DEVELOPING FLASHCARDS LEARNING MEDIA TO TEACH GRAMMAR IN RECOUNT TEXTS FOR TENTH GRADE

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A B S T R A C T S

Language plays a crucial part in the foundation of communication in daily life and academic activity. Learning an additional language such as English in school is very important. Mastery of English grammar is required to compose a word or sentence in English. It takes grammar proficiency to create words or phrases in English. Students in class X IIK 2 MA Bustanul Muta'allimin comprise the study's sample population. Most of the students in this class had trouble putting simple sentences together. According to the results of the needs analysis, the result of the questionnaires, 77% of the students had difficulties constructing their simple sentences in English. Furthermore, 80% of the 13 samples indicated they wished to learn using engaging media. This research was conducted aiming to develop learning media in teaching grammar. The ADDIE model design, created by Dick and Carry in 1996, is used in this research process, known as research and development (R&D). There are five steps in this development that are following the ADDIE model, that is Analysis, Design, Development, Implementation, and Evaluation. The result of media expert validation and material expert validation achieved scores of 80.26% and 68.05%, respectively. A score of 76% was obtained when the questionnaire about using learning media was completed by student respondents. Flashcard media have a level of validity that makes them appropriate for usage, according to the result of expert validation and student response. As a result, this learning media is used effective tool for increasing students' interest in studying.

A R T I C L E   I N F O

INTRODUCTION

Language plays an important role in everyday communication as well as in the teaching and learning processes utilized in schools to support students' ideas creation (Sofyan, 2021). To assist students to articulate their ideas and impact the growth of their imagination, emotions, and the context in the process of student learning achievement, language plays a crucial part in both ordinary communication and teaching and learning activities in schools.

Language is interpreted as a material object that has been stored or thought in the brain and can be expressed through direct speech, audio, or delivered through writing (Gee & Hayes, 2017). Each individual must think about what they will communicate and use the appropriate language for the area where they live. Each region always has a different language to communicate both orally and in writing, this is used in daily communication and the learning process. Therefore, language learning is needed that can support and assist the learning process so that it can run effectively.

At this time, the language in formal learning is not only the first language but an additional language must also be learned. However, many students have not mastered additional language learning such as English subjects. Where learning English is considered very important in this advanced era which is used for communication in the general world and education (Fatima et al., 2019). English has also been established as an international language used to communicate with people in various countries. English itself can be interpreted as an international language to convey around the world which is used as a communication tool for speakers of different languages of origin (Culpeper et al., 2018). Thus, every student must understand English and learn English which can be used as a support to increase their additional language understanding.

Learning English also emphasizes learning appropriate English grammar that must follow the standards. The most crucial component for students to acquire when learning English grammar rules is grammar itself (Navaz & Khaathoon, 2020). Teaching grammar must therefore be applied to the teaching and learning process in schools. Grammar can be defined as the foundation for effective communication both orally and to write (Yurko & Vorobel, 2022). Teaching grammar is also regarded as crucial because it serves as the base for speaking and writing abilities, enabling students to communicate effectively in English (Milad et al., 2020). Given the significance of teaching grammar, teachers must teach students about grammar in the teaching and learning process in schools.

Learning English in schools is not considered a major subject but only made into local content (Nafisah, 2016). Thus many students are less able to learn English because the time used for learning English is only limited. The majority of pupils dislike English because it is still repetitive and unattractive in the learning media utilized in the teaching and learning process. As experienced in the tenth grade of IIK 2 MA Bustanul Muta'allimin still uses teacher and student handbooks for the teaching and learning process. It also affects the students' lack of interest in English which causes the students' weak ability to learn English. Therefore, it is advisable for educators in the modern day to make wiser choices when it comes to the usage of learning media that are more engaging and can inspire students during in-class learning.

Learning media is the main component used in teaching-learning activities and has a crucial role to achieve the teaching and learning process with good quality influence (Nurdyansyah, 2019). Learning media is used as the main tool to encourage students to be enthusiastic in teaching and learning activities in the classroom. In addition, media learning media can be used as a tool to provide stimulation to students as a means of delivering messages or communication which is commonly referred to as the delivery of learning materials (Fatima et al., 2019). It can be concluded that learning will be provided better and more effectively when using communication tools in the form of learning media for delivering material. However, there are still many teachers who have not paid attention to this, many teachers only use learning tools that are often used in schools or provided in schools as usual such as whiteboards and handbooks or student books. As the case in MA Bustanul Muta'allimin, especially in class X IIK 2 where teachers only focus on what they see and observe in the teacher or student handbook.

