

**DEVELOPING ENGLISH VOCABULARY PICTURES  
CARD MEDIA TO TEACH VOCABULARY FOR  
THE FOURTH GRADE STUDENT'S AT  
MADRASAH IBTIDAIYAH NEGERI 6 JEMBRANA BALI**

**TESIS**

Submitted to Fulfill the Requirements  
Obtaining the Degree of Master of Education (M.Pd.)



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## PERSETUJUAN

Tesis dengan judul "*Developing English Vocabulary Pictures Card media to teach Vocabulary for the fourth Grade Students at Madrasah Ibtidaiyah Negeri 6 Jembrana Bali.*" yang ditulis oleh Firman Aulia Ramadhan ini, telah disetujui untuk diuji dan dipertahankan di depan dewan penguji tesis.

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## PENGESAHAN

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## ABSTRAK

Firman Aulia Ramadhan, 2024, Pengembangan Media Kartu Bergambar Kosakata Bahasa Inggris untuk Mengajarkan Kosakata pada Siswa Kelas IV MIN 6 Jembrana Bali. Tesis. Program Studi Pendidikan Guru Madrasah Ibtidaiyah. Pascasarjana UIN Kiai Haji Achmad shiddiq Jember. Pembimbing I. Dr. H. Abd Muhit. M.Pd.I. Pembimbing II Dr. Suparwoto Sapto Wahono. M.Pd.

**Kata Kunci:** Kartu Kosakata Bahasa Inggris, Media Pembelajaran, Mengajarkan Kosakata

Penelitian ini difokuskan pada pengembangan media kartu bergambar kosakata bahasa Inggris sebagai media pembelajaran bahasa Inggris, khususnya dalam mengajarkan kosakata di kelas IV-A MIN 6 Jembrana Bali. Peneliti berinisiatif mengembangkan media kartu bergambar kosakata bahasa Inggris dalam pembelajaran bahasa Inggris karena media yang disediakan di kelas IV MIN 6 Jembrana belum representatif dengan pembelajaran kosakata bahasa Inggris. Oleh karena itu peneliti mengembangkan media untuk membuat siswa tertarik untuk belajar bahasa Inggris di kelas IV-A.

Rumusan masalah pada penelitian ini sebagai berikut, 1) Bagaimana proses pengembangan media kartu bergambar kosakata bahasa Inggris untuk mengajarkan kosakata untuk siswa kelas IV di MIN 6 Jembrana Bali? 2) Bagaimana kevalidan pengembangan media kartu bergambar kosakata bahasa Inggris untuk mengajarkan kosakata pada siswa kelas IV di MIN 6 Jembrana Bali? 3) Bagaimana kepraktisan media kartu bergambar kosakata bahasa Inggris untuk mengajarkan kosakata pada siswa kelas IV di MIN 6 Jembrana Bali? 4) Bagaimana keefektifan media kartu bergambar kosakata bahasa Inggris untuk mengajarkan kosakata bagi siswa kelas IV di MIN 6 Jembrana Bali?

Metode penelitian yang digunakan dalam penelitian ini adalah penelitian dan pengembangan atau lebih dikenal dengan istilah *Research and Development* dengan menggunakan model ADDIE. Alat pengumpulan data dalam penelitian ini adalah observasi, wawancara, angket, dokumentasi dan tes. Peneliti menggunakan 2 skala, terdiri dari uji skala kecil pada 10 siswa dan uji skala besar pada 30 siswa. Sumber data dalam penelitian adalah data kualitatif dan kuantitatif.

Hasil penelitian dan pengembangan Media Kartu Bergambar Kosakata Bahasa Inggris menunjukkan bahwa proses pengembangan media Kartu Bergambar Kosakata Bahasa Inggris dilakukan dengan menggunakan aplikasi Canva. Hasil validitas media Kartu Bergambar Kosakata Bahasa Inggris adalah Valid untuk digunakan. Hal ini dibuktikan dengan hasil validasi Ahli Media yang memperoleh skor 4,1 dengan kriteria tinggi, hasil validasi Ahli Materi yang memperoleh skor 4,72 dengan kriteria sangat tinggi dan skor validasi guru pembelajaran memperoleh skor 5 dengan kriteria sangat tinggi. Sementara itu, hasil kepraktisan media Kartu Bergambar Kosakata Bahasa Inggris menunjukkan respon yang baik. Hal ini dibuktikan dengan skor angket yang memperoleh 98,66% dengan kriteria sangat baik. Sedangkan keefektifan media Kartu Bergambar Kosakata Bahasa Inggris berdasarkan N-Gain Score diperoleh rata-rata 0,52 dengan kriteria sedang dan N-Gain Percent keefektifan sebesar 52,82% dengan kriteria cukup efektif. Dapat disimpulkan bahwa media kartu bergambar kosakata bahasa Inggris efektif digunakan.

## ABSTRACT

Firman Aulia Ramadhan, 2024, Developing English Vocabulary Pictures Card Media to Teach Vocabulary for the Fourth Grade Students at MIN 6 Jembrana Bali. Thesis. Madrasah Ibtidaiyah Teacher Education Study Program. Postgraduate Program State Islamic University Kiai Haji Achmad Siddiq Jember. Advisor I. Dr: H. Abd Muhit. M.Pd.I. Advisor II Dr. Suparwoto Saptu Wahono.M.Pd.

**Keywords:** English Vocabulary Card, Teaching Media, Teach Vocabulary

This research focused on the development of English Vocabulary Picture Cards as English learning media, especially in teaching vocabulary in class IV-A MIN 6 Jembrana Bali. The researcher took the initiative to develop English Vocabulary Picture Cards in English learning because the media provided in class IV MIN 6 Jembrana had not been Representative of English learning vocabulary. Therefore, The researcher developed media to make students interested in learning English in class IV-A.

The research questions were formulated as follows: 1) How is the process of developing English vocabulary pictures and card media to teach vocabulary to the fourth grade Students at MIN 6 Jembrana Bali? 2) How is the validity of developing English vocabulary pictures card media to teach vocabulary for the fourth grade student's at MIN 6 Jembrana Bali? 3)How is the Practicality on English vocabulary card media to teach vocabulary for the fourth grade Students's at MIN 6 Jembrana Bali? 4)how is the effectiveness of English vocabulary picture card media to teach vocabulary for the fourth grade student's at MIN 6 Jembrana Bali?

The research method used in this research was research and development or known as Development Research using the ADDIE model. Data collection instruments in this research were observation, interview, questionnaire, documentation and test. At the trial stage, the researcher tested used 2 scales, consist small-scale tests on 10 students and large-scale tests on 30 students. The data sources in the study were qualitative and quantitative data.

The results of research and development of English vocabulary Picture Card Media showed that the process of developing English Vocabulary Picture card media was done by using the Canva application. The results of the validity English Vocabulary Picture Card media was Valid to used. This was proved by the Validation results of the Media Expert that obtained a score of 4.1 with high criteria, the validation result of the Material Expert that obtained a score of 4.72 with very high criteria and the learning teacher validation score obtained a score of 5 with very high criteria. Meanwhile, the result practicality of English Vocabulary Picture Card media showed a good response. This was proved by the questionnaire score which obtained 98.66% with excellent criteria. While the effectiveness of English Vocabulary Picture cards based on the N-Gain Score was obtained with an average of 0.52 with medium criteria and N-Gain Percent effectiveness of 52.82% with fairly effective criteria. It can be concluded that English Vocabulary Pictures card media was effective to used.

## ملخص

فيرومان أوليا رمضان، ٢٠٢٤، تطوير وسائل بطاقات الصور لتعليم المفردات الإنجليزية لطلاب الصف الرابع في مدرسة ابتدائية رقم ٦ في جمبرانا، بالي. رسالة ماجستير. برنامج دراسات تعليم المعلمين في المدرسة الابتدائية. برنامج ماجستير جامعة الدولة الإسلامية كياي حاجي أحمد صديق جمير. المشرف الأول: د. ح. عبد المحيط. إم. بي. دي. المشرف الثاني: د. سوباروتو سابوتو واهونو. إم. بي. دي.

الكلمات الرئيسية: بطاقة مفردات اللغة الإنجليزية، وسائل التعليم، تعليم المفردات

تركز هذه الدراسة على تطوير بطاقات الصور لمفردات اللغة الإنجليزية كوسيلة تعليمية، وخاصة في تدريس المفردات في الصف الرابع أ- في معهد النور 6 بجمبرانا بالي. اتخذ الباحث مبادرة لتطوير بطاقات الصور لمفردات اللغة الإنجليزية في تعلم اللغة الإنجليزية لأن الوسائل المقدمة في الصف الرابع بمعهد النور 6 بجمبرانا لم تكن ممثلة لتعلم مفردات اللغة الإنجليزية. لذلك، قام الباحث بتطوير وسائل التعليم لجعل الطلاب مهتمين بتعلم اللغة الإنجليزية في الصف الرابع أ.

تم صياغة أسئلة البحث على النحو التالي: (1) ما هو عملية تطوير بطاقات الصور لمفردات اللغة الإنجليزية ووسائل التعليم لتعليم المفردات لطلاب الصف الرابع في معهد النور 6 بجمبرانا بالي؟ (2) كيفية صحة تطوير بطاقات الصور لمفردات اللغة الإنجليزية لتعليم المفردات لطلاب الصف الرابع في معهد النور 6 بجمبرانا بالي؟ (3) كيفية الجدوى في استخدام وسائل التعليم لمفردات اللغة الإنجليزية لتعليم المفردات لطلاب الصف الرابع في معهد النور 6 بجمبرانا بالي؟ (4) ما هي فعالية بطاقات الصور لمفردات اللغة الإنجليزية في تعليم المفردات لطلاب الصف الرابع في معهد النور 6 بجمبرانا بالي؟

الطريقة البحثية المستخدمة في هذه الدراسة كانت البحث والتطوير، المعروف أيضا بالبحث التطويري وكانت أدوات جمع البيانات في هذه الدراسة الملاحظة، والمقابلة، والاستبيان، ADDIE باستخدام نموذج والتوثيق، والاختبار. في مرحلة التجربة، قام الباحث بإجراء اختبارين، اختبار صغير على 10 طلاب واختبار كبير على 30 طالب. وكانت مصادر البيانات في الدراسة من نوع نوعي وكمي.

أظهرت نتائج البحث والتطوير لوسائل بطاقات الصور لمفردات اللغة الإنجليزية أن عملية تطوير وسائل كما أظهرت نتائج صحة بطاقات الصور. Canva. التعلم لمفردات اللغة الإنجليزية تمت باستخدام تطبيق لمفردات اللغة الإنجليزية أنها صالحة للاستخدام. وقد ثبت ذلك من خلال نتائج التحقق من الخبراء في وسائل التعلم الذين حصلوا على درجة 4.1 بمعايير صالحة، ونتائج التحقق من الخبراء في المحتوى الذين حصلوا على درجة 4.72 بمعايير صالحة، ونتائج التحقق من مدرسة التعليم التي حصلت على درجة 5 بمعايير صالحة. في الوقت نفسه، أظهرت نتائج الجدوى لوسائل بطاقات الصور لمفردات اللغة الإنجليزية استجابة جيدة. وقد ثبت ذلك من خلال نتيجة الاستبيان التي حصلت على نسبة 98.66% بمعايير ممتازة. بينما أظهرت فعالية بطاقات الصور لمفردات اللغة الإنجليزية استنادًا إلى درجة النمو المحققة متوسطة قدرها 0.52 بمعايير متوسطة، ونسبة فعالية النمو بنسبة 52.82% بمعايير فعالة. ويمكن الاستنتاج من ذلك أن وسائل بطاقات الصور لمفردات اللغة الإنجليزية كانت فعال



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## TABLE OF CONTENT

COVER PAGE	
TITLE PAGE.....	i
APPROVAL PAGE .....	ii
VALIDATION PAGE.....	iii
ABSTRACT.....	iv
PREFACE .....	vii
TABLE OF CONTENT .....	ix
LIST OF TABLES.....	xi
LIST OF IMAGE .....	xii
LIST OF APPENDIX.....	xiv
CHAPTER I INTRODUCTION .....	1
A. Background of The Research .....	1
B. Question of The Research .....	9
C. Research and Development Objectives.....	10
D. Specification of The Product.....	10
E. Significance of The Research and Development .....	11
F. Assumption and Limitation of the Research.....	13
G. Definition of Terms .....	13
CHAPTER II THEORETICAL FRAMEWORK .....	15
A. Previous Study .....	15
B. Theoretical Review .....	35
1. Teaching Media.....	35

	2. Card Media.....	40
	3. The Nature of English Learning in elementary School.	44
	4. English Vocabulary .....	46
	5. English Vocabulary Pictures Card.....	55
	C. Conceptual Framework .....	57
CHAPTER III	RESEARCH METHODS .....	60
	A. Development Research Model .....	60
	B. Development Research Procedures.....	64
	C. Product Trial.....	67
	D. Systematization Of Writing.....	90
CHAPTER IV	RESULT OF RESEARCH AND DEVELOPMENT .....	92
	A. Data Presentation .....	92
	B. Data Analysis .....	118
	C. Product Revision.....	133
CHAPTER V	REVIEW AND SUGGESTIONS .....	135
	A. Revised Product Review .....	135
	B. Suggestions for Utilization, Dissemination, and Further Product Development.....	137
REFERENCES.....	J E M B E R .....	139
Appendix.....		144
Curriculum Vitae. ....		238

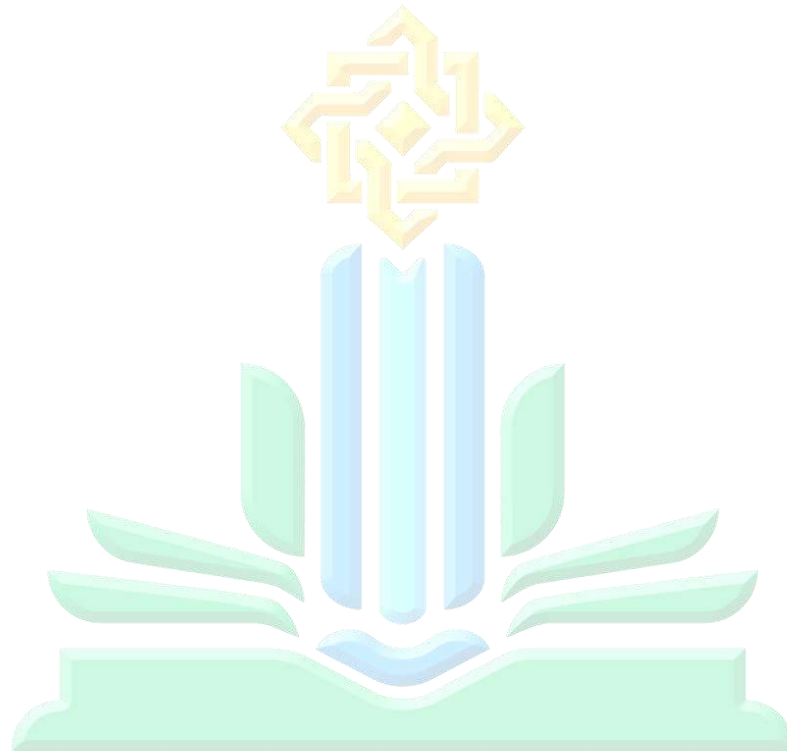
## LIST OF TABLES

Table 2.1	Previous Study .....	32
Tabel 3.1	Reliability Level.....	71
Tabel 3.2	Index of Level of Difficulty .....	72
Tabel 3.3	Classification of Discriminating Tests .....	74
Tabel 3.4	Interpretation of Normalized Gain Score.....	75
Table 3.5	N-Gain effectiveness percentage interpretation category .....	76
Table 3.6	Provisions for Scoring Validation of the expert .....	87
Table 3.7	Five Scale Value Conversion Criteria .....	88
Table 3.8	The Level of Criteria.....	89
Table 4.1	Design Prototype English Vocabulary Pictures Card.....	96
Table 4.2	Media Expert Validation .....	103
Table 4.3	Material Expert Validation .....	105
Table 4.4	English Teacher Validation.....	107
Table 4.5	student response test.....	112
Table 4.6	Comments and Suggestions From Students.....	114
Table 4.7	Media expert validation results .....	119
Table 4.8	Material Expert Validation Result.....	120
Table 4.9	English Teacher Validation Expert.....	121
Table 4.10	student response test results .....	123
Table 4.11	The Result of Pretest and Posttest with 15 Students at IV-A MIN 6 Jembrana.....	130

## LIST OF IMAGES

Picture 4.1	Opening Display of canva on the Desktop.....	97
Pictures 4.2	The Display of The Canva .....	98
Pictures 4.3	Custom Paper Size of the English Vocabulary Picture Card .....	98
Picture 4.4	How to make Background of English Vocabulary Picture Card.....	98
Pictures 4.5	How to Put the Animation on the English Vocabulary Picture Card.....	99
Picture 4.6	How to Make a Word Card for English Vocabulary Picture Card .....	99
Picture 4.7	How to make Background of word card for English Vocabulary Picture Card .....	100
Picture 4.8	How to make text box of English Vocabulary Picture Card .....	100
Picture 4.9	How to put text of English Vocabulary Picture Card .....	101
Picture 4.10	Box For English Vocabulary Pictures Card .....	102
Picture 4.11	English Vocabulary Pictures Card .....	102
Picture 4.12	The Manual Books.....	102
Picture 4.13	implementation of small group trials .....	106
Picture 4.14	preliminary activities .....	110
Picture 4.15	Learning and Playing Game with English Vocabulary Picture card	111
Picture 4.16	Closing Activities.....	112
Pictures 4.17	The result of Difficulty test .....	127

Picture 4.18 The Result of Discriminating power.....	128
Pictures 4.19 Student’s Took The Pre-Test .....	130
Pictures 4.20 Teacher Gave the Students Treatment with English Vocabulary Pictures Card.....	130
Pictures 4.21 Student’s Took The Post-Test.....	131



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KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## LIST OF APPENDIX

Appendix 1	Surat Pernyataan Keaslian Tulisan.....	144
Appendix 2	Surat Ijin Penelitian.....	145
Appendix 3	Pedoman Observasi.....	146
Appendix 4	The Results of Teacher’s Need Analysis.....	147
Appendix 5	The Results of Students’ Need Analysis .....	149
Appendix 6	English Vocabulary .....	150
Appendix 7	HASIL SURAT PERNYATAAN VALIDASI .....	186
Appendix 8	Hasil Angket Ahli Media.....	188
Appendix 9	Hasil Angket Ahli Materi .....	191
Appendix 10	Hasil Angket Respon Guru.....	194
Appendix 11	Hasil Angket Respon Siswa .....	198
Appendix 12	RESULT OF PRETEST .....	208
Appendix 13	THE RESULT OF POST-TEST .....	211
Appendix 14	RPP Bahasa Inggris IV-A .....	214
Appendix 15	Jurnal Kegiatan Penelitian.....	231
Appendix 16	Surat Selesai Penelitian.....	233
Appendix 17	Surat Bebas Plagiasi.....	234
Appendix 18	THE RESULT OF VALIDITY TEST .....	235
Appendix 19	THE RESULT OF REABILITY TEST.....	236
Appendix 20	Foto Kegiatan Penelitian.....	237



# CHAPTER I

## INTRODUCTION

### A. Background of the Research

In education, language learning is very important. Humans can think without using language, but the existence of language makes it easier to improve the ability to learn and remember, solve problems and draw conclusions. In teaching and learning, good language skills are needed to facilitate the transfer of knowledge<sup>1</sup>. Language skills can improve students' learning abilities including remembering subject matter, solving problems and being able to draw conclusions according to the material they learn. Language makes it easier for teachers and students to communicate, so learning objectives can be conveyed<sup>2</sup>.

Language learning is found in elementary schools or madrasah Ibtidaiyah. Language learning has an important role, because mastering language from an early age facilitates communication in the future. language learning there are foreign languages that are also studied in elementary schools or madrasah Ibtidaiyah. English was established as the first foreign language in accordance with the decree of the Minister of Education and Culture No. 096/1967. The choice of English as the first foreign language in Indonesia among other foreign languages is based on several considerations that

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<sup>1</sup> Esti Ismawati, faraz Umayya, *Belajar Bahasa Di Kelas Awal* (Yogyakarta: Penerbit Ombak, 2016) 9.

<sup>2</sup> Lynne Cameron, *Teaching Languages to Young Learners*, (New York: Cambridge University Press, 2001), 11.

Indonesian cannot be used as a means of communication with the outside world.

Vocabulary mastery is the main requirement for the ability that must be possessed by students in the process of learning English because the more vocabulary they have, the smoother the communication, and the greater the language skills.<sup>3</sup>

Vocabulary mastery can be applied by teacher, if teachers can determine learning methods and approaches that are appropriate to the age and ability level of students in receiving learning so that students can understand the vocabulary that has been taught<sup>4</sup>. In addition, teachers are also able to apply fun and appropriate English learning strategies for their students by designing creative, interesting, Learning media can be used to stimulate students' thoughts, feelings, attention, interest and attention because it can convey messages from sender to receiver in the learning process<sup>5</sup>.

Media also provides great benefits in learning activities to motivate and arouse students' interest in mastering English vocabulary. students need to master vocabulary. Vocabulary is an important component of language. Vocabulary is the most powerful component of language. In using language, learners who are rich in vocabulary will succeed in expression skills.

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<sup>3</sup> Cindy Febilia dkk, "Pengembangan Kemampuan Critical Writing Di SD Dengan Menggunakan Vocabulary Chart), Jurnal Pendidikan UPI 2016, 2.

<sup>4</sup> Horby, *Oxport Advanced Learner's dictionary or current English*. (Newyork: Oxforduniversitas press, 2010) 1331

<sup>5</sup> Ihsana el khuluqo, *Belajar & Pembelajaran* (Jogjakarta:Pustaka Pelajar, 2017). 51

Vocabulary is the number of words that when combined form a language<sup>6</sup>. A person will have difficulty in communication if they lack understanding of language, so it will be difficult to develop their language.

Vocabulary is an important factor in teaching and learning English as a foreign language even in all languages. Vocabulary related to four skills of English, namely Listening, Speaking, Reading and Writing. Vocabulary will be very useful in conveying ideas. When reading a simple text in English, if the mastery of vocabulary of the students are good, it will be easy for students to grasp the information or the content of the text.<sup>7</sup> In order students to master a large amount of English vocabulary, they need a lot of practice. Language is inseparable from vocabulary. Because, vocabulary is a very important aspect in language learning. The more vocabulary skills you have, the better your language skills will be. In learning English in SD / MI, understanding English vocabulary is still difficult. Because, the teacher conveys learning only with the lecture method, especially the use of very minimal media.<sup>8</sup>

One way to make English learning effective is by using learning media. Learning media is an inseparable part of the teaching and learning process. With the learning media, it is hoped that the learning objectives will be conveyed as desired. The existence of media makes it easier for teachers to transfer knowledge and makes it easier for students to understand about the learning. The delivery of material and messages in the learning process will

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<sup>6</sup> Jeremy Harmer, *The Practice of English Language Teaching 3<sup>rd</sup> Edition*, (England: Oxford, 2001).

<sup>7</sup> Moch. Imam Machfudi and Anissa'ul Afidah, "Students' Difficulties in Vocabulary Mastery," *CREW Journal* 1, no. 1 (2022): 01–12, <https://doi.org/10.35719/crewjournal.v1i1.1359>.

<sup>8</sup> Suyanto, Asep Jihad. *Menjadi Guru Profesional*. (Jakarta:Penerbit Erlangga, 2013). 109.

be easier and more effective, so that it will increase the interest and motivation of students in learning English.

One of the learning media is card media. Card media is one of the printed learning media. Card media contains images (objects, animals, and so on) that can train learners and enrich vocabulary. The cards become clues or stimuli for learners to give a good response<sup>9</sup> And card media can be used in learning English. Card media is also quite effective, easy to make, and does not require a lot of money. Card media materials used are very easy to obtain and are often found in everyday life. Card media can also make children active and learn while playing.

Fitriyani explains that the basis for stating that card media with image in it are more effective on memory is because images provide another memory code that is independent of verbal codes. Images tend to be easy to remember compared to words that are concrete, and are usually easy to store in memory compared to abstract words<sup>10</sup>. Moreover, card media can improve students' vocabulary skills because it can attract students' attention and motivate them to focus on learning vocabulary. card media is considered effective as a medium that creates fun and interest in vocabulary learning, because card Media can be presented in the form of games. Setiyani says that besides being able to do it by playing, vocabulary cards can also be used wherever the child wants. In addition to creating a fun learning atmosphere, card media is also a

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<sup>9</sup> Fitria Iswari, "Pengembangan Media Pembelajaran Bahasa Inggris Berupa Flashcard Bergambar Pada Tingkat Sekolah Dasar," *Deiksis* 9, no. 02 (2017): 119, <https://doi.org/10.30998/deiksis.v9i02.1375>.

<sup>10</sup> Eka Fitriyani and Putri Zulmi Nulanda, "Efektivitas Media Flash Cards Dalam Meningkatkan Kosakata Bahasa Inggris," *Psymphatic; Jurnal Ilmiah Psikologi* 4, no. 2 (2008): 167–82.

very practical medium because it can be done jointly by teachers and students. says, in addition to cognitive factors, affective factors also affect students' success in learning a language<sup>11</sup>.

. Thus, the use of English vocabulary cards can help improve Students linguistic intelligence at a basic level. Through the use of effective and fun English teaching methods such as English vocabulary cards, it is hoped that it can help improve learners' English language skills at the basic level and prepare them to learn English better at a more advanced level<sup>12</sup>.

Based on observations and interviews conducted at MIN 6 Jembrana. From the results, it was known that class IV-A at MIN 6 Jembrana was less in terms of vocabulary teaching media, an aspect that was very important to enrich students' vocabulary and support the English teaching and learning process. The observation showed that in the class, there was one type of media, which was a poster containing pictures and English vocabulary. However, it was unfortunate that teacher in learning activities rarely used this media. Apart from that, students' vocabulary mastery was still relatively low, possibly due to the limited variety of media used in the teaching and learning process.

Teachers were more likely used the lecture method as the main approach in teaching vocabulary to students. However, there were indications

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<sup>11</sup> Tri Setiyana, "Media Kartu Dengan Kearifan Lokal Gusjigang Untuk Pembelajaran Bahasa Inggris Siswa Kelas IV SD," *Educatio* 18, no. 1 (2023): 118–28, <https://doi.org/10.29408/edc.v18i1.9438>.

<sup>12</sup> Ni Putu Lindawati, "Keefektifan Pengajaran Kosakata Bahasa Inggris Pada Anak Sekolah Dasar Dengan Menggunakan Flash Card," *Jurnal Manajemen Pelayanan Hotel* 2, no. 2 (2019): 59, [https://doi.org/10.37484/manajemen\\_pelayanan\\_hotel.v2i2.40](https://doi.org/10.37484/manajemen_pelayanan_hotel.v2i2.40).

that students tend to prefer learning that involves pictures or videos. Recognizing this problem, the researcher was interested in developing a learning media that can effectively enrich students' vocabulary acquisition. The media chosen to be developed was English Vocabulary picture Cards. The selection of this media was based on positive responses from students and teachers, who stated that English vocabulary cards were considered a good media to increase students' interest and participation in learning, especially since they were rarely used in class. With the development of English Vocabulary picture Cards, it was expected to provide a solution to the less of vocabulary learning media found in class IV-A MIN 6 Jembrana.<sup>13</sup>

One way to make learning more interesting is to do various kinds of interactions by using learning media as an intermediary. In demanding knowledge, there will be obstacles. But it is still obligatory to study for every Muslim. English learning is important to learn from elementary school to university level. The importance of learning can be analyzed by the following words of Allah

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أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ

الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Means” Recite in the name of your Lord Who created, He created man from a clot of blood, Recite, and your Lord is the Most Gracious, Who teaches (man) by the medium of the word, He taught man what he did not know..”<sup>14</sup>

<sup>13</sup> Interview with the English teacher at MIN 6 Jembrana Bali, July, 27 2023

<sup>14</sup>[https://islamicstudies.info/reference.php?sura=96&verse=1&to=5#:~:text=\(96%3A1\)%20Recite%201,what%20he%20did%20not%20know](https://islamicstudies.info/reference.php?sura=96&verse=1&to=5#:~:text=(96%3A1)%20Recite%201,what%20he%20did%20not%20know). Diakses tanggal 26 Februari 2024



According to Tafsir Nurul Quran, in verses 4 and 5, it is acknowledged that this verse is also an answer to the statement of the Prophet who said, "I can't read." Here the verse answers that it is the same God who has taught man with a pen and taught him from things he did not know before, and who is able to teach a servant (like him) who does not know how to read. This fourth verse can be viewed in two ways. Firstly Allah teaches man the writing and the book and He is the one who is able to perform this gesture; establishing the source of all science, knowledge and civilization of a servant. Second through the ways and means of teaching that humans are taught all fields of science and knowledge.<sup>15</sup>

According to Tafsir al-Misbah the word **القلم** is taken from the verb **قلم** which means to cut the end of something. The word *qalam* here can mean the result of the use of the verse. It seems that language often uses a word that means "tool" or cause to designate the result or outcome of the cause or use of the tool. From the above description we can state that the two verses above explain the two ways that Allah takes in teaching humans. The first is through the pen that must be read by humans and the second is through direct teaching without tools<sup>16</sup>.

Therefore, based on the verses and interpretations above, it can be explained that in teaching activities carried out by teachers, it is very important to use learning media when teaching. Therefore, researcher took the

<sup>15</sup> Rahadian, Terjemah Tafsir Nurul Quran: Sebuah Tafsir Sederhan Menuju Cahaya aLQuran , 184

<sup>16</sup> M.Quraish Shihab, *Tafsir Al-Misbah Vol 15* (Jakarta: Lentera Hati, 2002), 464

initiative to develop learning media in teaching English vocabulary, namely English vocabulary picture cards.

The media developed in this research will be applied to teach vocabulary to young learners at MIN 6 Jembrana Bali. This research was focused on the IV-A students. IV-A students of elementary school actually need teaching media to enrich their vocabulary because they were in the early stage of English learning which most of the materials focus on various basic vocabulary related to Hobby, Things in the bedroom and job

The media contains lots of picture cards with various topics and fun games possibilities. It enables students to learn new vocabulary repeatedly without feeling bored quickly. The media was also be completed with the manual book as the guidance to use the cards. The book is also completed with mini dictionary. Besides that, this teaching media was designed to be played individually, in pairs and in groups to make the vocabulary learning more effective. It was based on students statement that they actually prefer to learn in groups to learn individually. Moreover, by providing vocabulary teaching media inside the classroom, the students will have more chance to learn the vocabulary actively at their leisure time.

