

Developing Flash Card Media to Teach Writing Skill for Eighth Grade Students at MTs Annur Bululawang

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A B S T R A C T

This research, rooted in the need to address challenges in English writing skills among eighth-grade students at MTs Annur Bululawang, adopts a Research and Development (R&D) approach, specifically employing the ADDIE model. The study focuses on the innovative use of flashcard-based learning media, acknowledging the critical role of English proficiency in accessing scientific and technological knowledge in Indonesia. Through expert validation and student responses, the research demonstrates the effectiveness of the flashcard media, with professional validation scoring a robust 90% accuracy rate. Student and teacher responses, gathered through questionnaires, further affirm the impact, with an 89.4% agreement rate from students and a 92% agreement rate from teachers. These findings underscore the significance of multimedia tools, particularly flashcards, in enhancing creative writing skills and contributing to innovative English language learning methodologies for students at MTs Annur Bululawang.

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Introduction

The mastery of language is crucial for effective communication and interaction among individuals in society (Gory, 1981; Musyaffa, 2020). English, being an international language, plays a pivotal role in global communication (Brumfit, 2001; Arumawati, 2018). It serves as a central hub connecting diverse nations and is considered essential in the field of Indonesian education due to the prevalence of scientific and technological knowledge conveyed in English (Arumawati 2018). In this context, English language learning is of utmost importance, particularly in developing fundamental skills such as speaking, listening, and writing (Ilma, Makrifah, and Mubarak 2023).

The significance of writing as a productive skill in English language learning is underscored by its role in expressing thoughts, emotions, and ideas (Tomtowi 2019). However, writing is often perceived as a challenging skill, requiring expertise in vocabulary, grammar, coherence, spelling, and punctuation students (Richards, J.C. and Renandya, W.A. 2002). The writing process involves various stages, including planning, acting, and revising (Oshima and Hogue 2007). The difficulties associated with writing are compounded in Indonesian classrooms, where a teacher-centric approach and a lack of diverse teaching methods contribute to student disengagement and limited creativity in understanding and applying the learned material (Pranata & Rahayu, 2023)

Observations and interviews with eighth-grade English teachers at MTS Annur Bululawang revealed several issues in the current English learning process. The predominant use of the teacher-centric method and a reliance on a single government-issued manual hinder student engagement and creativity. The absence of appealing learning media further exacerbates the situation, leading to a lack of interest, shallow comprehension, and suboptimal achievements. Recognizing the need for improvement,

this research focuses on enhancing English learning media for eighth-grade students at MTS Annur Bululawang, aligning with the 2013 curriculum.

Greeting cards, as short functional texts, serve as an apt medium for English writing practice, given their special function of conveying congratulations and expressing various emotions (Hastutik 2021). Writing in English is considered a challenging skill in Indonesia, impacting various professions such as journalism, blogging, copywriting, and lecturing. In light of these challenges, the research presented here aims to address the deficiencies in the current English learning process by developing flashcard-based learning media specifically tailored to enhance writing skills for eighth-grade students at MTS Annur Bululawang. Drawing inspiration from existing studies on the effectiveness of flashcards in improving writing skills and motivation in diverse educational settings, this research seeks to contribute to the broader discourse on innovative and engaging English language learning methodologies.

The research in the aforementioned context identifies a significant gap in the current English learning process for eighth-grade students at MTS Annur Bululawang. The observed issues, including the predominant use of a teacher-centric approach, reliance on a single government-issued manual, and the absence of appealing learning media, contribute to student disengagement and limited creativity. These challenges highlight the need for an intervention to enhance the English learning experience in terms of writing skills. Despite the acknowledged importance of writing as a productive skill, the existing teaching methods and materials do not effectively address the complexities associated with this skill, especially within the Indonesian educational framework. Therefore, there is a clear research gap in the lack of tailored and innovative English learning media that specifically target and improve the writing skills of eighth-grade students in this particular context.

The novelty of this research lies in its focus on developing flashcard-based learning media to address the deficiencies in the current English learning process at MTS Annur Bululawang. While existing literature acknowledges the challenges of writing in English, the use of flashcards as a targeted and innovative intervention is relatively unexplored in the Indonesian educational setting. Flashcards, with their unique characteristics and interactive nature, offer a novel approach to enhancing writing skills by providing a visually engaging platform for practice. This study aims to fill the existing gap by introducing a novel method that aligns with the 2013 curriculum and leverages the advantages of flashcards, contributing to the innovation and diversification of English language learning methodologies.