Based on the results of observations and structured interviews with students in tenth grade IIK 2 and English teachers at MA Bustanul Muta'allimin gathered information that they had difficulty in making simple stories whose grammar was still not coherent in English. The results of structured interviews with English teachers at MA Bustanul Muta'allimin stated that the majority of students in the class still did not master or did not understand English grammar skills. They are still confused about how to compose simple sentences based on the structure of English sentences so that they become simple, coherent, and structured stories. In addition, students interpret English still by translating word for word into sentences whose sentences are not coherent. The teacher explains that the media he uses when learning English is only worksheets and a summary of the material made by the subject teacher. Another way that the teacher does to encourage students' enthusiasm for learning is to study in the school laboratory room and only use the media in the room, the teacher explains that he never uses physical media when teaching in class. However, this cannot change or provide maximum results to encourage and motivate students in learning English and causes students to become very bored and not like learning English.

From the results of unstructured observations with students, the majority of students are weak in learning English grammar. This can be seen from the results of filling in the observation questionnaire where most of the students of tenth grade IIK 2 stated that they could not master grammar skills. There were eight out of thirteen students in the class filled out a questionnaire stating that they did not agree with learning grammar because they could not compose simple sentence patterns given by the teacher. The reason is, they are confused when they are given the task of compiling a simple story according to the structure of the rules for compiling sentences in English. Students have difficulty in arranging word order in sentences or grammar in compiling simple stories, students are confused about arranging tenses used in simple stories. Students make simple recount texts, they only translate Indonesian into English without knowing the rules of English grammar. In addition, students feel bored with the media used by teachers who only teach using handbooks provided by the school in the form of worksheets which can cause students to get bored with learning English. Even if English is also an international language, students still need to study it, especially when it comes to choosing the right words to form meaningful sentences (Saifudin, 2019).

From the results of the preliminary study above, the researcher wishes to provide solutions to these problems that are by the research objectives, namely developing interesting learning media. One of the ways that researcher use in carrying out interesting learning is to use the development of physical media for the learning process in the classroom. Based on the material in tenth grade in the first semester, the researcher applied the development of this learning media in writing simple stories about historical recount texts according to the linguistic structure and structure of recount texts as well as grammar in recount texts. Learning media has the advantage of inspiring creativity and learning motivation in students and assisting them in creating short stories using proper grammar and recount text structures. Because most students are more interested in novelties than traditional teaching methods, such as learning media. Therefore, for the student's problem, the researcher intends to develop learning media in the form of "Flashcards" in the historical recount text learning material in tenth grade IIK 2 MA Bustanul Muta'allimin.

There are several previous studies using flashcards as learning media, one of which is based on research by Armadi (2020) entitled Using Flashcards to Increase Grammar Mastery of MTs Students in Kutai Kartanegara. This study uses an experimental design, examining differences in mastery between two data sets. Testing learning media in junior high schools by comparing flashcard media with textbooks resulted in the use of flashcard media being superior to textbooks. The research according to Sartika (2020) entitled Increasing Third Grade's Mastery of Simple Present Tense Using Flashcards. In this study, third-grade

elementary school pupils' use of the simple present tense is improved by the use of flashcards. To increase student achievement in simple present-tense learning, the researcher used classroom action research with 30 third-grade students as the subject as well as quantitative and qualitative data collection using tests, observations, and questionnaires. The research results were then presented using flashcard media.

The researcher formulates an issue based on the background information regarding the processes and outcomes of the creation of grammar-learning media. This study's major goal is to discuss the process of creating flashcards for grammar instruction and the responses they acquired from students. The researcher expects that creating these flashcards will inspire and motivate students to increase their English language skills, particularly in terms of mastering the grammar of recount texts. The focus of this study is to develop flashcard learning tools to assist students with their grammar.

RESEARCH METHOD

This study employs development research techniques, sometimes known as research and development (R&D). Researcher have created learning goods in the form of learning media using this technique for the teaching and learning of English. Researcher outline the findings of student feedback and validation to aid in the creation of learning media.

