajar klasikal : } KB = \frac{F}{N}$$

Keterangan : KB = ketuntasan belajar klasikal



$F$  = jumlah seluruh siswa yang mendapat nilai  $> 70$  ke atas

$N$  = jumlah seluruh siswa (Arikunto, 2006)

Ketuntasan belajar di kelas X MA Miftahul Khoir Menyono Kuripan Kabupaten Probolinggo, sebesar 70, berdasarkan KKM yang telah disepakati dalam Kurikulum 2013 untuk individu yaitu ketuntasan hasil belajar siswa jika siswa mendapat nilai  $\geq 70$  dan persentase ketuntasan belajar  $\geq 70\%$ .

## RESEARCH FINDINGS AND DISCUSSION

### Research Findings

#### Result of Analysis Stage

In the observation conducted by the researcher on English learning in class VII at MTs Nurul Huda Ngadirejo, 7 out of 9 students had difficulty in English material. This is evident from the results of interviews conducted by researcher, only 6-8 out of 20 questions were answered. Most students complained about ignorance related to vocabulary. From the observation, the researcher found that some students did not get English education materials in elementary school. For students who have received the material, they only rely on books commonly called LKS in the learning process. So it is difficult for students to remember the material to the junior high school level.

During the interview, the researcher also found out that every English lesson in the classroom still relies on text-based learning. Such as answering questions in the book, writing, and working on the worksheet given by the teacher. Most students rely on the internet to answer questions such as finding the English word, or interpreting an English sentence. This makes them weak in remembering every vocabulary because they always get answers instantly. From this observation, the researcher found that students need variety in classroom learning, the selection of learning media in classroom learning greatly affects the students ability to remember learning materials.

#### Result of Media Design and Development

The initial stage in developing the flashcard learning media began with a needs analysis to identify problems that limit student engagement and hinder learning effectiveness. The researcher selected seventh-grade students as the target group, as the instructional material developed was aligned specifically on the topic "My School Activities" in semester 2, aligned with the CP Phase D curriculum with a particular emphasis on vocabulary development at MTs Nurul Huda Ngadirejo Blitar. The ninth-grade level was not chosen based on recommendations from the school. This stage was essential in defining the focus areas and determining the content to be integrated into the learning media. Subsequently, the researcher formulated several criteria on **table 7**.

**Table 7.** Product Specifications

Name of Part	Criteria
Flashcard	The flashcards were printed on paper measuring 10 x 7.5 cm
	The flashcard are made on 2 back-to-back pages
	The front page will display an image about school activities with the name of the activities
	The back page displays the meaning and example sentences
	The flashcard will be colored
Guide Book	The guidebook is designed in a compact, booklet format.
	The guidebook provides a step-by-step explanation on how to use the flashcard media

Referring to the criteria in **Table 7**, the researcher began the development of the learning media. The product was designed using Canva Mobile App as the primary design tool, and the finalized design was subsequently printed to prepare the flashcard learning media for validation. The final design of the flashcard learning media shown in the **Figure 4**. The finalized and printed form of the flashcard learning media, which was developed based on the established design criteria, is presented in the **Figure 5**. Once completed, the printed media was submitted to both media and material experts for assessment and feedback.



**Figure 4.** Preview of Media Design



**Figure 5.** Flashcard Media developed

### Result of Expert Judgment

The researcher submitted the flashcard media to both a material expert and a media expert for validation after the development of the media was completed. The initial

evaluation was carried out by the media expert, Mrs. Asvinia Fauziah, M..Pd., who assessed various aspects including the appearance, operational, and relevancy of the flashcard media. The evaluation utilized a Likert scale consisting of four response categories. Referring to the data in the **table 8.**, the flashcard media received an

evaluation score of 81.25% for its appearance, 75% for its operational, and 87.50% for its relevancy. The overall average score from the media expert’s assessment was 80%, which falls under the “Good” category. These results indicate that the media is considered feasible in terms of its physical dimensions, practical use, and general functionality.

**Table 8.** Assessment Outcomes from the Media Expert

No	Aspects	Assessment Criteria	Media Expert	Expected Score	Amount of Each Aspect	Percentage
1.	Appearance	1	3	4	13	81.25%
		2	3	4		
		3	4	4		
		4	3	4		
2.	Operational	5	3	4	12	75%
		6	3	4		
		7	3	4		
		8	3	4		
3	Relevancy	9	4	4	7	87.50%
		10	3	4		
<b>Total</b>		<b>10</b>	<b>32</b>	<b>40</b>	<b>32</b>	<b>80%</b>
<b>Category</b>						<b>Valid/Good</b>

Feedback from the media expert included a suggestion to enhance the visual readability of the flashcard media. It was recommended that the font size be increased and color variations be applied to make the text more attractive and easier to read for students. In response to this input, the researcher revised the design by enlarging the font and incorporating more varied and visually engaging color schemes. These improvements aimed to ensure that the media would be more accessible and appealing to its users. The updated version of the media layout is illustrated in the following figure

