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# Developing Flashcard Media to Teach Speaking Skill at MTs Maftahul Ulum Jatinom Blitar

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**Abstrak:** This study aims to develop an instructional medium in the form of flashcards to enhance students' speaking skills in English language learning. The research subject was 26 students of 7th grade at MTS Maftahul Uluum Jatinom Blitar. The development procedure referred to ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. The background of this study stems from students' difficulties in speaking English and the lack of interest in learning. To address this issue, the researcher designed flashcard with the interesting and colorful pictures.The developed product underwent validation by a media expert and a material expert, and was subsequently tested through student trials. The material validation score was 88%, the media validation score was 98%, and the student satisfaction score was 90%, all of which indicate that the media is highly feasible. The result of student satisfaction analysis indicates that flashcard is effective to increase student interest. Based on the findings, this learning tool is deemed both effective and practical in enhancing students' interest and may serve as an alternative instructional resource in English language teaching.

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## PENDAHULUAN

English has become an essential tool for human survival and development, particularly in the current era of the Fourth Industrial Revolution. Its role as a global lingua franca facilitate es various aspects of life, including professional, educational, and social domains. Proficiency in English can significantly enhance one's ability to access and contribute to global knowledge systems. In the field of employment, individuals with strong English skills are more likely to succeed in competitive, multinational work environments. Likewise, in education, English enables learners to engage with academic resources, international research, and scholarly discourse more effectively (Rao, 2019).

Furthermore, the mastery of English positively influences personal development by boosting an individual's self-confidence, particularly in formal and public communication settings. This linguistic competence is not only beneficial in interactions within one's native country but also proves indispensable when engaging with people from different cultural and linguistic backgrounds (Guo et al., 2024). In social contexts, English functions as a unifying medium of communication that transcends geographic and national boundaries. It fosters cross-cultural understanding, facilitates international collaboration, and promotes the exchange of ideas on a global scale.

In Indonesia, the inclusion of English language instruction at multiple educational levels—ranging from elementary to senior high school—demonstrates a national effort to enhance the quality and competitiveness of its education system in response to global demands (Zein et al., 2020). As part of the national curriculum, English is introduced early

to lay foundational communication skills and is progressively expanded in complexity to support students' academic development.

Although English has been introduced from an early stage within Indonesia's education system, it is undeniable that various challenges still arise in the teaching process. Major obstacles include the limited availability of qualified English teachers, insufficient teaching materials and resources, and differing levels of student readiness, particularly in remote or underdeveloped regions. An overloaded curriculum and the continued use of traditional, non-communicative teaching methods further hinder students' ability to acquire effective language skills (Eduwem & Ezeonwumelu, 2020).

One of the significant challenges in English language learning is also evident among students at MTS Maftahul Ulum Jatinom. Based on classroom observations and information provided by the English teacher and students, it was found that 20 out of 26 students experience considerable difficulty in learning English. The primary issues reported include limited vocabulary mastery, the complexity of English grammatical structures compared to Bahasa Indonesia, and confusion related to pronunciation. These difficulties are reflected not only in students' academic performance but also in their classroom behavior, which indicates struggle and lack of comprehension during English lessons.

The teacher also reported that students encountered notable difficulties in learning the topic of "telling time", which is covered in the first chapter of the 7$^{th}$ Grade English curriculum. During the observation, the researcher observed the teaching and learning process of time-related material. It was found that many students had difficulty understanding the lesson. The researcher approached several students and asked them questions related to the topic, but most of them struggled to answer. They were confused by vocabulary such as "past," "to," "half," and "quarter." These expressions were unfamiliar to them.

The students struggled to articulate complete sentences to the questions given. Their pronunciation was frequently inaccurate and inconsistent with standard English. Many of them spoke using incomplete or improvised words and sentences, which did not align with correct English pronunciation and structure, and the different word order from their native language caused further confusion. It makes them challenging to comprehend the content and apply it in practice.

The researcher sought an appropriate instructional medium for the topic, after conducting the observation and identifying the problem. The researcher then searched for journals and books online related to the development of instructional media or educational games. The researcher found research that related. It presented by Leni Evi Matondang (Matondang et al., 2022), which focused on the use of flashcards in teaching. Initially, Leni delivered the material using flashcards within a short time frame, but the results showed that students were less focused. In the following session, she extended the time spent displaying the flashcards and created a more comfortable classroom atmosphere. As a result, students showed improvement and became more focused during the lesson.

The researcher also identified similarities with a study by (Saifudin et al., 2022), who used flashcards to teach grammar, particularly sentence construction and recount texts. Despite this resemblance, differences were evident in the instructional material and educational level targeted, as Saifudin's and Leni's research involved a different student group than the current study.

Based on the challenges identified in the learning process, the researcher is motivated to design and develop a learning media aimed at facilitating students' comprehension of the material. This instructional medium will specifically target the topic of "telling time". Based on the research previously mentioned, the researcher decided to develop flashcards as the instructional media. Therefore, this study is entitled **"Developing Flashcard Media to Teach Speaking Skill at MTs Maftahul Ulum Jatinom Blitar."** The purpose of this research is to design engaging, visually supportive materials that can enhance students' speaking abilities by making abstract language concepts more concrete, memorable, and accessible.

