

Development of vocabulary card in learning english vocabulary for 7th grade students at MTs Ma'arif Gandusari

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ABSTRAK

Abstrak: English has an important role in the international world. Vocabulary is the key of the four English skills. Need mastery the vocabulary to facilitate the delivery of the material. This research was conducted to develop subject matter in the form of vocabulary cards as learning media in class VII. The object of this research is 24 students of MTs Ma'arif NU Gandusari for the academic year 2020/2021. This research is a research and development model by (Borg & Gall : 2003) modified by researcher based on the needs and context of the research. There are eight steps in this development: (1) conducting needs analysis, (2) determine the specific material, (3) product design, (4) design validation, (5) design revision, (6) product testing, (7) usage testing, (8) dissemination and implementation. Questionnaire was applied to get the data. The results of media expert validation showed that the illustration got a score of 83% and the student response was 95%. The results of the validation of the material, media, and student responses can be said that this Vocabulary card has a "valid" level of validity to be used. Therefore, this learning media deserves to be an effective learning media for students.

INTRODUCTION

English has an important role in the International world. One proof of this is that a country has strong English language skills and is able to compete with other countries that have human resources, usually English has been taught as a compulsory subject in schools in Indonesia. Indonesian also supports English as a subject that teachers at the primary school level must learn and teach. Language learning in the world using foreign languages is an important role in life. The language used has a tremendous influence in interacting with one another, humans can communicate, convey messages and obtain information(Hidayah, 2016). Communicating can reveal everything that is implied in humans from one country to another. Perfect communication will be made possible with knowledge of foreign languages (Ismawati, I, & Umayya, 2016). The language used to communicate is one of the identities of a nation and has differences from one country to another. Language learning is not only important, but also needs to be taught by teachers to students. In using a foreign language, students must also be able to understand it and answer correctly so that it can lead to healthy interactions. Humans usually think without using a foreign language, they can interact with people in that country, namely with their national language, but with the presence of foreign languages including international languages that make communication between countries easier, they are also able to establish relationships between countries such as student exchanges and improve study skills, remember language, solve problems and draw conclusions. In the teaching and learning process, good language skills are needed to facilitate the transfer of knowledge.

Some evidence of its importance can be seen from the meaning of communication according to the Big Indonesian Dictionary (KBBI) that communication is: (1) sending and receiving messages between two or more people so that the message in question can be understood, relationships, contacts. (2) Communication is a basic need of human life. Through communication, a person can make decisions, raise problems, solve problems, provide information, release tension, provide knowledge, and instill trust.

Based on the above definition, it can be interpreted that communication is the process of sending-receiving the transfer of information (messages, ideas, concepts) to influence each other. From the description of experts about the notion of communication it can be interpreted that communication is the sending and receiving of messages, concepts, or ideas between two or more people that are informative and persuasive verbally or non-verbally as a means of socializing in the learning process to interact or solve all existing problems within the scope of learning. In learning English, there are four skills that must be mastered, namely, writing, reading, listening, speaking. The four skills are related to one another. The relationship between these four skills will be very easy to master if you have a large and varied vocabulary

Vocabulary is knowledge to know the meaning of words and therefore the purpose of the vocabulary test is to find out whether students can match each word with synonyms, dictionary - definition of ribbons, or their equivalents. Words in their own language. Vocabulary is include conceptual knowledge of word than goes well beyond a simple dictionary devination. Student's vocabulary knowledge is a building process that occurs over time as they make connection to other word, learn examples and non-example of the words, and use the word accurately within the context of the sentence(Snow, J., & Burns, 1998) . In learning vocabulary they must automatically know the meaning of the word itself and be able to use it in sentences. Vocabulary is one of the language components that can affect macro skills. Several definitions of vocabulary were put forward by several experts. Meanwhile,(Nunan 1999.) states that vocabulary is a list of the words of the target language. Vocabulary is the core component of language proficiency consisting of a set of lexemes, including single words, compound words, idioms; provides much of the basis for how well students speak, read, listen, and write. Depending on the quality and quantity of vocabulary they are good at. The richer the vocabulary that can be mastered by students, students will get better skills in using language. Based on researcher observation to collect the need analysis of students at MTs Ma'arif NU Gandusari have not develope Vocabulary Card in Learning English Vocabulary