The second stage of evaluation was carried out by the material expert, who assessed the developed flashcard media in terms of content appropriateness, presentation feasibility, and language clarity. The material expert involved in this study was Mrs. Wahyu Ika Oktavia, S.Pd., an English teacher at the junior high school level. The evaluation employed a four-point Likert scale to measure each assessment criterion. The results of this material expert evaluation are presented in the **table 9:**

**Table 9.** Assessment Outcomes from the Material Expert

No	Aspects	Assessment Criteria	Material Expert	Expected Score	Amount of Each Aspect	Percentage
1.	Content Feasibility	1	3	4	19	79.16%
		2	4	4		
		3	3	4		
		4	3	4		
		5	3	4		
		6	3	4		
2.	Presentation Component	7	3	4	13	81.25%
		8	3	4		
		9	3	4		
		10	4	4		

<b>Total</b>	<b>10</b>	<b>32</b>	<b>40</b>	<b>32</b>	<b>80%</b>
		<b>Category</b>			<b>Valid/Good</b>

Based on the data presented in the **table 10**, the material feasibility evaluation of the flashcard media resulted in a score of 79,16% for content feasibility and 81,25% for presentation component. The overall average score given by the material expert was 80%, which, according to the feasibility classification criteria, falls into the "Very Good" category. These results indicate that the instructional content integrated into the media is highly appropriate and suitable for use in the learning process.

#### **Result of Validity and Reliability**

with the criteria for saturated sampling as outlined by Sugiyono (2013), as cited in (Mufida et al., 2024)

**Table 1.** Result Of Validity Test

<b>Item Number</b>	<b>Item-Total Correlation</b>	<b>r-table</b>	<b>Description</b>
Q01	0.907	0.666	Valid
Q02	0.762	0.666	Valid
Q03	0.886	0.666	Valid
Q04	0.714	0.666	Valid
Q05	0.707	0.666	Valid
Q06	0.707	0.666	Valid
Q07	0.810	0.666	Valid
Q08	0.742	0.666	Valid
Q09	0.762	0.666	Valid
Q10	0.931	0.666	Valid
Q11	0.878	0.666	Valid
Q12	0.697	0.666	Valid
Q13	0.707	0.666	Valid
Q14	0.866	0.666	Valid
Q15	0.790	0.666	Valid

Referring to the data in the **Table 4.11**, the researcher found that 15 questionnaire items had correlation values exceeding 0.666, indicating that all items met the validity criteria. Following the validity test, a reliability analysis was conducted to assess the consistency of the instrument. According to Priyatno (2013) as cited in (Rahmawati & Mubarok, 2023), an instrument is considered reliable if it satisfies several conditions: the positive item-total correlation ( $r-\alpha$ ) must be greater than the r-table value, the negative  $r-\alpha$  must be less than the r-table, and the Cronbach's Alpha coefficient must exceed 0.6. If these requirements are fulfilled, the instrument can be deemed reliable. The details of the reliability testing process and results are presented in the **table 4.12**:

**Table 4.2.** Result of Reliability Test

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
958	15

The analysis conducted using the SPSS program yielded a Cronbach's Alpha value of 0.958 for the research instrument. Based on the reliability standard proposed by Sugiyono instrument is considered reliable if it achieves a minimum alpha value of 0.60. Since the alpha coefficient obtained in this study exceeds the established threshold, it indicates that the instrument possesses a high degree of internal consistency. Therefore, the instrument used in this research is confirmed to be reliable for data collection purposes.

#### **Result of Student Satisfaction**

The media tryout was carried out after the flashcard product had been revised and deemed ready for use. A single trial was implemented at MTs Nurul Huda Ngadirejo, involving all attending seventh-grade students who participated in the instructional activities. A total of nine students participated in the implementation, which was supervised directly by the English teacher. The trial was designed to simulate actual classroom use, as the flashcard media is intended to be utilized by both teachers and students in future English vocabulary learning sessions.

After the product trial was completed, the researcher carried out an evaluation to measure students' satisfaction with the developed flashcard media. To obtain this data, a questionnaire was distributed to the students immediately after the trial session. A total of 9 seventh-grade students participated as respondents in this assessment. The outcomes of the questionnaire are presented in the **table 13**.