## METODE

**Model of Research**

This research uses an approach Research and Development (R&D) from Addie It's a technique for creating and validating teaching materials. It comprises gathering relevant research findings for the product to be developed, manufacturing the product based on these findings, field testing it in the setting where it will be used in the future, and upgrading it to correct any flaws discovered during the field-testing stage.

**Procedures of Research**

An appropriate and practical model for development is the ADDIE model. This supports the claims made by (Angko, 2013) that there are a number of reasons why the ADDIE model is still highly relevant to be used. These include the following: (1) the model's high degree of flexibility in problem-solving; (2) the fact that the model is widely known and can be applied to a variety of situations; and (3) the model's ability to offer a systematic general framework for the creation of instructional interventions as well as revision and evaluation at each step.

The five steps or development phases of the ADDIE paradigm are analysis, design, development, implementation, and evaluation, according to (Sugiyono, 2013).

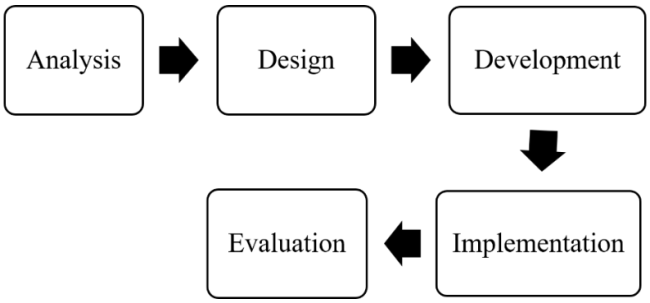


*Figure 1. Five steps of ADDIE model*

Phases of the research and development model known as ADDIE:

1. Analysis
   The first step in the ADDIE development research methodology is to assess the need for creating new goods (models, techniques, media, and instructional materials) as well as the needs and viability of doing so. A fault with an already-existing or implemented product may serve as the impetus for a new product's development.
2. Design.
   The ADDIE research and development model's design activities are a methodical process that begin with creating the concept and content of the final product. Every product has a documented and produced plan. Written instructions that are comprehensive and easy to follow are desired when executing design or manufacturing processes. The product is still conceptual at this point and will serve as the foundation for the subsequent development phase.
3. Development
   The ADDIE research model includes tasks for implementing previously developed product designs. A conceptual framework for the new product's implementation was created in the earlier phase. After that, the conceptual framework is turned into a finished product that is prepared for use. At this point, a tool to gauge the performance of the product must also be developed.
4. Implementation.
   The purpose of using products in the ADDIE research methodology is to get customer input on the produced or generated products. You can get preliminary feedback (first evaluation) by posing inquiries about the objectives of product development. Implementation is done with reference to the developed product design.
5. Evaluation.
   In order to make necessary adjustments based on assessment results or needs that the product is unable to fulfill, the evaluation stage of the ADDIE model development

study is conducted in order to get input from product users. Evaluation's ultimate objective is to gauge how well development objectives are being met.

The ADDIE model has just a few of stages, so the researcher utilized every stage that was already there without cutting any of them. as follows:

1. Analysis.
   To gain a deeper understanding of the teaching and learning process, the researcher will conduct classroom observations during English lessons. These observations will focus on students' participation and attentiveness to identify instructional challenges. The primary objective is to examine students' engagement by analyzing their participation, attentiveness, and ability to follow instructional activities effectively. The findings from these observations will inform the development of a more effective, needs-based learning medium.
2. Design.
   Based on the problem analysis, the researcher will design an instructional medium aligned with the curriculum and students' needs. The development process also incorporates input from the English teacher to ensure the material is both effective and practical for classroom use.
3. Development.
   After finalizing the design and determining the appropriate instructional medium, the researcher proceeds to develop the selected material. The flashcard media will feature short texts alongside illustrations of analog clocks, designed using the Canva application. Once the design process is complete, the product will be saved or downloaded in PDF format and subsequently printed for classroom use.
   Before being implemented in the classroom, the developed product will undergo a validation process involving subject matter experts and the English teacher. This validation aims to assess the appropriateness of the content and the overall effectiveness of the flashcard media. Based on the feedback and suggestions, the researcher will revise the product accordingly to ensure it meets educational standards and addresses learners' needs.
4. Implementation.
   The finalized product will subsequently be implemented in the classroom for trial use by the researcher. The instructional activity will begin with an explanation of the material, followed by the use of flashcard media. Each flashcard, displaying an image of an analog clock, will be presented to the students. The initial five flashcards will be shown collectively to the whole class as a group exercise. Following this, the researcher will call on individual students, assigning each one a different flashcard to encourage independent practice and to enhance their speaking proficiency.
5. Evaluation.
   Following the instructional activities involving flashcards, the researcher will evaluate students' learning outcomes by comparing their performance before and after the implementation of the media by observation. Researcher will give student satisfaction questionnaire to know if the media is effective, and useful for them..