Knowing how important teaching media to teach English to young learners, the use of teaching media should be emphasized. Yet in reality, it is found that there were still many teachers in elementary schools did not used the appropriate media to teach their students. Many of them still use traditional method to deliver the materials. To solve this problem, the writer conducted a

research. The research is focused on developing cards to teach vocabulary to young learners. A card or flash card is a set of card-based instruction bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study.

By looking at this background, researcher conducted research on the development of English vocabulary card media. The existence of learning media using picture card media is expected to help students in mastering English vocabulary. In addition, it can help teachers in providing material so that students achieve better grades. In addition, researcher hope that this English vocabulary card media can provide an elementary / MI learning media that can be used by teachers in learning English vocabulary and can facilitate teachers in teaching in an interesting way. Therefore, researcher conducted research with the title” Developing of English Vocabulary Pictures Card Media for Teach Vocabulary to the Fourth Grade Student’s at Madrasah Ibtidaiyah Negeri 6 Jembrana Bali”

## **B. Research Question**

Based on the background of the problem above, the researcher can formulate the following Question

1. How is the process of developing English vocabulary pictures card media to teach vocabulary for the fourth grades Student’s at MIN 6 Jembrana Bali?
2. How is the validity of developing English vocabulary pictures card media to teach vocabulary for the fourth grade student’s at MIN 6 Jembrana Bali?

3. How is the Practicality on English vocabulary card media to teach vocabulary for the fourth grade Student's at MIN 6 Jembrana Bali?
4. How is the effectiveness of English vocabulary picture card media to teach vocabulary for the fourth grade student's at MIN 6 Jembrana Bali?

### **C. Research and Development Objectives**

The objectives of this research are:

1. Describing process of developing English vocabulary pictures card media to teach vocabulary for the fourth grades Student's at MIN 6 Jembrana Bali
2. Describing the validity of developing English vocabulary pictures card media to teach vocabulary for the fourth grade student's at MIN 6 Jembrana Bali
3. Describing the practicality on English vocabulary card media to teach vocabulary for the fourth grade Student's at MIN 6 Jembrana Bali
4. Describing the effectiveness of English vocabulary picture card media to teach vocabulary for the fourth grade student's at MIN 6 Jembrana Bali

### **D. Specification of the Product**

The specifications of the product are as follow:

1. This media is a kind of printed picture media made of ivory paper with 8x12 cm size for each card.
2. Every box of this media consists of 40-50 cards (depending on the kind of material) and a manual book. A manual book is used as the guidance to use the cards. The manual book is also completed with mini dictionary.

3. This media was designed for the 4th grade students or other young learners who learn the same materials.
4. These media was made to be played individually, in pairs or in groups.
5. The contents of this media are the materials of the fourth grades students of MIN 6 Jembrana Bali in the second semester of academic year 2022/2023. Those are: Things in the Bedroom, job and Hobby.
6. These media was made based on the curriculum of MIN 6 Jembrana Bali.
7. The design of the media is made colorfully to make students more interested. It also uses funny font type to make it more interesting.
8. The eligibility criteria of this media include the components of validity, practicality, effectiveness, display of media, materials, and learning.

#### **E. Significance of The Research and Development**

The results of this research are expected to give benefits in many aspects as follow:

##### **1. Theoritically**

The results of this research are expected to enrich the knowledge of developing a language teaching media to teach vocabulary to young learners, especially in foreign language.

##### **2. Practically**

The results of this research are expected to help the readers to take consideration before choosing a teaching media to teach vocabulary to young learners since they have special characteristics that make them have to be treated differently as the teaching subjects. In addition, this research

can be used by the next researcher to get information and reference in conducting the relevant studies.

### 3. Pedagogically

#### a. For the researcher

- 1) Get a direct experience of developing a medium to teach English vocabulary to young learners
- 2) As a lesson to expand insight of developing a medium to teach English vocabulary to young learners

#### b. For the students

- 1) Students are expected to be more interested and active in developing English vocabulary mastery through English vocabulary cards.
- 2) Students get interesting learning experience through English vocabulary cards.

#### c. For the teacher

- 1) Teacher can exploit the use of English vocabulary cards in teaching English vocabulary.
- 2) Teacher can improve the effectiveness of vocabulary learning through English vocabulary cards.

#### d. For the school

- 1) School can exploit English vocabulary cards to support the learning process.
- 2) School can improve learning quality to produce qualified learning.



## F. Assumption and Limitation of the Research

1. The assumptions of this development are as follows:

1. These media can be used as an alternative aid to create fun and interesting teaching vocabulary for young learners.
2. The purpose of this media is developing students' motivation to learn English vocabulary as foreign language.
3. By using this media, students can learn actively both individually or group.

2. The limitations of this development are as follow:

1. This media only consists of 3 materials learned by IV-A 2022/2023. Those are the materials about:, Things in the Bedroom, job and Hobby.
2. This media is only be reviewed and assessed by media expert and material expert to give suggestion and respond to the product. Material expert is English teacher of MIN 6 Jembrana Bali. Media experts are the lecturers who have knowledge of learning media and learning media quality standards.
3. This research used an effectiveness test with a small scale test to 15 students in class IV-A MIN 6 Jembrana

## G. Definition of Terms

1. English Vocabulary Picture cards

While vocabulary learning is the basis of English learning, a compulsory subject in the language that will be able to help students in word mastery. The more vocabulary mastery, the easier it will be to

understand English sentences. Based on the explanation above, English vocabulary pictures cards in this study are developed with the canva application which researcher focus on 3 materials consist job, things in our bedroom and hobby each material on this english vocabulary pictures card into 3 colors. red for job material, yellow for things in our bedroom and hobby for pink color, and equipped with a manual book in which there are how to use and play using english vocabulary pictures cards.

## 2. Teaching Media

Media have always been inextricably linked to the process of teaching and learning, both in formal and informal learning contexts. Media is a tool used to distribute messages or information from the sender to the recipient of the message.it can be concluded that teaching media is everything that can be used to convey message and information in the teaching and learning process. It is to stimulate students' attention and motivation in learning.

in this study researcher developed learning media in the form of english vocabulary picture cards. Therefore, the researcher took the title Developing of English Vocabulary Pictures Card Media for Teach Vocabulary to the Fourth Grade Student's at Madrasah Ibtidaiyah Negeri 6 Jembrana Bali

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Previous Study

This chapter explains about previous researches, theoretical review, and conceptual framework. Various researcher had conducted some researches related to developing media to teach vocabulary. As references from the previous researches, the writer presents in this section.

Here are eleven previous researches related to this study:

1. The first research was written in the form of a thesis by Sinta Kusuma, a student of UIN Raden Intan Lampung with the title "Development of English Vocabulary Card Media in English Subjects grade V Sd / MI"<sup>17</sup> This research develops English Vocabulary Card media in English Subjects grade V SD / MI. This research aims to develop learning media in the form of English vocabulary cards and find out how the level of media feasibility so as to produce valid, effective and responsive media. The data collection technique in this study is to use a questionnaire. Research and development produces English vocabulary card media that is feasible to use based on the assessment of media experts, material experts, English language subject teachers and student responses.

This research used the research and development (R&D) method.

The development procedure follows the Borg and Gall procedure which can be done more simply by involving 10 main steps, namely: which

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<sup>17</sup> Sinta Kusuma "Development of English Vocabulary Card Media in English Subjects grade V Sd / MI" (Thesis. UIN Raden Intan, Lampung, 2018)

include 1) Potential and problems, 2) Data collection, 3) Product design, 4) Design validation, 5) Design improvement, 6) Product trial, 7) Product revision, 8) Field implementation test, 9) Final product refinement, 10) Dimensions and implementation. Research is limited to seven stages, namely 1) Potential and problems, 2) Data collection, 3) Product design, 4) Design validation, 5) Design improvement, 6) Product trial, 7) Product revision. The results of this assessment show that the English vocabulary card media has very good feasibility according to media experts getting a percentage of 96%, material experts 96%, teacher assessment 96% and student response 86% which means that this Learning Media is "Very Feasible" to use.

2. The second research was written in the form of a thesis by Rizti Sholichah (2016), a student of UIN Sunan Kalijaga Yogyakarta with the title "Development of Media Card English Vocabulary in Learning English Vocabulary for MI / SD Students"<sup>18</sup> The research aims to develop and to determine the feasibility of Media Card English Vocabulary based on the assessment of media experts, material experts, peer reviewers, MI / SD English teachers, and in response by MI / SD students.

This research uses a type of development research or Research and Development (R&D). The development procedure consists of problem identification, information gathering, product design, validation, revision, and product trial. The instrument used to collect data in this

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<sup>18</sup> Rizti Sholichah, "Development of Media Card English Vocabulary in Learning English Vocabulary for MI / SD Students"(Thesis, UIN Sunan Kalijaga Yogyakarta, 2016)

research and development is a questionnaire. Data analysis techniques using descriptive data analysis.

The results of this assessment show that the product developed 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 according to English teachers with an average score of 98.67. Then based on student responses, the quality is good with an average score of 62.27. Thus, this product is feasible to use as an English vocabulary learning media for MI / SD students.

3. The third research was written in the form of a thesis by Beta Romayca (2021), a student of UIN Raden Intan Lampung with the title "Flashcard Media Development in English Subjects Shapes Material for grade V SD / MI"<sup>19</sup> This research aims to develop learning media in the form of flash cards that can be used as a varied learning media in English lessons at SD / MI. With the learning media in the form of flash card modification type cards, students are more interested and active in learning in the classroom.

The research conducted by the author is by using the research and development (R&D) method of the Borg and Gall model carried out with seven stages, namely potential and problems, data collection, product design, design validation, product design revision, product trials and product revision.

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<sup>19</sup> Beta Romayca "Flashcard Media Development in English Subjects Shapes Material for grade V SD / MI"(Thesis, UIN Raden Intan Lampung,2021)

Learning media in the form of flash card material that has been developed has been tested through a media validation questionnaire with an average assessment of 3.11, a material validation questionnaire with an average assessment of 3.70, in a small scale test with an average result of 4.88, while on a large scale trial obtained a result of 4.87. So the image media in the form of Flash Cards on English shapes material is suitable for use as learning media in SD / MI.

4. The fourth research was written by Laela Vitrotun Maulida, a student of UIN Maulana Malik Ibrahim Malang in the form of a thesis with the title "Flashcard Media Development in Arabic Language Learning to Improve Learning Outcomes of Grade V Students at MI Bahrul Ulum Batu"<sup>20</sup> This research was motivated by the lack of interest in student learning, especially in Arabic language subjects because it is a subject that is less attractive to students, material that is full of memorization, and lack of learning media that supports the learning process, so that many students are not interested, not excited and pay less attention to the teacher during lessons. So that student understanding is reduced. Through the development of Arabic flash-card media, it is hoped that student learning outcomes can be improved.

The objectives of this study are to: (1) explain the flash card learning media on the material fi Ghurfah al Mudzakaroh fifth grade students MI Bahrul Ulum Batu City. (2) explain the feasibility level of

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<sup>20</sup> Laela Vitrotun Maulida” "Flashcard Media Development in Arabic Language Learning to Improve Learning Outcomes of Grade V Students at MI Bahrul Ulum Batu”(Thesis, UIN Maulana Malik Ibrahim, 2018)



flash card media on the material fi Ghurfah al Mudzakaroh fifth grade students MI Bahrul Ulum Batu City (3) explain the differences in student learning outcomes before and after the use of flash card media in fifth grade students MI Bahrul Ulum Batu City.

The type of research used is Research and Development (R&D), with the Borg & Gall model with 10 steps, namely research and collection of initial information, planning, development of initial product formats, initial trials, validation, product revision, field trials of final product revisions, field trials, dissemination and implementation.

The results of this study indicate that (1) the products resulting from this research and development are in the form of Arabic flash card media on the material fi Ghurfah al Mudzakaroh, which consists of 2 forms, namely flash cards and a companion dictionary of fi Ghurfah al Mudzakaroh material for fifth grade students of MI Bahrul Uum. (2) the results of this flash card media development trial have a validity level of 88% material / content experts, 96% design experts, and 96% learning experts. in the product validity table, these results fall into a very feasible category, meaning that they do not require revision and can be implemented in learning activities. Thus the learning media developed is very feasible. (3) the difference in student learning outcomes the average pre-test is 66.66 and the post-test value is 81.5. and the results of the number of memorization of student mufrodat from 0 to 6 mufrodat to 4 to

15 mufrodat from a total of 30 existing mufrodat, so there is a significant difference to the media developed.

5. The fifth research was written in the form of a thesis by Mariana, a student of the State Islamic University of North Sumatra Medan with the title "Flashcard Media Development in improving reading skills for children aged 5-6 years at IT Ananda Putri Deli Serdang Kindergarten"<sup>21</sup>. This development research aims to find out: (1) The process of developing flash card media to improve early childhood reading skills. (2) The feasibility of flash card media in improving early childhood reading skills. (3) The effectiveness of flash card media in improving the reading skills of children aged 5-6 years.

This research was conducted at TK IT Ananda Putri Deli Serdang in the 2019/2020 school year. This research was conducted with a development research model (R & D) adapted from the Borg & Gall development model. Data collection in this study was obtained by means of validator questionnaires, observation sheets and documentation. The results of this study received a feasibility media percentage score of 75%. declared "feasible". The assessment by the material expert received a percentage score of 100% feasibility declared "very feasible". The product trial was carried out in two stages, namely the first stage of product assessment by the IT Ananda Putri Deli Serdang Kindergarten teacher obtained a feasibility percentage of 93.74%, declared "very feasible".

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<sup>21</sup> Mariana "Flashcard Media Development in improving reading skills for children aged 5-6 years at IT Ananda Putri Deli Serdang Kindergarten" (Thesis, UIN Sumatera Utara Medan, 2019)

While at the trial stage the child gets a percentage of BSH, namely 100% In the effectiveness test, the reading ability of children aged 5-6 years has an average gain score of 50 with a very high classification.

6. The Sixth is a research written by Gusti Ayu Putu & Tahayani (2017), entitled “Developing Flashcard and the Manual Book for Teaching English Vocabulary for Young Learners in Singaraja”.<sup>22</sup> This research is Research and Development with the research design used is the model proposed by Hannafin and Peck. There were three phases conducted during the development of the product and the last was the evaluation from the experts and revision. Those three phases were need analysis, design and development/implementation. In the conclusion of the research it was shown that the quality of the flashcard and manual book got score almost 5 (highest score), which categorized to the excellent category.

The researcher of this study conducted a research to develop flashcards and manual book as teaching media for teaching English vocabulary for young learners in Singaraja. The object of the research was the development of Flashcard and its manual book for the guidance to use the Flashcard in the classroom. Meanwhile the subjects of the research were five English teachers of Elementary Schools in Singaraja. They were teachers of SDN 1 Baktiseraga, SDN 1 Banjar Bali, SDN 2 Banyuasri, SDN 2 Pamaron, and SDN 3 Kampung Baru.

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<sup>22</sup> Gusti Ayu Putu & Tahayani (22494589), “Developing Flashcard and the Manual Book for Teaching English Vocabulary for Young Learners in Singaraja”, *Journal of Psychology and Instruction*, (Undiksha Press: Stella Mundi Early Learning Center, 2017).

In conducting the research, the researcher used interview guide, questionnaires for teachers and students, and the evaluation sheet as the research instruments. The data gathered was analyzed qualitatively and quantitatively. Qualitative analysis was used to explain the data from questionnaire and interview result. While quantitative analysis was used to explain the result of the evaluation sheet by the expert judgments. The flashcard developed in this study covered 11 topics of noun and they were provided by a manual book to support the implementation of the developed flashcard. The topics were stationary, things around the classroom, school's buildings, public places, animals, fruits, vegetables, foods, beverages, electronic appliances, and transportations

After reviewing this research, the writer found that this research is very good since the research is conducted in some schools. It makes the result of the research becomes more valid. The materials developed also consisted of materials learned by students in some grade levels. Those were 4th, 5th, and 6th grades. But, the product of this research was not be tested to the students.

The similarity of the writer's research to this previous one is focused on developing flashcard to teach English vocabulary by using the same research method and data collection techniques. Those are interview, and questionnaire. While the differences found from this research are the subject, object, location, and material of media developed in the research. In this research the subjects were five English teachers of elementary

school in Singaraja and the object was the development of flashcard and its manual book for the guidance to use the flashcard in the classroom, while the writer's research subject is the 4th grade students of SD N 02 Purwoyoso Semarang and the object is the development of English vocabulary cards. The materials of this previous research were 11 topics of noun while the writer's research materials consist of 5 topics.

After analyzing this research, the writer conducted a better research by developing a medium and asking some experts to give some judgements to the product. Besides that, the writer also tested the developed product to teach students by doing small scale trial and big scale trial. This medium was implemented in teaching experimental class to find out the effectiveness of the product. After that, the students were asked to give some responses to the developed product. By doing these, it is hoped that the result of the research will be more valid.

This research is very useful for the writer since the research has the same method and data collection techniques. It helped the writer to arrange the better research.

7. The seventh is a research written by Sakilah Bewafa, Ana Utami Fatoni, Yuliana Fatima Dayana, and Puthut Joko Buntolo (2015), entitled "Developing Teaching Media of Kangaroo Smart Frieze to Enrich Elementary School Students' Vocabulary".<sup>23</sup>

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<sup>23</sup> Sakilah Bewafa, Ana Utami Fatoni, Yuliana Fatima Dayana, and Puthut Joko Buntolo (2252-6706), "Developing Teaching Media of Kangaroo Smart Frieze to Enrich Elementary School Students' Vocabulary", *Journal of English Language Teaching*, (Semarang: State University of Semarang, 2015).

This research adopted Research and Development (R & D) approach by conducting the preliminary survey, designing and developing the prototype of the product, conducting limited testing and product validation, having a revision process and describing the research result. The product developed in this research was materials object. The researcher used questionnaires, test and interview to collect the data. The questionnaires were done to collect the data from students teachers, and expert lecturers. Test was done to collect the data from students. While the interview was done to collect the data from teacher. The data of this research were then analyzed qualitative descriptively.

This research aimed to know the problems faced by the English teacher and the fourth grade students of SD N 2 Sekaran in the vocabulary teaching and learning, and also to know how to develop teaching media of Kangaroo Smart Frieze. The subjects of this research were the fourth grade students of SDN 2 Sekaran in the academic year of 2013/2014.

The result of this study showed that the vocabulary teaching media needs to be developed with the focus on the quality of the media and also the variety of games played. The current vocabulary teaching media used by the fourth grade students of SD N 2 Sekaran are somehow fragile and quite boring. Kangaroo Smart Frieze is a good prospect to be used in the vocabulary teaching and learning process.

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The similarity found from this research is: the researcher developed media to teach English vocabulary teaching by using the same research method and data collection techniques. Those were interview, questionnaires and test. The differences found from this research are: the subject, location, and material of the research. In this research the subjects were the fourth grade students of SDN 2 Sekaran in the academic year of 2013/2014, while the writer's research subject is the 4th grade students of SD N 02 Purwoyoso Semarang. The materials of this research consist of 5 topics, those are topics of animals, body parts, jobs, school, and color. While in the writer's research materials consisted of 5 topics (hobby, fruits, animals, vegetables, and things in the bedroom).

After analyzing this research, the writer found that the product developed was very good. It had very good looking product because the product was put on kangaroo pouch. But, the researcher only tested the developed product once. That was in limited trial (try out). After knowing this fact, the writer wants to conduct the better research by testing the developed product twice. That are in the small scale trial and big scale trial. It is hoped that the developed product will be more valid.

This research is very useful for the writer since the research had the same method and data collection techniques. It helped the writer arrange the better research by following some steps used from this research.

8. The Eighth is a research written by Lutfiana Ilma Annisa Rohani (2015), entitled "Developing Quartet Card Games for Teaching Vocabulary (A



Case of the Eighth Grade Students of SMP Islam Al Madina Semarang in the Academic Year of 2014/2015)”.<sup>24</sup>

This research was kind of Research and Development research with questionnaire and interview as the research instruments. In this research, the researcher used the model of development research from Borg & Gall.

The aims of this research were: first, to explain the problems of the English teacher and the eighth grade students of SMP Islam Al Madina Semarang. Second, to explain the vocabulary needs of the English teacher and the eighth grade students of SMP Islam Al Madina Semarang. The last, to show how to develop effective Quartet Card Games to enrich vocabulary. There were two subjects of this research. The first was the eighth grade students of SMP Islam Al Madina Semarang in the academic year of 2014/2015 and the second was the English teacher of SMP Islam Al Madina Semarang. The object of this research was the Quarted Card Media. R&D (Research and Development) approach was adopted in this study.

The result of this study showed that the developed medium had significant effect towards students learning process and could be used as the vocabulary teaching media. The assessment of media-display showed that the product of Quartet Card Games had a very good quality in the

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<sup>24</sup> Lutfiana Ilma Annisa Rohani, “Developing Quartet Card Games for Teaching Vocabulary (A Case of the Eighth Grade Students of SMP Islam Al Madina Semarang in the Academic Year of 2014/2015)”, *Journal of English Language Education*, (Vol. 4 (1), 2015), Semarang State University.

points of color composition, font type, size of the card, shape of the card, color arrangement picture choice, and the meaning of the pictures. The average score for this part of assessment was 8 or categorized as good. The assessment of content showed that the product of Quartet Card Games had a good quality in the points of the content suitability, vocabulary choice, grammar, the ability to motivate the students, and the ability to encourage the students. The average score for this part of assessment was 9 (very good). The assessment of games showed that the product of Quartet Card Games had a good quality in the points of the student-centered action, the students' participation, and the interactive communication. The average score for this part of assessment was 9 (very good).

The similarity found from this research is: the researcher developed media to teach English vocabulary teaching by using the same research method and data collection techniques. The differences found from this research are: the subject, object, and location of the research. In this research the subjects were the eighth grade students of SMP Islam Al Madina Semarang in the academic year of 2014/2015 and the English teacher of SMP Islam Al Madina Semarang, while the writer's research subject is the fourth grade students of SD N 02 Purwoyoso Semarang in the academic year of 2018/2019. The object of this research was the Quarted Card Media, while the object the writer's research is English vocabulary card.

After analyzing this research, the writer found that the product developed was very good. It had very good looking product. But, the researcher only tested the developed product once. That was in limited trial (try out). After knowing this fact, the writer conducted the better research by testing the developed product twice. That are in the small scale trial and big scale trial. It is hoped that the developed product became more valid.

This research is very useful for the writer since the research has the same method and data collection techniques. It helped the writer arrange the better research by following some steps used from this research.

9. The Ninth is a research written by Luh Ayu Tirtayani, Mutiara Magta, and Ni Gusti Ayu Made Yeni Lestari (2017) entitled “Teacher Friendly E-Flashcard: A Development of Bilingual Learning Media for Young Learners”.<sup>25</sup> This research was classified into an educational research development. The development of this medium was implemented in four stages: a preliminary study, development, evaluation, and reflection as well as documentation. The subjects of this research were twelve kindergarten teachers from four districts in Bali and the object was e flashcard.

The purpose of this study was to describe the development process of 'teacher friendly e-flashcards', a medium of the bilingual learning program to young learners in Bali. This study also had a purpose to

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<sup>25</sup> Tirtayani, Magta, Lestari, “Teacher Friendly E-Flashcard: A Development of Bilingual Learning Media for Young Learners”, *Journal of Education Technology*, (Vol. 1 (1), 2017) page 18-29

describe the validation results of the medium on limited empirical test group, which is on six kindergartens in Bali area. The result was a hypothetic form of 'teacher friendly e-flashcards', a learning medium in the form of electronic flashcards aired on a computer or other electronic devices. The experts' validation of the content of the early childhood bilingual learning was obtained 95% (excellent). These experts assessed that the 'teacher friendly e-flashcards medium had a capability to load a real variety setting or situation faced by early childhood.

The similarity found from this research is: the researcher developed media to teach English vocabulary teaching by using the same research method that is Research and Development method. The differences found from this research are: the subject, location, and kind of product of the research. In this research the subjects were the twelve kindergarten teachers from four districts in Bali, while the writer's research subject is the 4th grade students of SD N 02 Purwoyoso Semarang. The product of this research was electronic flashcard with IT teaching media based, while the writer's research product is in the form of printed picture cards.

This research is very useful for the writer since the research has the same method and data collection techniques. It helped the writer arrange the better research by following some steps used from this research.

10. The Tenth is a research written by Hesty Puspita Sari, Nita Sutanti, Linda Tri Wahyuningsih entitled "Developing Flashcard Media for Teaching Vocabulary to the Seventh Grade Students of Junior High School (Study

Case in the seventh grade students at SMPN 1 Sanankulon).<sup>26</sup> This research was categorized into an educational research and development which used Sugiyono's models in developing product. In this research, the researcher made a flashcard media to develop vocabulary mastery in the seventh grade students at SMPN 1 Sanankulon. The data were collected through interview, questionnaire, documentation, and test. In this case, the researcher used three validators. They are validator of media and validators of material.

The aims of this research were not only to know the development of flashcard media for teaching vocabulary to the seventh grade students at SMPN 1 Sanankulon in 2018/2019 academic years but also to know the effectiveness of flashcard media for teaching vocabulary to the seventh grade students at SMPN 1 Sanankulon in 2017/2018 academic years, to know the students response toward the use of flashcard in teaching learning vocabulary to the seventh grade students at SMPN 1 Sanankulon in 2018/2019 academic years.

The result of the research showed that: 1) The result of media validation flashcard and guiding book got the average 84.37% while the result of content of material validation 87.5%. The average for all validation was 85.41%. The score was categorized as "very good" with interval  $80\% < x \leq 100\%$ . So, the developed flashcard media as a learning

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<sup>26</sup> Hesty Puspita Sari, et.al, Developing Flashcard Media for Teaching Vocabulary to the Seventh Grade Students of Junior High School (Study Case in the seventh grade students at SMPN 1 Sanankulon), *Constructivism*, Vol. 10, No. 2, (Blitar: Universitas Islam Balitar, 2018). p-ISSN: 1979-9438; e-ISSN: 2442-2355

media in teaching and learning vocabulary to the seventh grade students was valid to be implemented for the seventh grade students and it can be used as media in teaching learning process especially in vocabulary mastery. 2) It proved by the result of the students' test. The mean score of pre-test and post-test increased from 69.81 to the 94.37.

The similarity found from this research is the writer developed a medium namely English Vocabulary Card to improve students' vocabulary mastery. Besides that, the writer also used the same research method (R&D) and data collection techniques namely interview, questionnaire, and test. The differences found from this research are in the subject, and the material of the medium developed. The subject of this research were the seventh grade students at SMPN 1 Sanankulon in 2017/2018 academic years, while the writer's research subjects were the fourth grade students of SD N 02 Purwoyoso Semarang in the academic year of 2018/2019. The materials of this research consisted of 7 materials learnt by the seventh grade students while the writer's medium materials consisted of 6 materials learnt by the fourth grades students of SD N 02 Purwoyoso Semarang.

After analyzing this research, the writer found that this research was very good. The medium was completed with the guiding book. The guiding book was also completed with the exercises. But, the researcher of this research only tested the product once. So that, the writer intended to conduct a better research by testing the product twice. It is to make the

developed product become more valid and reliable. A brief description of the eleven previous studies above, can then be observed in the following table

**Table 2.1**  
**Previous Study**

No	Name and Research Title	A. Developing of English Vocabulary Pictures Card Media for Teach Vocabulary to the Fourth Grade Student's at Madrasah Ibtidaiyah Negeri 6 Jembrana Bali	
		Similarity	Differences
1.	Sinta Kusuma(2018), Development of English Vocabulary Card Media in English Subjects grade V Sd / MI	a. 1 and A research use research and development b. 1 and A research develop English vocabulary Card	1 Research used Borg and Gall model and A research used ADDIE Model
2.	Rizti Sholichah (2016) "Development of Media Card English Vocabulary in Learning English Vocabulary for Mi / SD Students"	a. 2 and A research developed english vocabulary card	2 Research used Borg and Gall model and A research used ADDIE Model
3.	Beta Romayca (2021) "Flashcard Media Development in English Subjects Shapes Material for grade V SD / MI"	a. 3 and A research used Research and Development b. 3 and A Research Develop English Vocabulary card	a. 3 used Research and development borg and gall model and A Research Used ADDIE model b. 3 Research focus on shapes material for grade V Sd/Mi and A research focus on Vocabulary Learning in English
4.	Laela Vitrotun Maulida(2018) "Flashcard Media Development in	a. 4 and A research used Research and Development b. 4 and A Developed	a. 4 Research focused on Arabic learning and A research focused on English Learning



No	Name and Research Title	A. Developing of English Vocabulary Pictures Card Media for Teach Vocabulary to the Fourth Grade Student's at Madrasah Ibtidaiyah Negeri 6 Jembrana Bali	
		Similarity	Differences
	Arabic Language Learning to Improve Learning Outcomes of Grade V Students at MI Bahrul Ulum Batu”	card media	b. 4 used Research and development borg and gall model and A Research Used ADDIE model
5.	Mariana(2019) "Flashcard Media Development in improving reading skills for children aged 5-6 years at IT Ananda Putri Deli Serdang Kindergarten"	a.5 and A Developed card media b.5 and A research used Research and Development	a.5 used Research and development borg and gall model and A Research Used ADDIE model b. 5 Research focused on reading skill and A research on Vocabulary
6.	Gusti Ayu Putu & Tahayani (2017), entitled “Developing Flashcard and the Manual Book for Teaching English Vocabulary for Young Learners in Singaraja”	a. 6 and A research used Research and Development b. 6 research focused on develop flashcard and Manual book. A research focused on develop English vocabulary pictures card	6 used Research and development borg and gall model and A Research Used ADDIE model
7.	Sakilah Bewafa, Ana Utami Fatoni, Yuliana Fatima Dayana, and Puthut Joko Buntolo (2015), entitled “Developing Teaching Media of Kangaroo Smart Frieze to Enrich Elementary	a. 7 and A research used Research and Development b. 7 and A Reseach Focused on Vocabulary	a. 7 used Research and development borg and gall model and A Research Used ADDIE model b. 7 research develop Teaching Media of Kangaroo Smart Frieze and A research Develop English Vocabulary Pictures Card

No	Name and Research Title	A. Developing of English Vocabulary Pictures Card Media for Teach Vocabulary to the Fourth Grade Student's at Madrasah Ibtidaiyah Negeri 6 Jembrana Bali	
		Similarity	Differences
	School Students' Vocabulary"		
8.	Lutfiana Ilma Annisa Rohani (2015), entitled "Developing Quartet Card Games for Teaching Vocabulary (A Case of the Eighth Grade Students of SMP Islam Al Madina Semarang in the Academic Year of 2014/2015)".	a. 8 and A research used Research and Development b. 8 and A Research Focused on Vocabulary	a. 8 used Research and development borg and gall model and A Research Used ADDIE model b. 8 research develop Quartet Card Games and A research Develop English Vocabulary Pictures Card
9.	Luh Ayu Tirtayani, Mutiara Magta, and Ni Gusti Ayu Made Yeni Lestari (2017) entitled "Teacher Friendly E-Flashcard: A Development of Bilingual Learning Media for Young Learners"	a. 9 and A research used Research and Development b. 9 and A Research Develop Card Media	a. 9 used Research and development borg and gall model and A Research Used ADDIE model
10.	Hesty Puspita Sari, Nita Sutanti, Linda Tri Wahyuningsih entitled "Developing Flashcard Media for Teaching Vocabulary to the Seventh Grade	a. 10 and A research used Research and Development b. 10 and A Research Develop Card Media c. 10 and A Research Focused on Vocabulary	a. 10 used Research and development borg and gall model and A Research Used ADDIE model

No	Name and Research Title	A. Developing of English Vocabulary Pictures Card Media for Teach Vocabulary to the Fourth Grade Student's at Madrasah Ibtidaiyah Negeri 6 Jembrana Bali	
		Similarity	Differences
	Students of Junior High School (Study Case in the seventh grade students at SMPN 1 Sanankulon).		