**Table 13.** Student Satisfaction Analysis Results

NNo	Assessment Indicator	Scoring	Expected Score	Percentage
1	Visual and design appeal of the media used in learning.	29	36	80.55%
2	Effectiveness of media in facilitating content acquisition	29	36	80.55%
3	Support provided by the media in helping students comprehend the learning content	27	36	75.00%
4	The role of media in increasing student motivation during learning activities.	28	36	77.77%
5	Engagement level of students when using the media to study English	30	36	83.33%
6	<i>Positive learning experience perceived by students while interacting with the media.</i>	30	36	83.33%
7	<i>Appeal of the teaching approach that integrates media in the learning process.</i>	30	36	83.33%
8	Adherence to scheduled learning sessions during media-based instruction	27	36	75.00%
9	<i>Student engagement and enthusiasm when learning through media</i>	29	36	80.55%
10	Clarity and simplicity of the material when presented through media.	30	36	83.33%
11	Effectiveness of media in helping students retain new vocabulary.	31	36	86.11%
12	Student excitement and energy during media-assisted learning.	29	36	80.55%
13	Student excitement and energy during media-assisted learning.	30	36	83.33%
14	Learning productivity and time-effectiveness using the flashcard media	28	36	77.77%
15	Visual appeal and engaging nature of the flashcard as a learning tool.	30	36	83.33%



<b>Total</b>	<b>437</b>	<b>540</b>
<b>Feasibility Percentage</b>		<b>80.92%</b>

Based on the data presented in the **table 13**, the students' satisfaction level with the use of the flashcard media reached 80.92%. This percentage falls within the "Very Good" category in terms of feasibility. These findings indicate that the developed media successfully fulfilled its intended purpose of engaging students and enhancing their interest in the learning process.

## Discussions

The development of flashcard media through the ADDIE model proved to be an effective and structured approach in addressing the vocabulary learning challenges faced by seventh-grade students at MTs Nurul Huda Ngadirejo. The findings from the needs analysis revealed that a significant portion of students (over 70%) struggled with English vocabulary. A difficulty attributed to the lack of foundational knowledge from elementary school and the predominance of conventional, text-based learning. Moreover, the learning habits formed during the COVID-19 pandemic, where students heavily relied on online resources, contributed to a lack of vocabulary retention and reduced motivation for deep learning.

The flashcard media developed in this study aimed to provide a more interactive and visual approach to vocabulary acquisition, aligning with the students' learning needs and preferences. The media combined visual (images and color-coded designs) with written content (vocabulary and sentence examples), allowing students to associate meanings more easily and stay engaged throughout the learning process. The validation process involving media and material experts further confirmed the feasibility and appropriateness of the product. The media expert assigned an average score of 80%, indicating that the media was considered "Good" in terms of appearance, usability, and relevance. Meanwhile, the material expert also awarded an average score of 80%, classifying the media as "Good" in terms of content feasibility and presentation. These results affirm that the flashcard media met both technical and pedagogical standards for classroom implementation.

In terms of reliability and instrument validity, all 15 questionnaire items were found valid, with correlation coefficients above the minimum threshold. The reliability analysis yielded a Cronbach's Alpha value of 0.956, surpassing the acceptable threshold of 0.60, which signifies a high degree of internal consistency and reliability of the instrument used to assess students' responses. The student satisfaction evaluation conducted following the classroom trial resulted in a notable feasibility score of 80.92%, falling within the 'Very Good' category. Students gave favorable responses across all components of the flashcard media. These results indicate that the media was effective not only in capturing students' interest but also in enhancing their engagement and understanding of vocabulary content.

The feedback provided by the media expert, specifically regarding improvements in font size and the use of varied colors, was addressed during the revision stage. These adjustments contributed to the increased readability and visual appeal of the final product, making it more suitable for student use. Overall, the results of this study are consistent with previous research (Nurwanti, 2024) and (Sinta et al., 2024) that highlighted the effectiveness of flashcards in enhancing vocabulary mastery. The findings reinforce the value of incorporating visual and interactive media into language learning, especially for students with low initial exposure to English.

However, the limited scope of this study restricted to one class in a single school and a small sample size suggests that broader implementation and further testing across different contexts are needed to generalize the findings. Future research could explore digital versions of the flashcard media or hybrid approaches to extend its usability and reach.

## CONCLUSION

This research aimed to develop and evaluate a flashcard-based learning media integrated with a flashcard mechanism to support English vocabulary learning for seventh-



grade students at MTs Nurul Huda Ngadirejo. The development followed the ADDIE model, encompassing the stages of analysis, design, development, implementation, and evaluation. The media underwent expert validation and was revised based on constructive feedback. Both the media and material experts confirmed that the product is feasible and suitable for use, particularly in terms of design, content, and usability. Instrument testing also demonstrated strong validity and reliability.

Furthermore, the implementation and student satisfaction analysis indicated a high level of acceptance. Students found the media helpful, enjoyable, and effective in aiding vocabulary retention and stimulating interest in learning English. In conclusion, the developed flashcard media is a feasible and effective tool for improving vocabulary learning among junior high school students. It not only meets pedagogical standards but also successfully engages students in an interactive and enjoyable learning experience. This media can be a valuable alternative for teachers in delivering vocabulary lessons and is recommended for wider application in similar educational settings.

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