Research Design

The terms research and development describe methodologies for conducting studies that can design and produce specific items and test the efficacy of those products (Sugiyono, 2013). The researcher created educational support products in the form of learning media using the R&D methodology for the tenth grade IIK 2 students at MA Bustanul Muta'allimin for Recount Texts material on grammar skills. Educational development research includes process development, product validation, and product testing. Based on this R&D method, there are several research models used to design the research. The researcher must choose the development model in the order in which the researcher carried out the research development procedure. Dick and Carry created the ADDIE paradigm in 1996 to were created a learning method (Mulyatiningsih, 2011).
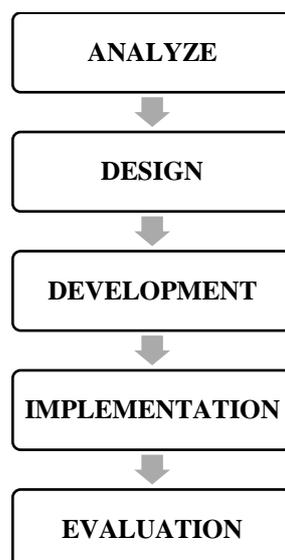

Figure 1. Development Process

This technique is used to create learning development including instructional aids and media. The ADDIE model can also be referred to as the idea of product development to

create performance-based learning. It is a technique that is used in learning design to establish an ideal learning stage (Branch, 2020).

Population and Sample

The subjects of this research were students at tenth grade IIK 2 MA Bustanul Muta'allimin, totaling 13 children in the class. MA Bustanul Muta'allimin is a school with a pesantren background. The population in the class was utilized as a relatively small sample, and the sampling method was a type of saturated sampling and probability methodology. The use of the saturated sampling technique is because the sampling class used has a small capacity where the total population in one class is less than 30 (Sugiyono, 2013). This sampling is taken from the total number of students in the class. All of the students in the class were all female.

Instruments

In this study, the researcher used three instruments to support the product development research process so that it ran smoothly and followed the steps that had been prepared. The instruments used by the researcher include Field Note, this field note is used as an instrument of observation techniques carried out by the researcher in the classroom. In order to observe and assess the activities of the teaching and learning process in the classroom, the researcher employ field notes. By using this instrument, the researcher gathered information about problems in the classroom which can be used for need analysis. Interview Sheet, the researcher used an interview sheet that aims to determine the analysis of student needs which was carried out by interviewing teachers. On this interview sheet, the teacher has been asked open-ended questions about analyzing the needs of the learners. Where the instructor discusses the needs of the class and the media the students use. The teacher hs also discussed the difficulties that students have during the teaching and learning process in the classroom. Questionnaire Sheet, to gauge the level of enthusiasm among students in studying English, particularly in the area of grammar instruction, the researcher used a questionnaire sheet. To find out what media are frequently utilized by teachers in the teaching and learning process in the classroom and whether or not they have been successful in inspiring students to learn. Four closed questions with a four-point scale are included on the questionnaire sheet: SS (Sangat Setuju), S (Setuju), KS (Kurang Setuju), and TS (Tidak Setuju). Students' actual experiences with the teaching and learning processes in class are detailed on this questionnaire sheet.

Data Analysis

To acquire descriptive statistics, the study's data were analyzed utilizing a qualitative descriptive measurement technique. Where this technique is used for preliminary data in the form of student characteristics, learning needs, and student responses to flashcards and expert validation data. Additionally, attitudes, views, and perceptions of the research object are measured utilizing the data collecting technique employing a Likert scale. The Very Excellent to Negative Range on the Likert scale. The use of the Likert scale makes it easier for respondents to choose answers. The qualitative data that has been obtained is changed based on the weight of the predetermined score, namely numbers 1-4 and the percentage data used is 0-100%. The calculation of the percentage of eligibility using the formula based on (Sugiyono, 2013), it can be seen in figure 2.

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

Figure 2. formula percentage of eligibility

Description :
P   : The percentage you are looking for
$\sum x$: Total number of responses in 1 item
$\sum x$: The total number of highest answer scores in 1 item
100 %   : Number constant

The percentage results describe how to implement the development of English learning media, so it is known based on the following classification.

Table 1
Classification Validity Category

Percentage (%)	Validity Category
76%-100%	Very Valid
51%-75%	Valid
25%-50%	Invalid
<24	Very Invalid

RESEARCH FINDINGS AND DISCUSSION
Research Findings

The conclusion includes a number of outcomes for the effectiveness of product development. The analysis of students' needs produced the first findings. The creation of learning resources using flashcards led to the second. The third is the conclusion that creating media flashcards is feasible, as shown by the outcomes of expert validation and student opinions on the media. The researcher also looked at the results of the student response survey in relation to the outcomes of the product trial with class X IIK 2 pupils.