Explicitly stating the research problem, this study aims to investigate and improve the deficiencies in the current English learning process for eighth-grade students at MTS Annur Bululawang, focusing on writing skills. The identified issues, such as the teacher-centric approach, limited teaching methods, and the absence of appealing learning media, pose obstacles to effective English language acquisition. By developing and implementing flashcard-based learning media, the research seeks to address these challenges and contribute to the advancement of English language education in the context of Indonesian middle school settings.

Research Method

Research and development (R&D) is the research approach employed in this article. Research and development (R&D) procedures, according to Sugiyono (2009: 407), are techniques used to create specific goods and evaluate their efficacy. This research requires analysis in order to produce a specific output, specifically through the

use of survey or qualitative approaches. Every product that is manufactured must also have its viability evaluated using an experimental design. The product can be used once testing has determined that it is workable. As a result, this development and research is longitudinal, that is, it occurs in phases (Pratiwi, Mubarok, & Saifudin, 2023)

The five steps of the ADDIE research and development process are analysis, design, development, implementation, and evaluation (Sugiyono, 2015). This research is made for research and development with the ADDIE version development model (Analysis, Design, Development, Implementation, and Evaluation). According to Endang Mulyatiningsih, "the ADDIE model can be applied to various types of product development forms such as models, learning strategies, learning methods, media, and teaching materials."

The ADDIE model consists of 5 main stages, namely (A) analysis, (D) design, (D) development, (I) implementation, and (E)valuation. Fifth, holding in the ADDIE model needs to be done systematically. These stages can be seen in the following figure The research design of this learning module was developed based on ADDIE development steps. Steps such as ADDIE (Tegeh et al., 2015) can be seen in the following sections:

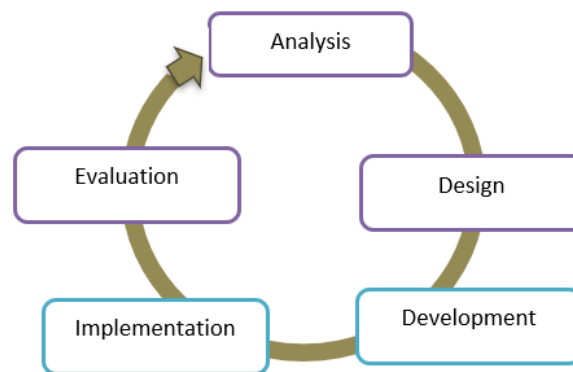


Figure 1. ADDIE development model according to Tegeh et al. (2015)

According to the stipulated research and development paradigm, the following research methodologies were used to create the product: 1) The researcher examined all of the issues that prompted the emergence of the media. Following an analysis of the problem, the researcher must determine if the proposed product is acceptable. 2) The researcher decides the product, product design, product development, complimentary materials suited for the product, and the evaluation process. 3) The researcher verified the learning media flash cards with language experts, material experts, and media specialists throughout the creation stage. 4) The media flash cards were implemented for eighth grade students at MTS Annur Bululawang throughout the implementation stage. 5) During the assessment step, the final version of the product was developed based on suggestions, comments, and feedback from students, instructors, and validators. This study's data was gathered by questionnaires, interviews, and observation by the researcher. The figures in the preceding percentage calculation were calculated using data from questionnaire responses. The following formula was used to calculate this questionnaire:

$$P = \frac{f}{N} \times 100\%$$

Description:

P = Feasibility percentage

f = Collected Score

N = Expected Score

At this level of validity, the researcher used three references: instrument validity, content validity, and media validity. Furthermore, while gathering data for analysis, the researcher used both qualitative and quantitative data analysis techniques, including the use of a Likert scale. A Likert Type Scale was employed. A Likert Scale is used to assess attitudes, beliefs, and perceptions of social phenomena. The Likert table should be understood as follows:

Table 1. Likert Scale Analysis

No.	Score	Assessment Criteria
1	4	Strongly agree / very appropriate / very appropriate / very appropriate / very useful
2	3	Agree/appropriate/appropriate/appropriate/useful
3	2	Sufficiently agree/fairly appropriate/sufficiently appropriate/sufficiently useful
4	1	Disagree / less precise / less appropriate / less useful

Source: Sugiyono(2015)

At this phase, the data from observations, interviews, and field notes was analyzed qualitatively. Based on field notes, interviews, and observations, the qualitative approach generates descriptions or justifications. The last issues are assessed using quantitative ("quantity") research, which generates numerical data that may be converted into meaningful statistics. The results of quantitative analysis approaches were calculated utilizing the questionnaire that was processed using Microsoft Excell quantitative analysis. The computed results are then compared to the predefined standards. The following table summarizes the value assessment criteria:

Table 2. Percentages Assessment Criteria

No.	Achievement (%)	Validity Level	Information
1	81,00- 100,00%	Very valid	Can be used without revision
2	61,00- 80,00%	Valid	Usable with minor revisions
3	41,00- 60,00%	Quite valid	Can be used but needs to be revised quite a lot
4	21,00- 40,00%	Not valid	Not feasible, needs a major revision
5	00,00- 20,00%	Invalid	Not worth it, and needs to be revised very big

Score Interpretation Criteria (Arikunto, 2012)

Result and Discussion

MTs Annur Bululawang eighth-grade pupils were taught descriptive literature using a customized cube box as part of this unique educational research and development project. Analysis, design, development, implementation, and evaluation were all included in the Research and Development (R&D) process. Through observations and interviews, researchers examined class data, the development of English learning materials at MTs Annur Bululawang, appropriate learning materials, and everyday learning processes during the analysis stage. Following that, a customized layout was created for eighth

grade with the goal of igniting students' interest in English composition and developing a predilection for interactive educational materials. After the design stage, the researcher worked on a product, enlisting media and content specialists as validators who gave insightful input.

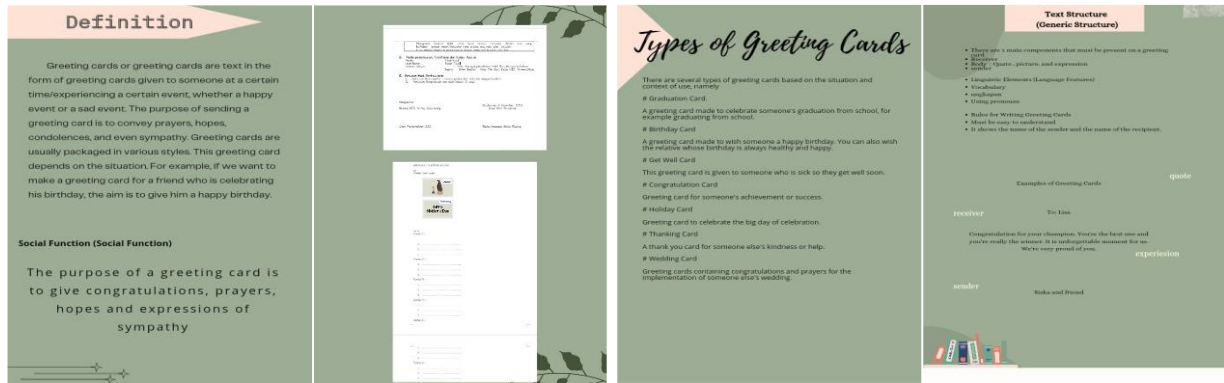
The visualization is as follows:



Pictures 1. Media flash card

This guidebook utilizes A5-sized paper and features a green cover with text. The content of the book provides a brief explanation related to flash card media. The visualization is as follows:





Pictures 2. Design Guide book

The following is how to use media flash cards:

1. The planned card is held at chest level and facing the student.
2. Showing one of these cards before is the teacher finished explaining
3. Give the cards that have been explained to students randomly and take turns to observe each student in one class.

Result of Validity and Reliability

Based on the research results obtained from the student response questionnaire in the trial involving 23 students, it can be seen in the table below:

Table 3. Student Responses to Flashcard Media

NO	Statement	Assessment Score			
		1	2	3	4
1	I like this learning media for learning.	-	-	16	83
2	This media is interesting and easy for me to use	-	-	8	91
3	I have never seen learning media like this	-	4	8	87
4	This media is suitable for increasing students' writing creativity	-	-	12	87
5	Studying with this media can train me to be more creative	-	-	4	96
6	I love the shapes, colors and images	-	-	8	91
7	This medium is very fun to use	-	-	10	89
8	pictures are easier to get ideas from	-	2	19	79
9	Using media also makes it easier to create sentences	-	-	4	96
10	This media makes me enthusiastic about learning	-	-	8	91

1) Teacher Response to Flashcard Media to Increase Students' Writing Creativity

Based on the research results obtained from the teacher questionnaire, it can be seen in the table below:

Table 4 Teacher Responses to Flashcard Media

NO	Component	Assessment Score			
		1	2	3	4
1	The form chosen for designing flashcard media can attract students' attention				√
2	According to students, pictures on flashcards can foster students' sense of creativity				√
3	Instructions for using flashcard media help students in creating written work			√	
4	Writing greeting cards using flashcards makes it easier for students				√
5	The types of flashcards presented really help students in creating creative writing				√
6	The images and writing fonts on flashcard media are very interesting				√
Total		43			

2) Sheet Validation Questionnaire Teacher Response to Flashcard Media to Increase Students' Writing Creativity

NO	Indicators	Assessment Score			
		1	2	3	4
1	Selected shape for attractive flashcard media designs attention student				√
2	The display on the flashcard media image is appropriate with the material presented				√
3	Types of flashcards presented very help student in in studying greeting cards				√
4	Images and fonts on flashcard media are very useful interesting				√
5	Media designed For make it easier student in learning sustainable			√	
6	Instructional Media own neat and systematic appearance _			√	
7	Instructional Media easy to operate _				√
8	Flashcard learning media is easy to learn Students Good independent nor in a way group			√	
9	There is flashcard media grow interest Study student			√	
10	The questions given can support achievement competence material			√	
Total		35			

Based on this table, validation results are obtained questionnaire Teacher response to flashcard media to increase writing creativity in class VI I I students obtain total score

35 with This can _ interpreted that flashcard media is used in learning media For increase creativity write student obtain category Good . So conclusion in This validation is a viable flashcard medium For used.

Data processing

a) The findings from the expert team's validation of updated flashcard media items designed to boost pupils' creative writing abilities.

The table below displays the percentage results of validators' product validation for the interactive greeting card module:

Table 5. Expert Team Validation Data Processing

Media Engineering Expert				
NO	indicator	Collected Score	Expected score	Percentage
1	Ease of materials	4	4	100%
2	Easy to store	4	4	100%
3	Easy to use	4	4	100%
4	Clarity of media instructions	3	4	75%
5	Media packaging	3	4	75%
6	Media durability rating	3	4	75%
Visual Communication Expert				
7	Simplicity in displaying media	4	4	100%
8	Select the type and size of the font used	3	4	75%
9	Text readability	3	4	75%
10	Image display is presented	4	4	100%
11	Suitability of images that support the material	4	4	100%
12	Design appeal	4	4	100%
Amount Category		43	48	89,5%
			Very good	

$$\begin{aligned}
 P &= \frac{f}{n} \times 100\% \\
 &= \frac{43}{48} \times 100\% \\
 &= 89,5\%
 \end{aligned}$$

Based on the table above, it can be concluded that the test results by material experts and media experts obtained a percentage score of 89,5% so the test results are included in the very good category, thus the flashcard method is very good and suitable for use. applied as a medium to increase student creativity in writing in class VIII MTs Annur Bululawang students.

b) Student reactions to flashcards to foster greater creativity in their writing

The percentage of class VIII students' responses to fleshcard media items, with 23 students participating as responders, is as follows.

Table 6. Data Processing of Student Responses to Flashcard Media

NO	Statement	Collected score	Expected score	Percentage
1	I like this learning media	3	4	75%
2	This media is interesting and easy for me to use	3	4	75%
3	I have never seen learning media like this	4	4	100%
4	This media is suitable for increasing students' writing creativity	4	4	100%
5	Studying with this media can train me to be more creative	4	4	100%
6	I love the shapes, colors, and images	4	4	100%
7	This medium is very fun to use	4	4	100%
8	pictures are easier to get ideas from	3	4	75%
9	Using media also makes it easier to create sentences	3	4	100%
10	This media makes me enthusiastic about learning	4	4	100%
Amount category		36	40	90%
		Very Good		

$$\begin{aligned}
 P &= \frac{f}{n} \times 100\% \\
 &= \frac{36}{40} \times 100\% \\
 &= 90\%
 \end{aligned}$$

Based on the table above, it can be concluded that the test results by material experts and media experts obtained a percentage score of 90% so that the test results are included in the very good category, thus the flashcard method is very good and suitable for use. applied as a medium to increase student creativity in writing in class VIII MTs Annur Bululawang students.

c) Teacher response to flashcard media to increase students' writing creativity

The following table shows the percentage of teachers' responses to flashcard media to increase students' writing creativity

