

Developing Flashcard Games to Teach Speaking Skill for Islamic Vocational High School Students

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Abstrak: This research aims to create interesting learning materials to teach speaking skills to tenth-grade students at SMK Islam 1 Blitar. Traditional English teaching approaches sometimes fail to engage students and promote active speaking, resulting in minimal development. The study proposes using the Flashcards game for language learning to address this issue. The game promotes vocabulary mastery, speaking confidence, and active engagement. The game's effectiveness was evaluated through research and development, including a trial with 38 students. The Flashcards game considerably improved learning, with a questionnaire score of 81.4%, indicating validity. The evaluation showed that the game is an effective teaching tool. Research shows that interactive games, such as Flashcards, can improve students' speaking skills and create an interesting learning environment. This technique aligns with modern education trends that prioritize interactive, student-centered learning. In conclusion, the Flashcards game effectively improves speaking skills and student motivation.

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INTRODUCTION

English is an international language, which implies that it is taught in many nations throughout the world, that many people use English for worldwide communication, and that it is utilized as a key to knowledge, science, and technology (Munir, 2016). In learning English which incidentally is a foreign language, mastering good and correct vocabulary must understand the meaning of each word rather than grammar so that the delivery of sentences in communicating can be realized properly. At the initial stage of learning a second language, it is better to pay attention to or adhere to vocabulary than to grammar because without an extensive vocabulary, we will not be able to use the learned structures and functions for correct and understandable communication (Nunan, 1991)

In English, 4 skills must be mastered, namely listening, writing, reading, and speaking which will be useful in the world of work. One ability that is often used is speaking, which is an activity of dialogue between one person and another, whether it is at school, at home, or in public places. Good English language skills open up wider job opportunities, both at home and abroad. Speaking is considered to be the most sought skill for an individual to be accepted as competent in a foreign language (Kürüm, 2016). Speaking skills are a valuable asset in everyday life. The ability to convey ideas, thoughts, and feelings effectively and persuasively can open up many opportunities. In both professional and personal settings, good speaking can build strong relationships, convince others, and achieve desired goals. Speaking is a common way to express ideas, transmit information, and communicate our wishes and views. It may be characterized as oral engagement (Khairunnasri, 2023). Through consistent practice, we can increase our confidence and adaptability in various communication situations.

The major goal of teaching speaking skills is communicative efficiency (Bahrani, 2012). But in fact, it is different from the facts on the ground. There are still many individuals, especially students, who feel less interested in developing their English speaking skills. Many factors contribute to their lack of interest in improving their English speaking abilities, including a lack of opportunity to practice speaking English, as well as a fear of being

incorrect, humiliation, or lack of confidence. Improving your speaking skills is no easy feat. Many people feel nervous or struggle to find the right words when speaking in public. Many students struggle with their speaking talents, which limits their confidence and willingness to convey ideas during the learning process. This lack of competency might result in inefficient communication and an inability to fully engage in their schooling (Ramdhani, 2022). However, with proper practice and a positive supportive environment, we can overcome these obstacles. One effective way is to actively participate in discussions, presentations or other speaking activities. Therefore, it is necessary to habituate and practice speaking either in class or outside in order to increase the self-confidence in students so that they are not inferior and shy (Bahrani, 2012). Therefore, teachers must be able to improve students' speaking skills, so that the target in learning can be achieved. Teachers can create a conducive learning environment by using English in daily classroom activities, providing praise and encouragement, and varying learning activities. In addition, the use of interesting learning media such as videos, songs and audio can make the learning process more enjoyable. Teachers of English language learners can give their students the continuous and reliable support they need for language development connected to literacy and oral language development, especially in the areas of vocabulary and comprehension, if these crucial areas of need are addressed (Hickman, 2004). Providing opportunities for students to speak actively through group discussions, presentations or debates is also very important. To increase learning motivation, teachers can encourage students to practice outside of class through English club or independent speaking assignments.

The most current Indonesian curriculum, Kurikulum Merdeka (Freedom Curriculum), allows for the restoration of English education, including when this type of learning will be offered and how viable it is for schools (Widagsa & Khusnia, 2023). Merdeka Curriculum is a new approach to education in Indonesia that aims to give schools greater flexibility and autonomy in designing the learning process. A Merdeka Belajar Curriculum is a curriculum that includes multiple intracurricular learning opportunities. The material will be optimized so that students have ample time to investigate topics and build competency. Thus, it is expected that students can develop competencies that are relevant to the needs of the 21st century, such as critical, creative, collaborative, and communicative thinking. The creation of this curriculum begins with the deployment of an emergency curriculum during a pandemic, namely curriculum simplicity that directs students' attention to vital abilities (Irawati et al., 2022). The goal of this initiative is to allow schools affected by Covid-19 to continue studying and execute the government's autonomous learning program (Rajagukguk et al., 2022). Merdeka Curriculum is a new approach to education in Indonesia that aims to give schools greater flexibility and autonomy in designing the learning process. This curriculum is designed to provide more space for learners to actively explore their interests and talents. Thus, it is expected that students can develop competencies that are relevant to the needs of the 21st century, such as critical, creative, collaborative, and communicative thinking.

The school use Merdeka Curriculum. The Merdeka Curriculum encourages instructors to use a variety of teaching strategies that accommodate different learning styles. This includes project-based learning, group discussions, and multimedia materials, which help students improve their language abilities in a dynamic way. Students, for example, may participate in collaborative projects that require them to conduct research and present on themes important to their lives or communities, therefore strengthening their speaking, writing, and critical thinking skills. The emphasis on cooperation not only improves language fluency but also fosters important social skills, preparing students for future interactions in a globalized environment. It is anticipated that this method would not only provide graduates with knowledge but also with a fresh perspective that will enable them to overcome obstacles in life, boost their creativity, and create in a variety of fields (Maipita et al., 2021). Additionally, the Merdeka Curriculum acknowledges the value of digital literacy in today's world by incorporating technology into English classes. In order to improve their language proficiency and become acquainted with contemporary communication methods, students are encouraged to explore online resources, participate in virtual discussions, and produce digital presentations. So, by enabling students to explore

areas of interest within the English language and advance at their own speed, this technological integration promotes individualized learning. In general, the Merdeka Curriculum seeks to develop students' language proficiency and feeling of independence while providing them with the tools they need to successfully negotiate the challenges of the contemporary world.