**Data and Data Source**

1. Data

   The data gathered in this study was utilized to determine the needs of students learning English in the classroom. The product will also be assessed for feasibility so that it can be generally used, these are the data that researcher need s, as follows:

   a. Data about the needs of students in learning English.
   b. Data on textbooks used in class
   c. Data on media or supporting facilities, learning
   d. Data on student learning outcomes in the classroom before and after receiving instructional media.
2. Data Source

   For collecting the data above, the source of data can be stated as follows:

   a. Unstructured interview with English teacher at MTs Maftahul Ulum Jatinom Blitar

b. Unstructured interview and observations with 10 male and 15 female students' 7th grade at MTs Maftahul Ulum Jatinom Blitar
c. Observations of the learning activities
d. Questionnaire from validators about the media that researcher made.

### 1.3. Research Instrument

In research it is necessary to have an instrument in data collection. A research instrument is a tool used to systematically and objectively collect, study, examine, or gather, process, analyze, and display data regarding a problem in order to address it or test a hypothesis. The form of the instrument is always related to the data collection method, for example the instrument questionnaire method is a questionnaire sheet. In this study, the instruments used are as follows:

1. Interview Guidelines.
   In this study, unstructured interviews will be conducted as part of the data collection process. To guide the interviews and ensure that the questions remain aligned with the research focus, the researcher will prepare an interview sheet. The interviews will be carried out with the English teacher and selected students. The questions will explore key aspects such as students' classroom learning activities, the challenges they face in learning English, and the factors that influence their learning interests.
2. Observation Sheet.
   During the observation process, the researcher will take field notes to document classroom activities and interactions. These notes serve as a vital tool to ensure that the information collected remains accurate, consistent, and reliable throughout the study.
3. Questionnaire Sheet.
   In addition to conducting interviews, the researcher will distribute questionnaires to students. The questionnaire will include questions related to English language learning as well as students' learning interests. This instrument is intended to gather broader insights into students' experiences and motivation in acquiring English skills.
4. Validation Sheet.
   The validation sheet is used to evaluate the instructional product prior to its implementation in the classroom. It is intended for use by both subject matter experts and the English teacher. The product is assessed not only based on its visual appeal but also on its alignment with the instructional content and its relevance to the students' learning challenges.

**Data Collection Technique**

To obtain comprehensive and accurate data, the researcher employs multiple data collection techniques, as follows:

1. Unstructured Interview

Interviews took place while the analysis was being accomplished. An unstructured interview was done by the researcher. Finding out preliminary data/problems and information to be used as input for media production are the purposes of conducting interviews. Following classroom instruction, students and teachers participated in an unstructured interview.

*Table 1. Guidelines For Unstructured Interview*

| No. | Question |
|---|---|
| 1 | Do you incorporate any teaching media during your lessons? |
| 2 | What kind of media do you use in your teaching process? |
| 3 | Do many of the students achieve high scores in this subject? |
| 4 | How would you describe the students' overall achievement in this subject? |
| 5 | How do students generally behave in English class? |

2. Questionnaire

Questionnaire is a data collection technique conducted by distributing written questions to respondents. This instrument helps capture broader perspectives that may not surface during direct observation or interviews. The purpose of using questionnaires is to ensure that assessments remain focused and do not deviate from the research topic. In this study, the questionnaire consists of a checklist using a Likert scale to measure students' opinions, with response options including: *strongly agree*, *agree*, *disagree*, and *strongly disagree*.

3. Validation

Validation is a crucial step in the development of instructional materials, aimed at ensuring the quality, accuracy, and effectiveness of the product before classroom implementation. In this study, the validation process involves evaluation by both subject matter experts and the English teacher. In this study, the validation sheet consists of a checklist using a Likert scale to measure experts' and teacher' opinions, with response options including: *strongly agree*, *agree*, *disagree*, and *strongly disagree*.

4. Student Satisfaction Questionnaire

The student satisfaction questionnaire is designed to measure students' perceptions and levels of satisfaction regarding the learning process and the use of instructional media—in this case, flashcards. The feedback obtained through this questionnaire provides valuable insights into students' learning experiences and supports the refinement of the instructional media for future use. The instrument consists of a series of statements evaluated using a Likert scale, with response options such as *Strongly Agree*, *Agree*, *Disagree*, and *Strongly Disagree*.

**Validity of The Research**

1. Validity

A legitimate instrument is one that is capable of measuring what will be measured (J. D. Brown, 2007). Validation is used to assess whether or not the product's value is effective. Some skilled specialists will inspect and evaluate the product that will be made. The researcher can uncover the product's strengths and weaknesses by checking and assessing them, and then address the product's weaknesses. The product will be validated by some professionals, including media experts and material experts. furthermore, the instrument of media validation and material validation validated by expert judgement.