1. Results of needs analysis

In the needs analysis stage, the researcher observed the teaching and learning process of tenth-grade IIK 2 MA Bustanul Muta'allimin students which aimed to find out the extent of student learning in the classroom. Students were also given a questionnaire by the researcher, which asked them about their attitudes toward learning English and their interest in English-related subjects, abilities, and teaching and learning tools. From the results of observations and filling out student questionnaires, it was found that the majority of students in the class had deficiencies in learning about grammar. In addition to grammar, students also stated that the media used for the learning process was still a bit boring because they still used student worksheets.

The researcher also conducted a need analysis by conducting interviews with teachers of English subjects. In the result of the interview, the teacher stated that the 13 students of class X IIK 2 had difficulties when given material related to grammar. This is evidenced by the teacher's explanation of student results when practicing simple stories related to grammar. The teacher explains that students compose stories or sentences still using word-for-word translation and do not match sentence patterns in English.

The teacher also explains the media used in the learning process in the classroom. In the teaching and learning process, the teacher uses student worksheets and additional material that is summarized by the subject teacher. However, students often feel bored during the teaching and learning process. This is evidenced by the teacher's explanation in which students will be sleepy or not pay attention when given material by the teacher in class. The teacher reveals how to overcome this by holding lessons in the language

laboratory. However, this has not been able to overcome the problems faced in the student learning process in the classroom.

Based on what the researcher found when conducting the need analysis, the researcher found that 77% of students had a deficiency in the arrangement of sentences in English. There are 80% of 13 students want to learn using interesting media.

2. The Process of Development

This process aims to produce development media products in the form of flashcards for learning grammar. The first stage in the product development process is to see from the results of the analysis of student needs regarding what students need for learning. The manufacture and development of this product are adjusted to the material in semester 1 of tenth grade for IIK 2 at MA Bustanul Muta'allimin. After knowing what products are used following the results of students' needs for learning, the researcher carried out the initial stage utilizing media design. These flashcard media are in the form of picture cards where the front side of the card is a lottery number to choose a theme and each front side of the card has various colors. In addition, there are sentence patterns or grammatical tenses that are used in the preparation of simple sentences using historical recount text. On the back side of the card, there is a theme that will be written by students according to the historical recount text material. After the product design was completed, the researcher printed the flashcards media so that they became cards that were sized like ID Card. Flashcard product results can be seen in figure 3.
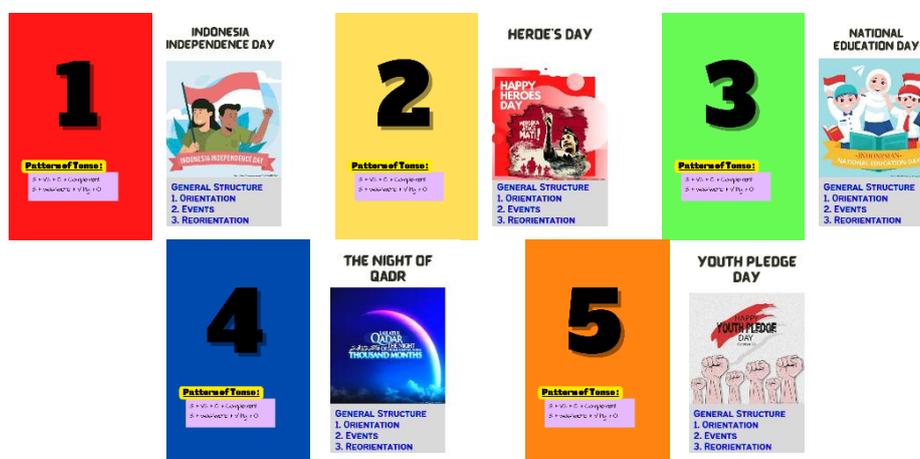

Figure 3. The Product of Flashcards Media

The results of the development of this flashcard media will still be checked for product feasibility by expert validation. This aims to see whether the product is worthy of being used as a learning medium for grade 10 students.

3. Expert Judgment

Two experts will assess the feasibility of the product developed by the researcher. This expert assessment is carried out by media and material experts who will see whether the media is following the material in tenth grade.

a. The Result of Media Expert Validation

The finished media is then brought to a media expert to see if the product is following media standards.