Even in Blitar, learning English has become a critical ability in the age of globalization. One of the key pillars of both personal growth and society advancement is education. To be able to communicate and participate with the surrounding community on a global scale, education is one of humanity's most basic necessities. Students, especially those for whom English is a second language, may face a number of challenges when learning the language. Lack of exposure to the language outside of the classroom is a major obstacle. In their everyday lives, many students might not have the chance to practice speaking, listening, reading, or writing in English, which could result in a lack of confidence and fluency. Furthermore, disparities in classmates' language skills might foster a fearsome atmosphere that deters less assured students from taking part in conversations or activities. Misunderstandings and trouble understanding some language ideas can also result from cultural and educational inequalities. In addition, teachers as teachers are also sometimes still unable to understand how to deliver effective learning. Their inability to identify their learning techniques and even apply the right ones to achieve enough competency is one of their difficulties (Zananda, 2023). One of the strategies to achieve learning targets is to communicate and collaborate, where teachers and students share opinions with each other, that way knowledge can be conveyed and students' insights will increase. Learning to collaborate and communicate with individuals from different languages and cultures, as well as using information creatively, may help students develop into well-rounded global citizens (Arputhamalar & Prema, 2022). By fostering a collaborative and inclusive atmosphere, educators can help students overcome barriers to learning English and encourage a more positive and effective language acquisition experience.

Nonetheless, proficiency in speaking is essential for English instruction at the Islamic vocational high school level in Blitar, because in today's global era, effective communication is prioritized. According to (Jaelani & Zabidi, 2020) on their research said that the majority of students struggle while speaking because they lack confidence and proficiency in areas like grammar, vocabulary, and pronunciation. In the other research, (Muhsin, 2016) has stated that anxiety in foreign languages leads to poor speaking abilities, which prevents people from fully participating in speaking activities. Anxiety in foreign language acquisition refers to the dread, stress, or concern that students feel when they are expected to utilize a second language. This worry can have a substantial influence on their capacity to communicate and engage in language activities. Addressing these issues via supportive surroundings and practice can help students improve their speaking abilities and confidence. In addition, sometimes every time they try to speak English, there must be some mistakes that occur, such as the pronunciation of sentences or words. this must be corrected immediately, so that they can improvise and not be something that is trivialised. The next researcher who does research is (Chu, 2011), he said that students will also make a variety of mistakes when speaking, and if these mistakes are not fixed, they will internalize them into their interlanguage system and misinterpret them for proper form. Therefore, if the instructor does not give corrective feedback, the oral English will be easily fossilized. Although corrective feedback has a significant impact on oral correctness, its efficacy varies depending on the student level. Because there is much room for improvement, the effectiveness is higher for the low and medium group of students. The high group of students needs to improve their oral fluency and complexity because their oral correctness is better. Thus, signaling the need for innovations and fun learning media to improve students' speaking skills. Thus, it may be argued that students with excellent affective characteristics are less likely to feel frightened to talk, even in settings that induce this feeling, since they regulate their emotions effectively, allowing them to demonstrate greater speaking abilities.

As a result, student observations and questionnaires were used to collect data. According to the findings of the needs analysis exercises, which were carried out in class X TKR 1 at SMK Islam 1 Blitar on Thursday, October 3, 2024, using a Google Form

questionnaire, there were a number of reasons why students felt less interested in learning English and less understood the subject matter, and still unconfidence to try to speak. The researcher came to the conclusion that a number of factors contributed to students' perceived lack of comprehension of the English material after completing a needs analysis exercise in the form of a questionnaire. Firstly, out of 71.1% (27 students) they do not understand English learning because they rarely read books, articles. Whereas 68.4% (26 students) were actually interested in learning and trying to speak English. With most of them getting learning resources from the internet (63.2%), rather than getting it directly from the teacher (21.1%). Secondly, 42.1% (16 students) would rather listen than try to speak directly (52.6% (20 students)). Because of this, 63.2% (24 students) feel quite difficult to learn English and lack confidence to speak (34.2%). Third, another factor is because 55.3% (21 students) never, and 44.7% (17 students) rarely communicate with English at school.

From these problems it can be concluded that from a total of 38 students, almost half of them need learning media that can support their learning process to be more enjoyable. According to the data, students are very weak in their speaking skills due to lack of interest in understanding the material and still feel unconfidence to speak up. Therefore, a breakthrough is needed to kick-start their interest and confidence, such as using media for learning. Learning media has a significant impact on children's language development (Wani et al., 2023). In conclusion, attractive and innovative learning methodologies or media can pique students' interest in learning English, particularly in speaking skills, and have an impact on their academic success in English topics.

The researcher proposed an innovative solution for improving speaking skills by utilizing flashcards, which allowed students to engage in interactive practice and enhance their vocabulary retention. The aforementioned issue can be resolved by using creative and entertaining learning resources to help students comprehend the content of English language instruction, particularly with regard to speaking abilities. Through the use of flash cards, which are extremely basic visual aids, teachers can increase their involvement during the teaching and learning process (Nugroho et al., 2012). Flashcards are little cards with an image, word, or phrase on one side and an explanation or translation on the other. This program is straightforward but really powerful for enhancing reading comprehension, learning grammar, and helping with word memorization. According to (Nugroho et al., 2012) they can improve their attention span and focus when learning new English words by using flashcards as a learning aid. (Wani et al., 2023) also have same opinion, using flashcards to develop vocabulary can help teachers effectively convey knowledge. This flashcard game allows students to learn in an interactive and enjoyable manner. Thus, the development of flashcard games responds to students' desire for more engaging and participatory learning methods, and it has the potential to dramatically improve their speaking skills.