The assessment of students' respond will be served using questionnaire that validate by using product moment correlation formula is used as follows:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}}$$

$$r = \frac{15 \cdot 4961 - 67 \cdot 129}{\sqrt{(15 \cdot 343 - 67^2)(15 \cdot 87023 - 1129^2)}} = -0{,}2736$$

Information:

| | |
|---|---|
| Rxy | = Instrument validity |
| x | = Variable score (respondent's answer) |
| y | = Total score of the variable |
| N | = Number of respondents |

The basis for making decisions is valid or not the statement on the validity test can be seen in the following table.

*Table 2. Validity Test Value Criteria*

| Correlation Coefficient | Interpretation |
|---|---|
| 0,80-1,000 | Very strong |
| 0,60-0,799 | Strong |
| 0.40-0,599 | Medium |
| 0,20-0,399 | Weak |
| 0,00-0,199 | Very weak |

Source: (Arikunto, 2013)

## RESEARCH FINDINGS AND DISCUSSION

Based on the table above, the criteria for the value of the validity test, that the statement on the questionnaire instrument can be declared valid if the validity level is above 0.60. If the level of the correlation coefficient is below 0.40, it is necessary to revise the statement of the questionnaire instrument based on the results of the validity test using the product moment correlation formula

1. Reliability

The goal of reliability testing is to see how consistent the measurement findings are when done twice or more times for the same symptoms with the same measuring device. The Alpha Cronbach formula was used to assess the reliability of a test that does not contain a choice of "true" or "false" or "yes" or "no." It was used to evaluate the reliability of a test that measures attitude or conduct. The formula for Cronbach's Alpha is as follows.

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum \sigma_b{}^2}{\sigma^2{}_t}\right)$$

Informations:

| | |
|---|---|
| r 11 | = instrument reability |
| k | = amount of question |
| b2 | = variable number of items |
| t2 | = total variant |

*Table 3. Interpretation of Reliability Test Values*

| Question reliability | Interpretation |
|---|---|
| Alpha>0,9 | Perfect reliability |
| Alpha between 0,70 – 0,90 | High reliability |
| Alpha between 0,50 – 0,70 | Moderate reliability |
| Alpha <0,50 | Low reliability |

Source: (Sugiyono, 2013)

After calculating the validity test of the research instrument, the researcher also carried out calculations by measuring the reliability of the entire questionnaire instrument items that could be understood by the research respondents and did not have a double meaning from each instrument. Calculation of reliability test using SPSS 16 for windows. If the statistical reliability test is above 0.90, the statement item can be interpreted as perfect reliability, and if the reliability test is below 0.50, then the statement item is interpreted as low reliability.

**Data Analysis**

This research utilizes both qualitative and quantitative data. The qualitative data consist of expert suggestions, teacher feedback, and observational notes, which are analyzed using qualitative descriptive techniques. Meanwhile, the quantitative data such as questionnaire responses and students' test scores (pre-test and post-test)—are analyzed statistically to determine the effectiveness of the instructional media (Sugiyono, 2013).

Quantitative analysis in this study supports the improvement and evaluation of the developed instructional media. A percentage-based descriptive analysis technique is employed to process data collected from various respondents, including material experts, media experts, instrument experts, and students. This technique involves calculating the percentage of each response category to interpret the overall

assessment and satisfaction levels regarding the product. The results are then used to determine the validity, practicality, and effectiveness of the media in meeting its educational objectives. The formula that will be used to process the data includes descriptive data analysis techniques in the form of percentages used to present data collection on trial data through questionnaires for material experts, media experts, and students. The formula used to process the data is as follows:

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

Informations:

P = needed precentage
xi = ideal number of answers in 1 item
x = total respondent's answersa in 1 item
100% = constanta

After obtaining data that is processed using this formula, the results are matched with the criteria. The product eligibility criteria are adapted from (Arikunto, 2010). Product eligibility criteria can be seen in the following table:

Table 4. Product Reliability Criteria

| Test result | | | Follow-up |
|---|---|---|---|
| Category | Precentage | Qualification | |
| 4 | 85-100% | Very decent | Implementation |
| 3 | 75-84% | Decent | Implementation |
| 2 | 56-74% | Decent enough | Revision |
| 1 | <55% | Not feasible | Revision |

Source: (Arikunto, 2010)

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**Prosedur Penelitian**

**a. Research Findings**

The product developed in this research and development project is a flashcard-based learning media designed to support the teaching of *Telling Time* for Grade 7 junior high school students. The development model used in creating this media follows the ADDIE approach (*Analysis, Design, Development, Implementation, and Evaluation*), which is a systematic model commonly applied in instructional design. The initial product development results were obtained after going through the five stages of the ADDIE model, which are as follows:

**i. Result of Need Analysis**

The analysis stage is the initial step carried out to examine the curriculum, learning objectives, and the students' needs for resources that can support the achievement of those learning objectives. Based on the information obtained during the observation conducted at MTs Maftahul Ulum Jatinom Blitar, the school implements the Merdeka Curriculum. The Telling Time material is included in the Learning Objectives for the even semester. Meanwhile, the content presented in the flashcard learning media includes Telling Time along with relevant examples.