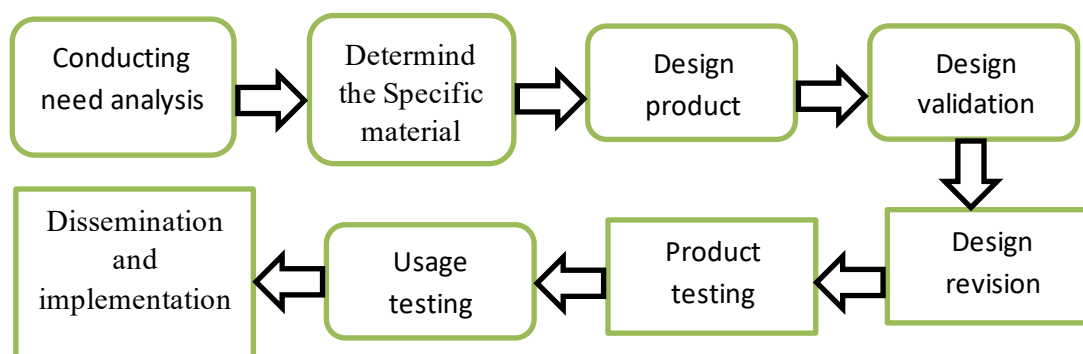
Based on observation and interviews with English teachers at MTs Ma'arif NU Gandusari, it was found that these teachers did not use interactive media in the teaching and learning process. The teacher is still fixated on the existing worksheets book. The teacher also has not found suitable media for students in learning English, especially during the pandemic season like recently. Actually, teachers can develop their own interactive media in learning English. Teachers can also adopt and adapt appropriate English learning materials from various sources and then make it an interactive medium. There are many ways to make suitable English teaching materials into interactive learning media and make it easier for students to remember them. However, the teacher does not have sufficient time to develop it and is not effective in developing the material into interactive media. In this case the researcher wants to introduce interactive media that can attract students' interest in learning, namely Vocabulary Card media, which can be in the form of handouts or e-books.

Based on research conducted by (Neaty 2011) with the title Improving student's vocabulary trough vocabulary card at MTs Nurul Falah Pondok Ranji Ciputat Tangerang, the research results show that Vocabulary Card media for learning English is very valid based on validators. The researcher also referred to the research written by Sinta Kusuma (2018) with the title Developing English Vocabulary Card Media In English for grade 5 Student at SD Negeri 1 Harapan Jaya Bandar Lampung which resulted in the quality of the media being very suitable for use. The thing that distinguishes the two studies above is the first one the authors examined to improve students' vocabulary through vocabulary cards, while the next research is to examine the development of Vocabulary card media to learn vocabulary in English lessons.

Based on the above background, the researcher chose to develop a simpler English vocabulary card in learning English. It is undeniable that vocabulary is the key to the four English skills. So it is necessary to master an interesting vocabulary to help the teacher convey the material easily. Therefore, vocabulary cards are needed as a medium for preparing the teaching and learning process in the classroom. Therefore, researchers are interested in developing vocabulary cards as learning media at MTs Ma'arif NU Gandusari. The specific objectives of this research are: a) How the process of developing picture-based plural and singular material for grade VII students of MTs Ma'arif NU Gandusari. b) To find out the results of the development of picture-based plural and singular material for grade VII students of MTs Ma'arif NU Gandusari.

METHOD

In this research, researcher developed a Vocabulary Card learning media in the form of a vocabulary. The method used is research and development (Research and Development). Study and development is a research method used for a particular product and testing the effectiveness of the product. This development research refers to Borg & Gall research in the development of (Sugiono, 2017), which is adapted to the needs of researcher. Researcher have a limited time that is determined, so researcher choose eight of the ten stages but still include what will be studied according to the settings chosen so that researchers focus and can be completed immediately. The researcher then simplifies the steps according to the needs and context of the research as follows:



Picture 1 Procedure Use Product (Sugiyono, 2017)

As suggested by Sugiyono (2017), the procedure performed in this development research involves several steps, namely:

1. Needs analysis, was carried out in this step to provide students with the appropriate learning needs and objectives.
2. Determine the spesific material, after knowing the students' needs related to the design of supplementary materials, the next step was to determine the appropriate material and task that put in the product.
3. Design Product, In this step, the researcher designed the first draft of product developed.
4. Design validation. The process for assessing whether a new work design or a new product is rationally fit for use by invoking the judgment of experienced experts.
5. Design revision, product revised based on limited trial research.
6. Product testing, conducting limited trial .
7. Usage testing, Product revised based on limited trial results.
8. Dissemination and implementation for related purpose.