Based on the explanation of the 10 previous studies above, the research that conducted by the researcher was to developed English vocabulary cards in class IV with vocabulary related to jobs, hobbies, bedrooms in accordance with the curriculum at MIN 6 Jembrana Bali and the researcher develop a manual book whose contents consist of how to use, material and also a mini dictionary. the similarities between this research and the 10 previous studies above were both developing English vocabulary cards and the differences between this research and the 10 previous studies above were about the research model and also

the research subject. In this research, the researcher chose the ADDIE Model to be applied to develop English vocabulary picture card media. In addition, English vocabulary picture cards in this study were developed with the Canva application, in which the researcher focused on 3 materials, consist jobs, things in our bedroom and hobbies. Each material on this English vocabulary picture card was divided into 3 colors. red for job material, yellow for things in our bedroom and hobby

for pink color, and equipped with a manual book in which there were how to used and play using english vocabulary pictures cards.

## B. Theoretical Review

### 1. Teaching Media

#### a. Definition of Teaching Media

Media have always been inextricably linked to the process of teaching and learning, both in formal and informal learning contexts<sup>27</sup>. Media is a tool used to distribute messages or information from the sender to the recipient of the message. The Merriam-Webster's Collegiate Dictionary describes a medium as a means of effecting or conveying something. The following two sub-definitions would seem to correspond in part to the way media are used and understood in the educational context today:<sup>28</sup>

- 1) A channel or system of communication, information, or entertainment
- 2) Something (such as a magnetic disk) on which information may be stored.

To strengthen the understanding about teaching media, Arsyad argues some characteristics of teaching media as follows:<sup>29</sup>

- 1) Teaching media have a physical definition or commonly called as hardware. That is something that can be seen, touched, and heard.

<sup>27</sup> Wai Meng Chan, et.al, *Media in Foreign Language Teaching and Learning*, (Boston: Walter De Gruyter, 2011), 1.

<sup>28</sup> Wai Meng Chan, et.al, *Media in Foreign Language Teaching and Learning*, 2.

<sup>29</sup> Azhar Arsyad, *Media Pembelajaran (Edisi Revisi)*, (Jakarta: Rajawali Pers, 2013), 6.

- 2) Teaching media have non physical definition or commonly called as software.
- 3) Teaching media emphasize on audio and visual.
- 4) Teaching media are aids in teaching and learning process.
- 5) Teaching media are used as communication and interaction tool between teacher and student.
- 6) Teaching media can be used massively (such as radio, television), in group (such as film, slide, video), or individually (such as module, computer, audio tape/cassette, or video).

From the explanation above, it can be concluded that teaching media is everything that can be used to convey message and information in the teaching and learning process. It is to stimulate students' attention and motivation in learning.

#### b. Kinds of Teaching Media

Related to the types of teaching media, Ohm classifies teaching media into three categories of media. They are auditive media, visual media, and audiovisual media.<sup>30</sup>

- 1) Auditive media (examples: Piece of music, radio program etc.)
- 2) Visual media (examples: Picture, silent film etc.)
- 3) Audiovisual media (examples: Sound film, TV program etc.)

In accordance with the argument of Ohm, Arsyad states that media can be classified into five categories: they are human-based

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<sup>30</sup> Wai Meng Chan, et.al, *Media in Foreign Language Teaching*, (Boston: Walter de Gruyter, 2011), 5.

media, printed based media, visual-based media, computer-based media and audiovisual based media.<sup>31</sup>

#### 1) Human-Based Media

Human-based media is the oldest media used to send and communicate message and information. For example teacher, instructor, tutor, role play, group activity.

#### 2) Printed Based Media

The examples of printed based media are book, journal, magazine, etc.

#### 3) Visual Based Media

The visual is the ability to interpret, negotiate, and make meaning from information presented in the form of an image or printed text. Visual media are all the props used in the learning process that can be enjoyed through the eye senses. It plays important roles in the teaching and learning process. Visual is based on the idea that pictures can be read and the meaning can be communicated through a process or reading. For examples blackboard, pictures, sticks figures, diagram, chart, graphic, map, and flashcard.

#### 4) Computer-Based Media

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<sup>31</sup> Azhar Arsyad, *Media Pembelajaran*, 79-98.

This type of media includes all media that use a computer and video interactive.

#### 5) Audio Visual Based Media

The audiovisual media refer to media with both sound and visual component. For example video, film, slide, television, etc.

Another classification of teaching media comes from Laurillard. She classifies teaching media into some categories, they are:<sup>32</sup>

##### 1) Narrative media

Narrative media refers to linear presentational media that are non-interactive and non-computer based, such as print, audiocassette, television or film, and digital disc.

##### 2) Interactive media

Interactive media are computer-based presentational media which allow users to navigate and select content. For examples: hypertext, hypermedia, and multimedia resources. The content may consist of text, graphics, audio, video or any combinations of these.

##### 3) Adaptive media

Adaptive media are such computer-based media that can change their state in response to the user's actions. For

examples: simulations, virtual environments, tutorial programs and tutorial simulations.

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<sup>32</sup> Wai Meng Chan, et.al, *Media in Foreign Language Teaching*, 4



#### 4) Communicative media

Communicative media serve the purpose of enabling discourse. That is bringing people together to discuss and interact through text/graphics, audio, video or any combinations of these three modes. The examples of this kind of media are computer-mediated conferencing, digital document discussion environment, audio and video conferencing.

#### 5) Productive media

These media enable students to harness the productive capability of electronic media to build something or author their own contributions. Examples: microworlds and modeling.<sup>33</sup>

Based on the explanations above, it is known that there are many kinds of media that can be used in the teaching learning process. Actually, all media are good and there is no the best one among them. The use of media will be good if it is appropriate to

the target learners, materials, classroom environment, and other things related to the educational process.

## 2. Card Media

### a. Definition of Card Media

Card media is a thick paper containing certain images or writings that can be used in developing learning so that in addition to helping students' understanding of certain concepts, teachers will also

<sup>33</sup> Wai Meng Chan, et.al, *Media in Foreign Language Teaching*, 4

find it easier to manage the class because students are directed to learn in groups.<sup>34</sup> So, card media was developed by researcher as an alternative media in learning to make it easier for teachers when the learning process occurs and help students to quickly understand various related materials<sup>35</sup>. Card media is printed media that has no sound and also moves. The materials used can also be printed on paper to help the teaching process.

b. Advantages and disadvantages of card media

In its use, card media contains images that are obtained to attract students' attention in the learning process. these images can come from photos, or others. The advantages of image media are as follows:

- 1) The material in the lesson will be easier to design and can be taken only points without having to do verbalism. So that students will more quickly understand and capture the subject matter.
- 2) In this image media, students will find it easier to sort the subject matter and can think logically and systematically.
- 3) This media can add attractiveness because there is a combination of verbal and visual, so that learning is not monotonous and more exciting.

The limitations of image print media are:

<sup>34</sup> Aminatuz Zuhriyyah., "Pengembangan Media Pembelajaran Flash Card IPA Pada Anak Tunarungu Kelas VII SMPLB". (Skripsi UIN Raden Intan Lampung, 2017), 35.

<sup>35</sup> Muji Rahayu "Pengembangan Media Kartu Pada Mata Pelajaran Bahasa Inggris Dengan Model Numbered Head Together Untuk Meningkatkan Motivasi Belajar Siswa Kelas XI SMA N 1 Tanjung Raya Mesuji". (Tesis Program Master Studi Teknologi Pendidikan, Surakarta, 2016). 37.

- 1) It is difficult to display movement on media pages.
- 2) The budget used to print image media will be expensive if you want to display illustrations, photos or images that have many color accents.
- 3) In the process of working and printing it takes a long time even some are very long depending on how difficult the media is.
- 4) Lesson units should be designed as minimalist as possible so as not to be too many and long.
- 5) Image or print media usually only have results on affective knowledge not with skills or skills.<sup>36</sup>

Images and image descriptions are presented in the card media in accordance with the learning material. with the card media, it is hoped that students will be more motivated and more interested in participating in the learning process. students will be more interested when there is a learning model that is not monotonous, and the media

is able to eliminate their fatigue and boredom with learning. But still on the concentration of learning material. so that student learning outcomes will increase.

#### c. Card Media Characteristics

Picture word cards are small cards that contain images, text, or symbols that remind or lead students to something related to the image.

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<sup>36</sup> Daryanto, *Media Pembelajaran*, (Bandung: Satu Nusa, 2015), 10

related to the picture. Azhar Aryad further explained that picture word cards have a size of 8 x 12 cm. Picture word cards are very fun to use as learning media, and can even be used in the form of games.

Based on the opinions by the experts above, it can be identified that the characteristics of picture word card media are as follows

- 1) Picture word card media is media that has images, text or a combination thereof. In this development study, researcher developed vocabulary picture word cards with vocabulary images to help visualize the material. In addition, there is text containing letters from English about vocabulary to clarify the material.
- 2) Picture word card media is a two-dimensional print media. Researcher use a size of 8 x 12 with the assumption that it is easy to hold and use for grade I SD / MI students.
- 3) Picture word card media leads students to something. In this case, picture word cards are used as learning media. The material is arranged in such a way as to attract and motivate students in different ways of learning.
- 4) word card media can be played by students. The vocabulary card media developed is not just to be shown to students. But it can be played by students in learning situations at school or used at home.<sup>37</sup>

#### 4) Steps to Play Card Media

<sup>37</sup> Mohammad Syarif Sumantri, *Strategi Pembelajaran* (Jakarta: Raja Grafindo, 2015) 312

As for some of the steps used in using Media English Vocabulary Card Media, namely,

- a) Students are divided into groups of two or more children.
- b) Picture cards are placed in rows one by one (not stacked) in front of the player.
- c) Letter cards are held by students and each player will match with the corresponding picture card. (For players who have not memorized the vocabulary, they can use the help of the mini dictionary provided.
- d) The letter card is placed on top of the picture card that matches the pair.
- e) The player whose card runs out first is the winner.

### 3. The Nature of English Learning in elementary School

English is an international language that has been worldwide and studied in several countries in the world and one of them is Indonesia. In recent years, English language learning has been taught in elementary schools or madrasah Ibtidaiyah. In learning English, elementary/middle school students are included in the easy level which only discusses vocabulary, grammar, and so on. Learning starts from grades 1-6 depending on each school. The goal is to help students who have the ability to listen, read, and write simple material in an effort to improve English language skills.<sup>38</sup>

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<sup>38</sup> Helena Ceranic, *Panduan Bagi Guru Bahasa Inggris* (Jakarta:Penerbit Erlangga,2013), 35.

In today's life, English is one of the languages used by many countries. Aspects of life such as science, education, culture, business, and entertainment are important factors. Moreover, the function of language itself is as a means of communication. In the curriculum, English is one of the compulsory subjects. It is taught from elementary school to university. English is very important in the future, therefore English learning should be applied as early as possible in schools so that students get more English vocabulary.<sup>39</sup>

Teaching and learning in elementary schools is very different from teaching and learning in universities. Differences in characteristics and motivation are the main factors. In SD/MI, teaching is identical to teaching in the mother tongue. Children in SD/MI are generally not familiar with English, so it has an impact on the pattern of teaching English in SD/MI, which is only limited to the level of introduction. Foreign language was established as the first foreign language in accordance with the decree of the Minister of Education and Culture No. 096/1967. The selection of English as the first foreign language

The choice of English as the first foreign language in Indonesia among other foreign languages is based on several considerations that Indonesian cannot be used as a means of communication with the outside world. The fact that English is the language of international communication, the language of science, modern technology, trade,

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<sup>39</sup> Elfrieda H. Hiebert, Michael L.Kamil, "*Teaching and Learning Vocabulary Bringing Research to Practice*".(Cambridge Language Teaching Library,UK 2003), 3.

politics, and is used in almost all fields, English should clearly be given the first priority to be learned in other foreign languages. The role of English will be achieved if the education system can take place properly, because education plays an important role in efforts to improve human resources (HR) that support the ability of the nation and state.

#### 4. English Vocabulary

##### a. General Concept of Vocabulary

Language consists of vocabulary. It is a collection of words in the language which is very important. Vocabulary is all the words that a person knows or uses. Vocabulary is a main aspect of the language.<sup>40</sup> Without vocabulary, people will not be able to communicate effectively or express their ideas in both oral and written form.

Coady and huckin state that vocabulary is knowledge of words and words meaning in both oral and print language and in productive and receptive forms.<sup>41</sup> Further, Hiebert and kamil define vocabulary as

a set of words for a particular language that people might use.<sup>42</sup>It means vocabulary is the words of a certain language which are used by language user in using language.

From the explanations above, it can be concluded that vocabulary is a word or a set of words that people know and use to communicate to

<sup>40</sup> *Oxford Learner's Pocket Dictionary (Fourth Edition)*, (New York: Oxford University Press, 2008),495.

<sup>41</sup> James Coady and Thomas Huckin, *Second Language Vocabulary Acquisition: A Rationale for Pedagogy*, (New York: Cambridge University Press., 2003), 5.

<sup>42</sup> Elfrieda H. Hiebert and Michael Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (London: Routledge, 2005), 2-3.



express their feeling or thought. It is the basic element of language that can influence the mastery of four language skills. It means, without vocabulary people will not be able to master a language.

#### b. The Importance of Vocabulary

Vocabulary is the basic component of language which make the language more useful for communication and many other things related to language. Evelyn states that without vocabulary people will not be able to speak and understand the language.<sup>43</sup> Essential vocabulary is needed to improve the four language skills such as listening, speaking, reading, and writing. By mastering vocabulary, people will be able to gain comprehensive using of English.

Thornbury describes the importance of vocabulary as: “Without grammar very little can be conveyed, without vocabulary nothing can

be conveyed”.<sup>44</sup> From that description, it is known that someone can speak English even though he/she has no good grammatical mastery during the keywords are easy to be understood. In the other side, someone cannot say something if he/she does not know vocabulary. It means that he/she will not be able to communicate well.

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<sup>43</sup> Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education*, (New York: Cambridge University Press, 2001), 1 .

<sup>44</sup> Virginia French Allen, *Techniques in Teaching Vocabulary*, (New York: Oxford University Press, 1983), 7.

Vocabulary as one of the components in English, has an important role in developing 4 skills in English. Without having adequate vocabulary, students will find it difficult to progress in learning English. develop in learning English. To have adequate vocabulary requires different processes and methods, adapted to the needs.

Allah says in the Qur'an Surah Al-Baqarah verse 31 which reads:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ  
 أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

Means:” And He taught Adam the names of all things, then He showed them to the angels, saying, "Give Me the names of all these things, if you are truthful!”<sup>45</sup>

in Tafsir Ibn Kathir This is a designation put forward by Allah Swt in which it contains the superiority of Adam over the angels thanks to what Allah has set aside for him in the form of knowledge of the names of all things, while the angels were ordered to prostrate to Adam.

In Surah Al-Baqarah verse 31, it is mentioned that the beginning of language learning is with the names of things, which means it is related to vocabulary. Vocabulary learning can be further developed by learning Homophone vocabulary. This means that vocabulary learning can be related to pronunciation and spelling.

<sup>45</sup> [Surah Al-Baqarah - 31 - Quran.com](http://SurahAlBaqarah-31-Quran.com) diakses tanggal 2 maret 2024

Another argument comes from Nunan, he says that vocabulary acquisition is very important to use the structures and functions that the learners may have learned for comprehensible communication.<sup>46</sup> It means that vocabulary should be at the center of language teaching.

From the explanation above, it can be concluded that learning vocabulary is a primary step in language learning and second language acquisition. Without vocabulary, people will not be able to communicate and convey their feeling and thought. Besides that, they will also not be able to have good language mastery because vocabulary plays an important role in four language skills (listening, reading, speaking, and writing).

By realizing the importance of vocabulary development in learning a foreign language, students must devote part of their time to learn vocabulary items. To foreign language students, like Indonesian students, learning vocabulary needs special efforts because English is very much different from students' native language and students' national language.

Some facts in some cases have shown that lack of vocabulary mastery will be a big obstacle in using and understanding language itself. Especially in a second language and foreign language learning. For example many of Indonesia students feel difficulty in comprehending and answering reading comprehension questions of

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<sup>46</sup> Ida Ubaidillah Hidayati, "The Use of Think, Pair, Share Learning Method to Improve Vocabulary Mastery of the Second Class Students of SMK Muhammadiyah Salatiga in Academic Year 2011/2012", *Vision Journal*, (Vol. 6 (2), 2017), 1.

TOEFL. Many of them argue that they do not understand the meaning of the texts. This fact shows how big vocabulary affects students' reading comprehension. In other cases like speaking and writing, they argue that they actually want to express many things in their thoughts, but they have no enough vocabulary to express.

c. Kinds of Vocabulary

According to Thornbury, there are two types of vocabulary, they are active vocabulary and passive vocabulary. Active vocabulary refers to the words the students can understand, can pronounce correctly and can use them constructively in speaking and writing.<sup>47</sup> It means, to use the productive vocabulary, the students are supposed to know how to pronounce it well. They also must know and must be able to use the grammar of the language target. This type of vocabulary is often used in speaking and writing skill. On the other hand, passive vocabulary refers to the words in which

the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing.

Another argument comes from David Nunan. According to him, vocabulary is divided into four categories. They are: listening

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<sup>47</sup> Scott Thornbury, *How to Teach Vocabulary 2*, (London: Longman, 2002) 13.

vocabulary, writing vocabulary, reading vocabulary, and speaking vocabulary.<sup>48</sup>

- 1) Listening vocabulary are the words we hear and understand. It commonly refers to the words we know. This is the largest of our vocabulary and the one upon the others are built.
- 2) Writing vocabulary are the words we use to express ourselves in writing form. This is usually the smallest of the four vocabularies.\
- 3) Reading vocabulary are the words that we can read. It is all the words that people can recognize when they are reading.
- 4) Speaking vocabulary are the words we use in conversation.

In addition to the terms of vocabulary, there are some kinds of vocabulary, they are: noun, verb, adjective, pronoun, adverb, conjunction, interjection.

- 1) Noun is word that refers to a person (such as 'Michael', 'teacher', or 'police officer'), a place (such as 'France' or 'school'), a thing or an activity (such as 'coffee' or 'football'), or a quality or idea (such as 'danger' or 'happiness'). A noun can be used as the subject or object of a verb (as in 'the teacher arrived', or 'We like the teacher'), or as the object of a preposition (as in 'good at football').
- 2) A verb is a word or phrase that expresses an action, an event, or a state. It is the word which expresses an action or help to make a statement.

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<sup>48</sup> David Nunan, *Language Teaching Methodology: A Textbook for Teachers*, (London: Prentice Hall International., 1991), 117.

- 3) Adjective is word that describes noun. It is the word used to qualify a noun or pronoun.
- 4) Pronoun is word which can take the place of a noun.
- 5) Adverb is word that adds information to a verb, adjective, phrase, or another.<sup>49</sup>
- 6) Conjunction is a word used to relate one word to another one, or one sentence to another one.
- 7) An interjection is a word put into a sentence to express a sudden feeling of mind or emotions.

From the explanations above, the writer agrees with the argument that vocabulary is noun, verb, adjective, pronoun, adverb, conjunction, and interjection or commonly said as part of speech. According to the writer, those classifications of vocabulary have covered all vocabulary the language learner needs to master a language. They have covered active and passive vocabulary, listening vocabulary, reading vocabulary, writing vocabulary, and speaking vocabulary.

#### d. Testing Vocabulary of Young Learners

In developing a vocabulary test for young learners, several aspects need to be taken into account. It should not be too difficult nor too easy and give young learners a chance to show what they know and

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<sup>49</sup> Howard Jackson, *Grammar and Vocabulary*, (London: Routledge, 2002), 28

to reveal what they do not know.<sup>50</sup> It means teachers should develop the test in medium level. It must also be challenging in which it should give students chance to show what they know and to reveal what they do not know.

According to Hughes, young learners' vocabulary mastery can be assessed through some activities such as matching pictures with words, unscrambling words, labeling pictures, sorting words by content, completing word puzzles, and providing missing letters in words.<sup>51</sup>

Different from Hughes, Dunn states that young learners' vocabulary can be tested through Peabody Picture Vocabulary Test. Moreover, Cambridge English Language Assessment cited in Liss Kerstin offers three types of English tests called Starters, Movers, and Flyers.<sup>52</sup>

Another argument comes from Fatemeh and Muhammad that teachers can test student vocabulary knowledge and growth via various informal assessments. Here teachers can make teacher-created tests. Typical teacher- created tests are sorts of recall assessments that require defining a word by giving/choosing a definition, giving/choosing a synonym, giving/choosing an opposite,

<sup>50</sup> David Corson, *Using English Words*, (New York: Springer, 2013), 45

<sup>51</sup> Andrew P. Johnson, *Teaching Reading and Writing*, (USA: Rowman & Littlefield Education, 2008), 93-94.

<sup>52</sup> Liss Kerstin Sylven & Pia Sundqvist, Needed: "A Vocabulary Test for Young Learners of English", *English Language Learning Theory and Practice 2014*, (Sweden: University of Gothenburg, 2014).



giving/choosing a classification, giving/choosing a picture, giving/choosing examples, giving/choosing an explanation of how something is used, and giving/choosing a word to complete a context<sup>53</sup>

From the explanations above, it can be taken in general that testing English vocabulary of young learners can be done through several test types. Here, the writer is interested with the test types stated by Hughes that young learners' vocabulary mastery can be assessed through some activities such as matching pictures with words, unscrambling words, labeling pictures, sorting words by content, completing word puzzles, and providing missing letters in words. It happens because the test types brought by Hughes are more appropriate to be applied to assess young learners in Indonesia.

e. Media to Teach Vocabulary to Young Learners

Teaching vocabulary to young learners is different from teaching vocabulary to teenagers and adult learners. It happens because different age has different needs, competencies, and cognitive skill.

These different characteristics must become teachers' main consideration in treating them differently as the teaching subject. In teaching process, teachers play important roles to facilitate students' learning through appropriate choice of media and methods, besides the mastery of teaching materials. So that, they should be creative to draw

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<sup>53</sup> Arthur Hughes, *Testing for Language Teachers*, (Cambridge, UK: Cambridge University Press, 2003), 174.

students' interest and motivation in learning.<sup>54</sup> In addition, The use of media in the learning process in the classroom can create dynamic conditions, stimulate student motivation to learn better.<sup>55</sup>

In teaching vocabulary to young learners, there are so many references of media that teacher can use in the classroom. Media is mains instrument in teaching and learning process. It is used to attract the students' attention and deliver the information easily. Teachers of young learners have to use some visual media to facilitate their teaching. there are various kinds of media, but visual is appropriate media for young learners in learning vocabulary. It is strengthened by Ismail that vocabulary is best learned when the meaning of the word (s) is illustrated, for example by a picture, an action, or a real object. Pictures, realia, puppets, and card are examples of media that can be used in teaching vocabulary for young learners.

## 5. English Vocabulary Pictures Card

### a. Definition of English Vocabulary Pictures Card

Before defining what English Vocabulary Pictures Cards is, it is very important to know the definition of flashcard. Flashcard is one of media to teach English, especially in vocabulary. There is no single definition of flash card. There some relevant explanations by some experts about the meaning of flash card.

<sup>54</sup> Dunn, L. M. & Dunn, D. M., *Peabody picture vocabulary test manual (PPTVTM-4)*, (Minneapolis, MA: Pearson, 2007), 4.

<sup>55</sup> Suparwoto Sapto Wahono and Kholidatul Afifah, "The Record of Using Picture Series To Develop Students' Writing Skills," *English Review: Journal of English Education* 10, no. 3 (2022): 965–74, <https://doi.org/10.25134/erjee.v10i3.6830>.

According to John Haycraft, flashcards are cards on which words and/or pictures are printed or drawn. In line with John Haycraft, Oxford Advanced Learners Dictionary explains that flashcard is a card with the word or words and sometimes a picture drawn on it. Flashcards are the cards with words and or picture that are painted or drawn.<sup>56</sup>

Further, Nasr says that flashcards show picture or words. Flashcard is usually in the form of a piece of cardboard about 18 X 6 inches. In making flashcard, the lettering should be large, net and clear so that it can be seen from the rear of the room. The capital letters should also be preferred and the print should also be used since it is easy to read at a distance.<sup>57</sup> Based on the explanation above, it can be taken in general that flashcards are cards with a word or words, number, or a picture on it. They are used to help learners to learn and memorize new words.

English vocabulary picture cards are cards containing pictures and words that can be used by teacher to enhance students vocabulary comprehension<sup>58</sup>. By using this card, it is hoped that students will have a deeper understanding of vocabulary learned. Besides that, it also can

<sup>56</sup> John Haycraft, *An Introduction to English Language Teaching*, (London: Longman, 1978), 102.

<sup>57</sup> Insaniyah, The Use of Flashcards in Teaching English for The Sixth Year Students of SDN 1 Tuntang in The Academic Year of 2002-2003, *Thesis*, (Salatiga: STAIN Salatiga, 2003) 19.

<sup>58</sup> Abd Muhith Firman Aulia Ramadhan, Suparwoto Spto Wahono, "Design of English Vocabulary Pictures Card Media For Teach Vocabulary at Elementary School," *Attadib: Journal of Elementary Education Number 7*, no. 3 (2023), <https://doi.org/https://doi.org/10.32507/attadib.v7i3.2566>.

help the teacher manage the classroom well. Moreover, picture media can help students to remember vocabulary.<sup>59</sup>

b. The Importance of English Vocabulary Picture Cards to teach English Vocabulary

The use of flashcard in the English teaching-learning process is very useful to help the teacher. flashcards make teacher familiar and stable with singular and plural concept, familiar and stable with numbers, and familiar and stable with a few and a lot of concepts. Besides that, flashcards help teacher to get the students' attention using extract pictures with appropriate vocabulary and color. By using flashcards, teacher also can give variation in the teaching learning process.

Related to the advantages of using flashcards, Haycraft says that flashcards can be used for consolidating vocabulary; they are motivating and eye-catching; they are effective media that can be used

to teach students in many levels. Besides that, they can be taken almost everywhere and studied when the area has free moment; they can be arranged to create logical grouping of the target words. They also can be used for practicing structure and word order. Flashcards are cost-effective/inexpensive and the last, flashcards provide visual link between L1 and the target language<sup>60</sup>

<sup>59</sup> Wahono and Afifah, "The Record of Using Picture Series To Develop Students' Writing Skills."

<sup>60</sup> John Haycraft, *An Introduction to English Language Teaching*,.... 102.

Based on the explanations above, it can be taken in general that using flashcard in teaching and learning process is very beneficial for both students and teacher since it is an effective medium that has many function, inexpensive, and can be used everywhere

### C. Conceptual Framework

In every research, a conceptual framework is needed as a guideline in determining the direction of the research. This is needed so research remains focused on the studies that will be studied. Research and development is product development and validation process. So that, this English vocabulary card needs a conceptual framework for more effective development. To make it easier to see the thinking flow:

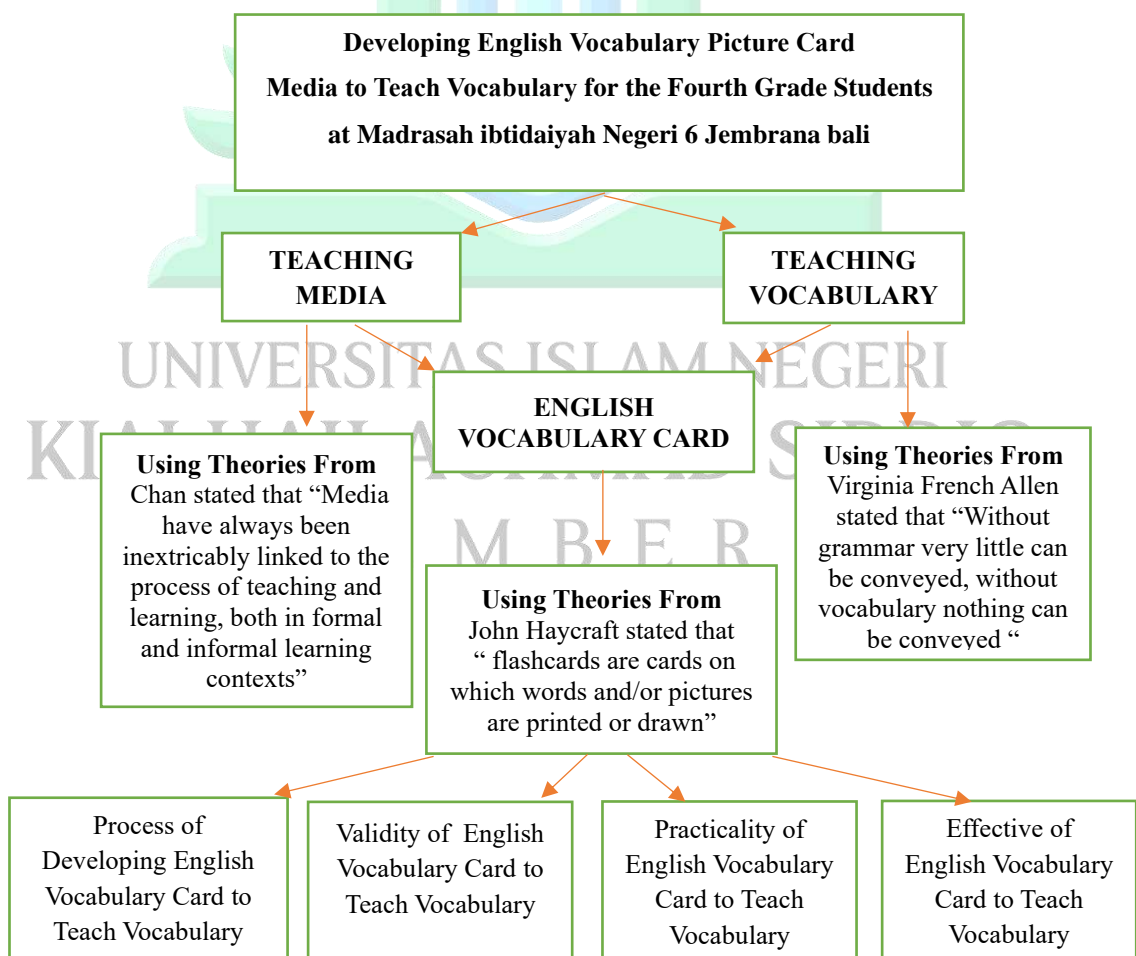


Figure 2.1 Conceptual Framework of English Vocabulary Pictures Card  
Media Development

Cards media was rarely used in teaching and learning process; students had less vocabulary mastery due to the lack of media used in teaching learning process; teacher mostly used drilling and lecturing method to teach vocabulary to the students become main problems faced in this research. Those three factors make students less active in the learning process.