Subsequently, a needs and problem analysis were conducted at MTs Maftahul Ulum Jatinom Blitar through direct interviews with one of the English teachers for Grade 7, as well as classroom observations during an ongoing English lesson. The findings from these activities revealed that several students encountered difficulties in comprehending the Telling Time material. These challenges were attributed to several contributing factors, including:

a. The absence of specific instructional media used by the teacher when delivering the Telling Time material.
b. The teacher relies solely on the school-provided workbook and writes on the whiteboard, which limits the effectiveness of material delivery.
c. The teacher predominantly employs a lecture-based teaching method.

d. There has been no prior development of instructional media for the Telling Time material at MTs Maftahul Ulum Jatinom Blitar
e. Students require instructional media that include images and examples in the form of engaging and visually appealing printed materials.

These conditions led to a learning process that tended to be passive and monotonous, as evidenced by 20 out of 26 students reporting difficulties in understanding the English learning material. Students appeared to be quiet and showed a lack of curiosity toward the subject matter. Furthermore, the teacher often instructed students merely to take notes or copy the material from the textbook, resulting in minimal or no interaction between the teacher and students during the learning process.

Based on interviews and classroom observations, 20 students expressed the need for learning media in the form of concrete printed materials with an attractive appearance that include images and concise concepts of the material. The researcher chose to develop flashcard learning media because the material is complex and requires practice through interactive media such as flashcards.

The flashcards are designed as concrete and visually appealing printed media that align with the students' developmental stage, making it easier for them to understand through visual stimuli. The material is presented concisely and accompanied by images, which can increase students' enthusiasm in learning English. This approach aims to facilitate students' comprehension of the material delivered by the teacher and to prevent boredom caused by the monotonous worksheets that contain excessive amounts of text.

**The Result of Design Media**

After analyzing the students' problems and needs, the next stage was to design the flashcard media to be developed. In this study, the product design was created using the Canva application to produce the flashcards.

The steps carried out in this stage are as follows:

1. Determining the type of paper and the size of the flashcard media. The type of paper used is art paper, with each card measuring 14.9 cm in height and 10 cm in width.
2. Designing the flashcard layout using the Canva application.
3. Selecting the font type, colors, and images of clocks to be used on the flashcards.
4. Arranging the image and text components to be displayed on each flashcard.
5. Adding illustrations and other design elements to decorate and enhance the visual appeal of the flashcards.
6. Each card contains an image of a clock and a corresponding question.

The images used in the flashcard media were sourced from the Canva application. The clock illustrations used were part of a set created by a single designer, resulting in consistent visuals across all cards, with only the time indicators varying. The images on the flashcards function to enhance students' memory retention of information related to telling time. Therefore, the side of the flashcard displaying the image can be considered a cue that serves to stimulate students' recall.

**The Result of Expert Judgement**

The media developed in this study is a set of flashcards designed for English language learning. The development stage involved printing the flashcard designs using the type of paper and dimensions previously determined during the design phase. After printing, the media was validated by expert validators, consisting of a media expert and a subject matter expert.

a. Instrument Validation

Before the media was validated by the experts, the validation questionnaires were first reviewed and validated by an instrument expert. The validation process was conducted to ensure that the validation sheets and student satisfaction questionnaires were appropriate to be administered to both the validators and the students. In this case, the instrument expert was Ms. Istina Atul Makrifah, M.Pd. the English education lecturer in Nahdlatul Ulama University.

The instrument validation sheet was developed based on four main assessment aspects: clarity of content, language usage, relevance, and accuracy of content.

The result can be seen below:

*Table 5. Results of Instrument Validation*

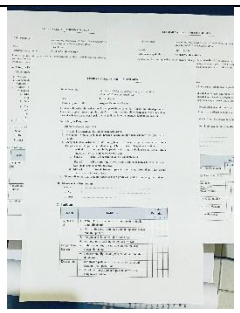
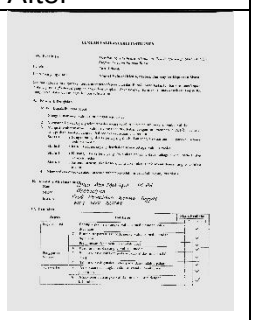
| Aspect | Indicator Number | Result Media Expert | Maximum Score | Total Score |
|---|---|---|---|---|
| Clarity of Content | 1 | 3 | 4 | 12 |
| | 2 | 3 | 4 | 12 |
| | 3 | 3 | 4 | 12 |
| | 4 | 3 | 4 | 12 |
| Use of Language | 5 | 3 | 4 | 12 |
| | 6 | 3 | 4 | 12 |
| Relevance | 7 | 3 | 4 | 12 |
| | 8 | 3 | 4 | 12 |
| Accuracy of the Content | 9 | 4 | 4 | 16 |
| | 10 | 4 | 4 | 16 |
| Total | 10 | 38 | 40 | 128 |
| Total Maximum Score | | | | 160 |
| Percentage | | | | 80% |