Research on Flashcard as a learning media also has been conducted previously by (Nugroho et al., 2012) in 2012 with the title "IMPROVING STUDENTS' VOCABULARY MASTERY USING FLASHCARDS" (study case in 10th grade students from Light Vehicle Engineer (TKR) department at SMK Islam 1 Blitar. The research was based on the problem of 10th grade students from Light Vehicle Engginer (TKR) department at SMK Islam 1 Blitar felt lack of confidence and do not understand the material because rarely read a book, and article. The issue of learner interest, which is a component of learning motivation, the kind of media created, the topic, and the development model employed are where this study and earlier studies are similar. The media development process, which takes a lot of time and effort, and the possibility of students becoming dependent on flashcards, which makes them reluctant to learn in a real-world setting, are the study's drawbacks. In addition, there is also a previous study by (Astuti & Kunci, 2022) in 2022 by the title "USING FLASHCARDS TO INCREASE STUDENTS' VOCABULARY" The research was said that English was a boring topic to them. Their will to study English was lacking. The tedious teaching strategy that required the students to learn five words and their definitions at each meeting appears to be the root of this. Indeed, the words have a direct connection to the subject matter. Because the teacher never taught the vocabulary words, the students were disinterested in the lessons and exercises.

In this research is different from the previous research. This research title is "Developing Flashcard Games to Teach Speaking Skill for Islamic Vocational High School

Students" focuses on the challenges junior high school students face in developing speaking skills. Many students have difficulty in understanding the material, which can hinder their ability to learn English as a whole. Based on the problems that occur at SMK Islam 1 Blitar, namely the lack of interest in learning English, especially in speaking skills because students have difficulty understanding the context of the material presented by the teacher. And most of them still feel unconfidence to speak. Another problem also comes from the lack of use of learning media that is less interesting and innovative. Therefore, it is important to find learning methods that are interesting and innovative and easy for students to understand in learning English at school, such as games using flashcards.

METHOD

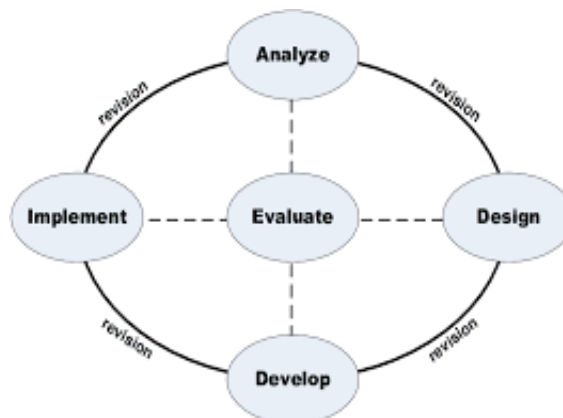
Model of Development

The research model employed is the R&D (research and development) technique. The Research and Development (R&D) method is a structured approach aimed at generating new knowledge and fostering innovation across various fields such as science, technology, business, and industry (Arif Rachman, 2024). (Haryati Sri, 2012) also said that Research and development involves producing and testing a product to determine its effectiveness. In essence, all research procedures used by a researcher are designed to acquire research data. The research data gathered must be from empirical study using credible, dependable, and objective criteria. Valid and reliable research instruments can be developed utilizing research and development procedures (R&D).

The researcher aims to develop Flashcards to improve students' speaking skills. In this development study, researchers used the ADDIE development paradigm to create flashcard media. The ADDIE model is an instructional design framework that may be used to create, develop, and deliver learning content. It is frequently used to create training and learning programs for many organizations. This development consists of five processes that follow the ADDIE model: analysis, design, development, implementation, and evaluation (Oryzanda et al., 2022).

Research Procedure

There are several reasons why the ADDIE development model is particularly relevant for use, including the fact that it is very adaptable and flexible, allowing it to be utilized in a variety of contexts or scenarios. The ADDIE development model is described in the figure below:



Picture 3.1 The stages of the ADDIE development model

Analyze

In the ADDIE development research model, the first step that needs to be done is to analyze the problem of limited English conversation learning media for class X of the Light Vehicle Engineering Department of SMK Islam 1 Blitar by means of observation, questionnaires, interviews, and practice questions for students. Problems can arise and occur because existing or available products are no longer relevant to the target needs, learning environment, student characteristics, and so on. This process entails determining the students' aptitudes, the learning environment, and the media that will enhance their education the most.

Design

The next step is the design stage. This is a methodical procedure that begins with the design of concepts for English subjects. Material regarding descriptive text explaining or describing English for class 10 students at SMK Islam 1 Blitar's Light Vehicle Engineering Department. Based on the findings of this investigation, the researcher selected an image card connected to the topic. Furthermore, researchers create an overview that will be used as flashcard media content that is made as interesting as possible so that students are interested and not bored when learning.

Development

This stage involves creating flashcard media based on descriptive text, which will be approved by the supervisor. The process validation will be certified genuine and can be used in the process of learning English subjects such as English descriptive text for class 10 of the Light Vehicle Engineering Department of SMK Islam 1 Blitar.

Implementation

At this stage, external validation activities are carried out, specifically the steps in the development method that aim to determine the impact of applying the model in the form of product characteristics coming from experts in the field of the generated model. Each expert evaluates the flashcard media model and makes recommendations for researchers to enhance. Then a media trial are developed, which consisted of a flashcard media field trial for class 10 students at SMK Islam 1 Blitar's Light Vehicle Engineering Department. At this stage a test is carried out to measure the performance of the media whether the media can make it easier for teachers to teach, especially in English subjects about describing people, animals, and the environment around class 10 of the Light Vehicle Engineering Department of SMK Islam 1 Blitar.

Evaluation

Based on the implementation stage, it is required to analyze the flashcard media collected from observations and interviews, as well as learning observations and notes taken by researchers during field investigations. During the evaluation, the flashcard media will be revised based on validation and feedback. To ascertain whether flashcard media is successful and whether there are any aspects of the learning process that require improvement, researchers gather input from both teachers and students.