Therefore, English vocabulary picture cards was developed. It is to help students to understand vocabulary material and to help teachers providing learning media. This media` was tested and validated by material expert and media experts. After being tested and validated by the media expert and material experts, this medium was revised according to the suggestions and input. After that, the English vocabulary card was ready to be used.



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## CHAPTER III

### RESEARCH METHOD

#### A. Research and Development Model

The research method used in the Development of English Vocabulary Card to Teach Vocabulary for the Fourth Grade Student's at MIN 6 Jembrana Bali is the Research and Development (R & D) method. Research and Development (R & D) method is a research method used to produce certain products, and test the effectiveness of these products.<sup>61</sup> To be able to produce certain products, research is used that is needs analysis and to test the effectiveness of these products so that they can function in the wider community, research is needed to test the effectiveness of these products.

This type of research uses the Research and Development (R & D) method in the form of qualitative data and quantitative data. Qualitative data is the result of validity testing by material experts, media experts, and audiences. The data obtained from material experts includes aspects of discussion content, language, quality of learning materials, writing in the media and evaluation. Data obtained from learning media experts include aspects of the accuracy of the use of graphics, the attractiveness of the display and the appropriateness of the use of fonts. Data obtained from the audience include aspects of the attractiveness of the media and the ease of understanding the message conveyed<sup>62</sup>.

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<sup>61</sup> Risa Nur Saadah, dkk, *Metode Penelitian R&D(Research and Development) Kajian Teoretis dan Aplikatif*, (Malang, CV. Literasi Nusantara Abadi 2015), 32

<sup>62</sup> Amir Hamzah, *Metode Penelitian & Pengembangan R&D*, (Malang, CV. Literasi Nusantara Abadi 2019),1



The research used in this study was the research and development method or Research and Development (R&D). The product developed was English Vocabulary Picture cards. According to Seels & Richey, development research is oriented towards product development where the development process were described systematically on the design of development and evaluation of programs, processes and products that must meet the criteria of validity, practical, and effective which are finally evaluated.

There are several development models including the KEMP model, Dick and Carrey model, Assure model, Hannafin & Peck model, Gagne and Briggs model and ADDIE model. In this study, researcher used the development model, namely the ADDIE model. One of the functions of this model was generic learning design that facilitates a well-organized process in making learning media for classroom-oriented and online learning. The ADDIE model is a simple framework useful for designing learning where the process can be applied in a variety of settings due to its general structure. ADDIE stands for Analysis, Design, Development, Implementation, and Evaluation developed by Dick and Carry 1996.<sup>63</sup>

The ADDIE development model consists of five stages, namely Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model is use considering that it is in accordance with the background of the problems in the needs analysis. The product development developed by researcher is in accordance with the ADDIE stages, in each sequence there is

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<sup>63</sup> Benny A. Pribadi, *Desain dan Pengembangan Program Pelatihan Berbasis Kompetensi Implementasi Model ADDIE* (Jakarta : Prenada Media Group, Cet 2, 2016) . 20

an evaluation for the process which will facilitate product development. The steps of the ADDIE development model are as follows:<sup>64</sup>

### 1. Analysis

Analysis is to analyze needs, identify problems (needs), and analyze the tasks and tendencies of students in learning. This analysis stage is a process that identifies what is needed by students based on the needs of students.

### 2. Design

Firstly in this stage is to design an attractive product design according to the needs of students and design learning activity scenarios. Second, organize learning strategies and devices. In addition, supporting sources that will support learning to be effective are considered.

The initial activities carried out include:

#### a. Designing learning materials

At this stage, several stages are carried out, namely:

- 1) Writing Competency Standards and learning objectives on Vocabulary

- 2) Determine indicators of achievement of basic competencies.

- 3) Develop and select materials.

#### b. Designing English Vocabulary Pictures Card using canva

- 1) Designing Background for english Vocabulary Pictures card

- 2) Develop animation for English Vocabulary Pictures Card

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<sup>64</sup> Benny A. Pribadi, *Desain dan Pengembangan Program Pelatihan Berbasis Kompetensi Implementasi Model ADDIE* (Jakarta : Prenada Media Group, Cet 2, 2016) . 23.

### 3. Development

Development is the process of realizing design products or flowcharts that have been made into reality. If the design requires auxiliary software to develop the product which will be prototype 1, then the next stage of development is to test the product and evaluate it. The purpose in this stage is that the powerpoint interactive learning media made in the final stage becomes an android application where the product that has been designed will be tested first.

### 4. Implementation (Implementation/execution)

Implementation is a real step to apply the English Vocabulary Pictures Card Media that had been made. This means that at this stage everything that has been developed is installed and arranged in such a way as to suit its role or function so that it can be implemented to students and has been developed in a real situation. During implementation, the learning media design that has been developed is applied to actual conditions. The material is delivered in accordance with the new learning media developed. After the application of the method, an initial evaluation is then carried out to provide feedback on the application of the next model/method.

### 5. Evaluation (Evaluation/Feedback)

Evaluation is the process of seeing whether the learning system being developed is successful in accordance with initial expectations or not. Evaluation is the last step of the ADDIE learning system design model. Evaluation is carried out in one form, namely summative

evaluation. Summative evaluation is carried out after the activity ends as a whole. Summative evaluation measures the final competence of the subject or learning objectives to be achieved. Evaluation results are used to provide feedback to the model/method users. Revisions are made according to the evaluation results or needs that cannot be met by the new model/method. Some evaluations measure several things, namely:

- a. Students' enthusiasm for learning activities as a whole
- b. Increased learner participation in the learning process as evidence of increased learner self-competence
- c. Strengths and weaknesses in the learning process using interactive media that has been made.

## **B. Research and Development Procedures**

The research and development procedure uses a model developed by Robert Maribe Branch, based on the educational philosophy of ADDIE implementation must be student centered, innovative, authentic and inspiring.

The stages of the process in the ADDIE model are related to each other, therefore the use of this model needs to be done in stages and thoroughly to ensure the creation of an effective learning product.

This development will be carried out in accordance with the procedure developed by Robert Maribe Branch, which consists of five steps. The five steps are: Analysis, design, development, implementation, evaluation.<sup>65</sup>Based

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<sup>65</sup> Robert Maribe Branch, *Instructional Design: The ADDIE Approach*. (London : Springer Science+Business Media, 2009) . 2

on these steps, it can be explained in more detail to make it easier to understand, namely as follows

### 1. Analysis

The analysis step consists of two stages, namely performance analysis and needs analysis. The first stage, namely performance analysis, is carried out to find out and classify the problems faced in schools related to learning media used in schools so far, then find solutions by improving or developing learning media. The second stage is needs analysis, which is to determine the learning media needed by students to improve the quality of learning and student achievement.

### 2. Design

The second step taken is designing (design), like a building, before it is built there must be a building design on paper first. In this learning media, the step of designing the media is seen in terms of design, in terms of material and in terms of language. Then only to the next stage by developing a learning media.

### 3. Development.

This third step is to develop learning media based on the initial media design. The stages carried out by the researcher in developing the English Vocabulary Picture Card were: 1) Making learning media using the Canva application. Making English Vocabulary Card was seen in terms of design, in terms of material, which will later show differences with the learning media used at school. 2) Reviewing learning media by validating learning

media by a team of media experts, material experts and. 3) Improving learning media according to suggestions and input from a team of media experts and material experts so that there is a comparison of the initial media and media after revision.

#### 4. Implementation

This step was to implement learning media in the learning process at school. By conducting small group trials and large group trials involving students to find out the responses of students and the attractiveness of English vocabulary cards in English Learning.

The first stage of the researcher will test the media English vocabulary picture cards on a small scale consisting of 10 students, then the researcher gives a questionnaire to the English teacher to respond to the media that the researcher has developed, if there is a revision then the researcher will revise according to the direction of the English teacher if there is no revision then the researcher continues at stage 2 of the implementation where the researcher will test the media on a large scale, namely all fifth grade students of MIN 6 Jembrana Bali.

#### 5. Evaluation

Based on the implementation stage, English Vocabulary Pictures Card needs to be evaluated. At the evaluation stage, the final revision of the developed product is carried out based on the suggestions and input of students given during the implementation stage. To make it clearer, you can

see the flowchart related to the research and development procedures that will be carried out by researcher

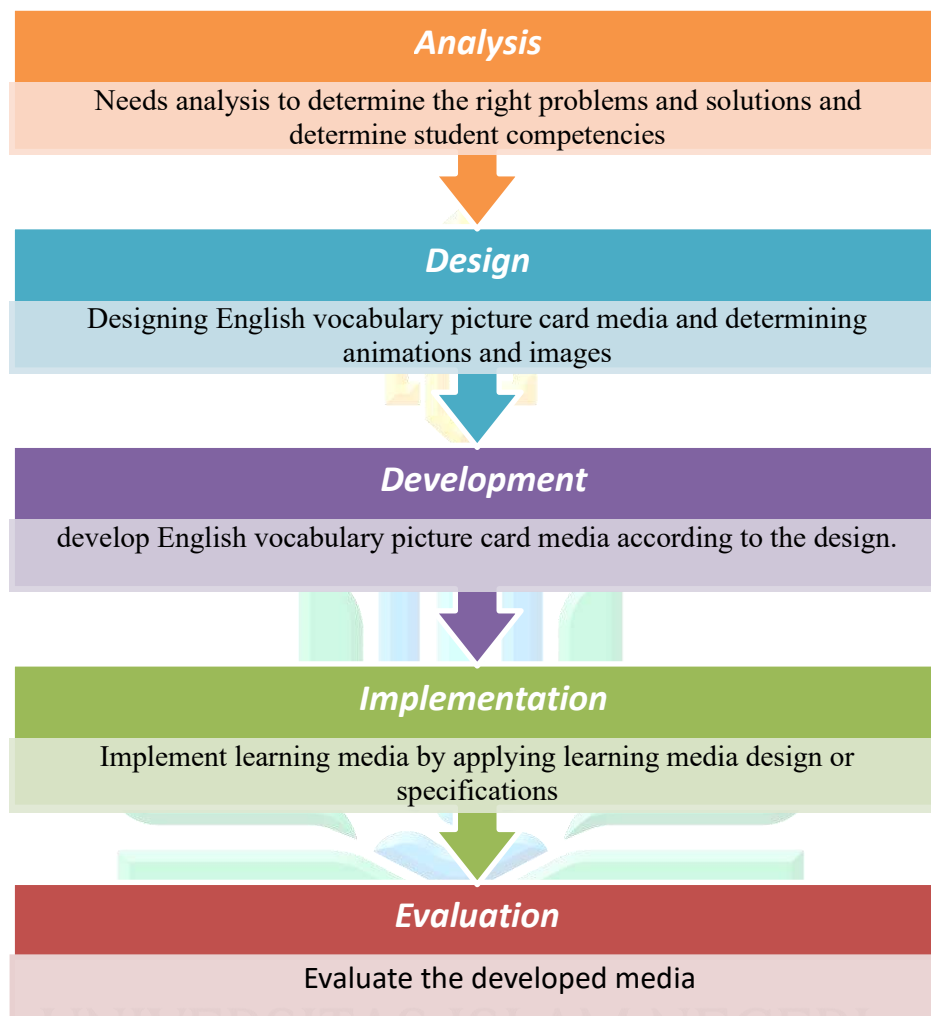


figure 3.1: The Steps of ADDIE Model

### C. Product Trial

Product trials were intended to achieve merging-based learning product criteria that are used as a basis for determining the effectiveness, efficiency, and attractiveness of the resulting product and showing the validity of the product. The trial stages carried out by researcher are as follows:



### 1. Trial Design

For testing, one material expert from an English lecturer at the State Islamic University Kiai Haji Achmad Shiddiq Jember his Initial is MA., because he has works in the form of writings related to English and often teaches English courses. one media expert from an English Lecturer at the State Islamic University Kiai Haji Achmad Shiddiq Jember her Initial is NH, because she has writings related to English learning media related to teaching students in vocabulary and she has held workshops related to the use of English learning media. and one English education expert represented by the teacher as well as to evaluate the product that has been made. The results of the evaluation that have been carried out as a basis for making the first revision.

### 2. Trial Subject

The subjects of the product trial of the results of this study were students of class IV-A MIN 6 Jembrana Bali and English Subject Teachers. The research object in this study is the validity of English vocabulary Card.

### 3. Types of Data

The data collected was divided into two parts, namely: two data from the first evaluation, in the form of data from the review of material experts and media experts and one second evaluation data, in the form of review results of English education experts. The data obtained from this

research and development is quantitative and qualitative data used to measure the learning media's validity.

a. Qualitative data

This data is in the form of input suggestions and comments during the development process which are presented in descriptive form related to the learning media products developed, English Vocabulary pictures Card Media.

b. Quantitative data

1) Try Out Test.

Before the test is used as an instrument to collect the data, the test is first tested to students from another class. It is to analyze validity, reliability, difficulty level, and discrimination power of each item.

a) Validity Test

The validity test is used to measure whether a questionnaire

is valid or not. An instrument or questionnaire is said to be valid if the questions on the instrument or questionnaire are able to reveal something that will be measured by the questionnaire.<sup>66</sup>

The significance test is carried out by comparing the calculated  $r_{hitung}$  with the  $r_{tabel}$  value. In determining whether or not an item is suitable for use, usually a

<sup>66</sup> Robert K. Yin, *Case Study Research Design and Method*, (USA: SagePublication, 2003), 32

correlation coefficient significance test is carried out at the 0.05 significance level, which means that an item is considered valid if it is significantly correlated to the total score.<sup>67</sup> If  $r_{hitung}$  is greater than  $r_{tabel}$  and the value is positive then the item or question or variable is declared valid. Conversely, if  $r_{hitung}$  is smaller than  $r_{tabel}$ , then the item or question or variable is declared invalid. The validity of this test is calculated by using Product Moment with the following formula:

$$r_{xy} = \frac{n \sum_{i=1}^n x_i y_i - \sum_{i=1}^n x_i \sum_{i=1}^n y_i}{\sqrt{\left( n \sum_{i=1}^n x_i^2 - \left( \sum_{i=1}^n x_i \right)^2 \right) \left( n \sum_{i=1}^n y_i^2 - \left( \sum_{i=1}^n y_i \right)^2 \right)}}$$

Keterangan

$r_{xy}$	: koefisien korelasi antara variable X dan variable Y
$x_i$	: nilai data ke-i untuk kelompok variable X
$y_i$	: nilai data ke-i untuk kelompok variable Y
$n$	: banyak data

## b) Reability

According to Douglas brown, reliability is actually a tool for measuring a questionnaire which is an indicator of a variable or construct.<sup>68</sup> A questionnaire is said to be reliable or reliable if a person's answer to a statement is consistent or stable over time. The reliability test is used to measure the consistency of the measurement results of the questionnaire in repeated use. Respondents' answers to questions are said to

<sup>67</sup> Robert K. Yin, *Case Study Research Design and Method*, 35.

<sup>68</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: Longman, 2004), 20.

be reliable if each question is answered consistently or the answers should not be random.

In looking for reliability in this study, the authors used Cronbach Alpha technique to test reliability, measuring instruments, namely task complexity, obedience pressure, auditor knowledge and audit judgment. With the decision-making criteria as stated by Douglas brown, namely if the Cronbach Alpha coefficient  $> 0.70$ , the question is declared reliable or a construct or variable is declared reliable. Conversely, if the Cronbach Alpha coefficient  $< 0.70$  then the question is declared unreliable<sup>69</sup>. The calculation of the reliability of the Cronbach Alpha formulation was carried out with the help of the Excel 2019 program. If made in tabular form it will be as follows:

Table 3.1  
Reliability Level

Reliability Coefficient	Criteria
$> 0,90$	Very Reliable
$0,70 - 0,90$	Reliable
$0,40 - 0,70$	Moderately Reliable
$0,20 - 0,40$	Less Reliable
$< 0,20$	Not Reliable

<sup>69</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, 23.

c) Degree of Test Difficulty

The items of the learning outcomes test can be declared as good items, if the items are not too difficult or not too easy in other words, the level of difficulty is moderate or sufficient.<sup>19</sup> So the quality of the learning outcomes test items can be known from the level of difficulty that each item has. Furthermore, the item difficulty index number can be obtained using the formula proposed by Du Bois, namely:<sup>70</sup>

$$P = \frac{B}{JS}$$

Description:

P = proportion (index of difficulty)

B = number of students who answered the test question correctly

JS = the total number of students participating in the test

According to Thorndike and Hagen, how to interpret the level of difficulty of test items can use the following criteria:<sup>71</sup>

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Table 3.2  
Index of Level of Difficulty

Index of Level of Difficulty	Interpretation
0,00 – 0,30	Difficult
0,31 – 0,70	Medium
0,71 – 1,00	Easy

<sup>70</sup> Anas Sudijono, *Pengantar Evaluasi Pendidikan* (Jakarta: Raja Grafindo Persada, 2009), 66.

<sup>71</sup> Anas Sudijono, *Pengantar Evaluasi Pendidikan*, 372.

d) Discriminating Power

The discriminating power of a question is the ability of a question to distinguish between clever students (high ability) and students who are less clever (low ability). For a question that can be answered correctly by both smart and less smart students, the question is not good because it does not have discriminating power. Likewise, if all students, both smart and less smart, cannot answer correctly. A good question is a question that can be answered correctly by clever students only.<sup>72</sup>The index of distinguishing power can be measured using the formula as below:<sup>73</sup>

$$DP = P_A - P_B$$

Where:

D = Discriminatory power (item discrimination index number)

$P_A$  = The proportion of upper group students who can answer correctly the item concerned.

$P_A$  is obtained by the formula

$$P_A = \frac{B_A}{J_A}$$

Description:

$B_A$  = The number of upper group learners who can answer

<sup>72</sup> Sugiyono, *Statistik untuk penelitian*, (Bandung: Alfabeta, 2013), 133

<sup>73</sup> Sugiyono, *Statistik untuk penelitian*, 134.

correctly the item concerned.

JA = number of learners who are in the upper group

$$P_B = \frac{B_B}{J_B}$$

Description:

BB = The number of lower group students who can answer correctly the item concerned.

JB = Number of learners who are in the lower group.<sup>74</sup> The criteria for question discriminating power are as follows:

Table 3.3  
Classification of Discriminating Tests<sup>75</sup>

Discriminating power (DP)	Interpretation of Discriminating Power
$DP < 0,20$	Bad
$0,21 \leq DP \leq 0,40$	Fair
$0,41 \leq DP \leq 0,70$	Good
$0,71 \leq DP \leq 1,00$	Very Good

## 2) Pre-requisite Test

### a) N-Gain Test

The data analysis technique used to assess and determine the improvement of student Vocabulary Mastery was done through normalized gain analysis <g>. Normalized gain or N-gain score aims to determine the effectiveness of using a particular method or treatment in research. The N-gain score

<sup>74</sup> Novalia, Muhammad Syazali, *Olah Data Penelitian Pendidikan* (Bandar Lampung: Anugrah Utama Raharja: 2014), 39.

<sup>75</sup> Novalia, Muhammad Syazali, *Olah Data Penelitian*. 50.



test is carried out by calculating the difference between the pretest value and the posttest value.<sup>76</sup> By calculating the difference between the pretest and posttest values or the gain score, we can find out whether the use or application of a particular method / media can be said to be effective or not. the steps taken to analyze normalized are as follows

- 1) Calculating the normalized gain score formula:

$$N\text{ Gain} = \frac{\text{Skor Posttest} - \text{Skor Pretest}}{\text{Skor Ideal} - \text{Skor Pretest}}$$

- 2) Determining the average value of the normalized gain score
- 3) Determine the gain improvement criteria in the following table:<sup>77</sup>

Table 3.4

Interpretation of Normalized Gain Score

Normalized gain score	Criteria
$g \leq 0,3$	Low
$0,3 < g \leq 1,00$	Medium
$0,70, g \leq 1,00$	High

The percentage N-Gain score then conversed in the form of criteria as follow:<sup>78</sup>

<sup>76</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja GrafindoPersada, 1995), 326

<sup>77</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, 327.

<sup>78</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, 340.

Tabel 3.5

N-Gain effectiveness percentage interpretation category

Percentage(%)	Criteria
>76	Effective
56-75	Fairly Effective
40-55	Less effective
< 40	Not effective

#### 4. Data Collection Instrument

The research instruments used in media development are observation sheets, interview guidelines, research questionnaires and test questions. The questionnaire is a questionnaire in the form of closed answers<sup>79</sup>.

##### a. Learning Media Evaluation Questionnaire

Learning media questionnaires are used to obtain information about the quality of learning media based on the assessment of expert validators. There are three types of evaluation questionnaires used, namely media evaluation questionnaires, material evaluation questionnaires and English education expert evaluation questionnaires.

The information obtained through this questionnaire is used as input in revising the learning media that has been developed to produce a valid final product. Indicators or instrument grids are adjusted to the needs of learning media that have been developed by researcher according to

<sup>79</sup> Punaji Setyosari, *Metode penelitian pendidikan* (Jakarta: kencana,2010). 98

the needs of English Vocabulary Card media development<sup>80</sup>. Indicators ranging from appearance, content, interaction, techniques and others.

In validating this English Vocabulary Card media using a Likert measurement scale. Likert scale is a scale that is often used to measure attitudes, opinions, and perceptions of a person or group of social events or events. The Likert scale has variables to be measured, translated into dimensions and then translated into subdimensions which are translated again into measurable indicators.

The answer to each instrument item using a Likert scale has a gradient from most positive to negative. The alternative answers used in this questionnaire are Strongly Agree (SB), Agree (B), Undecided (C), Disagree (K), and Strongly Disagree (SK). In qualitative analysis, the answers are scored in the range of 1 to 5 with the highest score of 5 and the lowest where the score is 5 (SB), score 4 (B), score 3 (C), score 2 (K), score 1 (SK). This Evaluation Sheet is given to:

#### 1) Material Validation Sheet

The validation sheet was given to a English material expert lecturer before the next stage. This instrument is used as material for consideration of revisions to English Vocabulary card media based on multiple intelligences on Vocabulary Material. The purpose is to determine the quality of the media, the accuracy of the material and obtain input and whether this media is suitable for

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<sup>80</sup> Karunia Eka, Mokhammad Ridwan, *Penelitian Pendidikan*, (Bandung, PT. Refika Aditama, 2017), 342.

use. validator questionnaire and material questionnaire indicators can be seen as below:

Table 3.1 Material validator questionnaire

Judul Penelitian : Developing English Vocabulary Pictures Card Media to Teach Vocabulary to The fourth Grade Students At Madrasah Ibtidaiyah Negeri 6 Jembrana Bali

Peneliti : Firman Aulia Ramadhan

Ahli Materi : Asy'ari, M.Pd.I

Petunjuk:

Lembar validasi ini dimaksudkan untuk mengetahui pendapat Bapak/Ibu selaku ahli materi terhadap kelayakan English Vocabulary Pictures Card yang dikembangkan.

Pendapat, kritik, saran, penilaian, dan komentar Bapak/Ibu akan

sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media pembelajaran ini. Sehubungan dengan hal

tersebut, dimohon Bapak/Ibu memberikan respon pada setiap

pertanyaan dalam lembar kuesioner ini dengan memberikan

tanda *check* (✓) pada kolom angka.

Keterangan Skala:

SS = Sangat Setuju

S = Setuju

C = Cukup

KS = Kurang Setuju

SKS = Sangat Kurang Setuju

No	Aspek Penilaian	Kriteria Penilaian	SS	S	C	KS	SKS
1.	Materi Pembelajaran	1. Kelengkapan Kartu Kosa kata bergambar sesuai dengan tema					
		2. Kartu Kosa kata bergambar Relevan dengan isi materi/tema					
		3. Kesesuaian gambar dengan kosa kata pada tema					
		4. Ketepatan tata bahasa pada kartu kosa kata bergambar					
		5. Kebenaran penulisan ejaan kosa kata Bahasa Inggris.					
		6. Kartu kosa kata bergambar menumbuhkan rasa ingin tahu siswa.					
		7. Kartu kosa kata bergambar Mempermudah belajar kosa kata Bahasa Inggris					
		8. Kartu kosa kata bergambar Memotivasi siswa untuk belajar					
		9. Kartu kosa kata bergambar Berpusat pada siswa					
		10. Kartu kosa kata bergambar mampu membuat siswa terlibat dalam belajar					
		11. Kartu kosa kata bergambar Mampu membuat komunikasi interaktif antara siswa					

## 2) Media Validation Sheet

The validation sheet is given to the media expert lecturer before the next stage is carried out. This instrument is used as material for consideration of revisions to English Vocabulary Card.

The media questionnaire can be seen in the table below :

Table 3.2 Media validator questionnaire

Judul Penelitian : Developing English Vocabulary Pictures Card Media to Teach Vocabulary For The Fourth Grade Students At Madrasah Ibtidaiyah Negeri 6 Jembrana Bali

Peneliti : Firman Aulia Ramadhan

Ahli Media : Nina Hayuningtyas, M.Pd.

Petunjuk:

Lembar validasi ini dimaksudkan untuk mengetahui pendapat Bapak/Ibu selaku ahli Media terhadap kelayakan English Vocabulary Pictures Card yang dikembangkan. Pendapat, kritik, saran, penilaian, dan komentar Bapak/Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media pembelajaran ini. Sehubungan dengan hal tersebut, dimohon Bapak/Ibu memberikan respon pada setiap pertanyaan dalam lembar kuesioner ini dengan memberikan tanda *check* (✓) pada kolom angka.

Keterangan Skala:

SS = Sangat Setuju

S = Setuju

C = Cukup

KS = Kurang Setuju

SKS = Sangat Kurang Setuju

No	Aspek Penilaian	Kriteria Penilaian	SS	S	C	KS	SKS
1	Kepraktisan	1. Kartu kosa kata bergambar Mudah digunakantampa media lain					
		2. Kartu kosa kata bergambar Petunjuk penggunaan mudah dipahami					
		3. Kartu kosa kata bergambar Dapa digunakan siswa tanpa didampingi guru/orang tua					
		4. Keunggulan Kartu kosa kata bergambar sebagai media pembelajaran Bahasa Inggris					
2.	Tampilan	5. Kartu kosa kata bergambar memiliki Desain menarik					
		6. Kartu kosa kata bergambar Tulisan jelas dan mudah dibaca					
		7. Cetakan Kartu kosa kata bergambar jelas					
		8. Ketepatan pemilihan gambar pada Kartu kosa kata bergambar					
		9. Pemilihan bahan pada Kartu kosa kata bergambar cocok					
		10. Kualitas cetakan pada Kartu kosa kata bergambar bagus					



### 3) English Education Expert Validation Sheet

This validation sheet will be given to English teachers at MIN 6 Jembrana Bali, especially class VA English teachers. The aim is to get input from the development results and represent teachers and students on media that are suitable for use.

Table 3.3 English Teacher Questionnaire

Judul Penelitian : Developing English Vocabulary Pictures Card Media to Teach Vocabulary For The Fourth Grade Students At Madrasah Ibtidaiyah Negeri 6 Jembrana Bali

Peneliti : Firman Aulia Ramadhan

Guru Pembelajaran : Ali Mochtar,S.Pd

Petunjuk:

Lembar validasi ini dimaksudkan untuk mengetahui pendapat Bapak/Ibu selaku Guru Pembelajaran Bahasa Inggris

terhadap kelayakan English Vocabulary Pictures Card yang dikembangkan. Pendapat, kritik, saran, penilaian, dan komentar

Bapak/Ibu akan sangat bermanfaat untuk memperbaiki dan

meningkatkan kualitas media pembelajaran ini. Sehubungan

dengan hal tersebut, dimohon Bapak/Ibu memberikan respon

pada setiap pertanyaan dalam lembar kuesioner ini dengan

memberikan tanda *check* (✓) pada kolom angka.

Keterangan Skala:

SS = Sangat Setuju

S = Setuju

C = Cukup

KS = Kurang Setuju

SKS = Sangat Kurang Setuju

No	Aspek Penilaian	Kriteria Penilaian	SS	S	C	KS	SKS
1.	Materi Pembelajaran	1. Kelengkapan Kartu Kosa kata bergambar sesuai dengan tema					
		2. Kartu Kosa kata bergambar Relevan dengan isi materi/tema					
		3. Kesesuaian gambar dengan kosa kata pada tema					
		4. Ketepatan tata bahasa pada kartu kosa kata bergambar					
		5. Kebenaran penulisan ejaan kosa kata Bahasa Inggris.					
		6. Kartu kosa kata bergambar menumbuhkan rasa ingin tahu siswa.					
		7. Kartu kosa kata bergambar Mempermudah belajar kosa kata Bahasa Inggris					
		8. Kartu kosa kata bergambar Memotivasi siswa					

		untuk belajar					
		9. Kartu kosa kata bergambar Berpusat pada siswa					
		10. Kartu kosa kata bergambar mampu membuat siswa terlibat dalam belajar					
		11. Kartu kosa kata bergambar Mampu membuat komunikasi interaktif antara siswa					
2.	Kepraktisan	12. Kartu kosa kata bergambar Mudah digunakan tanpa media lain					
		13. Kartu kosa kata bergambar Petunjuk penggunaan mudah dipahami					
		14. Kartu kosa kata bergambar Dapa digunakan siswa tanpa didampingi guru/orang tua					
		15. Keunggulan Kartu kosa kata bergambar sebagai media pembelajaran Bahasa Inggris					
3.	Tampilan	16. Kartu kosa kata bergambar memiliki Desain menarik					
		17. Kartu kosa kata bergambar Tulisan jelas dan					

		mudah dibaca					
		18. Cetakan Kartu kosa kata bergambar jelas					
		19. Ketepatan pemilihan gambar pada Kartu kosa kata bergambar					
		20. Pemilihan bahan pada Kartu kosa kata bergambar cocok					
		21. Kualitas cetakan pada Kartu kosa kata bergambar bagus					

#### 4) Learner Response Sheet

The Response Sheet to students will be given after the researcher finishes at the time of the implementation stage aims to find out the response of students when researcher apply English Vocabulary card media.