Data and Data Source

The data of this research is focused on students of class VII A MTs Ma'arif NU Gandusari which is located at Gandusari Jalan Raya Kawi number 32. The purpose of the needs analysis in this study is to find out which students' needs, the material developed by the researcher. Material Design Researchers designed English materials for SMP/MTs students using Vocabulary Cards. Third, evaluation. Researcher took a sample of 24 students of class VII A MTs Ma'arif from one class, namely VII A consisting of 11 male students and 13 female students in Gandusari District for research data. The data technique used by the researcher is non-probability sampling which is defined as a sampling technique where the researcher selects a sample based on the subjective assessment of the researcher

rather than random selection. This is a less stringent method. This sampling method is highly dependent on the expertise of the researcher. This is done by observation, and researchers use it extensively for qualitative research. Non-probability sampling is most useful for exploratory studies such as pilot surveys (applying the survey to a smaller sample than a predetermined sample size). The researcher uses this method in studies where it is not possible to draw a random probability sample due to time or cost considerations. The researcher used formative evaluation to determine the development materials designed by the researcher during this research. Vocabulary Cards are used as supporting media for learning English. The result of this research is additional material and vocabulary in English. In designing vocabulary card material in the basic competence of English class VII MTs Ma'arif NU Gandusari can also be supported by research that is carefully researched by (Rofi'ah, 2018) as a supervisor and researcher from a journal with the title "*Improving Speaking Skills through the Snake and Snake Game Model. Ladder (Descriptive Text Material for Class VIII MTs NU Slorok Blitar Regency*" who also researched about improving basic games learning media which helped complete the title of the article that the researcher made. The supporting articles for the articles that I made were researched by (Saifudin, 2020) who became second supervisor and examiner the article I made with the title "*Development of Contextual-Based Learning Modules to Improve the Pronunciation Ability of English Education Students*" because of course Vocabulary also requires the correct English pronunciation.

Research Instruments

The instrument of this research are questionnaire, and interview are :

a. Questionnaire/Angket

The instruments used in this research and development includes student needs questionnaires and student satisfaction questionnaires for grade VII A MTs Ma'arif Gandusari. This questionnaire about student needs was used to collect information about student responses to the developed Vocabulary Card learning media. This questionnaire contains a statement of students' needs for Vocabulary Card media by filling in the statement column. While the student satisfaction questionnaire was used to obtain data on student satisfaction after using the product. However, before the questionnaire was given to students, the questionnaire was validated first by the instrument validator.

b. List of question

List of question in this research is a list of questions for the teacher when the researcher needs analysis Questions for interview

Interviews are made to meet the writer's needs for a problem or research that is being sought and to dig deeper into information.

Data Collection Technic

The technique of collecting data in this research was start from need analysis by using:

1. Survey

In this study, the technique used was observation by giving a questionnaire on the initial research data and final results. In the preliminary study using a paper questionnaire about student needs and in the final result a paper questionnaire was used for student satisfaction.

2. Interview

The research interview used for the teacher is an unstructured interview, with the aim of obtaining more detailed information during the preliminary research and then analyzing the needs of the students based on the information obtained from the interview results by the English subject teacher. Interviews are useful for researchers to obtain data by having a dialogue with the teacher as a source of information or data.

Validation

Validation is a measure that shows the level of validity or authenticity of an instrument. Valid instruments have high validity and low validity for instruments that are less valid. (Arikunto, 2010) instrument validity test is intended to achieve accurate measurements. (et al, 1966) say a product is said to be true if it can calculate what it should count. Product validation is carried out to assess whether the vocabulary card media developed and learning is valid or not. The product validity test is carried out by a team of experts consisting of material experts and media experts.