Data and Data Sources

Data

Data is a fundamental component that encompasses raw facts and information in various forms, essential for analysis and decision-making across multiple fields. Whether structured or unstructured, data serves as the backbone for research and knowledge development, enabling organizations to identify trends, make informed decisions, and foster innovation. The data in this study are categorized into qualitative and quantitative data:

1. Qualitative

Non-numerical data that offers descriptive insights into the research situation is referred to as this type of data. According to (Harrison et al., 2020), Exploring and comprehending the meaning that people or groups assign to a social or human issue requires qualitative data. In this study, students at the Light Vehicle Engineering Department at SMK Islam 1 Blitar are observed and interviewed in order to collect qualitative data about their experiences and difficulties studying English.

2. Quantitative

Quantitative data involves numerical information that can be measured and analyzed statistically. (Hirose & Creswell, 2023) claims that using numerical evidence to evaluate hypotheses and examine relationships is made easier by quantitative data. 38 students are given a questionnaire to complete in order to gather quantitative data about their performance and feedback regarding their English speaking skills.

Data Sources

The source of the used in this study is taken at SMK Islam 1 Blitar, with the subjects of this study being grade X 1 students of Light Vehicle Engineering Department, with a total of 38 students in one class. The subject of this research will be carried out to all students of class X 1 of Light Vehicle Engineering Department. The subjects of this class X 1 of Light Vehicle Engineering Department, who randomly learn more about the responder or others.

To assess the viability of learning media development outcomes, questionnaires were utilized as product evaluation instruments. The distributed questionnaires incorporated a Likert scale as the primary assessment criterion for respondent feedback.

Other data sources come from media experts and material experts. How to get samples on objects by visiting the school, observing learning activities or observations, asking students the level of difficulty experienced, giving questionnaires and practicing questions to students. The activity plan in socialization of flashcard games in improving students English language skills of several stages, namely:

1. Introducing the Flash card game to X 1 Light Vehicle Engineering Department students of SMK Islam 1 Blitar.
2. Provide an explanation of how to use the flash card itself.
3. Provide an explanation of the vocabulary of the words in the flashcard and give examples of how to pronounce or pronounce in good English and correct.
4. Apply flashcard games in the learning process in class to find out understanding of X 1 Light Vehicle Engineering Department students of SMK Islam 1 Blitar students about flashcard learning and determine who the winner is.
5. For the sustainability of this program by evaluating teachers in implementing flashcard learning in class so that learning becomes better.

This research is a survey research and aims to find out and analyze empirically the effect of interest in speaking and the need to achieve students' speaking skills.

Data Collection Technique

In this study researcher can collect data in several ways as follows:

1. Observation

Observation is a data collection technique that can be carried out through direct observation of the research object to see closely or directly the activities being carried out. If the research object is human behavior and actions, natural phenomena, work processes and the use of small respondents. In this study, the researcher employed a form of non-participant observation, in which the researcher only visited the location of the activity being watched but remained an impartial spectator of the activity.

2. Questionnaire

Lists of questions that are either directly or indirectly distributed to respondents are frequently referred to as questionnaires. A questionnaire is a tool used to gather information or data by posing queries and receiving written answers. Learning more about the respondent is the goal of both the questionnaire and the interview. A questionnaire served as a product assessment sheet to get some data about the viability of the outcomes of creating instructional media. This questionnaire using a likert scale, contains close question and open question to facilitate the data analysis process.

Research Instrument

In this study researcher used several instruments including:

1. **Observation Sheet**

2. The observation list is a list of what an observer will notice when observing a class. This list could have been prepared by the observer, the teacher, or both. The observation list not only offers the observer with a structure and framework for observation, but it also acts as a contract of understanding with the teacher, resulting in more convenient and specific outcomes.
3. The second type of data collection equipment is field observation notes, which are transcribed or written notes resulting from data collected during observations. In this study, the researcher used observational field notes to supplement some of the inadequate information from the observation checklist. The observation notes will be conducted in the classroom setting to better understand the challenges faced by junior high school students who exhibit a lack of interest in speaking and feel embarrassed to ask questions. By identifying the specific areas of confusion and the reasons behind their hesitance to engage during English lessons, the researcher aims to gain insights that will inform strategies to enhance student participation and learning. Additionally, the assessment of students' abilities through various exercises will provide a clearer picture of their comprehension and engagement levels.

2. **Questionnaire Sheet**

1. Material Expert Validation Questionnaire

A material expert evaluates the feasibility of a material based on several factors, including its suitability with the Basic Competency, its fixed aspect, its ability to pique curiosity, its candor or openness, its communicative aspect, and its adherence to language rules.

Table 1. Grid of Questions for Material Expert Validator

No	Pernyataan	Jawaban			
		SS	S	R	TS
1	Materi pada flashcards sesuai dengan kurikulum yang berlaku.				
2	Materi dalam flashcards relevan untuk meningkatkan keterampilan berbicara siswa SMK.				
3	Tingkat kesulitan materi sesuai dengan kemampuan siswa SMK.				
4	Penyajian materi pada flashcard sistematis dan logis.				
5	Flashcards mendukung pembelajaran yang interaktif.				
6	Materi yang disajikan meningkatkan minat siswa untuk belajar.				
7	Dalam flashcards, ada berbagai materi yang menarik.				
8	Materi flashcards sesuai untuk pembelajaran.				
9	Siswa memperoleh pemahaman yang lebih baik tentang kosa kata baru berkat materi yang ada di media ini.				
10	Flashcards meningkatkan kemampuan siswa untuk memahami teks.				

2. Media Expert Validation Questionnaire

A media specialist is someone who evaluates the viability of a material based on numerous factors, including the material offered, the design of the card media, and the contents of a card and how to utilize it.

Table 2. Grid of Questions for Media Expert Validator

No	Pernyataan	Jawaban			
		SS	S	R	TS
1	Desain flashcards menarik bagi siswa.				
2	Gambar dan warna flashcards sesuai.				
3	Ukuran dan bentuknya juga memudahkan penggunaannya.				
4	Flashcards terlihat profesional dan tidak membosankan.				
5	Media flashcards mudah digunakan.				
6	Media ini mendukung pembelajaran yang menarik berbasis teknologi.				
7	Media dengan elemen grafis meningkatkan pemahaman materi.				
8	Media ini cocok untuk pembelajaran interaktif.				
9	Media mudah diakses dan diatur dengan jelas.				
10	Flashcards sangat bagus untuk pembelajaran berbicara.				