#### b. Interview

This technique was carried out to obtain data, among others, about class IVA Vocabulary Learning, the use of learning media, the number and quality of facilities and infrastructure, as well as the number of students and english teachers. The interview was conducted to the English teacher and analyzed the needs of students in learning English. The interview data were processed and analyzed descriptively. The findings of the interview results were described systematically in

order to answer research problems and the success of the products used<sup>81</sup>.

c. Observation

Observation is a process of observing and recording systematically, logically, objectively, and rationally about various phenomena to achieve certain goals. Observation was carried out non-systematically and does not use observation instruments, observation is carried out by directly observing classroom learning activities to analyze the learning media used by the teacher in supporting learning activities.

d. Documentation

Documentation is a record of events that have passed. This documentation is in the form of photographs and writings of MIN 6 Jembrana Bali students in the learning process using English Vocabulary Card learning media for learning English and at the time of filling out the learning media assessment questionnaire.

e. Test

Test in this research was used to analyze student's achievement in learning vocabulary before and after using media developed. There were two tests used in this research, they were pre-test and post-test which were taken from preliminary field testing and main field testing.

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<sup>81</sup> Punaji Setyosari, *Metode penelitian pendidikan* (Jakarta: kencana, 2010). 98

These tests were used to find out the effectiveness of the product developed in this research.

## 5. Data Analysis Technique

Data analysis in this research is using qualitative and quantitative analysis techniques. Qualitative data in this study were obtained from validator input at the validation stage, input from material experts, media experts and linguists. While quantitative is data that describes the results of product development in the form of English Vocabulary Cards. Data obtained through research instruments during the trial were analyzed using statistics. This method is expected to understand further data. The results of data analysis are used as a basis for revising the products developed.

### a. Media feasibility assessment data by experts

The steps taken in analyzing feasibility assessment data by experts are as follows:

- 1) Converting qualitative assessments into quantitative with the provisions.

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Jember

Table 3.6  
Provisions for Scoring Validation of Material Experts,  
Media Experts and English Teachers<sup>82</sup>

No.	Analisis Kuantitatif	Score
1	Excellent	5
2	Above Average	4
3	Average	3
4	Below Average	2
5	Poor	1

<sup>82</sup> Riduwan, Dasar-Dasar Statistik, (Bandung: Alfabeta, 2014) .39

Calculate the average score of each indicator with the formula::

$$\bar{X} = \frac{\sum x}{N}$$

Description:

$\bar{X}$  = average value

$\sum x$  = Total Score

$N$  = Total Subject

- 2) Interpret qualitatively the average number of scores for each aspect using the five-scale conversion criteria according to Sukardjo which can be seen in the table:

Table 3.7  
Five Scale Value Conversion Criteria

Score	Formula	Range	Classification
5	$\bar{X} > Xi + 1,8SBi$	4,21 – 5,00	Very High
4	$Xi + 0,6SBi < \bar{X} < Xi + 1,8SBi$	3,41 – 4,20	High
3	$Xi - 0,6SBi < \bar{X} < Xi + 0,6SBi$	2,61 – 3,40	Fair
2	$Xi - 1,8SBi < \bar{X} < Xi - 0,6SBi$	1,81 – 2,60	Low
1	$\bar{X} < Xi - 1,8SBi$	0 – 1,80	Very Low

Keterangan:

Maximum Score = 5

Minimum Score = 1

Ideal Maximum Score = Number of Indicator X Highest Score

Ideal Minimum Score = Number of Indicator X Lowest Score

$\bar{X}$  = Average Score

$Xi$  =  $\frac{1}{2}$  (Ideal Maks Scroe + Ideal Min Scroe)

SBI (simpangan baku ideal) =  $\frac{1}{6}$  (Ideal Maks Scroe Ideal Min Scroe)



### 3) Student opinion data

Student opinion data is data obtained from questionnaires in the form of closed and open questionnaires. The closed questionnaire was made with the answer options "YES" and "NO". Analysis of student responses was carried out using percentages. Student response is considered positive if it gets a percentage of 65%. The percentage is calculated using the following formula:

Untuk menganalisis data angket validasi peserta didik, menggunakan rumus sebagai berikut :

$$NPr = \frac{TS - e}{TS - Max} \times 100\%$$

NPr = Process score

TS-e = Total empirical score (score obtained by students)

TS-max = Total Expected maximum score

Assessment rubric: Description:

Score	Criteria
1	Yes
0	No

The percentage score then converted in the form of criteria as follow:

Table 3.8

The Level of Criteria<sup>83</sup>

No	Range of Score	Category
1.	86-100%	Excellent
2.	76 – 85%	Good
3.	60 – 75%	Fair
4.	55 – 59%	Less
5.	< 54%	Poor

<sup>83</sup> Ngalim Purwanto, *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran*, (Bandung: Remaja Rosdakarya, 2002),103.

#### **D. Systematization Of Writing**

Systematic writing is needed to make it easier to understanding the flow of the contents of the research report as a form of brief description which has been formulated in the systematic discussion in this thesis as follows:

Chapter 1 is the initial part of this study which discusses the theoretical basis, juridical basis, religious, and empirical basis which is the basis for digging deeper into the problems faced by researcher. The main focus in this chapter is to develop English Vocabulary Picture Card media. The theoretical foundation involves understanding key concepts related to language learning, while the juridical foundation discusses the legal framework governing the development of educational media. Meanwhile, the religious foundation discusses moral and spiritual aspects in the context of education, and the empirical foundation describes empirical findings relevant to this study.

Chapter 2 highlights previous research relevant to the development of English Vocabulary Picture Cards. Ten previous studies are listed, forming a thorough literature base to evaluate the development and development of similar media. In addition, this chapter also contains an in-depth theoretical review related to English Vocabulary Picture Cards, providing a strong conceptual foundation for this study.

Chapter 3 is the section that discusses the research method used by the researcher. The method chosen in this study is the ADDIE (Analysis, Design, Development, Implementation, Evaluation) Research and Development model.

Researcher explain in detail each stage of the ADDIE model used in developing English Vocabulary Picture Card media.

Chapter 4 covers the results of research and development of English Vocabulary Picture Card media. The stages of analysis, design, development, implementation, and evaluation are described in detail. The research data is the main focus in this chapter, providing a thorough understanding of the effectiveness of the developed media.

Chapter 5 is the conclusion of this study, discussing a comprehensive review of the English Vocabulary Picture Card along with suggestions for further development. In this chapter, the researcher critically evaluates the results of the study and provides recommendations for future research, presenting a significant contribution to the development of English language teaching by utilizing innovative learning media such as English Vocabulary Picture Cards.



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KIAI HAJI ACHMAD SIDDIQ  
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## CHAPTER IV

### RESULT OF RESEARCH AND DEVELOPMENT

In this study, research and development has been carried out which results in a product in the form of card Learning Media, English Vocabulary Pictures Card developed for in class IV-A MIN 6 Jembrana Bali with a total of 30 students. The writer uses ADDIE research procedures using 5 stages consist analysis, design, development, implementation, and evaluation.

#### A. Data Presentation

All data collected from the product trial activities are presented in this section. Data presentation should be in the form of tables, charts, or pictures that can be communicated clearly. Before being analyzed, this data needs to be classified based on its type and the components of the product developed.

##### 1. Analysis Stage

Before developing English Vocabulary Pictures Cards based on the steps adopted ADDIE, the writer conducted observation and interview to gain information related to the extent to which the product needed to teach English vocabulary. The extent needed was analyzed by using need analysis that consist of students' need analysis and teacher's need analysis.

##### a. Student's Need Analysis

The observation and interview were conducted to gain students' need analysis on Monday, September 11, 2023.

Firstly, the observation was conducted to know the real teaching and learning process in the IV-A classroom. Based on the result of

observation, it was found that teacher used traditional method more to teach the students<sup>84</sup>. The teacher taught vocabulary to students by writing the Indonesian words on the whiteboard and asked students to look for the meanings in the dictionary. After that, the teacher gave the assignments to the students. This kind of activities made students less interested in learning. Most of them preferred playing with friends to doing the assignment from teacher. This condition made the classroom atmosphere uncondusive. They were noisy with their own business but less active in learning process.

After the observation had been done, an interview was conducted to strengthen the result of the observation. The interview, which consisted of 8 questions, was given to 30 students. The results of interview are concluded as follow: teacher rarely used teaching media in the teaching process; students were not active in using media do to the less of teaching media provided by the teacher; students like to learn by using media and game; kinds of media that students like were picture and video; students felt difficulty in mastering English vocabulary because English is hard and the learning process was boring and not interesting, those made them not interested in learning English; the last, students agreed if teacher teach English vocabulary by using cards because it was interesting and pleasing.

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<sup>84</sup> Observation in the IV-A Classroom on Monday, September 11, 2023 at MIN 6 Jembrana

From the explanation above, generally students needed a teaching media to enhance their spirit in learning English vocabulary. They need something that can made them actively participate in the learning process so they were able to remember the material easily. One of the teaching media was in the form of card.

#### **b. Teacher's Need Analysis**

In line with the findings above, the interview to English teacher also met some results. English teacher faced some problems in teaching English to the fourth grade students of MIN 6 Jembrana Bali. The first problem came from the students themselves. The teacher stated that students had less motivation to learn English; Some of them mostly did not bring a dictionary to every English classroom, perhaps it was not important for them. The second problem came from school. The school did not facilitate enough media to teach English. The third problem came from teacher. The teacher said that he had limited time to provide media to teach students in the classroom. he argued that developing English Vocabulary Card as media to teach vocabulary was needed<sup>85</sup>.

The result of students' need analysis and teacher's need analysis show that there were some problems faced by students and teacher in English learning process that should be developed. The important thing

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<sup>85</sup> Interview with English teacher on Monday, September 11, 2023 at MIN 6 Jembrana

should be developed was card vocabulary development as medium to teach English vocabulary.

## 2. Design Stage

After the need analysis were done, the next step was collecting some data and information that can be used as materials to produce the product. The data information related to the development of this media gained from some sources. They were: English teacher, fourth grade students, internet, journals, literature review, and also some expert opinion. The data were pictures, materials, syllabus, games, etc.

After collecting the data, the next step was developed preliminary form of product. The media was designed from September 2023 to October 2023. The result of media design before being validated as follow:

- a. Box, included: title and some information related to the product.
- b. Some cards and English translation

The cards were divided into three series, Job Series, Hobby

Series, and the last one is Bedroom Series. Job series consist of 30

cards. The base colour of this series is Red. Hobby series consist of 18

cards with pink color as the base color. The last, bedroom series

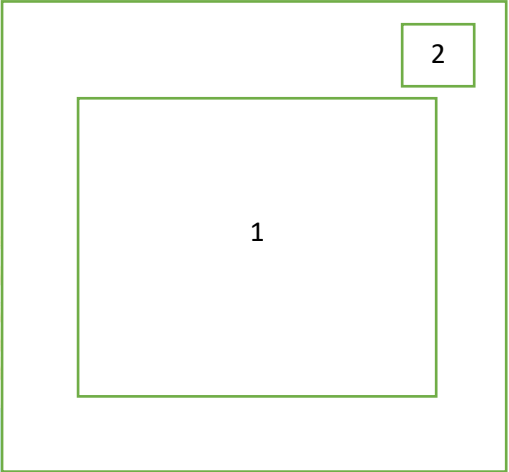
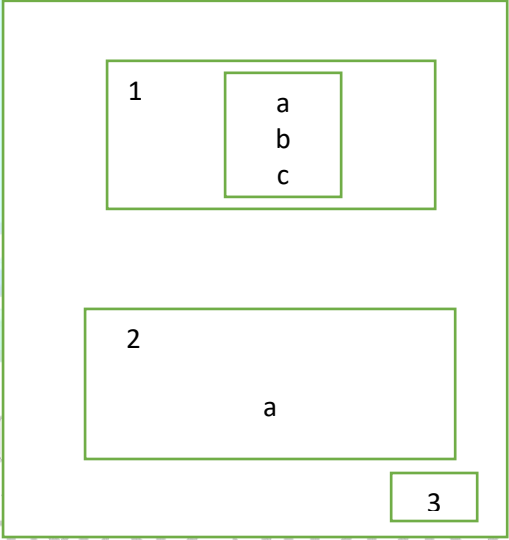
consist of 24 cards. The base color of this series is Yellow. The

development of English Vocabulary Pictures Card media was

preceded by designing a prototype first



Table 4.1  
Design Prototype English Vocabulary Pictures Card

No	Parts and Components	Design
1.	front of the card design 1. Pictures of the vocabulary 2. UIN Khas Jember Logo	
	back of the card design 1. Text Box inside the text box there is a. English Vocabulary b. How To Pronounce the Vocabulary c. English vocabulary meaning in Indonesian 2. Text Box inside the text box there is a. example sentences based on vocabulary 3. Uin Khas Jember Logo	

c. Manual Book

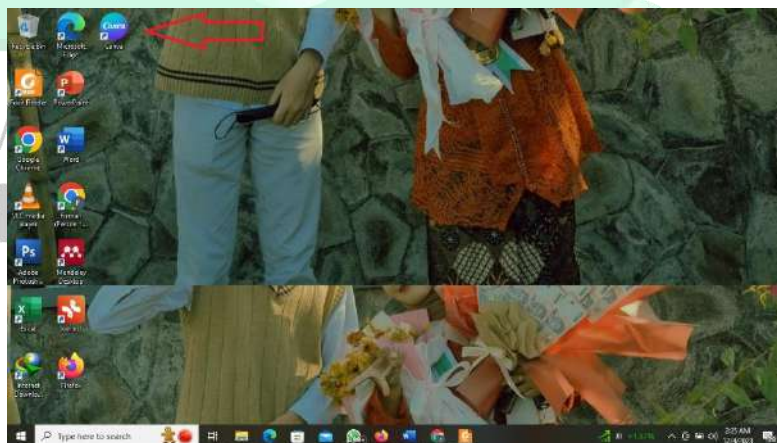
Every manual book of each series consists of:

- 1) Cover, included: title of book and writer's identity.
- 2) Preface
- 3) Introduction, included: basic competence, and learning aims.
- 4) Content, divided into:
  - a) Procedure, included some games that can be used to play the medium.
  - b) Mini dictionary

This English vocabulary card was designed by using Canva by the following procedures:

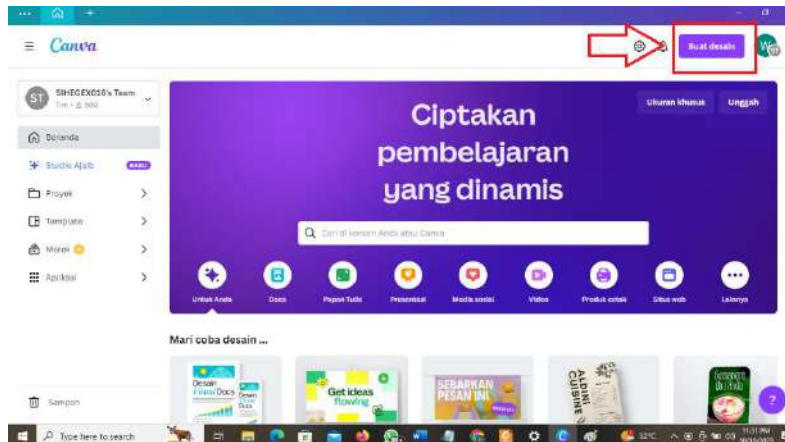
**1) Pictures of Card Design ( The Front of English Vocabulary Pictures Card)**

- a) Open Canva application.**



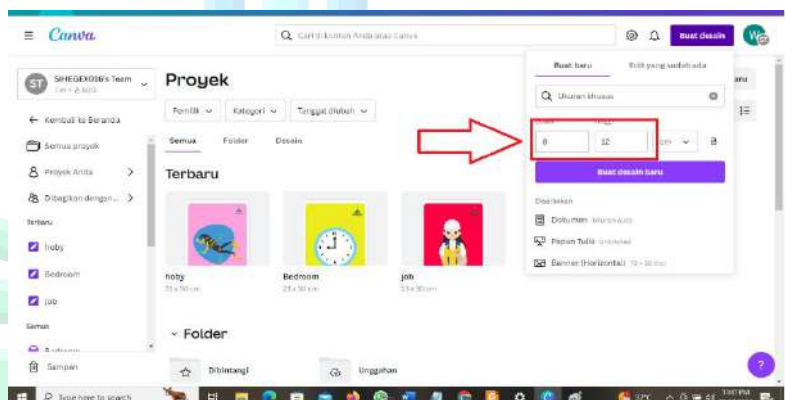
Picture 4.1  
Opening Display of canva on the Desktop

b) Then click “Buat Desain”



Pictures 4.2  
The Display of The Canva

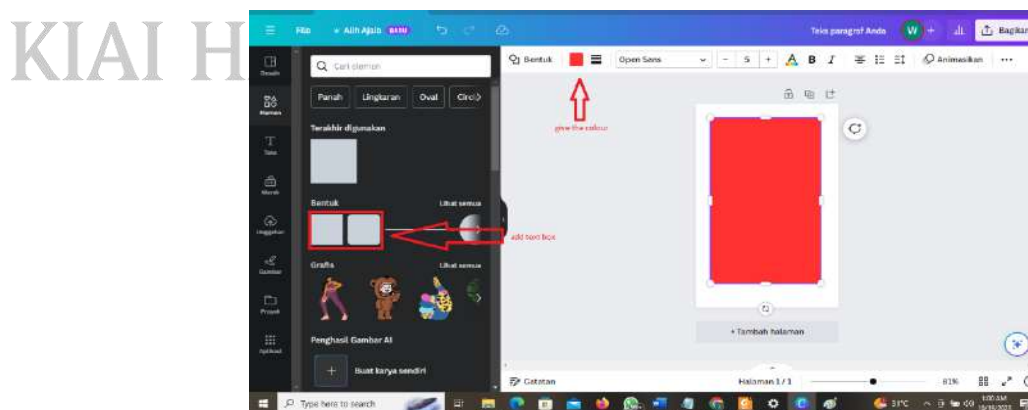
c) Custom paper size into 8 cm x 12 cm



Pictures 4.3

Custom Paper Size of the English Vocabulary Picture Card

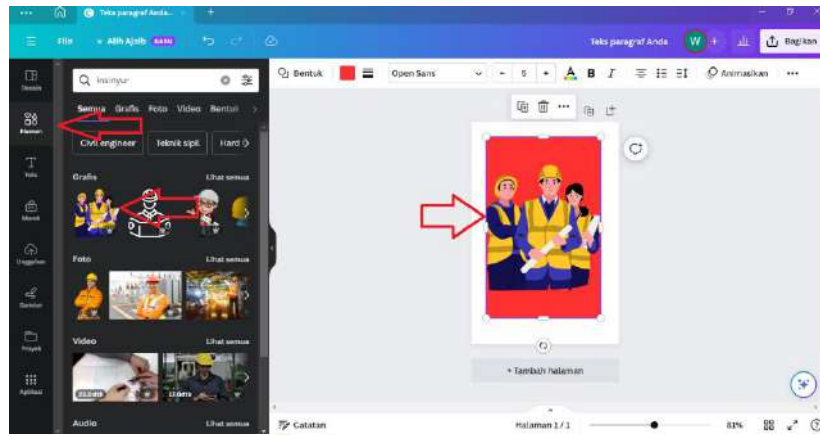
d) Make the background → add TextBox → give the Colour



Picture 4.4

How to make Background of English Vocabulary Picture Card

- e) Afterthat put the pictures or animation → Click “Elemen” in Menu → then choose the animation Based on Vocabulary

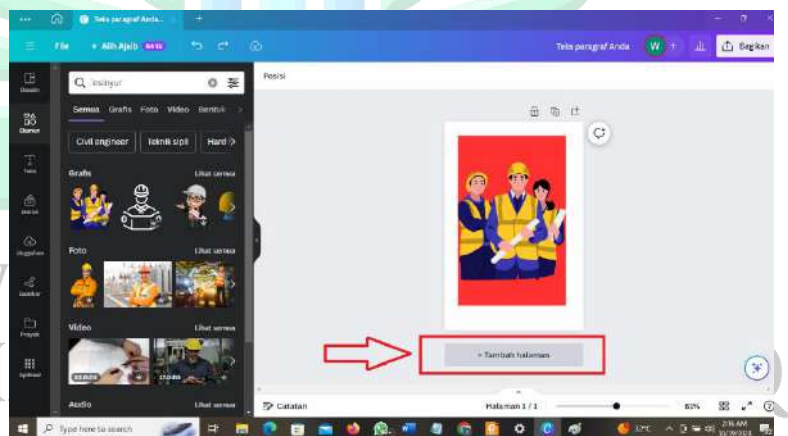


Pictures 4.5

How to Put the Animation on the English Vocabulary Picture Card

## 2) Word Cards ( The Back of English Vocabulary Pictures Card)

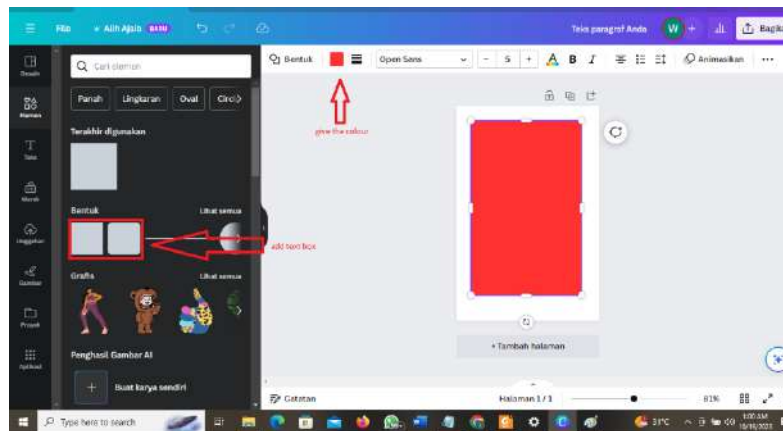
- a) Click “Tambahkan Halaman”



Picture 4.6

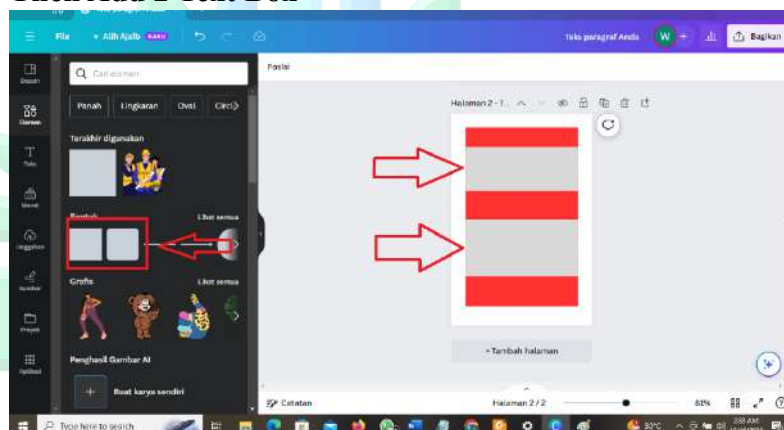
How to Make a Word Card for English Vocabulary Picture Card

b) Make the background → add Text Box → Give the Colour



Picture 4.7  
How to make Background of word card for English  
Vocabulary Picture Card

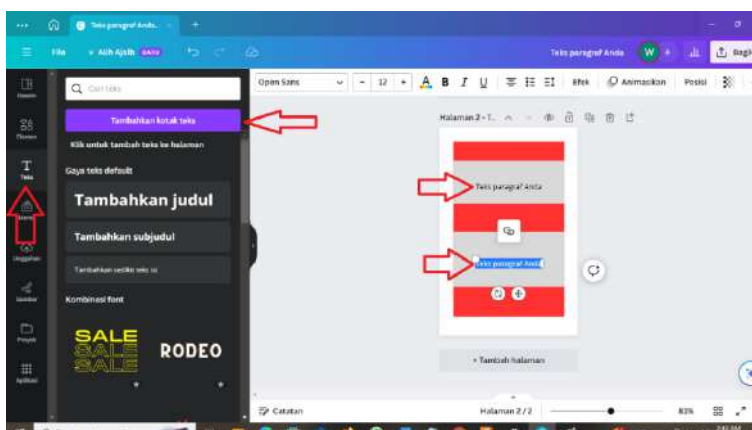
c) Then Add 2 Text Box



Picture 4.8  
How to make text box of English Vocabulary Picture Card

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JEMBER

- d) Put The Vocabulary, How to Pronounce and The meaning in Indonesian by Click “Teks” in the menu → Click “Tambahkan Kotak Teks”



Picture 4.9

How to put text of English Vocabulary Picture Card

### 3. Development Stage

The results of the development stage on learning media products for English vocabulary pictures cards consist of several stages:

#### a. Product Form

at this stage, the product that had been designed by the researcher using Canva begins to be developed and printed while making learning media adjusts to learning materials in class IV-A, consist Hobby Materials, Things in our bedroom and my dream. The media was a designed and then consulted by researcher to the supervisor, a team of material expert validators and learning media expert validators who then revised the product for validation and product trials. as for the form of English vocabulary picture cards and manual books as shown below:







The validation of internal validators was conducted at October 5 and October 15, 2023. In advance, the validation of external validator was done at October 25, 2023.

There were four main components that should be evaluated by the expert validators, they were: aspect of material, aspect of learning activity, aspect of practicality, and aspect of appearance. The result of expert validation can be seen below:

### 1) Media Expert

The media expert who validated the English Vocabulary Pictures Card learning media was a lecturer in the Department of English Education, Faculty of Tarbiyah and Teacher Science, UIN Kh Achmad Shiddiq Jember. Validation was done by filling out a validation questionnaire. The validation questionnaire used a Likert scale with 5 alternative answers: strongly agree, agree, moderately, disagree and strongly disagree. The validation questionnaire for media experts consists of 11 indicators. The recapitulation of media expert validation results can be seen in table .

Table 4.2  
Media Expert Validation

No	Aspek Penilaian	Kriteria Penilaian	SS	S	C	KS	SKS
1	Kepraktisan	1. Kartu kosa kata bergambar Mudah digunakan tanpa media lain		√			

		2. Kartu kosa kata bergambar Petunjuk penggunaan mudah dipahami		√			
		3. Kartu kosa kata bergambar Dapa digunakan siswa tanpa didampingi guru/orang tua			√		
		4. Keunggulan Kartu kosa kata bergambar sebagai media pembelajaran Bahasa Inggris	√				
2.	Tampilan	5. Kartu kosa kata bergambar memiliki Desain menarik		√			
		6. Kartu kosa kata bergambar Tulisan jelas dan mudah dibaca	√				
		7. Cetakan Kartu kosa kata bergambar jelas		√			
		8. Ketepatan pemilihan gambar pada Kartu kosa kata bergambar		√			
		9. Pemilihan bahan pada Kartu kosa kata bergambar cocok		√			
		10. Kualitas cetakan pada Kartu kosa kata bergambar bagus		√			

## 2) Material Expert

The material expert who validated the English Vocabulary Pictures Card learning media was Lecturer in English Education, Faculty of Tarbiyah and Teaching Science, UIN Kh Achmad Shiddiq Jember. Validation was done by filling out a validation questionnaire. The validation questionnaire used a Likert scale with

5 alternative answers, namely strongly agree, agree, moderately, disagree and strongly disagree. The validation questionnaire for material experts consists of 10 indicators, the recapitulation of the material expert validation results can be seen in the table.

Table 4.3  
Material Expert Validation

No	Aspek Penilaian	Kriteria Penilaian	SS	S	C	KS	SKS
1.	Materi Pembelajaran	1. Kelengkapan Kartu Kosa kata bergambar sesuai dengan tema		√			
		2. Kartu Kosa kata bergambar Relevan dengan isi materi/tema	√				
		3. Kesesuaian gambar dengan kosa kata pada tema		√			
		4. Ketepatan tata bahasa pada kartu kosa kata bergambar		√			
		5. Kebenaran penulisan ejaan kosa kata Bahasa Inggris.	√				
		6. Kartu kosa kata bergambar menumbuhkan rasa ingin tahu siswa.	√				
		7. Kartu kosa kata bergambar Mempermudah belajar kosa kata Bahasa Inggris	√				
		8. Kartu kosa kata bergambar Memotivasi siswa untuk belajar	√				
		9. Kartu kosa kata bergambar Berpusat pada siswa	√				
		10. Kartu kosa kata bergambar mampu membuat siswa terlibat dalam belajar	√				
		11. Kartu kosa kata bergambar Mampu membuat komunikasi interaktif antara siswa	√				

#### 4. Implementation Stage

The implementation stage is carried out after the media development and revision process suggested by the validator is complete. implementation is carried out in 2 stages, including:

##### a. Small Group Trial

At the small group trial stage, it was conducted on october 23, 2023. At the small group trial stage this was carried out on 8 IV-A students. Before the implementation of the media trial, students were asked to make a circle and then the researcher made a small game to remember English vocabulary picture cards. The following is a picture of the implementation of the Small Group Trial:



Picture 4.13

Teacher is Implementing English Vocabulary Picture Card to student of small group trial

After the implementation of the small group trial had been carried out. English Teacher filled out a response questionnaire on the English vocabulary card media whether the media was suitable for

large group trials or there were still revisions, the following were the results of the teacher response questionnaire:

Table 4.4  
English Teacher Validation

No	Aspek Penilaian	Kriteria Penilaian	SS	S	C	KS	SKS
1.	Materi Pembelajaran	1. Kelengkapan Kartu Kosa kata bergambar sesuai dengan tema	√				
		2. Kartu Kosa kata bergambar Relevan dengan isi materi/tema	√				
		3. Kesesuaian gambar dengan kosa kata pada tema	√				
		4. Ketepatan tata bahasa pada kartu kosa kata bergambar	√				
		5. Kebenaran penulisan ejaan kosa kata Bahasa Inggris.	√				
		6. Kartu kosa kata bergambar menumbuhkan rasa ingin tahu siswa.	√				
		7. Kartu kosa kata bergambar Mempermudah belajar kosa kata Bahasa Inggris	√				
		8. Kartu kosa kata bergambar Memotivasi siswa untuk belajar	√				

		9. Kartu kosa kata bergambar Berpusat pada siswa	√				
		10. Kartu kosa kata bergambar mampu membuat siswa terlibat dalam belajar	√				
		11. Kartu kosa kata bergambar Mampu membuat komunikasi interaktif antara siswa	√				
2.	Kepraktisan	12. Kartu kosa kata bergambar Mudah digunakan tanpa media lain	√				
		13. Kartu kosa kata bergambar Petunjuk penggunaan mudah dipahami	√				
		14. Kartu kosa kata bergambar Dapa digunakan siswa tanpa didampingi guru/orang tua	√				
		15. Keunggulan Kartu kosa kata bergambar sebagai media pembelajaran Bahasa Inggris	√				
3.	Tampilan	16. Kartu kosa kata bergambar memiliki Desain menarik	√				

	17. Kartu kosa kata bergambar Tulisan jelas dan mudah dibaca	√				
	18. Cetakan Kartu kosa kata bergambar jelas	√				
	19. Ketepatan pemilihan gambar pada Kartu kosa kata bergambar	√				
	20. Pemilihan bahan pada Kartu kosa kata bergambar cocok	√				
	21. Kualitas cetakan pada Kartu kosa kata bergambar bagus	√				

#### b. Large Group Test

The implementation stage was carried out on October 26, 30, and November 2, 2023. This stage was carried out in class IV-A MIN 6

jembrana with 30 students. Before the implementation of the use of media, students were asked to divide the group into 4 groups. Learning activities using the media run well. Students were enthusiastic and felt interested to learn using the existing media. Students are more active in learning activities. The discussion indicates this to complete the games and quizzes on the media. With the use of this media, it can minimize the lack of concentration on learning activities. The following was an



explanation of large group implementation starting from the introduction, core to closing activities:

### 1) Introductory Activities

In the introductory activities, the researcher prepares the media and materials that used to teach, the English materials include What Are You doing, Me and My dream and Things in our bedroom. in this introductory activity, students greet the teacher and then the teacher asks how they are doing using English such as "How Are You Today students?". after that, the teacher explains the material that will be learned today. the following are pictures of the introductory activities.