Reliability

Data analysis techniques used to analyze the result of validation is to calculate the final value of the item in question. The following formula calculates the average value. According to (Arikunto, 2010) Reliability is then interpreted using the percentage of results that can be calculated using the following formula:

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

Information:

- P = Eligibility
- $\sum X$ = Number of assessment answers
- $\sum Xi$ = Highest number of answers

Table 2 Percentage analysis eligibility criteria for expert validation, teacher responses and students.

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

From the table above it can be seen that to calculate validity used the formula from Arikunto where the percentages are: (1) 40%-45% can be said to be invalid, (2) 55%-69% can be said to be less valid, (3) 70%-84% can be said to be valid, and (4) 85%-100% said to be very valid.

The data analysis method was carried out qualitatively, especially for data: preliminary research on student characteristics, competence in English subjects, assessments used, and students' impressions of the English vocabulary card media used and learning needs, as well as data from expert validation results. Qualitative descriptive research is based on interview results which can be articulated in terms of percentage survey results using the questionnaire method evaluated by classification. This type of qualification is based on the following requirements (Arikunto, 2010). The role of calculating the questionnaire data sample is to determine the final ranking. The data analysis technique used to analyze development research data is qualitative, while the average calculation of the results of the questionnaire and the results of student evaluations/tests is quantitative. Validator to apply the data, validator plays a role in assessing the use of media. The pattern is:

$$\sum = \frac{x}{N} \times 100\%$$

Information:

- \sum = Eligibility
- X = Total score obtained
- N = Maximum score

The data from the responses of students and lecturers in the form of a questionnaire were analyzed using the following steps:

$$\text{Skor Tanggapan (\%)} = \frac{\text{Jumlah Skor yang didapat}}{\text{Jumlah Skor Maksimal}} \times 100\%$$

The percentage that has been obtained is then adjusted to the following parameters (Arikunto, 2010):

Table 3. Percentage of eligibility category

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

RESULTS

The Result of Need Analysis

In the analysis phase, the researcher identified the need for additional English learning media for teachers and students. Identify the need for additional learning media by giving questionnaires to students and conducting unstructured interviews with MTs Ma'arif NU Gandusari teachers. The purpose of conducting this analysis is to assist teachers in the teaching and learning process so that the difficulties experienced by students can be overcome by using learning media that will be developed by researchers. Questionnaires and interviews were conducted on teachers and students of class VII MTs Ma'arif NU Gandusari. In filling out the questionnaire, the researcher involved the VII A Student. Before the researchers designed learning media, the results of the questionnaire and interview activities can be described as follows:

First, the researcher learns about the students' needs in using Vocabulary card media to increase vocabulary in learning English by using the right media in class or on whatsapp or google meet groups related to difficult material for students to understand. The purpose of this analysis is to help students in the teaching and learning process so that the difficulties experienced by students can be overcome by using learning media that will be developed by the researcher.

Second, at the development stage to produce a revised product based on input and advice from experts. This development phase includes expert validation and development trials. This is known from the results of expert validation and testing which is then revised until the product is feasible and can be used as teaching materials. Assessment or validation by experts can be in the form of: determined by the eligibility criteria obtained from the average score respondents. The average score of the respondents obtained then converted according to the conversion table for feasibility to determine the feasibility level of learning media according to respondents.

Third, the design phase aims to prepare the media in preparation for comprehensive learning. Competency preparation is based on basic competencies that will be included in the implementation plan semester 1 MTs class VII A. This design contains a picture of a front pond with the initials of the English vocab, displayed in a simple mini card through an attractive one. The format used in this manual is as follows: 1) the font used by Times New Roman and Rockwell for its initials, Times New Roman 22 and Rockwell 26, is arranged optimally between text, images, and paper size. To be easy to understand. 2) Material preparation systematically arranged. 4) For the front cover image is made with interesting combinations of colors, images, shapes and sizes of animals, objects, and buildings.

Based on the explanation above, it can be seen that the teacher does not know about vocabulary media and the teacher only teaches using makeshift media. Based on the identification results, it is also known that students need interesting learning so that they are enthusiastic about learning.