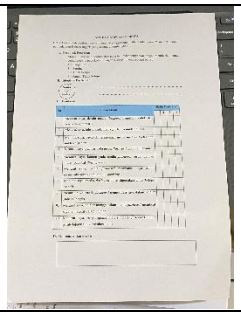
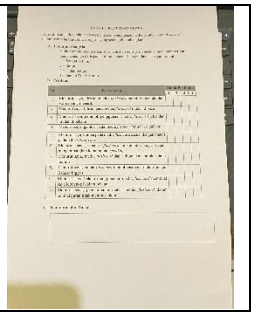
The instrument validation was conducted once and obtained a feasibility score of 80%, indicating that the questionnaire was suitable for use after revisions were made based on suggestions and feedback from the validator. Several revisions aimed at improving the efficiency and practicality of the instrument.

One of the key suggestions was to simplify the validation sheet. Initially, separate sheets were prepared for the expert validation questionnaire and the student satisfaction questionnaire. However, the expert recommended merging both into a single validation sheet, as the evaluation aspects were identical and combining them would reduce paper usage and streamline the validation process.

In addition, the expert advised removing the name column from the student satisfaction questionnaire. This recommendation was based on ethical considerations, as the inclusion of students' names might discourage them from providing honest feedback regarding the learning media, due to concerns that their responses could potentially influence their English grades. These suggestions were incorporated into the revised version of the instrument to enhance its clarity, efficiency, and ethical integrity.

*Table 6. Result of Instrument Validation Revision*

| No | Revision | Before | After |
|---|---|---|---|
| 1. | Simplify the validation sheets to be single validation sheet. |  |  |

| | | | |
|---|---|---|---|
| 2. | Removing the name column from the student satisfaction questionnaire. |  |  |

b. Media validation

The media expert validation was conducted to assess the feasibility and identify any shortcomings in the design of the developed product. At this stage, the validator provided suggestions and feedback for improvements related to the weaknesses of the flash card media used in English language learning. In this study, the media expert was Ms. Widiarini, M.Pd. the English education lecturer in Nahdlatul Ulama University.
The media expert validation stage produced the following results:

*Table 7. Results of Media Validation*

| Aspect | Indicator Number | Result Media Expert | Maximum Score | Total Score |
|---|---|---|---|---|
| Media Appearance and Presentation | 1 | 4 | 4 | 16 |
| | 2 | 4 | 4 | 16 |
| | 3 | 4 | 4 | 16 |
| | 4 | 4 | 4 | 16 |
| | 5 | 4 | 4 | 16 |
| | 6 | 3 | 4 | 12 |
| Appropriateness of the Media | 7 | 4 | 4 | 16 |
| | 8 | 4 | 4 | 16 |
| | 9 | 4 | 4 | 16 |
| | 10 | 4 | 4 | 16 |
| Total | 10 | 38 | 40 | 156 |
| Total Maximum Score | | | | 160 |
| Percentage | | | | 98% |

Subsequently, the media expert validation was also carried out once and resulted in a score of 98%, indicating that the flashcard media was deemed feasible for trial implementation without the need for major revisions. Based on the evaluation results of the developed product, the flash card media for English language learning is considered feasible for use, provided that revisions are made in accordance with the suggestions given by the validator.

*Table 8. Results of Media Validation Revision*

| No | Revision | Before | After |
|---|---|---|---|
| 1. | Remove the specification of the product. |  |  |

c. Material validation

Content validation is conducted to assess the alignment between the instructional media and the predetermined subject matter. This process ensures that the scope of the material presented through the media remains consistent with the intended learning objectives and core competencies.The subject matter expert was Ms. Akfina Khumaidah, The english teachers at MTs Nurul Iman Blitar.

*Table 9. Results of Material Validation*

| Aspect | Indicator Number | Result Material Expert | Maximum Score | Total Score |
|---|---|---|---|---|
| Media Content | 1 | 3 | 4 | 12 |
| | 2 | 3 | 4 | 12 |
| Suitability of Material | 3 | 4 | 4 | 16 |
| | 4 | 3 | 4 | 12 |
| | 5 | 4 | 4 | 16 |
| Suitability of Media Content | 6 | 4 | 4 | 16 |
| | 7 | 3 | 4 | 12 |
| | 8 | 4 | 4 | 16 |
| Language | 9 | 3 | 4 | 12 |
| | 10 | 4 | 4 | 16 |
| Total | 10 | 38 | 40 | 140 |
| Total Maximum Score | | | | 160 |
| Percentage | | | | 88% |

Furthermore, the material expert validation was conducted once and obtained a score of 88%, which indicates that the flashcard media was feasible for trial implementation based on the appropriateness of the material presented.

Based on the validation results from both validators, namely the media expert and the material expert, the flashcard media for the Telling Time subject for Grade 7 students at MTs Maftahul Uluum Jatinom Blitar was declared feasible for use. Therefore, this study could proceed to the next stage, namely the implementation phase.