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Picture 4.14  
preliminary activities in the large group test of English  
vocabulary picture cards

### 2) Core Activities

In this activity, the researcher divided the students into 4 groups, then the researcher explained the material that had been listed in the lesson plan; after that, the researcher gave each group English vocabulary picture cards, and then the students were asked

to open and arrange the media on the table. then the researcher gave a game, namely What's a Missing Game, where students were asked to close their eyes, and then the researcher took a few cards; after that, the researcher asked students to guess which card was missing and mentioned it in English. the group that answers the most got a prize from the researcher. The following were pictures of the implementation of core activities:



Pictures 4.15  
Teacher and Student are Learning English with an English  
Vocabulary Picture Card

### 3) Closing Activities

In the closing activity, students are invited to recall vocabulary and material that has been learned and then the teacher

gives prizes to all groups for being active in learning. the following picture is the closing activity:



Picture 4.16  
Closing Activities

The implementation stage resulted in positive responses from students. Students find it easier to understand the material with complete material, Learning Media in the form of English vocabulary cards and quizzes and games. This media provides benefits in learning activities, so students provide suggestions to add other subject matter. after completing the application of English vocabulary picture cards, students are asked to fill out a response questionnaire on the use of English vocabulary picture cards. the following are the results of student responses:

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Table 4.5  
student response test

No	Nama	Indikator		Jumlah Skor yang diperoleh
		Iya	Tidak	
1	APK	10	0	10
2	DSA	10	0	10
3	RDA	10	0	10

4	FFA	10	0	10
5	KADA	10	0	10
6	FI	10	0	10
7	AAY	10	0	10
8	AAZ	10	0	10
9	CD.S	10	0	10
10	FA	10	0	10
11	AA	10	0	10
12	RZA	10	0	10
13	KRR	10	0	10
14	JK	10	0	10
15	SR	10	0	10
16	MF	10	0	10
17	ABIA	8	2	8
18	YDAP	10	0	10
19	AAS	10	0	10
20	ARAA	10	0	10
21	VKT	10	0	10
22	RDD	10	0	10
23	HZFA	10	0	10
24	NNA	10	0	10
25	BCMM	10	0	10
26	NAZ	10	0	10
27	MIH	9	1	9
28	AFW	9	1	9
29	JKD	10	0	10
30	MR	10	0	10

The table above explains the questionnaire of students' responses to questions about the English vocabulary picture card media. The author uses a Guttman Scale Questionnaire with YES or NO answers. as for the analysis of learner response data will be discussed in detail at the Data Analysis Point. Comments and suggestions from students on English Vocabulary Card Media will also be presented in the table below:

Table 4.6  
Comments and Suggestions From Students

No	Name	Comments and suggestions
1	APK	<i>Permainannya menarik, mantap!</i>
2	DSA	<i>Mempelajari kartu vocabulary card sangatlah seru bisa menghafal cita-cita yang kami senang</i>
3	RDA	<i>Mantap Coy, Bahasa Inggris emang mantul</i>
4	FFA	<i>Permainan pake kartu kosa kata seru sekali</i>
5	KADA	<i>Seru banget kepengen main lagi</i>
6	FI	<i>Wah keren mantap pak, Bahasa Inggris emang mantap seruk kak, gak membosankan, kiw-kiw.p</i>
7	AAY	<i>Tarek Ses Semongko dan pelajarannya mantap betul,</i>

		<i>suka banget pake media kartu kosa kata</i>
8	AAZ	<i>Bagus dan keren banget, sangat begitu bagus, saya suka pelajaran ini!</i>
9	CD.S	<i>Keren Bahasa Inggris emang mantap</i>
10	FA	<i>Wah pelajaran ini sangat begitu bagus dan menyenangkan</i>
11	AA	<i>Saya suka permainan pake kartu kosa kata bergambar</i>
12	RZA	<i>Seru dan mantap</i>
13	KRR	<i>Sangat keren, sangat seru dan tidak bosan</i>
14	JK	<i>Saya suka Permainan ini</i>
15	SR	<i>Wahh! Seru banget gamenya, pengen main lagi</i>
16	MF	<i>Bagus dan juga seru</i>
17	ABIA	<i>Bagus dan seru</i>
18	YDAP	<i>Seru tidak membuat bosan, kak firman kapan-kapan main lagi ya</i>
19	AAS	<i>Saya sangat senang, kartu yang dibagikan sangatlah menyenangkan, sangat bagus dan senang sekali</i>
20	ARAA	<i>Wah! Seru Kalau Ada kartu ini aku jadi senang mantap men!</i>
21	VKT	<i>Permainan seru</i>



22	RDD	-
23	HZFA	<i>Bagus Banget permainannya</i>
24	NNA	<i>Sangat bagus dan tidak membuat bosan kak firman</i>
25	BCMM	<i>Bagus Banget bang, besok main lagi ya</i>
26	NAZ	<i>Seru banget saya suka</i>
27	MIH	<i>Mohon ditambahkan seperti nama bangunan dalam Bahasa inggris dan juga kendaraan dalam Bahasa inggris</i>
28	AFW	<i>Amaizing, sip dan menarik</i>
29	JKD	<i>Mempelajari kartu vocabulary sangat seru karna bisa menghafal cita-cita kamu semua</i>
30	MR	<i>Permainan nya keren kak, ga bikin ngantuk</i>

The table above explains the comments and suggestions

from students on the media english vocabulary pictures cards that have been developed by the author. a lot of positive responses from students to learning English using media english vocabulary pictures cards including students didn't get bored and very interested in learning English using media.

## 5. Evaluation Stage

The last stage in the research and development activities of the ADDIE model is evaluation. Evaluation aims to determine the success of



research and development carried out in class IV-A MIN 6 Jembrana Bali in the form of learning media English vocabulary pictures cards in English language learning worth using. The data obtained through the validation activities of media experts and material experts, student response questionnaires and class teachers. while researcher evaluate some of the advantages and disadvantages of English vocabulary pictures cards after implementation. the advantages and disadvantages of this media include:

a. Advantages of English Vocabulary Picture Card

- 1) English Vocabulary Picture Card provide a visual representation of words, making it easier for learners, especially beginners, to understand and remember the meanings of words.
- 2) English Vocabulary Picture Card can make learning more engaging, especially for Class IV-A and visual learners. They can be used in interactive games and activities, which can be fun and effective for learning.
- 3) English Vocabulary Picture Card can enhance memory retention, making it easier to remember and recall vocabulary

b. Disadvantages of English Vocabulary Pictures Card

- 1) English Vocabulary Picture Card have limitations in representing more abstract or complex concepts and may not cover a wide range of vocabulary. They are typically better suited for concrete nouns and basic words.

- 2) The choice of images on the cards can sometimes be culturally biased, making it challenging for learners from different cultures to relate to or understand the pictures.
- 3) Creating and organizing picture cards, especially for a large vocabulary, can be time-consuming for teachers.

## **B. Data Analysis**

Data analysis is evidenced by the results of validity based on the results of the validation of media experts and material experts as well as English IV-A teachers MIN 6 Jembrana Bali and also the response of students. Where the media expert was conducted by a lecturer in English Education at the Faculty of Tarbiyah and Keguruan Sciences UIN KHAS Jember. The material expert validator was a lecturer in English Education at the Faculty of Tarbiyah and Teaching Sciences UIN KHAS Jember, and as an English IV-A teacher at MIN 6 Jembrana Bali.

### **1. Data Analysis of Validation Results**

At this stage the media made was validated by 1 material expert, 1 media expert and 1 English learning teacher. Validation was done to determine the validity of the media made. At this stage, suggestions and input from validators used as the basis for media revision. The following are the results of the validation that has been carried out:

#### **a. Media expert assessment**

The purpose of the assessment by expert validators was to determine the level of validity of the learning media before being

tested on students. The aspects assessed on this learning media consist of aspects: Practicality and Display. the following table shows the results of data analysis from the media expert assessment:

Table 4.7  
Media expert validation results

No	Indikator	Skor
1	Kartu kosa kata bergambar Mudah digunakan tanpa media lain	4
2	Kartu kosa kata bergambar Petunjuk penggunaan mudah dipahami	4
3	Kartu kosa kata bergambar Dapa digunakan siswa tanpa didampingi guru/orang tua	3
4	Keunggulan Kartu kosa kata bergambar sebagai media pembelajaran Bahasa Inggris	5
5	Kartu kosa kata bergambar memiliki Desain menarik	4
6	Kartu kosa kata bergambar Tulisan jelas dan mudah dibaca	5
7	Cetakan Kartu kosa kata bergambar jelas	4
8	Ketepatan pemilihan gambar pada Kartu kosa kata bergambar	4
9	Pemilihan bahan pada Kartu kosa kata bergambar cocok	4
10	Kualitas cetakan pada Kartu kosa kata bergambar bagus	4
<b>Total Skor</b>		<b>41</b>

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{41}{10}$$

$$\bar{X} = 4.1 \text{ (Valid)}$$

The table above showed that the results of the assessment by material experts with aspects of Practicality and Display obtained an average value of 4.1. Based on Sukarjo's conversion table, this value was **included** in the valid category, which lies in the range 3.41 - 4.20.

b. Material Expert Assessment

The purpose of the assessment by expert validators was to determine the level of validity of the material in the English Vocabulary Pictures Card media before it was tested on students. the aspects assessed in this material summary consist of: Learning Material. the following table shows the results of data analysis from the Material expert assessment:

Table 4.8  
Material Expert Validation Result

No	Indikator	Skor
1	Kelengkapan Kartu Kosa kata bergambar sesuai dengan tema	4
2	Kartu Kosa kata bergambar Relevan dengan isi materi/tema	5
3	Kesesuaian gambar dengan kosa kata pada tema	4
4	Ketepatan tata bahasa pada kartu kosa kata bergambar	4
5	Kebenaran penulisan ejaan kosa kata Bahasa Inggris.	5
6	Kartu kosa kata bergambar menumbuhkan rasa ingin tahu siswa.	5
7	Kartu kosa kata bergambar Mempermudah belajar kosa kata Bahasa Inggris	5
8	Kartu kosa kata bergambar Memotivasi siswa untuk belajar	5
9	Kartu kosa kata bergambar Berpusat pada siswa	5
10	Kartu kosa kata bergambar mampu membuat siswa terlibat dalam belajar	5
11	Kartu kosa kata bergambar Mampu membuat komunikasi interaktif antara siswa	5
<b>Total Skor</b>		<b>52</b>

$$\bar{X} = \frac{\sum x}{N}$$

$$X = \frac{52}{11}$$

$$X = 4.72 \text{ (Valid)}$$

The table above showed that the results of the assessment by material experts with aspects of the Teaching Material obtained an average value of 4.72. Based on Sukarjo's conversion table, this value was included in the valid category, which lies in the range of 4.21 - 5.00.

c. English Teacher Assessment

The English teacher who validated the English Vocabulary Pictures learning media was Mr Ali Mukhtar, S.Pd., a teacher at MIN 6 Jembrana. Validation was done by filling out a validation questionnaire. The validation questionnaire uses a Likert scale with 5 alternative answers: strongly agree, agree, moderately, disagree and strongly disagree. The validation questionnaire for English Teachers consists of 21 indicators which are classified into three aspects, namely the Practicality aspect, the Display aspect and the Learning Material aspect. the following table shows the results of data analysis from the

English Teacher assessment:

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Table 4.9

English Teacher Validation Expert

No	Indikator	Skor
1	Kelengkapan Kartu Kosa kata bergambar sesuai dengan tema	5
2	Kartu Kosa kata bergambar Relevan dengan isi materi/tema	5
3	Kesesuaian gambar dengan kosa kata pada tema	5
4	Ketepatan tata bahasa pada kartu kosa kata bergambar	5
5	Kebenaran penulisan ejaan kosa kata Bahasa Inggris.	5
6	Kartu kosa kata bergambar menumbuhkan rasa ingin tahu siswa.	5
7	Kartu kosa kata bergambar Mempermudah belajar kosa kata Bahasa Inggris	5
8	Kartu kosa kata bergambar Memotivasi siswa untuk belajar	5
9	Kartu kosa kata bergambar Berpusat pada siswa	5

10	Kartu kosa kata bergambar mampu membuat siswa terlibat dalam belajar	5
11	Kartu kosa kata bergambar Mampu membuat komunikasi interaktif antara siswa	5
12	Kartu kosa kata bergambar Mudah digunakan tanpa media lain	5
13	Kartu kosa kata bergambar Petunjuk penggunaan mudah dipahami	5
14	Kartu kosa kata bergambar Dapa digunakan siswa tanpa didampingi guru/orang tua	5
15	Keunggulan Kartu kosa kata bergambar sebagai media pembelajaran Bahasa Inggris	5
16	Kartu kosa kata bergambar memiliki Desain menarik	5
17	Kartu kosa kata bergambar Tulisan jelas dan mudah dibaca	5
18	Cetakan Kartu kosa kata bergambar jelas	5
19	Ketepatan pemilihan gambar pada Kartu kosa kata bergambar	5
20	Pemilihan bahan pada Kartu kosa kata bergambar cocok	5
21	Kualitas cetakan pada Kartu kosa kata bergambar bagus	5
<b>Total Skor</b>		<b>105</b>

$$\bar{X} = \frac{\sum x}{N}$$

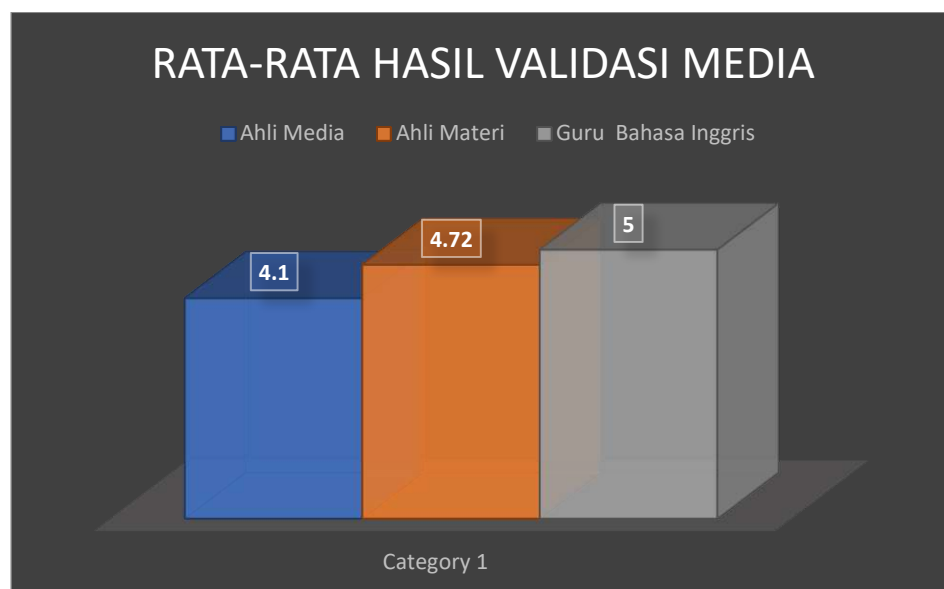
$$X = \frac{105}{21}$$

$$X = 5 \text{ (Valid)}$$

Based on Sukarjo's conversion table, the table shows that the results of the assessment by accounting learning practitioners on the aspects of practicality, appearance and learning media obtained an average score of 5, this value is included in the "Excellent criteria" category.

Based on the explanation above, the English vocabulary picture card media was said to be valid to use; this was evidenced by the validation of media experts, who got an average of 4.1 which gets valid criteria. while for the validation of the material expert gets an average of 4.72 with valid criteria. then for validation from English

teacher get an average of 5 with very valid criteria. as for the average results obtained from the validator, the author will pour it in graphical form as below:



Graph 4.1  
Graph of Average Expert validation results

d. Student Response/ Practicality Test

The students' response/ Practicality questionnaire were given with the aim of students' interest and response to the English Vocabulary Pictures Card learning media used in learning English. The following were the results of the Students' responses, which were presented in the table:

Table 4.10  
student response test results

No	Name	Indicator		Total score obtained	Last Score
		Yes	No		
1	APK	10	0	10	100
2	DSA	10	0	10	100



3	RDA	10	0	10	100
4	FFA	10	0	10	100
5	KADA	10	0	10	100
6	FI	10	0	10	100
7	AAZ	10	0	10	100
8	AAZ	10	0	10	100
9	CD.S	10	0	10	100
10	FA	10	0	10	100
11	AA	10	0	10	100
12	RZA	10	0	10	100
13	KRR	10	0	10	100
14	JK	10	0	10	100
15	SR	10	0	10	100
16	MF	10	0	10	100
17	ABIA	8	2	8	80
18	YDAP	10	0	10	100
19	AAS	10	0	10	100
20	ARAA	10	0	10	100
21	VKT	10	0	10	100
22	RDD	10	0	10	100
23	HZFA	10	0	10	100
24	NNA	10	0	10	100
25	BCMM	10	0	10	100
26	NAZ	10	0	10	100
27	MIH	9	1	9	90
28	AFW	9	1	9	90
29	JKD	10	0	10	100
30	MR	10	0	10	100
Total Score					2960

$$NPr = \frac{TS-e}{TS-max} \times 100\%$$

$$NPr = \frac{2.960}{3.000} \times 100\% = 98.66\%$$

Data analysis showed that the presentation score of learners' responses to English Vocabulary Picture Cards reached a success rate of 98.66%, meeting the established excellent criteria. This result showed that the use of vocabulary picture cards in English language learning was very effective and well-received by learners. This high success rate reflects the media's ability to facilitate learners' comprehension and retention of English vocabulary. The significant increase in learners' responses can be interpreted as an indication that English Vocabulary Pictures Card was able to motivate and engage learners in the learning process, thus strengthening its effectiveness as an English language learning Media. This analysis supports the validity of using the learning media to improve English vocabulary comprehension and contribute positively to Students' learning.

e. Preliminary Field Testing of English Vocabulary Picture Cards

1) Try Out Test Analysis

This discussion covered validity, reliability, difficulty level and discriminating power of try out test.

a) Validity of Test Instrumen

To know the validity of instrument, the writer used Pearson Product Moment formula to analyze each question. The result

shows that from 30 questions, there were 20 valid questions and 10 invalid questions. The valid questions were question number 1, 2, 3, 4, 6, 8, 9, 11, 13, 14, 15, 16, 17, 19, 21, 23, 26, 27, 29, 30. While the invalid questions were question number 5,7,10,12,18,20,22,24,25,28.(for more detail, you can see in the appendix 18)

#### b) Reability Test

After the validity analysis was done, the next step was analyzed the reliability of test instrument. The writer calculated the reliability of the test instrument by using Kuder-Richarson Formula 20 (K-R 20) with the following formula:

$$r_{11} = \left( \frac{n}{n-1} \right) \left( \frac{S^2 - \sum pq}{S^2} \right)$$

The analysis of 45 test items with N=23 obtained  $r_{11} = 0.91$  and  $r_{table} = 0.514$ .

Based on the result of analysis, it is known that  $r_{11} = 0.91 > r_{table} = 0.514$ . So that, the item question was reliable. The results of validity test can be seen in appendix 19

#### c) Degree of Test Difficulty

The difficulty level was obtained from the percentage of students who had the right answer. The difficulty level analysis was used to determine the level of test difficulty wheter the test

had easy, medium or difficult criteria. The criteria of the difficulty level was classified as follow:

- Test with P 0.1 to 0.30 is difficult
- Test with P 0.30 to 0.70 is medium
- Test with P 0.70 to 1.00 is easy

After analysing the test instrument, it is obtained data as follows:

1) the easy criteria were in question number 2,3,4,5,7,10,11,16,17) the medium criteria were in question number 1,6,9,12,15,18,20) and the difficult criteria were in question number 8,13,14,19. Here was the result of difficulty level analysis of test.

No Butir	Jml Betul	Tkt. Kesukaran[%]	Tafsiran
1	5	33.33	Sedang
2	15	100.00	Sangat Mudah
3	15	100.00	Sangat Mudah
4	14	93.33	Sangat Mudah
5	11	73.33	Mudah
6	10	66.67	Sedang
7	15	100.00	Sangat Mudah
8	3	20.00	Sukar
9	5	33.33	Sedang
10	15	100.00	Sangat Mudah
11	15	100.00	Sangat Mudah
12	8	53.33	Sedang
13	3	20.00	Sukar
14	2	13.33	Sangat Sukar
15	10	66.67	Sedang
16	15	100.00	Sangat Mudah
17	15	100.00	Sangat Mudah
18	5	33.33	Sedang
19	3	20.00	Sukar
20	10	66.67	Sedang

Pictures 4.17  
The result of Difficulty test

#### d) Discriminating Power

Test of discriminating power was a test of the level of instrument ability to distinguish low-ability students. The discriminating power test that used was calculated with Anates V4, the classification of the discriminating power of the question was as follows

No Butir	Kel. Atas	Kel. Bawah	Beda	Indeks DP [%]
1	2	1	1	25.00
2	4	4	0	0.00
3	4	4	0	0.00
4	4	4	0	0.00
5	4	2	2	50.00
6	4	2	2	50.00
7	4	4	0	0.00
8	3	0	3	75.00
9	3	0	3	75.00
10	4	4	0	0.00
11	4	4	0	0.00
12	3	0	3	75.00
13	1	0	1	25.00
14	2	0	2	50.00
15	3	1	2	50.00
16	4	4	0	0.00
17	4	4	0	0.00
18	2	0	2	50.00
19	2	0	2	50.00
20	3	4	-1	-25.00

Picture 4.18

The Result of Discriminating power

Based on the results of the calculation of item power, it showed that of the 20 items, there were 3 items classified as very good ( $0.71 \leq DP \leq 1.00$ ), 6 items were classified as good ( $0.20 < DP \leq 0.71$ ), 10 items were classified as fair ( $0.00 < DP < 0.20$ ), and 1 item was classified as poor ( $DP < 0.00$ ).

0.40). 2 items are classified as sufficient ( $0.21 \leq DP \leq 0.40$ ), 8 items that do not have discriminating power and 1 item that was classified as low.

f. Effectiveness test of English vocabulary picture card media at IV-A Min Jembrana Bali

After product revision, researcher tested English vocabulary picture card media products with a small scale test to see the effectiveness of the media. The subjects of this effectiveness test amounted to 15 students in class IV-A. It was implemented in two meetings which were appropriate with the time allocation of the school.

The effectiveness testing was conducted by using a Pre-test, Post-test, One Group Design where the writer gave pre-test, treatment and post-test. Pre-test post-test control group design was used to know the influence of the product developed towards students' achievement before and after using the product.

In the first meeting, the students were given a pre-test and treatment. Firstly, students were given a pre-test. The test was used to know students' comprehension before implementing the product. After the test done, then they were given a treatment. In the treatment phase, they were taught by using the product. Here the students were divided into 3 groups. Every group consisted of 5 students. In group, students discussed material related to Hobby, Things in the bedroom and Job. You can see the pictures below:



Pictures 4.19  
Students is doing The Pre-Test



Pictures 4.20  
Teacher is giving the Students Treatment with English Vocabulary Pictures Card

In the second meeting, the post-test was carried to know the effectiveness of the product. For the Pictures you can see below





Pictures 4.21  
Students is doing The Post-Test

The following were the results of the pretest and posttest that had been conducted in 15 students of class IV-A at Min 6 Jembrana.

Table 4.11  
The Result of Pretest and Posttest with 15 Students at IV-A MIN 6  
Jembrana

No	Name	Pre-Test Score	Post-Test Score
1	Yasmin Dwi	90	100
2	M.Faiz Adi	80	95
3	Khanza Adi	75	85
4	Afifah	75	85
5	Fajar Irawan	70	85
6	Fatinatul	65	100
7	Cinta	65	80
8	Kenzie	65	85
9	Azza Amalia	65	80
10	Mayiadina	55	65
11	Adam Faris	55	65

12	Roiz Zaqy	55	75
13	Nadia Azzahra	55	80
14	Hafidzul F	50	75
15	Ar-Rizki A	50	75
Average Obtained		64.67%	82%

To determine the effectiveness of English vocabulary picture cards, researcher conducted a N-Gain Test.

#### 1) N-Gain Test

based on the calculation of the N-Gain Score by researcher with pretest and posttest data in the Spss 23 application that the N-Gain Score was obtained with an average of 0.52 with Medium criteria and the N-Gain Percent effectiveness is 52.82% with quite effective criteria. The N-gain score results can be seen below

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Skor	15	.22	1.00	.5282	.23089
Ngain_persen	15	22.22	100.00	52.8201	23.08943
Valid N (listwise)	15				

through the calculation of the N-Gain Score using pretest and posttest data in the SPSS 23 application. The researcher found that the N-Gain Score averaged 0.52, indicating a medium level of improvement. After that, the N-Gain Percent effectiveness was determined to be 52.82%, classifying the intervention as quite effective. These findings explain that the media developed by the

researcher, in the form of English vocabulary picture cards, was effective enough for used. The numerical values and criteria used in the analysis provide a quantitative basis for assessing the impact of the intervention, reinforcing the conclusion that the developed media was a beneficial tool for enhancing English vocabulary skills.

### C. Product Revision

Product revisions made are based on the input of learning media validators which as mentioned above that there were two learning media validators, two English lecturers at UIN Kh Achmad Shiddiq Jember. the following will be presented input from each validator which was then applied to learning media:

#### 1. Media expert validator

- a. for the text box containing English vocabulary and its meaning in Indonesian, placed on the back of the card.

Before:

After:

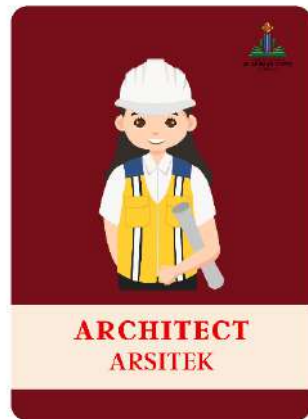


TAS  
ACI  
M



- b. Change the background color of the card with a light color.

Before:



After



- c. add the pronunciation of English vocabulary according to the dictionary

Before:



After:



## 2. Material Expert Validator

- a. Replace the description of the vocabulary in the text box with a sample sentence of the vocabulary in question.

Before:

orang yang bertugas mempersiapkan makanan yang nantinya akan disantap pelanggan atau customer (people who are in charge of preparing food that will later be eaten by customers or customers)

After:

My sister became a Chef in a famous Restaurant  
(Kakak perempuanku menjadi seorang Chef di Restoran terkenal)

## CHAPTER V

### REVIEW AND SUGGESTIONS

#### A. Revised Product Review

Based on the result of interview and observation, teacher used lecturing method more to teach English vocabulary to students. Teacher taught vocabulary to students by writing the Indonesia words on whiteboard and asked students to look for the meanings in dictionary. After that, teacher gave assignment to students. This kind of activities made students less interested in learning. Most of them preferred playing with friends to doing the assignment from teacher. This condition made the classroom atmosphere uncondusive. They were noisy with their own business but less active in learning process. They need interesting media to make them enjoy and ease them understand the materials.

English vocabulary cards were developed based on the students' and teacher's need analysis. It was adopted by the procedures proposed by ADDIE which consisted of 5 steps. The steps were need analysis, Design, Development, Implementation and Evaluation. The content of the product was the materials learned by the fourth grade students of MIN 6 Jembrana which consisted of five materials: Me and My dream, hobby, and things in the bedroom. The product was also completed with manual book as a guidance to use the product. It consisted of some interesting games adopted by ESL Cards Games.

The Media Validation of this research was taken from some sources. The results of research and development of English vocabulary Picture Card Media showed that the process of developing English Vocabulary Picture media can be done by using the Canva application and then clicking create a design. While the validity of English Vocabulary Picture Card media was very Valid to use. This was proven by the results of the Media Expert Validation which obtained a score of 4.1 with valid criteria, the Material Expert who obtained a score of 4.72 and the learning teacher validation score obtained a score of 5 with valid criteria. For the Students' Response to the attractiveness and practicality of English Vocabulary Picture Card media showed a good response. This was proven by the questionnaire score which obtained 98.66% with Good criteria. While the effectiveness of English Vocabulary Picture cards based on the Paired Sample T-tests with the N-Gain Score Test shows significant results. This was proven by the results of the N-Gain Score was obtained with an average of 0.52 with moderate criteria and N-Gain Percent effectiveness of 52.82% with fairly effective criteria. It can be concluded that English Vocabulary Pictures card media was effective to used

From the explanation above, it can be taken in general that English vocabulary Pictures cards is an Interesting media to teach English vocabulary to young learners. This research showed that flashcards were effective media to teach English vocabulary, especially for young learners.

## **B. Suggestions for Utilization, Dissemination, and Further Product Development**

### **1. Suggestions for product utilization**

This research is intended to develop an English learning medium that can facilitate students in English learning process.

based on data obtained from media experts, material experts and also from teacher responses that English vocabulary picture media can be used for English language learning, especially in class IV.

### **2. Dissemination**

The product of the development of learning media for English vocabulary picture cards in English language learning can be used in all schools concerned, even in all Madrasah or other elementary schools in Bali. However, product dissemination must still pay attention and take into account the problems in learning faced by students and the needs of students, so that the spread of the product is beneficial.