Table 7 Data Processing of Teacher Responses to Flashcard Media

NO	Component	Collected score	Expected score	Percentage
1	The form chosen for designing flashcard media can attract students' attention	4	4	100%
2	According to students, pictures on flashcards can foster students' sense of creativity	4	4	100%
3	Instructions for using flashcard media help students in creating written work	3	4	75%
4	Writing greeting cards using flashcards makes it easier for students	4	4	100%
5	The types of flashcards presented help students in creating creative writing	4	4	100%
6	The images and writing fonts on flashcard media are very interesting	4	4	100%
Amount category		23	24	95%
		Very Good		

$$\begin{aligned}
 P &= \frac{f}{n} \times 100\% \\
 &= \frac{23}{24} \times 100\% \\
 &= 95\%
 \end{aligned}$$

Based on the table above, it can be concluded that the test results by material experts and media experts obtained a percentage score of 95% so that the test results are included in the very good category, thus the flashcard method is very good and suitable for use. applied as a medium to increase student creativity in writing in class VIII MTs Annur Bululawang students.

Data interpretation

Media Flash Card is a visual learning tool that assists students in improving concentration and attention, as well as studying the content and materials of lessons (Alfiananda and Indahyati 2022). The use of Flash Cards is one of the effective learning strategies to enhance writing skills for students. By utilizing this media, students can be more effective in studying and understanding the content of the learning materials (Umiyati and Zuhdi 2014) According to research conducted by (Saputri 2020) the use of Flash Cards has proven to be effective in improving students' English language proficiency, both at the kindergarten and elementary school levels. Additionally, research by Hariani indicates that with its various advantages and flexibility, Flash Cards are one of the learning media that can enhance students' skills in various aspects of learning, including writing skills. Therefore, in this research, the researcher utilizes flashcard media featuring Islamic images, particularly those relevant to the current era.

a) Percentage of Flashcard Media Modification Results in increasing students' writing creativity

Based on these findings, the expert team provided recommendations and feedback during the product validation process to enhance the flashcard product and boost students' writing creativity. Table 5 displays the findings from the validation of the data processing and presentation. The validation findings have an average value of 89,5%. Table 4.1 presents the very valid category findings generated from these data. Thus, it can be said that class VIII students at MTs Annur Bululawang can benefit from using flashcard media to enhance their writing originality.

b) Results of Student Responses to Flashcard Media in increasing students' writing creativity

The percentage results of students' responses to flashcard media in increasing students' writing creativity are shown in table 6. It can be concluded that from the ten questions given in the form of a questionnaire, the answers were disagree (1) no, quite agree (2) as much agree (3) as much as 10%, and strongly agree (4) as much as 90%. These results can be seen which was obtained with data that strongly agrees, so it can be said that the responses of MTs Annur Bululawang students strongly agree with flashcard media to increase students' writing creativity. The findings of this research are in line with Sari, Sutanti, & Wahyuningsih, (2018) that, according to the results of the conducted experiment with students, achieved an Accumulation score of 81.09%. This falls into the category of excellent, indicating that the use of flashcard media in vocabulary learning is highly positive for eighth-grade students. Examining this criterion, the responses indicate a very strong agreement. In other words, students strongly agree with the use of flashcard media in vocabulary learning.

c) Results of Teacher Responses to Flashcard Media to Increase Student Writing Creativity

Table 7 displays the findings of the analysis of the teacher answers derived from the study findings. The criteria responses in this table are as follows: disagree (1) there aren't any, very agree (2) none, agree (3) by 5%, and strongly agree (4) by 95%. These findings suggest that flashcard products can foster greater inventiveness in kids' writing. The results align with the study conducted by Ervina et al (2022) which indicates that flashcards received a very high approval rating of 95%, as demonstrated among seventh-grade students at MTs Al-Wahliyah Kolam. This implies that the media is valid and suitable for use as a learning tool for descriptive text speaking.

In accordance with the research results obtained above, validation from experts shows that the criteria are very valid with a percentage value of 89,5%. In the questionnaire, student responses showed 90% of answers strongly agreed, and also the teacher's response was 95% with answers of strongly agree. With these results, it can be concluded that flashcard media products can help increase students' writing creativity at MTs Annur Bululawang.

Conclusion

lecturers at MTS Annur Bulualwang and UNIV Nahdlatul Ulama Blitar, respectively, totaling 23 individuals. The researchers, well-acquainted with the student's English learning features through observations, sequentially assessed the impact of the flashcard media study approach. The findings demonstrated a significant enhancement in students' creative writing abilities. Professional validation yielded a robust 89,5% accuracy rate. The student response questionnaire revealed a high agreement rate of 90%, while the teacher response questionnaire indicated a strong agreement rate of 95%. These results strongly suggest that the utilization of flashcard media contributes positively to the improvement of creative writing skills among students at MTs Annur Bululawang.

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