Based on the identification of learning media needs analysis above, it was carried out as an early stage of research to assess students' learning targets and needs. On January 27, 2021, the questionnaires were distributed. The questionnaire consists of ten multiple choice questions. The highest percentage of student answers is considered as a student's need and is taken into consideration in product development. The subjects of this study were 24 students of class "A" class VII MTs Ma'arif NU Gandusari and the implementation of a trial to test the learning media that had been made on October 6, 2021 and provide a student satisfaction questionnaire. The results of the analysis of students' needs to remember vocabulary. From the student needs questionnaire, it was found that 99% of students needed interesting learning to learn vocabulary, students liked using Vocabulary Card media by getting 95% percentage, students wanted interesting learning using Vocabulary Card media.

The Process of Development

Initial Process The development of the Vocabulary Card learning media is an analysis of problem identification in the form of analyzing the needs of students and teachers. The results obtained from this stage found problems that require the development of Vocabulary Card learning media so that students are interested and enthusiastic to learn. The initial stage of the researcher chooses a class that is active in responding to directions from the teacher or researcher who will be the object of research. After determining the object of research, the researcher determines the indicators and materials. Researchers determine learning indicators based on basic competencies 3.4 and core competencies 4.4 with vocabulary material.

Table 1. Basic Competencies

3.4	<i>Students are asked to determine vocabulary in the form of names and animals, objects, and public buildings that are close to students' daily lives, according to the context of their use. (Pay attention to the linguistic and vocabulary elements related to the articles a and the, plural and singular</i>
4.4	<i>Students are asked to determine vocabulary both in oral and written form in a short and simple manner related to the names and numbers of animals, objects, and public buildings that are close to daily life</i>

The development stage aims to produce finished products in the form of learning media that have pass the revision stage of material experts and media experts. The validation obtained from the material expert is not revised and is suitable to be used as teaching material and the validation from the revised media expert is according to the suggestions and is suitable for use. Therefore, the product can be continued at the testing stage. This learning media was tested on students. Aspects included in the student questionnaire indicate that students are interested in using media for learning. The above procedure process has represents research and development developed by (Mededict D Gall, n.d.) where the application of development design principles is according to the steps to be taken sequentially.



Picture 2 Product Result

In the product result above, there are four pictures from the left to the right. The far left side includes a picture from the front view of a vocabulary card and the side includes a picture from the back view on the other side including a picture of the contents of the guide book in the form of questions and the last picture is the cover of the vocabulary card guide book.

Expert Judgment

a. Media Expert Validation Result

Media that has been finished and approved by the supervisor, then brought to the expert for assessment. The media is validated by two experts, namely media experts and material experts

Table 2. Media expert validation results

Criteria	Score	Max Score	Percent	Category
Graphic Feasibility Aspect	37	44	83%	Feasible

the media expert validation result table gives the results of the validity of the learning media and shows a presentation of 83% and can be categorized as feasible.

b. Learning Expert Validation Result

Table 3. Learning expert validation results

Score	Max Score	Percent	Category
6	37	84%	Feasible

On the table learning expert validation results give the results of the validity of the learning material and shows a presentation of 84% and can be categorized as feasible.

The Try-Out

Learning media product testing activities generate data on the effectiveness of the learning media used. Exercises are carried out by giving tests to students according to the material being tested. The test results can be explained as following:

Table 4. List of student scores the trial

No	Students Name	Score	Info	
			Complete	Not Yet
1	Student 1	90	√	
2	Student 2	90	√	
3	Student 3	100	√	
4	Student 4	80	√	
5	Student 5	90	√	
6	Student 6	100	√	
7	Student 7	80	√	
8	Student 8	90	√	
9	Student 9	90	√	
10	Student 10	80	√	
11	Student 11	90	√	
12	Student 12	90	√	
13	Student 13	75	√	
14	Student 14	100	√	
15	Student 15	75	√	
Total		1,320	15	
Range		88	100%	

It is known that from the test scores with a total of 4 students all completed 100%. Because the value is not less than KKM. Thus, researcher feel that the learning media received are in accordance with what is expected score.

Revision

The media expert gives suggestion from the product. The suggestion can be seen in the table below:

Table 5. Revisions from media experts

Suggestion	Revision
Additional core competencies and basic competencies in media	Core competencies and basic competencies have been added to the media
Display images in interesting media	All images in the media have been replaced with attractive cartoon illustrations

Revisions are made on the advice of media experts who have validated this product. Media experts suggest additional Core Competencies and Basic Competencies in the guidebook for using Vocabulary Cards Displaying pictures on media Attractive cartoon illustrations so that the media is suitable and immediately tested.