**The Results of Validity and Reliability**

Testing validity of instrument used Product Moment Correlation technique with help of SPSS 23 program. The subjects of this study were 26 students of class VII at MTs Maftahul Ulum Jatinom Blitar. The validity test began by calculating rcount value of each statement item in questionnaire, then the results were compared with $r_{table}$ using the SPSS program. In this study, the number of respondents were 26 with a significance level of 5%, then the value of $r_{table}$ was 0.388. If the results of rcount in each statement item was greater than $r_{table}$ = 0.388, thus the statement item was declared valid. If the result of rcount was lower than $r_{table}$, so the statement was declared invalid. The results of validity can be seen in table 4.4.

*Table 10. Result of validity*

| Item Number | $r_{count}$ | $r_{table}$ | Description |
|---|---|---|---|
| Item 1 | 0.092 | 0.388 | Invalid |
| Item 2 | 0.383 | 0.388 | Invalid |
| Item 3 | 0.441 | 0.388 | Valid |
| Item 4 | 0.476 | 0.388 | Valid |
| Item 5 | 0.235 | 0.388 | Invalid |
| Item 6 | 0.602 | 0.388 | Valid |
| Item 7 | 0.266 | 0.388 | Invalid |
| Item 8 | 0.662 | 0.388 | Valid |

| | | | |
|---|---|---|---|
| Item 9 | 0.508 | 0.388 | Valid |
| Item 10 | 0.431 | 0.388 | Valid |

Based on table above, it found 4 invalid, namely item 1, 2, 5 and 7. Therefore, researchers removed four items and the value of invalid item was not included in reliability test process. So, from 10 statement items in questionnaire, 6 items were claimed valid. After the results of instrument validity have been known, then researchers held reliability test. It was checked using the Cronbach Alpha technique with help of SPSS 23 program. The result of reliability test was presented in table 4.5.

*Table 11. Result of Reliability*

| **Reliability Statistics** | |
|---|---|
| Cronbach's Alpha | N of Items |
| .628 | 6 |

The data above was the result of calculation using the SPSS program. An instrument is stated to be reliable if it has an alpha value of at least 0.60 (Sugiyono, 2011). While alpha value generated in this study is 0.628. Thus, it can be said that the instrument was declared reliable used for research data collection.

**The Result of Implementation, and Evaluation**

This stage was carried out after the developed flashcard media was declared feasible by both the media expert and the content expert. At this stage, the flashcard media was tested on seventh-grade students at MTs Maftahul Uluum Jatinom Blitar. The trial was conducted as part of the English learning process, specifically for the topic Telling Time. The implementation took place on July 17, 2025, at MTs Maftahul Uluum Jatinom Blitar. The researcher personally introduced the developed flashcard media to the seventh-grade students.

Before conducting the trial, the researcher prepared the students both physically and mentally by initiating an enthusiasm chant (*"tepuk semangat"*) to ensure they were ready to engage in the learning process using the flashcard media. After that, the researcher briefly explained the material to help students clearly recall the content. Only then did the researcher give a brief introduction to the flashcard media.

In this activity, the researcher introduced the media using the following steps:

a. The researcher asked the students to identify the time shown on the flashcard.
b. The students responded together by saying a sentence that matched the image of the clock.
c. The researcher then continued by asking questions individually, pointing to each student to answer. Each student received a different card or question.
d. Next, the researcher instructed the students to pair up and gave each pair three flashcards.
e. The students were then asked to practice their pronunciation with their partner using the provided flashcards.

After introducing the flashcard media, the researcher distributed a student satisfaction questionnaire to gather responses regarding the feasibility and usability of the developed media. The number of respondents was 26 students. The results of questionnaire were presented below.

*Table 12. Results of Student Satisfaction Sheet Validation*

| No | Assessment Indicator | Score | Maximum Score | Percentage |
|---|---|---|---|---|
| 1 | The attractiveness of media content | 102 | 104 | 98% |
| 2 | Text Readibility | 90 | 104 | 86% |
| 3 | Clarity of Instructions | 88 | 104 | 84% |
| 4 | Ease of Media Comprehension | 92 | 104 | 88% |

| | | | | |
|---|---|---|---|---|
| 5 | Content Suitability | 100 | 104 | 96% |
| 6 | Enhancement of Speaking Competence | 91 | 104 | 87% |
| 7 | Suitability in self-learning contexts | 91 | 104 | 87% |
| 8 | Motivational factors in Learning | 93 | 104 | 89% |
| 9 | Enhancement of learning activeness | 94 | 104 | 90% |
| 10 | Engaging Media | 100 | 104 | 96% |
| | Total Score | 941 | 1040 | |
| | Percentage | 90% | | |

Based on table above, the result of feasibility of flashcard media was 90%. It was interpreted into table of feasibility percentage classified as “Very Good” criteria.

The evaluation stage was carried out to assess the feasibility and simultaneously improve the quality of the developed flashcard media. Suggestions and feedback from both validators—namely the classroom teacher and the students—served as essential input for evaluating and refining the flashcard media. This feedback played a crucial role in identifying areas for improvement and ensuring that the media aligns with the needs and expectations of its users in the context of English language learning.