Table 2
The Result of Media Expert Validation

Score	Score Maximal	Percentage	Category	Description
61	76	80,26 %	Very Valid	Feasible to use

From the results of the validation table, media experts provide an assessment of learning media and show a percentage of 80.26%. This is categorized as very valid and the learning media deserves to be used.

b. The result of Material Expert Validation
The validation of this material was carried out to determine whether the media created by the researcher was valid following the material in the research class. The table of material validation results is in table 3.

Table 3
The result of Material Expert Validation

Score	Score Maximal	Percentage	Category	Description
49	72	68,05 %	Valid	Feasible to use

It can be concluded from the results of the material expert validation table giving an assessment of the learning media and showing a percentage of 68,05%. This is categorized as valid and the learning media is feasible to use.

4. Try Out
This trial was conducted to see the results of the data on the effectiveness of the learning media used. This product trial exercise was carried out by giving quizzes to students. In the step trial, students were divided into groups evenly, in one class divided into four groups each consisting of 3-4 students. The students are collected according to the insecure character with the insecure and the active character with the active. It aims to change the activeness of students in the classroom and to encourage them. Researcher are conducting this trial to evaluate students' interest in these learning resources, which may have an impact on how the teaching and learning process develops in the classroom. Students were then asked to respond to a questionnaire about the use of learning media and offer comments and recommendations. It serves as a researcher evaluation and seeks to determine how well the learning media support student learning in the classroom. The researcher calculated the validity of the student response questionnaires by comparing the results of the r_{count} of each statement item with the r_{table} using the SPSS program. Correlation results are presented in table 4.

Table 4
Pearson Correlation

		X01	X02	X03	X04	X05	X06	X07	X08	X09	TOTAL
X01	Pearson Correlation	1	.758**	.815**	.695**	.601*	.573*	.588*	.587*	.344	.937**
X02	Pearson Correlation	.758**	1	.773**	.694**	.054	.296	.411	.155	.055	.675*
X03	Pearson Correlation	.815**	.773**	1	.721**	.207	.414	.412	.595*	.462	.891**

		X01	X02	X03	X04	X05	X06	X07	X08	X09	TOTAL
X04	Pearson Correlation	.695**	.694**	.721**	1	.458	.324	.014	.487	.402	.741**
X05	Pearson Correlation	.601*	.054	.207	.458	1	.593*	.257	.601*	.423	.576*
X06	Pearson Correlation	.573*	.296	.414	.324	.593*	1	.563*	.425	.403	.640*
X07	Pearson Correlation	.588*	.411	.412	.014	.257	.563*	1	.258	.262	.578*
X08	Pearson Correlation	.587*	.155	.595*	.487	.601*	.425	.258	1	.527	.728**
X09	Pearson Correlation	.344	.055	.462	.402	.423	.403	.262	.527	1	.581*
TOTAL	Pearson Correlation	.937**	.675*	.891**	.741**	.576*	.640*	.578*	.728**	.581*	1

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

From the person correlation validity table 4, it can be concluded that the r_{table} score is 0.55 out of 13 respondents and 9 statements in the students' response questionnaire with a significant 5% result in the r_{table} score being 1. Judging from the validity results which state the r_{table} score is greater than the r_{count} score, it can be concluded it is stated that the learning media is valid or feasible to use. In addition, the researcher has also calculated the reliability of the instrument used to collect the above data. The table of reliability results is in table 5.

Table 5
The Result of Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
0.870	9

From the results of the calculation of the reliability test using Cronbach's Alpha formula in the SPSS program, it is stated that reliability. It is shown that the alpha value is > 0.7 with the result that the alpha value is 0.870. So the instrument used in collecting the research data above is declared reliable.

5. Evaluation

After the media development process, expert validation, media revision, and finally product or media trials, the researcher can conclude the feasibility of the learning media. The researcher calculated the feasibility level from the results of filling out the respondent's questionnaire, resulting in a percentage of 76%. It can be concluded that the learning media is feasible to use for learning. For evaluation, the researcher has improved the learning media following the revisions suggested by expert validation and improved by looking at the respondents' suggestions.