DISCUSSION

The implementation of the action in this study is to improve vocabulary mastery skills through the use of Vocabulary Card media for grade VII A students of MTs Ma'arif NU Gandusari. Considerations in choosing learning media are seen from the learning competencies, the characteristics of the target students, the time available, the costs required, and the technical quality of the media. Judging from the considerations above, it can be concluded that the Vocabulary Card media can be used because it is in accordance with school conditions where learning English does not use other media other than textbooks that have been provided by the school.

Vocabulary Card media is used because the object or image display on the Vocabulary Card is in the form of 2 dimensions which aims to provide an attractive visual appearance due to the limited time of manufacture and it is also felt that the media is in accordance with the needs of students.

In this study, researchers compared the results of the validation with previous studies. Its usefulness is to find out the results that have been achieved by previous researchers. However, there is

definitely a lot of research that has not been covered in this review and the author will discuss it more closely. Some summaries are listed here of previous research: Neaty Muttahidah (2011) with the title *Improving Student Vocabulary Through Vocabulary Cards at MTs Nurul Falah Pondok Ranji Ciputat Tangerang* conducted a study on the purpose of increasing student vocabulary carried out in MTs. The method used in this research is Classroom Action Research (CAR). And the results showed that there was a development of students' vocabulary mastery as seen from the average pretest score of 49.6, the posttest average value of cycle 1 was 58.0 and the average value of posttest cycle 2 was 66.3. In addition, there were students (16.6%) who passed the Minimum Completeness Criteria – Minimum Completeness Criteria (KKM) in the pre-test. While in cycle 1 there were 18 students (60%) who passed the Minimum Completeness Criteria (KKM) and the acquisition in the post test cycle 2 there were 26 students (86.6%) who passed the KKM, so the criteria for success were achieved. Then from the results of the questionnaire the average pre-questionnaire was 47%. Then the average post-questionnaire was 72.9%. This is an increase of 25.9%. The results of observations and interviews showed that students were motivated in the teaching and learning process during the application of vocabulary cards. Sinta Kusuma (2018) with the title *Developing English Vocabulary Card Media in English for Grade 5 Elementary School at SD Negeri 1 Harapan Jaya Bandar Lampung*. This research uses research and development (R&D) methods. The results of this assessment indicate that the English vocabulary card media has a very good feasibility according to media experts getting a percentage of 96%, material experts 96%, teacher assessments 96% and student responses 86% which means this Learning Media is "Very Appropriate" to use. Rizti Sholichah (2016) with the title "Development of English Vocabulary Card Media in Learning English Vocabulary for MI/SD" Yogyakarta. This research uses the type of research and development (R&D). The results of this assessment indicate that the developed product has very good feasibility according to media experts with a score of 47, very good according to material experts with a score of 51, good according to peer reviewers with an average score of 88.5, and very good.

SIMPULAN

In the end, it can be concluded as follows: (1) the process of developing Vocabulary Cards in improving vocabulary mastery of grade VII A students at MTs Ma'arif NU. The process starts from: (a) conducting needs analysis, (b) determine specific material, (c) product design, (d) design validation, (e) design revision, (f) product testing. (2) The result of developing Vocabulary Card media. The results showed that the Vocabulary Card media was valid to be used by students of MTs Ma'arif NU Gandusari in learning English vocabulary. This Vocabulary Card media is feasible in two aspects, namely media (83%), and learning (84%). Based on the product satisfaction questionnaire for mentally retarded students to learn English vocabulary, it can be seen from the results of student satisfaction using the product to get a percentage (95%).

Based on the results of research and discussion, the researchers provide some suggestions as follow: (1) For English teachers to development of vocabulary card media for vocabulary learning that can be used by teachers based on the material or core competencies and basic competencies. (2) For school can to help develop learning tools in SMP/MTs, especially MTs Ma'arif NU Gandusari, schools can improve the quality of learning so as to produce quality learning. (3) For students The addition of educational references in learning activities, especially in English subjects, is expected that students will be more interested and more active in improving their English mastery through the process of learning English vocabulary using card media.

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