3. Instrument Validator Questionnaire

An instrument or procedure called an instrument validator is used to evaluate the reliability of measurement tools, including tests, questionnaires, surveys, and other data gathering methods. Making sure the instrument measures what it is supposed to measure and yields reliable results over time is the goal of instrument validation.

Table 3. Grid of Question for Instrument Validator

No	Pernyataan	Jawaban			
		SS	S	R	TS
1	Instrumen telah disusun berdasarkan tujuan penelitian yang jelas.				
2	Pertanyaan dalam instrumen sudah relevan dengan pengembangan media pembelajaran.				
3	Instrumen mencakup semua aspek yang perlu dinilai.				
4	Bahasa dalam instrumen mudah untuk dipahami.				
5	Instrumen mampu mengukur efektivitas flashcards secara akurat.				
6	Format instrumen sudah sistematis dan mudah digunakan.				
7	Instrumen memberikan gambaran rinci tentang efektivitas media.				
8	Tidak ada ambiguitas dalam pertanyaan instrumen.				
9	Instrumen sesuai untuk digunakan oleh validator media, materi, dan bahasa				
10	Instrumen ini layak digunakan dalam penelitian ini.				

4. Students Response Questionnaire

Student response questionnaires are a number of questions that will be given to students containing the feasibility of the product being developed.

Table 4. Grid of Questions for Students

No	Pernyataan	Jawaban			
		SS	S	R	TS
1	Gambar ilustrasi dalam media mudah untuk dipahami.				
2	Media pembelajaran ini memiliki keunikan dari media pembelajaran pada mata pelajaran yang lain.				
3	Warna Flashacrdns menarik untuk pengguna media.				
4	Penggunaan bahasa pada materi pembahasaan mudah dipahami.				
5	Ukuran Flashcards mudah dibawa pada saat pembelajaran sedang berlangsung.				
6	Media Flashcards sangat praktis dan simple.				
7	Flashcards mencakup berbagai topik atau kategori yang relevan dan bermanfaat untuk pembelajaran.				
8	Flashcards mudah disimpan dan dibawa, baik dalam kotak penyimpanan maupun tas.				
9	Teks yang diberikan sesuai, sehingga Flashcards mudah untuk dipahami.				
10	Gambar pada teks dan Flashcards terlihat jelas.				

Kriteria	Kode	Skor
Sangat Setuju	SS	4
Setuju	S	3
Ragu-ragu	R	2
Tidak Setuju	TS	1

Validity

Validity is an essential method to ensure that the instrument effectively measures the intended variable, which, in this study, is speaking skills (Sugiyono, 2013). To evaluate the appropriateness of a speaking exam created for grade X students in the Light Vehicle

Engineering Department at SMK Islam 1 Blitar, the researcher used a validity test. By making sure the test items matched the curriculum's speaking indicators such as comprehension of key concepts, grammar, vocabulary, fluency, and inferential meanings the content validity can be assessed.

Product validation determines whether the created design card is adequate and whether a product is appropriately manufactured in terms of look and media content. The validators of this study are:

1. The material expert will test the feasibility of the material in the design card.
2. Media experts will test the reliability of the design on the design card.

Techniques for Analysis

Qualitative

During the test, the researcher will use qualitative data analysis to watch how well the students understood what they speak. Data on students' capacity to recognize key concepts, deduce meaning, and link ideas within a text that gathered using observation sheets and field notes. The observations assisted in identifying the challenges that students experienced, such as deciphering new words or comprehending concepts that suggested. This analysis offered suggestions for enhancing the speaking tool and assisting students in honing their speaking skills (Rifka Agustianti et al., 2022). According to (Arif Rachman, 2024), The phases of data collection, reduction and classification, presentation, and conclusion drafting are the first steps in data analysis in qualitative research. The four phases of qualitative research are described as follows:

1. Data collection

The data collection process in qualitative research can be done in various ways by going directly to the field. This can be done through observation or observation, questionnaires, in-depth interviews with survey subjects, documentary surveys, and focus group discussions (Sugiyono, 2013).

2. Data reduction and data classification

This step sifts through the raw data. Researchers select the most relevant data to use to support their research. Qualitative data can be obtained from interviews and observations (Sugiyono, 2013).

3. Portayal of Data

Data presentation in qualitative research can take several forms, including flowcharts, infographics, brief descriptions, and correlations between categories. The most popular method for presenting data in qualitative research is narrative writing. It will be simpler to comprehend what is occurring and plan future work based on the information that has been presented (Sugiyono, 2013).

4. Conclusion

Conclusions are drawn based on the results of data analysis that has been presented. When researchers return to the field to gather data, they will have legitimate and consistent evidence to back up their early conclusions, which will make them trustworthy. As a result, conclusions drawn from qualitative research are novel discoveries (Sugiyono, 2013).

Quantitative

A Likert scale is used in a descriptive manner for the quantitative analysis (Sugiyono, 2013). The researcher distributed a questionnaire to students to evaluate their responses to the speaking test instrument. The Likert scale categories are as follows:

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

Note:

P	=	Eligibility
X	=	Total score obtained
N	=	Maximum score

Table 5. Likert scale (Validity) (Oryzanda et al., 2022)

No.	Persentase (%)	Validity Category
1	85%-100%	Very Valid
2	70%-84%	Valid
3	55%-69%	Less Valid
4	40%-54%	Invalid

Additionally, the questionnaire is used to evaluate students responses to the developed products. Students feedback is categorized based on specific criteria that help to evaluate perceptions and responses to products.

Table 6 Likert scale (Eligibility)

No.	Persentase (%)	Eligibility Category
1	<21%	Very Importer
2	21% - 40%	Less Feasible
3	41% - 60%	Decent Enough
4	61% -80%	Feasible
5	81% -100%	Very Decent

In summary, if a product reaches a percentage of 70% or more in valid category, the product is considered valid. Similarity, a product is considered feasible, if it achieves a percentage of more than 61% in the feasible category.