### **3. Further Product Development**

This research is intended to develop an English learning medium that can facilitate students in English learning process. According to that, this research needs further investigation to obtain a medium with better quality. By means of this reason, the writer suggests:

- a. This media can be Developed and implemented in Digital Form.
- b. In this modern era, the teachers must be creative to draw students' attention in the teaching-learning process. Teacher should create an

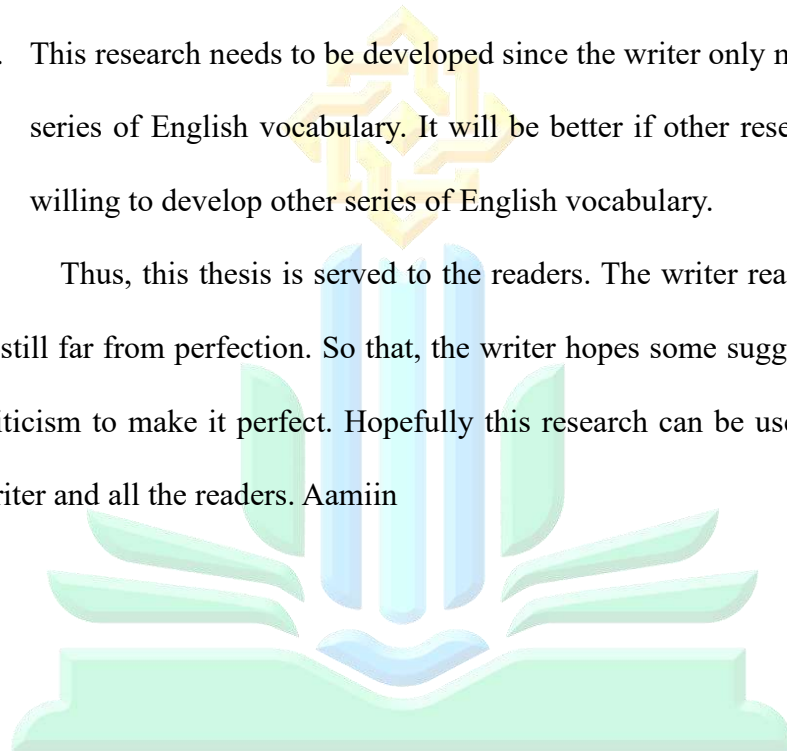


enjoyable, fun and interesting learning to enhance students interest.

The teacher can create an enjoyable learning by utilizing this English vocabulary card. By using this medium, students will not only pay attention to the materials but also they can interact with the teacher and other friends easily.

- c. This research needs to be developed since the writer only makes some series of English vocabulary. It will be better if other researcher are willing to develop other series of English vocabulary.

Thus, this thesis is served to the readers. The writer realizes that it is still far from perfection. So that, the writer hopes some suggestions and criticism to make it perfect. Hopefully this research can be useful for the writer and all the readers. Aamiin



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## Appendix 1

### Surat Pernyataan Keaslian Tulisan

Yang bertandatangan di bawah ini saya:

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NIM : 223206040007  
Prodi : Pendidikan Guru Madrasah Ibtidaiyah  
Program : Magister  
Institusi : Pascasarjana UIN KHAS Jember

Dengan sungguh-sungguh menyatakan bahwa tesis/disertasi ini secara keseluruhan adalah hasil penelitian/karya saya sendiri, kecuali pada bagian-bagian yang dirujuk sumbernya.

Jember, 21 Nopember 2023

Saya yang menyatakan



Firman Aulia Ramadhan

NIM. 223206040007

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Appendix 2

Surat Ijin Penelitian



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI HAJI ACHMAD SIDDIQ JEMBER**  
**PASCASARJANA**  
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NO : B-PPS.2224/In.20/PP.00.9/9/2023  
Lampiran : -  
Perihal : Permohonan Izin Penelitian untuk Penyusunan Tugas Akhir Studi

Yth,  
Kepala MIN 6 Jembrana Bali  
Di -  
Tempat

Assalamu'alaikum Wr.Wb

Dengan hormat, kami mengajukan permohonan izin penelitian di lembaga yang Bapak/Ibu pimpin untuk keperluan penyusunan tugas akhir studi mahasiswa berikut ini:

Nama : Firman Aulia Ramadhan  
NIM : 223206040007  
Program Studi : Pendidikan Guru Madrasah Ibtidaiyah  
Jenjang : S2  
Judul : Developing English Vocabulary Pictures Card for teach ocabulary to the Fifth Grade Student's At Madrasah Ibtidaiyah Negeri 6 Jembrana  
Pembimbing 1 : Dr. H. Abd. Muhith, S.Ag, M.Pd.I.  
Pembimbing 2 : Dr. Suparwoto Sapto Wahono, M.Pd.  
Waktu Penelitian: 3 bulan ( terhitung mulai tanggal diterbitkannya surat ini)

Demikian permohonan ini, atas perhatian dan izinnya disampaikan terima kasih.  
Wassalamu'alaikum Wr.Wb.

Jember, 22 September 2023

Direktur  
  
Moh. Dahlan

## Appendix 3

### OBSERVATION GUIDELINE

#### A. Petunjuk Pelaksanaan

1. Peneliti mengadakan pengamatan berperan atau *partisipatif observation* di Min 6 Jemberana
2. Selama observasi dilakukan, peneliti mencatat, mendeskripsikan, dan merangkumhasil observasi.
3. Peneliti kemudian membuat kesimpulan sementara dari observasi yang sudahdilaksanakan
4. Peneliti melakukan tinjauan ulang pada catatan-catatan lapangan untuk diujikecocokan atau kebenarannya.
5. Peneliti membuat kesimpulan sebagai hasil akhir.

#### B. Sasaran Observasi

1. Guru yang mengajar kelas
2. Siswa
3. Proses pembelajaran di kelas

#### C. Hal-hal yang berkaitan dengan penggunaan media pembelajaran yang meliputi:

1. Tersedianya fasilitas, sarana dan prasarana.
2. Perencanaan penggunaan media
3. Materi, pendekatan, metode dan strategi yang digunakan.
4. Evaluasi penggunaan media pembelajaran.
5. Pemahaman peserta didik dalam menguasai *vocabulary*

## Appendix 4

### The Results of Teacher's Need Analysis

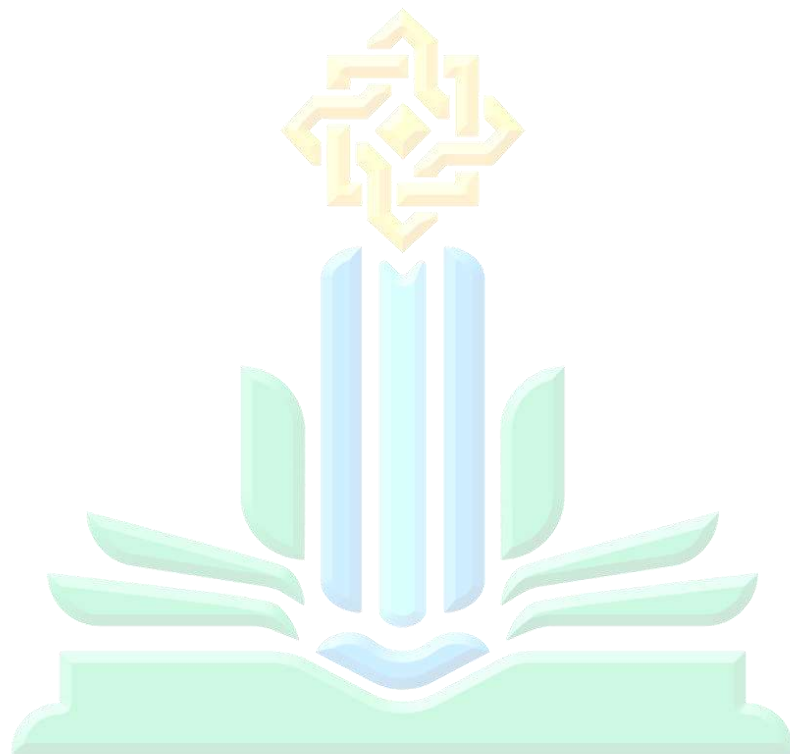
Name : Ali Mukhtar, S.Pd.

Position : English Teacher

Institute : MIN 6 Jembrana Bali

1. How to procure media to teach English in MIN 6 Jembrana?  
Answer: buy from BOS funds or receive from government
2. What types of media are there in the fourth grade classroom?  
Answer: only some pictures on the wall containing several vocabulary and dictionary brought by students
3. How is the condition of the media in the fourth grade classroom?  
Answer: it has been broken
4. Do you always use media in teaching and learning process?  
Answer: no, because school does not provide enough media and also I have limit time to provide it.
5. What method do you usually use in the classroom?  
Answer: lecturing and sometimes discussion
6. What are your obstacles when teaching English at the fourth grade classroom?  
Answer: the biggest obstacles are from students. They do not master vocabulary and many of them rarely bring dictionary, so willy nilly I should translate it.
7. Is English vocabulary difficult for students to understand?  
Answer: it is very difficult, but there are some students understand it.
8. Are the students required to bring dictionary in the learning process?  
Answer: yes, but not all students bring it.
9. Is there other media related to English vocabulary?  
Answer: yes, poster media.
10. How is your response if English Vocabulary Pictures Card is developed to teach vocabulary?

Answer: it will be very good. Young learners like to learn with pictures. So it will make them more interested to learn English.



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## Appendix 5

### The Results of Students' Need Analysis

Institute : MIN 6 Jembrana

Name : Fajar Irawan

Class : 4A

Time of Interview : Wednesday, September 13, 2023

1. Does the teacher always use teaching media in the classroom?

Answer: no, he does not.

2. What media were ever be used by teacher?

Answer: pictures on the wall

3. Did you participate actively in using the media?

Answer: no because there are only two pictures.

4. What kind of teaching method that you like?

Answer: teaching method with game and media.

5. What kind of media do you like?

Answer: Pictures and video.

6. Do you think that memorizing English vocabulary is difficult?

Answer: yes, it is very difficult.

7. What makes you feel difficulty to memorize it?

Answer: there is no teaching media that can make me memorize the material well.

8. Do you agree if teacher uses English vocabulary cards in the classroom.

Answer: yes, I agree. It is good and I will be happy.

Appendix 6

English Vocabulary Picture Card



**DIVING**  
(ˈdaɪvɪŋ)  
**MENYELAM**

**He is Diving** in the sea  
(Dia (laki-laki) sedang menyelam di laut )



**JOGGING**  
(ˈdʒɔːɡɪŋ)  
**JOGING**

My Father is **Jogging in the field**  
(Ayahku sedang Joging di lapangan)



RI  
DIQ



**TRAVELLING**  
(*'trævəlɪŋ*)  
**BEPERGIAN**

**My family is Traveling now.**  
(keluargaku sedang bepergian sekarang)



**READING**  
(*'ri:diŋ*)  
**MEMBACA**

**I am reading history books**  
(Aku sedang Membaca Buku Sejarah)



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**DANCING**  
(**'dænsɪŋ**)  
**MENARI**

She is dancing Balinese dances.  
(Dia Sedang menari tarian Bali)



**PAINTING**  
(**'peɪntɪŋ**)  
**MELUKIS**

He is painting flowers.  
(Dia sedang melukis bunga-bunga)



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**SINGING**  
(ˈsɪŋɪŋ)  
**MENYANYI**

My sister is **Singing** on stage  
(Kakak Perempuanku sedang menyanyi  
diatas panggung)



**WATCHING TV**  
(ˈwɑːtʃɪŋ tiːˈviː)  
**MENONTON TV**

They are watching TV.  
(Mereka sedang menonton TV)



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**FISHING**  
(ˈfɪʃɪŋ)  
**MEMANCING**

My older brother is **fishing** in the river  
(Kakak laki-laki ku sedang memancing di sungai)



**PLAYING FOOTBALL**  
(ˈpleɪɪŋˈfʊtbɔːl)  
**BERMAIN SEPAK BOLA**

Arhan is **Playing Football** on the field  
(Ronaldo sedang Bermain sepak bola di lapangan)



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## PLAYING MUSIC

(ˈpleɪɪŋˈmjuːzɪk)

## BERMAIN MUSIK

My brother is **Playing Music** on stage  
(kakakku sedang bermain musik diatas panggung)



## COOKING

(ˈkʊkɪŋ)

## MEMASAK

Tiara is **Cooking** in the kitchen  
(Tiara sedang memasak di dapur)



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**SWIMMING**  
(swimɪŋ)  
**BERENANG**

This time my dad is **Swimming** in the pool  
(saat ini ayahku sedang berenang di kolam renang)



**CYCLING**  
(saɪkllɪŋ)  
**BERSEPEDA**

Firman is cycling now  
(Firman sedang bersepeda sekarang)



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**WRITING**  
(raṭṭiṅ)  
**MENULIS**

My little sister is **writing** a story in a book  
(Adik perempuanku menulis cerita di buku)



**HIKING**  
(haikiṅ)  
**MENDAKI**

My friend is hiking to the mountain  
(Temanku sedang mendaki gunung)



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**DRAWING**  
(**'drɔ:ɪŋ**)  
**MENGGAMBAR**

I am **drawing** cartoons in a drawing book  
(Aku sedang Menggambar kartun di buku gambar)



**'PLAYING BADMINTON**  
(**'pleɪŋ 'bædmɪntən**)  
**BERMAIN BULU TANGKIS**

My father and my mother are playing  
badminton.  
(Ayahku dan ibuku sedang bermain bulu tangkis)



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**WATCH**  
(wɑ:tʃ)  
**JAM**

The watch is on the wall  
(jam itu berada di dinding)



**ALARM CLOCK**  
(ə'la:rm klɑ:k)  
**JAM ALARM**

The alarm clock keeps ringing  
(jam alarm itu terus berbunyi)



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**BED**  
**(BED)**  
**kasur**

my father sleeps on a comfortable **bed**  
(ayahku tidur dikasur yang nyaman)



**PICTURE**  
**(pɪktʃər)**  
**FOTO**

The **Picture** is very good  
Foto itu sangat bagus



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**BLANKET**  
(ˈblæŋkt)  
**SELIMUT**

My mom bought me a big **blanket**  
(Ibuku membelikan selimut yang besar  
padaku)



**BOLSTER**  
(ˈbɒlstər)  
**GULING**

My brother often uses the **bolster** for  
sleeping  
(kakakku sering memakai guling untuk  
tidur)



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**PILLOW**  
(ˈpɪləʊ)  
**BANTAL**

The pillow is my brothers favorite pillow  
(bantal itu adalah bantal kesukaan kakakku)



**BOOKCASE**  
(ˈbʊkkeɪs)  
**RAK BUKU**

The **bookcase** consist of many book  
(Rak buku itu berisi banyak buku)



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**CARPET**  
(ˈkɑːrpiːt)  
**KARPET**

My father bought new carpet  
(ayahku membeli karpet baru)



**CURTAIN**  
(ˈkɜːrtɪn)  
**TIRAI/KELAMBU**

My mother closes the curtain at night  
(ibuku sering menutup tirai di malam hari)

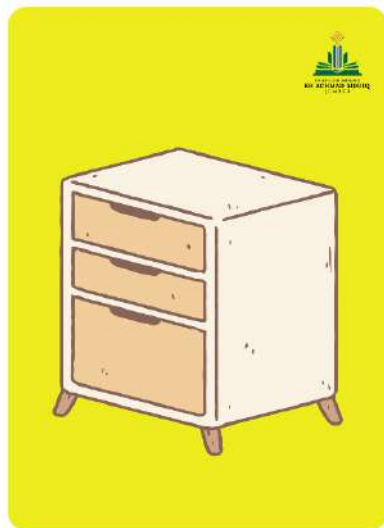


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CHAIR  
(tʃer)  
KURSI

Do you like the color of that **chair**?  
(kamu suka dengan warna kursi itu?)



DRAWER  
(drɔːr)  
LACI

i often keep my money in the **drawer**.  
(saya sering menyimpan uang di laci)



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DOORMAT  
(ˈdɔːrmæt)  
KESET

Cleaning Service put a doormat in every  
classroom  
(Petugas Kebersihan meletakkan keset di setiap  
kelas)



LAMP  
(læmp)  
LAMPU

My house **lamp** is very bright  
(Lampu rumahku sangat terang)



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**TABLE**  
(ˈteɪbəl)  
**MEJA**

They write books on the **Table**  
(Mereka menulis buku di atas meja)



**MIRROR**  
(ˈmɪrər)  
**CERMIN**

Daffa is often stylized in front of the **Mirror**  
(Daffa sering bergaya di depan kaca)



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**WARDROBE**  
(ˈwɔːrdrəʊb)  
**LEMARI PAKAIAN**

My Mom stores her clothes in wardrobe  
(ibuku menyimpan pakaian di lemari  
pakaian)



**COMPUTER**  
(kəmˈpjʊːtər)  
**KOMPUTER**

My father works on a **Computer** every day  
(ayahku ekerja menggunakan komputer  
setiap hari)



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**DOOR**  
(dɔːr)  
**PINTU**

The **Door** of my house is made of wood  
(Pintu rumahku terbuat dari kayu)



**WINDOW**  
(ˈwɪndəʊ)  
**JENDELA**

My mom opens the **window** every morning  
(ibuku membuka jendela setiap pagi)



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**CLOTH**  
(klɔ:θ)  
**PAKAIAN**

my mother is going to buy new **Cloth**  
tomorrow  
(ibu saya akan membeli Pakaian baru  
besok)



**TELEVISION**  
(ˈtelɪvɪʒn)  
**TELEVISI**

My Father Is watching **Television** in the  
living room  
(Ayahku sedang menonton Televisi di ruang  
tamu)

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**BOOK**  
(bʊk)  
**BUKU**

My sister bought a a new book  
(kakak perempuan ku membeli buku baru)



**BAG**  
(bæg)  
**TAS**

Giandra brings a Bag to school  
(Giandra membawa Tas untuk pergi ke sekolah)



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**ARCHITECT**

(ɑ:rkitekt)

**ARSITEK**

My dream is to be an **architect**  
(Cita-citaku menjadi seorang arsitek)



**ARTIST**

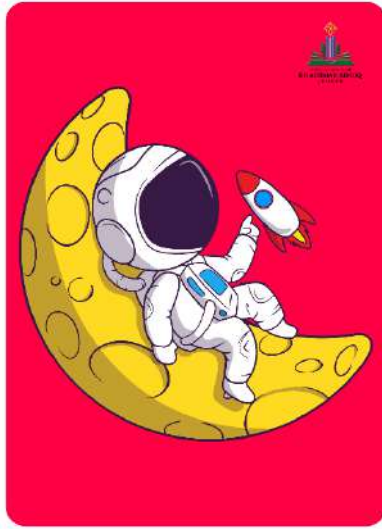
(ɑ:rtist)

**SENIMAN**

My mom's dream is to be an **artist**  
(Cita-cita ibuku ingin menjadi seniman)



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**ASTRONAUT**

(æstrənɔ:t)

**ASTRONOT**

My father's dream is to become an **astronaut**.  
(Cita-cita ayahku ingin menjadi astronot)



**ATHLETE**

(æθli:t)

**ATLET**

My older brother is an **athlete**.  
(Kakak laki-laki ku adalah seorang atlet)



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**FARMER**

(fɑ:rmə)

**PETANI**

Grandpa is a **farmer**, he likes to grow rice in the fields.

(Kakek adalah seorang petani, dia suka menanam padi disawah)



**CHEF**

(ʃef)

**KOKI**

My sister is a **Chef** in a famous Restaurant  
(Kakak perempuanku adalah seorang Chef di Restoran terkenal)



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**DENTIST**  
(dentist)  
**DOKTER GIGI**

The dentist took my grandfather tooth  
(Dokter gigi mencabut gigi kakek saya)



**SAILOR**  
(seiləɾ)  
**PELAUT**

The **sailor** is navigating the ship happily  
(Pelaut sedang mengemudikan kapal  
dengan senang)



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**DETECTIVE**

(di'tektri)

**DETEKTIF**

My father is a famous **detective** in my city.  
(ayahku adalah seorang detektif yang terkenal di kota ku)



**TAILOR**

'teilar

**PENJAHIT**

The **tailor** is **making** new clothes  
(penjahit sedang menjahit baju baru)

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**DOCTOR**

(ˈdɑːktər)

**DOKTER**

The awesome **doctor** is my mom and dad  
(Dokter yang keren itu adalah ayah dan ibu  
ku)



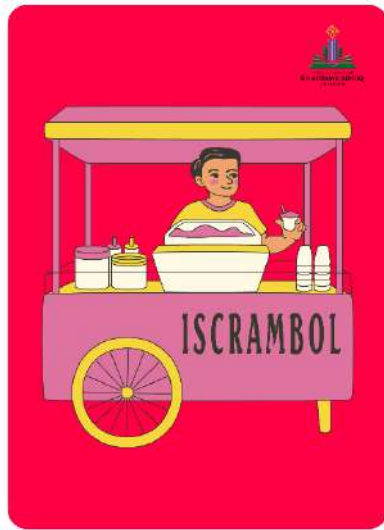
**ENGINEER**

(ˈendʒɪˈnɪr)

**INSINYUR**

**Engineers** like to construct big buildings  
(Insinyur itu suka merancangt bangunan  
besar)

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**MERCHANT**

(mɜːrtʃənt)

**PEDAGANG**

The **Merchant** sells a lot of items  
(Pedagang itu menjual banyak sekali  
barang-barang)



**Firefighter**

(ˈfaɪərfaɪtə)ʁ

**PEMADAM KEBAKARAN**

One of my friends is a **Firefighter**  
(Salah satu teman ku adalah seorang  
pemadam kebakaran)



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**FLIGHT ATTENDANT**  
(flaɪt ətendənt)  
**PRAMUGARI**

The beautiful **flight attendant** is my sister  
(Pramugari cantik itu adalah kakak perempuanku)



**HAIRDRESSER**  
(haɪdresər)  
**PENATA RAMBUT**

My mom often goes to the salon to get her good hair to **hairdresser**.  
(ibu ku sering pergi ke salon untuk menata rambut ke penata rambut)



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**JOURNALIST**  
(ˈdʒɜːrnəlɪst)  
**WARTAWAN**

the **Journalist** likes to make news on TV  
(wartawan itu suka membuat berita di Tv)



**JUDGE**  
(dʒʌdʒ)  
**HAKIM**

The **Judge** sentenced the criminal for ten  
years in prison.  
(Hakim menghukum penjahat tersebut  
dengan hukuman sepuluh tahun penjara)

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**LAWYER**  
(ˈlɔɪər)  
**PENGACARA**

My brother is a Lawyer.  
(Kakak saya adalah seorang pengacara)



**MACHINIST**  
(məˈʃiːnɪst)  
**MASINIS**

My uncle is a great train machinist.  
(Paman ku adalah seorang masinis kereta yang keren)



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**SINGER**  
(ˈsɪŋə)  
**PENYANYI**

Kirana wants to be a famous **Singer** in the future  
(Kirana ingin Menjadi penyanyi yang terkenal di masa depan)



**NURSE**  
(nɜːrs)  
**PERAWAT**

My aunt is a **nurse**  
(Pekerjaan bibi saya adalah seorang perawat)

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**PHOTOGRAPHER**  
(fə'tɑ:grəfər)  
**TUKANG FOTO**

The **Photographer** is taking the picture  
(Tukang Photo sedang memotret gambar)



**PILOT**  
(ˈpaɪlət)  
**PILOT**

**Pilots** fly the airplane based on the schedule  
(Pilot menerbangkan pesawat berdasarkan  
jadwal)



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**POLICE**  
(pə'li:s)  
**POLISI**

My future goal is to become a **Policeman**.  
(Cita-citaku di masa depan adalah menjadi  
seorang polisi)



**FISHERMAN**  
('fɪʃərmən)  
**NELAYAN**

My friend's father is a **Fisherman**.  
(Ayah teman ku adalah seorang nelayan)

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**PHARMACIST**  
(*fɑ:rməsɪst*)  
**APOTEKER**

The **Pharmacist** prepares medicine for sick people based on the receipt  
(Apoteker menyiapkan obat untuk orang sakit berdasarkan resep)



**SCIENTIST**  
(*'saɪəntɪst*)  
**ILMUWAN**

My friend's mom is a famous **Scientist** in my city.  
(ibu temanku adalah seorang ilmuwan terkenal di kota ku)



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ARMY  
(ˈɑːrmi)  
TENTARA

That brave **Army** is my elder brother  
(tentara yang berani itu adalah kakak laki-laki ku)



TEACHER  
(ˈtiːtʃər)  
GURU

I want to be a good **Teacher** in the future  
(Aku ingin menjadi seorang guru yang baik di masa depan)

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J E M B E R

Appendix 7

HASIL SURAT PERNYATAAN VALIDASI

**SURAT PERNYATAAN VALIDASI**

Saya yang bertandatangan di bawah ini:

Nama : Nina Hayuningtyas, M.Pd  
NIP : 198108142014112003  
Instansi : UIN Kiai Haji Achmad Shiddiq Jember

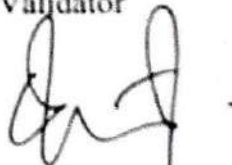
Menyatakan bahwa saya telah memberi penilaian dan masukan pada  
"English Vocabulary Pictures Card" yang disusun oleh:

Nama : Firman Aulia Ramadhan  
NIM : 223206040007  
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah  
Fakultas : Pascasarjana

Harapan saya, penilaian dan masukan yang diberikan dapat  
digunakan untuk penyempurnaan tugas Akhir mahasiswa yang  
bersangkutan.

Jember , .....

Validator



Nina Hayuningtyas, M.Pd.  
NIP. 198108142014112003



## SURAT PERNYATAAN VALIDASI

Saya yang bertandatangan di bawah ini:

Nama : Asy'ari, M.Pd.I  
NIP : 197609152005011004  
Instansi : UIN Kiai Haji Achmad Shiddiq Jember

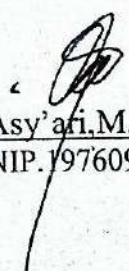
Menyatakan bahwa saya telah memberi penilaian dan masukan pada  
"English Vocabulary Pictures Card" yang disusun oleh:

Nama : Firman Aulia Ramadhan  
NIM : 223206040007  
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah  
Fakultas : Pascasarjana

Harapan saya, penilaian dan masukan yang diberikan dapat  
digunakan untuk penyempurnaan tugas Akhir mahasiswa yang  
bersangkutan.

Jember, 11 - 10 - 2023

Validator

  
Asy'ari, M.Pd.I  
NIP. 197609152005011004

## Appendix 8

### HASIL ANGKET AHLI MEDIA

#### INSTRUMEN PENILAIAN AHLI MEDIA

**Judul Penelitian** : Developing English Vocabulary Pictures Card Media to Teach Vocabulary For The Fourth Grade Students At Madrasah Ibtidaiyah Negeri 6 Jembrana Bali

**Peneliti** : Firman Aulia Ramadhan

**Ahli Media** : Nina Hayuningtyas, M.Pd.

#### Petunjuk:

Lembar validasi ini dimaksudkan untuk mengetahui pendapat Bapak/Ibu selaku ahli Media terhadap kelayakan English Vocabulary Pictures Card yang dikembangkan. Pendapat, kritik, saran, penilaian, dan komentar Bapak/Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media pembelajaran ini. Sehubungan dengan hal tersebut, dimohon Bapak/Ibu memberikan respon pada setiap pertanyaan dalam lembar kuesioner ini dengan memberikan tanda *check* ( ) pada kolom angka.

#### Keterangan Skala:

- SS = Sangat Setuju
- S = Setuju
- C = Cukup
- KS = Kurang Setuju
- SKS = Sangat Kurang Setuju

Komentar atau saran Bapak/Ibu dimohon dituliskan pada kolom yang telah disediakan. Atas kesediaan Bapak/Ibu untuk mengisi lembar validasi ini saya ucapkan terimakasih

A. Penilaian Media Oleh Ahli Media

No	Aspek Penilaian	Kriteria Penilaian	SS	S	C	KS	SKS	
1	Kepraktisan	1. Kartu kosa kata bergambar Mudah digunakan tanpa media lain		✓				
		2. Kartu kosa kata bergambar Petunjuk penggunaan mudah dipahami		✓				
		3. Kartu kosa kata bergambar Dapat digunakan siswa tanpa didampingi guru/orang tua				✓		
		4. Keunggulan Kartu kosa kata bergambar sebagai media pembelajaran Bahasa Inggris	✓					
2.	Tampilan	5. Kartu kosa kata bergambar memiliki Desain menarik			✓			
		6. Kartu kosa kata bergambar Tulisan jelas dan mudah dibaca	✓					
		7. Cetakan Kartu kosa kata bergambar jelas			✓			
		8. Ketepatan pemilihan gambar pada Kartu kosa kata bergambar			✓			
		9. Pemilihan bahan pada Kartu kosa kata bergambar cocok			✓			
		10. Kualitas cetakan pada Kartu kosa kata bergambar bagus			✓			



## B. Kebenaran Media

Apabila terdapat kesalahan atau kekurangan pada media, mohon dituliskan kesalahan atau kekurangan pada kolom jenis kesalahan dan mohon berikan saran perbaikan pada kolom saran perbaikan.

No.	Jenis Kesalahan	Saran Perbaikan
1.	Belum ada cara pengucapan (pelafalan)	Tambahkan cara pengucapan.
2.	Background warna pd kartu posakata 'job' terlalu gelap.	Ganti background warna dg warna yg terang.

## C. Komentar/ Saran

Sudah bagus, silahkan direvisi sesuai saran.

## D. Kesimpulan

Lingkari pada nomor yang sesuai dengan kesimpulan:

1. Layak untuk diujicobakan.
2. Layak untuk diujicobakan dengan revisi sesuai saran.
3. Tidak layak untuk diujicobakan.

Jember, .....

Ahli Media



Nina Hayuningtyas, M.Pd.  
NIP. 198108142014112003

## Appendix 9

### HASIL ANGKET AHLI MATERI

#### INSTRUMEN PENILAIAN AHLI MATERI

Judul Penelitian : Developing English Vocabulary Pictures Card Media to Teach Vocabulary For The Fourth Grade Students At Madrasah Ibtidaiyah Negeri 6 Jembrana Bali

Peneliti : Firman Aulia Ramadhan

Ahli Materi : Asy'ari, M.Pd.I

#### Petunjuk:

Lembar validasi ini dimaksudkan untuk mengetahui pendapat Bapak/Ibu selaku ahli materi terhadap kelayakan English Vocabulary Pictures Card yang dikembangkan. Pendapat, kritik, saran, penilaian, dan komentar Bapak/Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media pembelajaran ini. Sehubungan dengan hal tersebut, dimohon Bapak/Ibu memberikan respon pada setiap pertanyaan dalam lembar kuesioner ini dengan memberikan tanda *check* ( ) pada kolom angka.