**Discussion**

The objective of this developmental study is to systematically describe the process of designing and developing flashcard instructional media aimed at enhancing students’ speaking skills. The purpose of this research was to develop suitable instructional media to support the teaching of speaking skills among seventh-grade students at MTs Maftahul Ulum Jatinom Blitar. Flashcards were chosen as the instructional tool based on the results of a needs analysis, which indicated that students required more engaging and user-friendly materials to improve their speaking proficiency. Additional factors such as cost-effectiveness and ease of classroom application also contributed to the selection of flashcards. In the design stage, the researcher utilized a laptop and the Canva platform to produce an initial prototype of the flashcard media. The design featured attractive visual elements aimed at fostering student engagement in speaking activities. The developed media then underwent multiple testing phases, including expert evaluations and revisions based on student feedback.

The final product resulting from this development process is a set of flashcards specifically designed to support seventh-grade students’ speaking skills. The final version incorporates various improvements based on feedback gathered during the validation and revision stages, making the media suitable for classroom implementation. The flashcards were tested on a group of 26 seventh-grade students at MTs Maftahul Ulum Jatinom Blitar. The trial results indicated that the flashcards effectively encouraged active student participation in speaking activities. Student responses were overwhelmingly positive, particularly regarding the visual appeal of the cards. Based on the empirical findings from the trial phase, the finalized flashcard set was officially distributed to the English language teacher at MTs Maftahul Ulum Jatinom Blitar. It is expected that the media will be integrated into regular classroom instruction to enhance the teaching and learning process and to improve students’ oral communication skills.

The researcher also reviewed previous studies related to the development of flashcard media. The use of flashcards has been extensively studied in language learning contexts. One notable study on the use of flashcards is (Matondang et al., 2023) on the use of flashcards demonstrated that this medium can enhance children's cognitive abilities, indicating that flashcards are effective in supporting the development of learning skills. In addition, a study conducted by (Oryzanda et al., 2022) produced similar results. By using samples from both control and experimental classes, their research demonstrated that flashcards are effective tools for teaching speaking skills. Based on these prior studies, it can be concluded that the use of flashcards is appropriate and feasible for English language learning. Furthermore, the results of the current study show that the flashcard media

received expert validation scores of 98% from the media expert and 88% from the subject matter expert. Meanwhile, the overall score for the flashcard media in this study reached 93%, which—according to the criteria established by (Arikunto, 2010) is categorized as 'very good' and thus considered suitable for implementation.

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## CONCLUSION

This research and development project produced flashcard-based instructional media aimed at improving the speaking skills of seventh-grade students at MTs Maftahul Uluum Jatinom Blitar. The development followed Robert's five-stage model: (1) Analysis—identifying student needs through classroom observations; (2) Design—planning the structure and content of the flashcards; (3) Development—creating and refining the media based on expert feedback; (4) Implementation—applying the media in classroom activities; and (5) Evaluation—collecting student feedback to assess satisfaction and the impact on learning motivation. The results indicate that the flashcards were effective in engaging students and enhancing their interest in learning English.

The evaluation from each respondent included expert validation (both material and media experts) as well as a student interest test. The validation was conducted by two experts, one of whom was a material expert. The material expert assessed four key aspects: content clarity, language use, relevance, and content accuracy. The results of the material validation showed a score of 88 %, which falls in to the "highly appropriate" category. This indicates that the flashcard media is of excellent quality and can be implemented in the learning process without requiring significant revisions.

The media expert validation was conducted based on two primary criteria: visual design and media presentation, as well as the overall appropriateness of the media for educational purposes. These aspects were carefully assessed to ensure that the flashcard media was not only visually appealing but also aligned with the instructional needs of the classroom. The validation results yielded a score of 98%, which falls into the 'highly appropriate' category. This high percentage reflects the overall attractiveness of the media. Design elements such as color schemes, layout, font selection, and image clarity were deemed effective in maintaining students' attention and engagement throughout the learning activities. Additionally, the media was considered suitable for real classroom use, demonstrating both its practicality and effectiveness in enhancing students' speaking skills.

In addition, a student satisfaction questionnaire was administered to assess their perceptions of the media. The questionnaire covered three key aspects: the visual appearance and presentation of the media, its relevance to the learning content, and its overall usefulness. The results revealed a score of 87%, which is categorized as 'highly appropriate.' This indicates that students found the flashcard media to be visually engaging, relevant to their learning needs, and beneficial to their educational experience. Therefore, the flashcard media is considered suitable for continued implementation in classroom activities.

Based on the overall responses, it can be concluded that the developed product falls into the 'highly appropriate' category and is deemed suitable for implementation. This conclusion takes into account the suggestions and comments provided by each respondent during the evaluation process. Based on the overall responses, it can be concluded that the developed product falls into the 'highly appropriate' category and is deemed suitable for implementation. This conclusion takes into account the suggestions and comments provided by each respondent during the evaluation process

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