RESULT AND DISCUSSION

Research Result

The purpose of this study was to create learning materials for Flashcard games and assess their feasibility. Subject matter experts, media experts, and students' opinions following trials were used to validate the viability of this learning tool. This study adhered to the five methodical stages of the ADDIE development model:

1. Analysis

This level of analysis is critical because it helps uncover obstacles in the learning process and allows for the development of appropriate solutions. The researcher did a needs analysis by administering a questionnaire to X grade students at SMK Islam 1 Blitar. This investigation sought to identify the students' needs and the obstacles they face while learning English, allowing relevant solutions to be provided. Based on the questionnaire responses from 38 X grade students, it produced the following needs analysis: Out of 71.1% (27 students) they do not understand English learning because they rarely read books, articles. Whereas 68.4% (26 students) were actually interested in learning and trying to speak English. With most of them getting learning resources from the internet (63.2%), rather than getting it directly from the teacher (21.1%).

Other concerns include a lack of interest for learning English, little use of English in daily life, and the idea that English is more difficult than other fields of study. Students also believe that the time provided to learn English outside of school is insufficient, and some are dissatisfied with present teaching method. So that's why based on data anaylsis they were actually wants to learnt and try to speak English.

According to the research, most students strongly favor interactive and group learning approaches in order to improve their English speaking skills. The researchers carried out a thorough literature review and made first observations about instructional media in order to address the aforementioned issues. The researchers then created a game using flashcards as the chosen learning tool. Contextual elements seen in the field as well as data from earlier research and the body of current literature were taken into consideration when making this choice.

Based on its theoretical support and connection with pedagogical demands, the researchers believe that the created Flashcards game medium has potential for use in teaching speaking skills at SMK Islam 1 Blitar.

2. Design

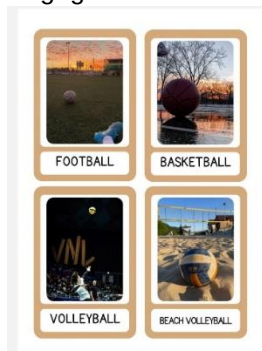
The second stage of this research is the design stage, which involves the preparation of the Flashcards game as a learning medium. This stage consists of the following steps:

a. Material Preparation

For tenth-grade students, researchers created learning resources in the form of descriptive texts with many claims and a rating scale from "strongly disagree" to "strongly agree." These resources were chosen to meet students' learning objectives and enhance their proficiency in speaking English.

b. Material Design

Researchers used Canva to create a guidebook and a flashcard game. The game's visual appeal and educational value were guaranteed by the design process, which made it simpler for students to engage with and comprehend the content.



Picture 1. Flashcard



Picture 2. Guidebook



Picture 3. Rules



Pcture 4. Material (Description)

3. Development

After finishing the design process for Flashcards games media, the following step is validation. This validation is carried out by instrument, material, and media experts. All validators produced the following validation results:

a. Instrument validation results

The instrument validation process was undertaken to verify the accuracy, clarity, and efficacy of the assessment tools employed in this study. Instrument validators from Nahdlatul Ulama University, Blitar, assessed the instrument according to established criteria, including completeness, accuracy, and the absence of ambiguity. The validation process aimed to ensure that the instrument encompassed all essential information, maintained precision and correctness, and was free from any unclear or misleading elements. The results of the instrument validation are presented in the following table:

Table 7. Instruments Validation Results

No.	Assesment Point	Score	Per-cent	Validity Criteria
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1	Instrumen telah disusun berdasarkan tujuan penelitian yang jelas.	3	75%	Valid
2	Pertanyaan dalam instrumen sudah relevan dengan pengembangan media pembelajaran.	3	75%	Valid
3	Instrumen mencakup semua aspek yang perlu dinilai.	3	75%	Valid
4	Bahasa dalam instrumen mudah untuk dipahami.	4	100%	Very Valid
5	Instrumen mampu mengukur efektivitas flashcards secara akurat.	3	75%	Valid
6	Format instrumen sudah sistematis dan mudah digunakan.	3	75%	Valid
7	Instrumen memberikan gambaran rinci tentang efektivitas media.	3	75%	Valid
8	Tidak ada ambiguitas dalam pertanyaan instrumen.	3	75%	Valid
9	Instrumen sesuai untuk digunakan oleh validator media, materi, dan bahasa.	3	75%	Valid
10	Instrumen ini layak digunakan dalam penelitian ini.	3	75%	Valid
Total		31	77.5%	Valid

The final validation score is 31, as shown. Therefore, the calculation can be done using the formula below:

$$\text{Total score (\%)} = \frac{\text{Total Score Obtained}}{\text{Maximum Score}} \times 100\%$$

$$\text{Total score (\%)} = \frac{31}{40} \times 100\%$$

$$\text{Total score (\%)} = 77.5\%$$

b. Material validation results

The material validation process was conducted by an English subject matter expert, specifically a teacher from SMK Islam 1 Blitar. The validation aimed to evaluate the congruence between the learning materials and the intended learning objectives, as well as their potential to engage students. The validator assessed the extent to which the materials facilitated comprehension and fostered active participation in English language learning. The results of the material validation are presented in the following table:

Table 8. Material validation results

No.	Assesment Point	Score	Per-cent	Validity Criteria
1	Materi pada flashcards sesuai dengan kurikulum yang berlaku.	4	100%	Very Valid
2	Materi dalam flashcards relevan untuk meningkatkan keterampilan berbicara siswa SMK.	4	100%	Very Valid
3	Tingkat kesulitan materi sesuai dengan kemampuan siswa SMK.	4	100%	Very Valid
4	Penyajian materi pada flash-card sistematis dan logis.	4	100%	Very Valid