Discussion

Learning must be able to keep up with changes in this period of more advanced development, particularly in the learning medium. Learning media can be utilized to support the teaching and learning process in the classroom in a significant way. Students can avoid feeling bored with learning language using learning media that are used in the classroom. Particularly in English-related topics, where there is relatively little student enthusiasm. The majority of students lack enthusiasm for learning English because they believe that it is not important. This is also a result of the short amount of time allotted for teaching English in the classroom, which leaves many students have weaknesses in both knowledge and proficiency

in these areas. As a result, a development conference for English-related learning media is convened. The message will be effectively communicated anywhere the development of media used in classroom instruction is conducted (Nurrita, 2018).

The researcher's formulation of the problem in light of their observations of the issues that students were having. The researcher discovered issues in the classroom where the usage of boring learning media can make pupils less motivated to learn. Grammar rules that follow English grammatical conventions are necessary for learning the language. In each text, the researcher discovered concepts for developing learning media that were in line with the issues at hand. It also seeks to avoid developing problematic grammatical habits that will be difficult to break (Schmitt & Rodgers, 2020). Therefore, the researcher also takes into account learning competence, in-class characteristics of the target students, time constraints, and the quality of media development when selecting this learning medium. With these factors in mind, the researcher decided to develop a product in the form of grammar-learning flashcards.

The development of flashcards with appealing media displays intends to serve as a teaching tool that inspires class X IIK 2 MA students Bustanul Muta'allimin. Therefore, to increase students' interest in studying English, particularly in understanding grammar, the researcher created as attractive a design as they could. They take the form of attractive picture cards that are useful for learning and can be used as motivation (Sartika, 2020). This caused pupils who had previously considered that learning English was uninteresting, especially in terms of grammar, to change their minds. The student's interest in learning activities and the responses to student surveys indicating that they enjoy the learning medium show that students' perceptions have changed. Students seem satisfied with the implementation of learning through media development.

The material based on the competencies and indicators taught in the research target class is taken into consideration during the development process. The learning medium is suitable to be utilized as an approach to education to teach English grammatical concepts in a classroom related to the development process by the ADDIE development model. Where the developing flashcards media results are used or implemented in class X IIK 2 MA Bustanul Mutallimin. From the results of the implementation process, the students progressed. After that, the researcher determined the media be developed by the results of the need analysis. Then the researcher begins to design media, validate experts, revise learning media suggestions from expert validation, implementation to targets, and evaluate the learning media. This media was developed by the analysis of students' needs for English learning media in the classroom which can further encourage enthusiasm and ability in learning English.

The researcher relates his research to the study of literature to reinforce it by examining the findings of earlier researcher, some of whom may have conducted reviews that are not included in this study. The literature study by Kusuma (2018), states that developing English picture cards is very suitable to be used to increase the English vocabulary of elementary school students. According to Sartika (2020), in his research, the use of flashcards media in learning simple present-tense grammar can improve student achievement and is very effective for learning Iswari (2017) in his literature study explains that the use of Flashcard Media for learning English is said to be effective because students experience increasing results. It is clear from some of these literary analyses that the development of flashcards as a learning media for English in the classroom was quite successful.

However, due to limited time, subjects, and basic competency test materials, the researcher only developed learning media in the form of flashcards for learning historical recount text material. Additionally, the researcher only tested the use of media development in the class X IIK 2 MA Bustanul Muta'allimin recount text material once. The researcher

only used two qualified validators for their respective fields' validation tests. It is improbable that this media output won't affect students' learning outcomes because it is consistent with the researcher's objectives, which are limited to motivating and attracting students to study English grammar.

The researcher suggests that the outcomes of his research into the use of media flashcards for learning recount text material can be used appropriately. Due to the growth of this medium, it uses as one of the supporting media for grammar skills. Additionally, it can assist teachers in stimulating students' attention and inspiring them to participate in English learning activities. According to the final conclusions, English learning in the classroom will be more effective and conducive, especially in grammar skills.

CONCLUSION

The development of learning media in the form of flashcards can be used in learning recount text on English grammar skills. Using media flashcards in the classroom can make learning interesting and enjoyable. The applied flashcards media can effectively draw in and motivate students in line with the study's goals. By the research objectives, the implemented flashcards media can successfully attract and motivate students. The development of this learning media can provide opportunities for students to be more enthusiastic about learning English. Where students who have weaknesses in grammar in English can improve their ability in grammar skills. Additionally, it is anticipated that teachers will be able to develop and implement learning media that can be used to stimulate students' interest in class-based instruction. It can be concluded that the development of learning media has a significant impact on students' motivation to learn in the classroom. So it is hoped that future studies will be able to identify students' weaknesses and provide better learning media for the teaching and learning process in the classroom.

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