5	Flashcards mendukung pembelajaran yang interaktif.	4	100%	Very Valid
6	Materi yang disajikan meningkatkan minat siswa untuk belajar.	4	100%	Very Valid
7	Dalam flashcards, ada berbagai materi yang menarik.	4	100%	Very Valid
8	Materi flashcards sesuai untuk pembelajaran.	4	100%	Very Valid
9	Siswa memperoleh pemahaman yang lebih baik tentang kosa kata baru berkat materi yang ada di media ini.	4	100%	Very Valid
10	Flashcards meningkatkan kemampuan berbicara bahasa Inggris siswa.	4	100%	Very Valid
Total		40	100%	Very Valid

The final validation score is 40, as shown. Therefore, the calculation can be done using the formula below:

$$\text{Total score (\%)} = \frac{\text{Total Score Obtained}}{\text{Maximum Score}} \times 100\%$$

$$\text{Total score (\%)} = \frac{40}{40} \times 100\%$$

$$\text{Total score (\%)} = 100\%$$

c. Media validation results

The media validation process was undertaken by an expert in instructional media from Nahdlatul Ulama University, Blitar. This validation primarily assessed the media's completeness, accuracy, presentation quality, and graphic design, ensuring adherence to educational standards. The evaluator examined whether the media encompassed all essential components, maintained visual clarity and appeal, and effectively facilitated the learning process. The outcomes of the media validation are summarized in the table below:

Table 9. Media validation results

No.	Assesment Point	Score	Per-cent	Validity Criteria
1	Desain flashcards menarik.	3	75%	Valid
2	Gambar dan warna flashcards sesuai.	3	75%	Valid
3	Ukuran dan bentuknya juga memudahkan penggunaannya.	3	75%	Valid
4	Flashcards terlihat profesional dan tidak membosankan.	4	100%	Very Valid
5	Media flashcards mudah digunakan.	3	75%	Valid
6	Media ini mendukung pembelajaran yang menarik berbasis teknologi.	4	100%	Very Valid
7	Media dengan elemen grafis meningkatkan pemahaman materi.	3	75%	Valid
8	Media ini cocok untuk pembelajaran interaktif.	4	100%	Very Valid
9	Media mudah diakses dan diatur dengan jelas.	4	100%	Very Valid
10	Flashcards sangat bagus untuk pembelajaran berbicara.	3	75%	Valid

Total	34	85%	Very Valid
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The final validation score is 34, as shown. Therefore, the calculation can be done using the formula below:

$$\text{Total score (\%)} = \frac{\text{Total Score Obtained}}{\text{Maximum Score}} \times 100\%$$

$$\text{Total score (\%)} = \frac{34}{40} \times 100\%$$

$$\text{Total score (\%)} = 85\%$$

4. Implementation

The purpose of the research study was to evaluate the viability of the produced Flashcards games media product. Students in grade X at SMK Islam 1 Blitar participated in the trial, which was carried out by the researcher. All of the students in the class took part in the trial, with 38 students in total. The researcher served as the teacher during the trial, which was carried out like any other lesson. The following is the trial procedure that was used:

Table 10. Product Trial Process

No.	Activities	Documentations
1	Opening	
2	Main Activities : A. Students read the material which was given by the teacher in the form of a soft file to one of the students, who then shared it with the other students. B. Then, students understand the material based on the pictures on the cards they receive. C. Then the teacher approached each student one by one to ask them to explain the meaning of the picture on the card..	 

3 Closing



Furthermore, questionnaires were distributed to gather information about how students responded to the product. Ten items made up the questionnaire, and responses were provided on a Likert scale from 1 to 4. The results of the surveys that students completed are as follows:

Table 11. Students Response Questionnaire Results

RESPONDEN	QUESTION NUMBER										TOTAL SCORE
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	
A1	3	2	3	3	2	3	3	4	3	4	30
A2	2	3	3	2	3	3	4	4	3	3	30
A3	3	3	4	3	3	3	2	3	2	2	28
A4	3	1	3	2	2	2	3	2	2	3	23
A5	4	3	3	4	3	4	4	3	3	3	34
A6	2	3	4	3	4	4	3	3	2	3	31
A7	3	4	4	3	4	3	4	4	3	4	36
A8	4	3	4	3	4	4	3	4	3	4	36
A9	4	3	4	3	3	4	3	4	3	4	35
A10	4	4	3	3	4	4	3	3	3	4	35
A11	4	3	3	4	4	4	3	4	4	4	37
A12	3	3	3	3	4	3	2	4	3	2	30
A13	3	3	4	3	3	3	2	3	2	2	28
A14	3	3	4	3	3	3	3	3	3	3	31
A15	3	3	4	3	4	4	3	3	3	3	33
A16	3	3	3	4	4	2	3	4	3	4	33
A17	3	3	3	2	3	3	3	3	2	3	28
A18	3	4	3	4	4	3	2	3	4	3	33
A19	4	3	3	4	4	3	3	4	3	4	35
A20	4	3	4	3	3	4	3	4	4	4	36
A21	4	4	4	3	4	3	3	4	4	3	36
A22	4	4	3	4	3	4	4	4	3	4	37
A23	4	4	3	3	3	4	3	3	4	3	34
A24	3	3	3	3	3	3	3	3	3	3	30
A25	4	3	3	3	3	4	3	3	3	3	32
A26	3	3	3	2	3	3	3	3	3	2	28
A27	4	4	2	3	3	3	4	3	4	3	33
A28	4	3	2	3	4	4	3	4	3	4	34
A29	3	3	3	3	3	3	3	3	3	3	30
A30	4	3	3	2	3	3	3	4	4	4	33

A31	4	3	4	3	4	4	3	4	3	4	36
A32	1	3	3	4	4	3	2	3	3	3	29
A33	3	4	3	3	3	3	3	3	4	4	33
A34	3	2	3	3	3	3	3	3	3	3	29
A35	3	3	4	3	4	4	3	4	3	4	35
A36	4	3	3	3	3	3	4	4	4	4	35
A37	3	3	4	4	4	4	4	4	3	3	36
A38	3	4	4	3	4	3	3	4	4	4	36
TOTAL SCORE	1238										
TOTAL MAXIMAL SCORE	1520										
PRESENTASE	81.4%										

The final validation score is 1 238 , as shown. Therefore, the calculation can be done using the formula below:

$$\text{Total score (\%)} = \frac{\text{Total Score Obtained}}{\text{Maximum Score}} \times 100\%$$

$$\text{Total score (\%)} = \frac{1238}{1520} \times 100\%$$

$$\text{Total score (\%)} = 81.4\%$$

According to table 4.5, which shows the results of the computation of student questionnaire data collecting following the product trial, the end result was a score of 1238 with an 81.4% percentage, falling into the Feasible category. Thus, it can be concluded that X grade pupils at SMK Islam 1 Blitar responded favorably to the Flashcards gaming medium for improving their speaking skills. The following table's category guidelines were used to select the category:

Table 12. Feasible Category (Oryzanda et al., 2022)

No.	Percentage (%)	Eligibility Category
1	<21%	Very Importer
2	21% - 40%	Less Feasible
3	41% - 60%	Decent Enough
4	61% -80%	Feasible
5	81% -100%	Very Decent

If the students' answers to the questionnaire fall into the Feasible or Very Decent categories, the product in this study was deemed practicable. Whereas, if the result showed Decent Enough, Less Feasible, or Very Importer category, it will be revised by the researcher according to students' response as evaluation.

5. Evaluation

This study employed formative evaluation as the sole assessment method, given its direct relevance to monitoring iterative improvements throughout the product development stages. To verify the practicality of the developed items, a secondary analysis of the collected data was conducted, incorporating user feedback and recommendations regarding the trialed product. This evaluative process facilitated targeted refinements to the product, thereby enhancing its alignment with end-user requirements and improving its overall functionality.

Discussion

Although speaking is an essential part of learning a language, many students find it difficult to be confident and fluent. A sizable percentage of student at SMK Islam 1 Blitar reported having trouble learning how to speak English. According to previous research, out of 71.1% (27 students) they do not understand English learning because they rarely read books, articles. Whereas 68.4% (26 students) were actually interested in learning and trying to speak English. Because of this, 63.2% (24 students) feel quite difficult to learn English and lack confidence to speak (34.2%). In order to

overcome these obstacles, this study created an interactive learning tool based on the Flashcards game that will increase speaking skills and encourage student participation.

This indicates that the Flashcards game is an excellent, engaging, and interactive learning aid. According to (Nugroho et al., 2012), they can improve their attention span and focus when learning new English words by using flashcards as a learning aid. The game's format encourages active involvement and critical thinking by requiring students to speak to describe the pictures. Students' confidence and skills in speaking can be enhanced by instructional strategies that incorporate encouraging games and activities (Muhsin, 2016). This strategy motivates students while improving their vocabulary and speaking skills.

Therefore, using Flashcards as a tool for speaking exercises is consistent with the body of research that backs up game-based learning techniques in the classroom. Researchers used Canva to design a modified version of flashcards that included a guidebook, materials, and regulations in order to create an interesting learning experience. The goal of this method was to increase the students' confidence, vocabulary, and fluency in spoken English.

This learning medium's creation adhered to the ADDIE concept, guaranteeing an organized and successful instructional design. During the analysis phase, major speaking skill difficulties were identified through needs assessment using surveys and interviews. During the design process, game elements were organized, relevant content was chosen, and visually appealing materials were produced. Prototype testing, feedback-driven refining, and expert validation of the game were all part of the development phase. 38 students actively participated in structured speaking activities within the game during the implementation phase of the study. In order to make sure the game fulfilled learning objectives, the assessment phase lastly evaluated efficacy using performance analysis and student feedback.

Using a Likert scale questionnaire, the effectiveness of the Flashcards game was assessed. The results showed that 81.4% of students thought the game was "Feasible," indicating high engagement and increased confidence when speaking. This validates the game's efficacy as a teaching tool and is in line with (Oryzanda et al., 2022) viability criteria. Students' good feedback verified that adding interactive components improved learning and reduced their nervousness when speaking English. The study illustrated the potential of gamified approaches in language instruction by turning a traditional game into an organized learning process.

The results of the previous study also showed some improvements, such as increasing students motivation and knowledge, vocabulary pronunciation by acquiring their basic skills in speaking practice, and students enthusiasm in learning English.

The results demonstrate that using the Flashcards game as a teaching tool greatly improves students' confidence, speaking skills, and level of engagement. This game-based method allows students to actively participate in speaking activities without worrying about making mistakes by making learning engaging and entertaining. Future studies can investigate digital versions of this game in light of the encouraging feedback in order to improve accessibility and efficacy in a range of educational settings. For example, researchers could investigate how adaptive learning algorithms can personalize gaming to better meet the needs of individual students. Furthermore, comparison studies could compare the efficiency of digital and physical versions of the game in various school settings.

CONCLUSION

Research Process

The game of flashcards is the successful product that was created. This product's graphic design aids students in learning English, especially in speaking. This game's content consists of descriptive prose with the tagline "Sports." Students' speaking skills are enhanced by the game's challenges, incentive, directions, and questions.

The ADDIE model was used in the development of this product. The following steps were taken in order to create the Flashcards game: (1) the needs analysis stage, which entails conducting unstructured interviews and distributing questionnaires to all students as research subjects; (2) product design, which entails creating picture cards and a guidebook with materials and rules; (3) product development, which entails determining content and validation; (4) implementing the developed product with the research subjects; and (5) evaluating the final product after all stages have been completed.

Research Results

The developed instructional product underwent rigorous validation by content specialists and instructional media experts, with validity assessment results indicating favorable evaluations. For the research instrument, the established validity threshold required a minimum 70% agreement rate among validators to be classified as meeting validation standards. Regarding product feasibility, the

benchmark was set at 61% positive evaluation, representing the minimum acceptable level for implementation viability according to established assessment criteria.

All of the material experts' validation results fall into the "very valid" category, with a score of less than 80%. The confirmation from the material experts was 100%, but the media experts' both of which are classified as "very valid" with a 85% validation rate. The product has also been used with students, and an astounding 81.4% of students responded to the questionnaire, putting it in the Feasible" category.

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