#### Keterangan Skala:

SB = Sangat Baik

B = Baik

C = Cukup

K = Kurang

SK = Sangat Kurang

Komentar atau saran Bapak/Ibu dimohon dituliskan pada kolom yang telah disediakan. Atas kesediaan Bapak/Ibu untuk mengisi lembar validasi ini saya ucapkan terimakasih

#### A. Penilaian Media Oleh Ahli Materi

No	Aspek Penilaian	Kriteria Penilaian	SB	B	C	K	SK
1.	Materi Pembelajaran	1. Kelengkapan Kartu Kosa kata bergambar sesuai dengan tema		✓			
		2. Kartu Kosa kata bergambar Relevan dengan isi materi/tema	✓				



	3. Kesesuaian gambar dengan kosa kata pada tema	✓			
	4. Ketepatan tata bahasa pada kartu kosa kata bergambar	✓			
	5. Kebenaran penulisan ejaan kosa kata Bahasa Inggris.	✓			
	6. Kartu kosa kata bergambar menumbuhkan rasa ingin tahu siswa.	✓			
	7. Kartu kosa kata bergambar Mempermudah belajar kosa kata Bahasa Inggris	✓			
	8. Kartu kosa kata bergambar Memotivasi siswa untuk belajar	✓			
	9. Kartu kosa kata bergambar Berpusat pada siswa	✓			
	10. Kartu kosa kata bergambar mampu membuat siswa terlibat dalam belajar	✓			
	11. Kartu kosa kata bergambar Mampu membuat komunikasi interaktif antara siswa	✓			

### B. Kebenaran Media

Apabila terdapat kesalahan atau kekurangan pada media, mohon dituliskan kesalahan atau kekurangan pada kolom jenis kesalahan dan mohon berikan saran perbaikan pada kolom saran perbaikan.

No.	Jenis Kesalahan	Saran Perbaikan
1	<del>Lebih</del> Menjelaskan pengertian kata	<p>Lebih baik mele takkan kata yg di maksud dlm kali muf</p> <p>Bisa lebih daag satu contoh kalimat</p>

**C. Komentar/ Saran**

- Format lebih baik yg mudah/tebakan  
lamb / lamunah


**D. Kesimpulan**

Lingkari pada nomor yang sesuai dengan kesimpulan:

- a. Layak untuk diujicobakan.
- b. Layak untuk diujicobakan dengan revisi sesuai saran.
- c. Tidak layak untuk diujicobakan.

Jember, 11 - 10 - 2023

Ahli Materi

  
Asy'ari, M.Pd.I  
NIP. 197609152005011004



## Appendix 10

### HASIL ANGKET RESPON GURU

#### ANGKET RESPON GURU

Judul Penelitian : Developing English Vocabulary Pictures Card Media to Teach Vocabulary For The Fifth Grade Students At Madrasah Ibtidaiyah Negeri 6 Jembrana Bali  
 Peneliti : Firman Aulia Ramadhan  
 Guru Pembelajaran : Ali Muchtar, S.Pd

#### Petunjuk:

Lembar validasi ini dimaksudkan untuk mengetahui pendapat Bapak/Ibu selaku Guru Pembelajaran Bahasa Inggris terhadap kelayakan English Vocabulary Pictures Card yang dikembangkan. Pendapat, kritik, saran, penilaian, dan komentar Bapak/Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media pembelajaran ini. Sehubungan dengan hal tersebut, dimohon Bapak/Ibu memberikan respon pada setiap pertanyaan dalam lembar kuesioner ini dengan memberikan tanda *check* (✓) pada kolom angka.

#### Keterangan Skala:

SS = Sangat Setuju  
 S = Setuju  
 C = Cukup  
 KS = Kurang Setuju  
 SKS = Sangat Kurang Setuju

Komentar atau saran Bapak/Ibu dimohon dituliskan pada kolom yang telah disediakan. Atas kesediaan Bapak/Ibu untuk mengisi lembar validasi ini saya ucapkan terimakasih.

#### A. Lembar Penilaian Kelayakan Media

No	Aspek Penilaian	Kriteria Penilaian	SS	S	C	KS	SKS
1.	Materi Pembelajaran	1. Kelengkapan Kartu Kosa kata bergambar sesuai dengan tema	✓				

	2. Kartu Kosa kata bergambar Relevan dengan isi materi/tema	✓				
	3. Kesesuaian gambar dengan kosa kata pada tema	✓				
	4. Ketepatan tata bahasa pada kartu kosa kata bergambar	✓				
	5. Kebenaran penulisan ejaan kosa kata Bahasa Inggris.	✓				
	6. Kartu kosa kata bergambar menumbuhkan rasa ingin tahu siswa.	✓				
	7. Kartu kosa kata bergambar Mempermudah belajar kosa kata Bahasa Inggris	✓				
	8. Kartu kosa kata bergambar Memotivasi siswa untuk belajar	✓				
	9. Kartu kosa kata bergambar Berpusat pada siswa	✓				
	10. Kartu kosa kata bergambar mampu membuat siswa terlibat dalam belajar	✓				
	11. Kartu kosa kata bergambar Mampu membuat komunikasi interaktif antara siswa	✓				



2.	Kepraktisan	12. Kartu kosa kata bergambar Mudah digunakan tanpa media lain	✓					
		13. Kartu kosa kata bergambar Petunjuk penggunaan mudah dipahami	✓					
		14. Kartu kosa kata bergambar Dapa digunakan siswa tanpa didampingi guru/orang tua	✓					
		15. Keunggulan Kartu kosa kata bergambar sebagai media pembelajaran Bahasa Inggris	✓					
3.	Tampilan	16. Kartu kosa kata bergambar memiliki Desain menarik	✓					
		17. Kartu kosa kata bergambar Tulisan jelas dan mudah dibaca	✓					
		18. Cetakan Kartu kosa kata bergambar jelas	✓					
		19. Ketepatan pemilihan gambar pada Kartu kosa kata bergambar	✓					

		20 Pemilihan bahan pada Kartu kosa kata bergambar cocok	✓		
		21 Kualitas cetakan pada Kartu kosa kata bergambar bagus	✓		

**B. Perbaiki Media**

Apabila terdapat kesalahan atau kekurangan pada media, mohon dituliskan kesalahan atau kekurangan pada kolom jenis kesalahan dan mohon berikan saran perbaikan pada kolom saran perbaikan

No.	Jenis Kesalahan	Saran Perbaikan

**C. Komentar/Saran**

**D. Kesimpulan**

Lingkari pada nomor yang sesuai dengan kesimpulan

- ① Layak untuk diujicobakan
2. Layak untuk diujicobakan dengan revisi sesuai saran
3. Tidak layak untuk diujicobakan

Jemberana,

Guru Pembelajaran Bahasa Inggris

Ali Mukhtar, S.Pd.



**LEMBAR ANGKET PENDAPAT SISWA**

Nama : F. A. Azzahra  
Kelas : IV A  
Judul Penelitian : Developing English Vocabulary Pictures Card Media to Teach Vocabulary For The Fifth Grade Students At Madrasah Ibtidaiyah Negeri 6 Jembrana Bali  
Mata Pelajaran : Bahasa Inggris  
Peneliti : Firman Aulia Ramadhan, S.Pd

Angket ini dimaksudkan untuk mengetahui pendapat peserta didik mengenai English Vocabulary Card Media.

**Petunjuk:**

1. Isilah nama dan kelas pada bagian yang telah disediakan.
2. Berilah tanda *check* (√) pada pilihan jawaban dan berikan alasan singkat jika diperlukan.
3. Hanya diperkenankan memilih satu jawaban.
4. Semua pertanyaan wajib dijawab.
5. Jawaban tidak akan mempengaruhi nilai pada pelajaran Bahasa Inggris dan dijaga kerahasiaannya.
6. Dimohon untuk memberikan komentar atau saran pada bagian yang telah disediakan.

Atas kesediaan saudara untuk mengisi angket ini saya ucapkan terimakasih.

**Pertanyaan.**

1. Apakah pemilihan warna pada media English Vocabulary Pictures Pictures Card sudah tepat dan menarik?  
 Ya     Tidak
2. Apakah tampilan gambar yang disajikan pada media English Vocabulary Pictures Card sudah sesuai dan mudah dipahami?  
 Ya     Tidak
3. Apakah Panduan permainan kartu English Vocabulary Pictures Card sudah jelas dan mudah dipahami?  
 Ya     Tidak

4. Apakah bentuk secara umum dari media English Vocabulary Pictures Card sudah baik dan menarik?  
 Ya     Tidak
5. Apakah English Vocabulary Pictures Card ini adalah media yang tepat untuk belajar vocabulary dalam bahasa Inggris?  
 Ya     Tidak
6. Apakah Pembelajaran menggunakan English Vocabulary Pictures Card membuat peserta didik senang dan tidak bosan selama pembelajaran?  
 Ya     Tidak
7. Apakah Pembelajaran menjadi lebih interaktif menggunakan English Vocabulary Pictures Card?  
 Ya     Tidak
8. Apakah Pembelajaran bahasa Inggris menjadi lebih efektif dan efisien dengan menggunakan English Vocabulary Pictures Card?  
 Ya     Tidak
9. Apakah English Vocabulary Card membuat Kamu lebih tertarik dan antusias dalam belajar bahasa Inggris.  
 Ya     Tidak
10. English Vocabulary Pictures Card dapat membuat suasana pembelajaran menjadi kondusif.  
 Ya     Tidak

**Komentar dan saran:**

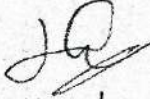
uak pelajaran yang ini sangat begitu bagus dan menyenangkan

.....

.....

Jembrana, .....

Siswa

  
.....  
FATIMAH AZZAHRA



### LEMBAR ANKET PENDAPAT SISWA

Nama : NAGILA NUR ANINDI  
Kelas : IV A  
Judul Penelitian : Developing English Vocabulary Pictures Card Media to Teach Vocabulary For The Fifth Grade Students At Madrasah Ibtidaiyah Negeri 6 Jembrana Bali  
Mata Pelajaran : Bahasa Inggris  
Peneliti : Firman Aulia Ramadhan, S.Pd

Angket ini dimaksudkan untuk mengetahui pendapat peserta didik mengenai English Vocabulary Card Media.

#### Petunjuk:

1. Isilah nama dan kelas pada bagian yang telah disediakan.
2. Berilah tanda *check* (✓) pada pilihan jawaban dan berikan alasan singkat jika diperlukan.
3. Hanya diperkenankan memilih satu jawaban.
4. Semua pertanyaan wajib dijawab.
5. Jawaban tidak akan mempengaruhi nilai pada pelajaran Bahasa Inggris dan dijaga kerahasiaanya.
6. Dimohon untuk memberikan komentar atau saran pada bagian yang telah disediakan.

Atas kesediaan saudara untuk mengisi angket ini saya ucapkan terimakasih.

#### Pertanyaan.

1. Apakah pemilihan warna pada media English Vocabulary Pictures Pictures Card sudah tepat dan menarik?  
 Ya     Tidak
2. Apakah tampilan gambar yang disajikan pada media English Vocabulary Pictures Card sudah sesuai dan mudah dipahami?  
 Ya     Tidak
3. Apakah Panduan permainan kartu English Vocabulary Pictures Card sudah jelas dan mudah dipahami?  
 Ya     Tidak



4. Apakah bentuk secara umum dari media English Vocabulary Pictures Card sudah baik dan menarik?  
 Ya     Tidak
5. Apakah English Vocabulary Pictures Card ini adalah media yang tepat untuk belajar vocabulary dalam bahasa Inggris?  
 Ya     Tidak
6. Apakah Pembelajaran menggunakan English Vocabulary Pictures Card membuat peserta didik senang dan tidak bosan selama pembelajaran?  
 Ya     Tidak
7. Apakah Pembelajaran menjadi lebih interaktif menggunakan English Vocabulary Pictures Card?  
 Ya     Tidak
8. Apakah Pembelajaran bahasa Inggris menjadi lebih efektif dan efisien dengan menggunakan English Vocabulary Pictures Card?  
 Ya     Tidak
9. Apakah English Vocabulary Card membuat Kamu lebih tertarik dan antusias dalam belajar bahasa Inggris.  
 Ya     Tidak
10. English Vocabulary Pictures Card dapat membuat suasana pembelajaran menjadi kondusif.  
 Ya     Tidak

Komentar dan saran:

Sangat bagus dan tidak membuat bosan. Kak Firman

.....

.....

.....

Jembrana, .....

Siswa



.....  
NAQILA Nur ALFITRI

### LEMBAR ANGKET PENDAPAT SISWA

Nama : Rimbawan Dwi ANIANSIH  
Kelas : VA  
Judul Penelitian : Developing English Vocabulary Pictures Card Media to Teach Vocabulary For The Fifth Grade Students At Madrasah Ibtidaiyah Negeri 6 Jembrana Bali  
Mata Pelajaran : Bahasa Inggris  
Peneliti : Firman Aulia Ramadhan, S.Pd

Angket ini dimaksudkan untuk mengetahui pendapat peserta didik mengenai English Vocabulary Card Media.

#### Petunjuk:

1. Isilah nama dan kelas pada bagian yang telah disediakan.
2. Berilah tanda *check* (✓) pada pilihan jawaban dan berikan alasan singkat jika diperlukan.
3. Hanya diperkenankan memilih satu jawaban.
4. Semua pertanyaan wajib dijawab.
5. Jawaban tidak akan mempengaruhi nilai pada pelajaran Bahasa Inggris dan dijaga kerahasiaannya.
6. Dimohon untuk memberikan komentar atau saran pada bagian yang telah disediakan.

Atas kesediaan saudara untuk mengisi angket ini saya ucapkan terimakasih.

#### Pertanyaan.

1. Apakah pemilihan warna pada media English Vocabulary Pictures Pictures Card sudah tepat dan menarik?  
 Ya     Tidak
2. Apakah tampilan gambar yang disajikan pada media English Vocabulary Pictures Card sudah sesuai dan mudah dipahami?  
 Ya     Tidak
3. Apakah Panduan permainan kartu English Vocabulary Pictures Card sudah jelas dan mudah dipahami?  
 Ya     Tidak



4. Apakah bentuk secara umum dari media English Vocabulary Pictures Card sudah baik dan menarik?  
 Ya     Tidak
5. Apakah English Vocabulary Pictures Card ini adalah media yang tepat untuk belajar vocabulary dalam bahasa Inggris?  
 Ya     Tidak
6. Apakah Pembelajaran menggunakan English Vocabulary Pictures Card membuat peserta didik senang dan tidak bosan selama pembelajaran?  
 Ya     Tidak
7. Apakah Pembelajaran menjadi lebih interaktif menggunakan English Vocabulary Pictures Card?  
 Ya     Tidak
8. Apakah Pembelajaran bahasa Inggris menjadi lebih efektif dan efisien dengan menggunakan English Vocabulary Pictures Card?  
 Ya     Tidak
9. Apakah English Vocabulary Card membuat Kamu lebih tertarik dan antusias dalam belajar bahasa Inggris.  
 Ya     Tidak
10. English Vocabulary Pictures Card dapat membuat suasana pembelajaran menjadi kondusif.  
 Ya     Tidak

Komentar dan saran:

mantap coy Bahasa Inggris memang mantul  
 mantul

Jembrana, .....

Siswa

*Arah*

Rimbun dan Dwi Aliviansih

### LEMBAR ANKET PENDAPAT SISWA

Nama : Jihan..lehansilah...D.S.Wy...  
Kelas : I.N.A.....  
Judul Penelitian :Developing English Vocabulary Pictures Card Media to Teach  
Vocabulary For The Fifth Grade Students At Madrasah Ibtidaiyah  
Negeri 6 Jembrana Bali  
Mata Pelajaran : Bahasa Inggris  
Peneliti : Firman Aulia Ramadhan, S.Pd

Angket ini dimaksudkan untuk mengetahui pendapat peserta didik mengenai English Vocabulary Card Media.

#### Petunjuk:

1. Isilah nama dan kelas pada bagian yang telah disediakan.
2. Berilah tanda *check* (✓) pada pilihan jawaban dan berikan alasan singkat jika diperlukan.
3. Hanya diperkenankan memilih satu jawaban.
4. Semua pertanyaan wajib dijawab.
5. Jawaban tidak akan mempengaruhi nilai pada pelajaran Bahasa Inggris dan dijaga kerahasiaanya.
6. Dimohon untuk memberikan komentar atau saran pada bagian yang telah disediakan.

Atas kesediaan saudara untuk mengisi angket ini saya ucapkan terimakasih.

#### Pertanyaan.

1. Apakah pemilihan warna pada media English Vocabulary Pictures Pictures Card sudah tepat dan menarik?  
 Ya     Tidak
2. Apakah tampilan gambar yang disajikan pada media English Vocabulary Pictures Card sudah sesuai dan mudah dipahami?  
 Ya     Tidak
3. Apakah Panduan permainan kartu English Vocabulary Pictures Card sudah jelas dan mudah dipahami?  
 Ya     Tidak



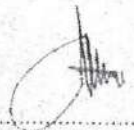
4. Apakah bentuk secara umum dari media English Vocabulary Pictures Card sudah baik dan menarik?  
 Ya     Tidak
5. Apakah English Vocabulary Pictures Card ini adalah media yang tepat untuk belajar vocabulary dalam bahasa Inggris?  
 Ya     Tidak
6. Apakah Pembelajaran menggunakan English Vocabulary Pictures Card membuat peserta didik senang dan tidak bosan selama pembelajaran?  
 Ya     Tidak
7. Apakah Pembelajaran menjadi lebih interaktif menggunakan English Vocabulary Pictures Card?  
 Ya     Tidak
8. Apakah Pembelajaran bahasa Inggris menjadi lebih efektif dan efisien dengan menggunakan English Vocabulary Pictures Card?  
 Ya     Tidak
9. Apakah English Vocabulary Card membuat Kamu lebih tertarik dan antusias dalam belajar bahasa Inggris.  
 Ya     Tidak
10. English Vocabulary Pictures Card dapat membuat suasana pembelajaran menjadi kondusif.  
 Ya     Tidak

**Komentar dan saran:**

.....  
pembelajaran kartu vocabulary sangat seru karena  
bisa mengetahui cita-cita yang kami senan :)

Jembrana, .....

Siswa



### LEMBAR ANGKET PENDAPAT SISWA

Nama : Fajaf Usawan  
Kelas : HA  
Judul Penelitian : Developing English Vocabulary Pictures Card Media to Teach Vocabulary For The Fifth Grade Students At Madrasah Ibtidaiyah Negeri 6 Jembrana Bali  
Mata Pelajaran : Bahasa Inggris  
Peneliti : Firman Aulia Ramadhan, S.Pd

Angket ini dimaksudkan untuk mengetahui pendapat peserta didik mengenai English Vocabulary Card Media.

#### Petunjuk:

1. Isilah nama dan kelas pada bagian yang telah disediakan.
2. Berilah tanda *check* (✓) pada pilihan jawaban dan berikan alasan singkat jika diperlukan.
3. Hanya diperkenankan memilih satu jawaban.
4. Semua pertanyaan wajib dijawab.
5. Jawaban tidak akan mempengaruhi nilai pada pelajaran Bahasa Inggris dan dijaga kerahasiaannya.
6. Dimohon untuk memberikan komentar atau saran pada bagian yang telah disediakan.

Atas kesediaan saudara untuk mengisi angket ini saya ucapkan terimakasih.

#### Pertanyaan.

1. Apakah pemilihan warna pada media English Vocabulary Pictures Pictures Card sudah tepat dan menarik?  
 Ya     Tidak
2. Apakah tampilan gambar yang disajikan pada media English Vocabulary Pictures Card sudah sesuai dan mudah dipahami?  
 Ya     Tidak
3. Apakah Panduan permainan kartu English Vocabulary Pictures Card sudah jelas dan mudah dipahami?  
 Ya     Tidak



4. Apakah bentuk secara umum dari media English Vocabulary Pictures Card sudah baik dan menarik?  
 Ya  Tidak
5. Apakah English Vocabulary Pictures Card ini adalah media yang tepat untuk belajar vocabulary dalam bahasa Inggris?  
 Ya  Tidak
6. Apakah Pembelajaran menggunakan English Vocabulary Pictures Card membuat peserta didik senang dan tidak bosan selama pembelajaran?  
 Ya  Tidak
7. Apakah Pembelajaran menjadi lebih interaktif menggunakan English Vocabulary Pictures Card?  
 Ya  Tidak
8. Apakah Pembelajaran bahasa Inggris menjadi lebih efektif dan efisien dengan menggunakan English Vocabulary Pictures Card?  
 Ya  Tidak
9. Apakah English Vocabulary Card membuat Kamu lebih tertarik dan antusias dalam belajar bahasa Inggris.  
 Ya  Tidak
10. English Vocabulary Pictures Card dapat membuat suasana pembelajaran menjadi kondusif.  
 Ya  Tidak

**Komentar dan saran:**

wah keren maneap Pak bhs Inggris memang maneap  
Seru kok gak membosankan  
kayak

Jombangk  
Siswa

10/11/2023



Appendix 12

RESULT OF PRETEST

What Hobby, Job and Things in The Bedroom Do You Like?

Name : ABRAM EGIS WILLOWO  
Class : VIA

SCORE:  
55

A. Pilihlah satu jawaban yang tepat di antara a, b, c, atau d.

Diving in Indonesia means....  
a. Berenang  
b. Menyelam  
c. Memancing  
d. Berlari

2. Koki in English Means...  
a. Chef  
b. Nurse  
c. Doctor  
d. Army

3. A. Is it a Television?  
B. No. It is...  
a. Wallet  
b. Computer  
c. Clock  
d. Fan



4. Jobs that catch criminals is ...  
a. Teacher  
b. Policeman  
c. Sailor  
d. Scientist

A..... can sing song with a good voice  
a. Singer  
b. Taylor  
c. Scientist  
d. Farmer

6. Hobbies that can be done at home is ...  
a. Watching Tv  
b. Hiking  
c. Diving  
d. Playing Football

7. A. Does your father work as a teacher?  
B.No. He is An .....

a. Judge  
b. Firefighter  
c. Army



d. Machinist

8. Which one is Correct?

a. Arshitect

c. Arkhiteck

b. Arshitek

d. Architect

9. Pillow in Indonesian Means?

a. Guling

c. Bantal

b. Tas

d. Pintu

10. A. Is your mom and dad a fisherman and a merchant?

B. No, My Father is ..... And My Mother is .....

a. Doctor and Nurse

b. Judge and Lawyer

c. Pilot and Flight Attendant

d. Photographer and Hairdresser



11. Arrange this letter into a Hobby's name...

l-p-a-y-g-i-n a-b-d-i-m-n-o-t-n

a. Playing Music

b. Playing Basketball

c. Playing Guitar

d. Playing Badminton

12. a job that can cure the sick is?

a. Judge

c. Teacher

b. Journalist

d. Doctor

13. Which one is correct ...

a. Parmacist

c. farmachist

b. Pharmacist

d. farmasiat

14. Curtain In Indonesia means

a. Tirai

c. Kain

b. Taplak Meja

d. kipang angin

15. Seniman in English Means ..?

a. Singer

c. Sailor

b. Artist

d. Tailor

16. I put my books, newspaper and magazine in the ..

a. Wardrobe

b. Table



c. Bookcase

d. Bag

17. Arrange this letter into a Hobby's name

a-p-n-i-t-g-n-i

a. Drawing

~~b. Painting~~

c. Writing

d. Reading

18. Turn off the ..... before going to sleep.

~~a. Fan~~

b. Door

c. Window

d. Lamp

19. Which one is correct. ?

a. Astronot

~~b. Astronout~~

c. Astronaut

d. Astrunout

20. There is a big ..... in my room

a. Windows

b. Mirror

c. Door

~~d. Glass~~





d. Machinist

Which one is Correct?

a. Arshitect

c. Arkhiteck

Arshitek

d. Architeet

Pillow in Indonesian Means?

Guling

c. Bantal

b. Tas

d. Pintu

10. A. Is your mom and dad a fisherman and a merchant?

B.No, My Father is ..... And My Mother is .....

a. Doctor and Nurse

b. Judge and Lawyer

Pilot and Flight Attendant

d. Photographer and Hairdresser



11. Arrange this letter into a Hobby's name.

l-p-a-y-g-i-n a-b-d-i-m-n-o-i-n

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c. Playing Guitar

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a job that can cure the sick is?

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c. Window

b. Door

Lamp

Which one is correct?

a. Astronot

c. Astronaut

Astronout

d. Astrunout

20. There is a big ... in my room

a. Windows

Mirror

c. Door

d. Glass





**RENCANA PELAKSANAAN PEMBELAJARAN  
BAHASA INGGRIS SD KELAS 4**

<b>INFORMASI UMUM</b>	
<b>A. IDENTITAS MODUL</b>	
<b>Penyusun</b>	<b>: Firman Aulia Ramadhan, S.Pd</b>
<b>Instansi</b>	<b>: MIN 6 Jembrana</b>
<b>Tahun Penyusunan</b>	<b>: Tahun 2023</b>
<b>Jenjang Sekolah</b>	<b>: MIN 6 Jembrana</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Fase / Kelas</b>	<b>: B / 4</b>
<b>Semester</b>	<b>: I (Ganjil)</b>
<b>Unit / Tema</b>	<b>: 1. What Are You Doing?</b>
<b>Alokasi Waktu</b>	<b>: 6 Minggu (2 X 35 Menit)</b>
<b>B. KOMPETENSI AWAL</b>	
<ul style="list-style-type: none"> <li>❖ Anak mampu mengungkapkan aktivitas menggunakan Verb ing</li> <li>❖ Anak mampu membuat kalimat tentang kegiatannya.</li> </ul>	
<b>C. PROFIL PELAJAR PANCASILA</b>	
<ul style="list-style-type: none"> <li>❖ Mandiri</li> <li>❖ Kreatif</li> <li>❖ Bergotong royong</li> </ul>	
<b>D. SARANA DAN PRASARANA</b>	
<ul style="list-style-type: none"> <li>❖ Sumber Belajar : (Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021 <i>My Next Words Grade 4 Student's Book For Elementary School</i>, Penulis : EYLC Team dan Internet), Lembar kerja peserta didik</li> <li>❖ Peralatan Pembelajaran : Laptop, Alat Bantu Audio (Speaker), Proyektor, Papan Tulis, Dan Alat Tulis, Seperti Spidol Atau Kapur Tulis</li> <li>❖ Media Pembelajaran : English Vocabulary Pictures Card</li> </ul>	
<b>E. TARGET PESERTA DIDIK</b>	
<ul style="list-style-type: none"> <li>❖ Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.</li> <li>❖ Peserta didik dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir aras tinggi (HOTS), dan memiliki keterampilan memimpin</li> </ul>	
<b>F. JUMLAH PESERTA DIDIK</b>	
<ul style="list-style-type: none"> <li>❖ Minimum 15 Peserta didik, Maksimum 35 Peserta didik</li> </ul>	
<b>G. MODEL PEMBELAJARAN</b>	
<ul style="list-style-type: none"> <li>❖ Pembelajaran Tatap Muka</li> </ul>	

## KOMPONEN INTI

### A. TUJUAN KEGIATAN PEMBELAJARAN

#### ❖ **Capaian Pembelajaran :** **Menyimak-Berbicara**

Peserta didik mampu menggunakan bahasa Inggris untuk berinteraksi dalam lingkup situasi sosial dan kelas yang makin luas namun masih dapat diprediksi (rutin) menggunakan kalimat dengan pola tertentu.

Peserta didik mampu mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam rutinitas kelas dan aktivitas belajar, seperti menyampaikan perasaan, menyampaikan kebutuhan, dan meminta pertolongan.

Peserta didik mampu memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual, serta menggunakan kosa kata sederhana.

Peserta didik mampu mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar dengan bantuan visual.

#### **Menulis Mempresentasikan**

Peserta didik mampu mengomunikasikan ide dan pengalamannya melalui gambar dan salinan tulisan.

Dengan bantuan guru, peserta didik mampu menghasilkan teks deskripsi dan prosedur sederhana menggunakan kata/frasa sederhana dan gambar.

Peserta didik mampu menulis kosakata sederhana yang berkaitan dengan lingkungan kelas dan rumah dalam Bahasa Inggris menggunakan ejaan yang diciptakan sendiri oleh anak.

#### ❖ **Tujuan Pembelajaran:**

- Peserta didik mampu mengekspresikan aktivitas sehari-hari menggunakan verb ing dan mampu membuat kalimat berdasarkan aktivitasnya.
- Peserta didik mampu membuat kalimat dengan menggunakan verb ing.

### B. PEMAHAMAN BERMAKNA

What are you doing?

What is she/he doing?

Going, singing, playing, having breakfast, watching, swimming,

### C. PERTANYAAN PEMANTIK

❖ What are you doing?

❖ What is she/he doing?

### D. KEGIATAN PEMBELAJARAN

**Prosedur Kegiatan**

**Kegiatan Pendahuluan**

### **Let's Sing**

1. Guru menyapa peserta didik .
2. Guru mengajak peserta didik untuk menyanyikan lagu pada halaman 2.  
*Ok children, today we are going to sing. Do you like singing?*
3. Guru memberi contoh menyanyikan lagu pada halaman 2.
4. Peserta didik menyanyikan lagu.
5. Guru mengajak siswa untuk menebak apa yang sedang dilakukan guru di depan kelas.  
*What am I doing? Singing.*

### **Kegiatan Inti**

#### **Look and Say**

1. Guru meminta peserta didik mengamati gambar pada halaman 3-5.
2. *Look at the picture on page 3-5. What are they doing?*
3. Guru meminta peserta didik untuk membacakan kalimat yang ada pada halaman 3-5.
4. Guru membetulkan beberapa pengucapan yang belum benar.
5. Guru meminta peserta didik untuk menirukan pengucapan kata yang benar.
6. Peserta didik diminta mengulang pengucapan secara mandiri untuk hal 3 – 5. Contoh kalimat guru : *Let's read and say together*

#### **Pair work**

1. Guru memeragakan satu kegiatan di depan kelas. *"Let's guess what am I doing?"*  
Peserta didik: *"you are singing"*
2. Guru meminta beberapa siswa memeragakan kegiatan yang sedang mereka lakukan.  
Peserta didik yang lain menebak kegiatan yang diperagakan teman di depan kelas
3. Guru membagikan kartu bergambar pada masing-masing peserta didik.
4. Guru meminta dua anak melakukan tanya jawab dengan memperhatikan gambar pada kartu dan bertanya *"what is he/she doing"*
5. Siswa melakukan tanya jawab secara berpasangan dengan menggunakan kartu.

#### **Look and Write**

1. Guru menunjukkan gambar sebuah kegiatan dan bertanya, **"What is he doing?"**
2. Peserta didik mengamati gambar dan menjawab, **"Dimas is swimming"**
3. Guru meminta peserta didik mengamati gambar pada halaman 7 dan menuliskan kegiatan sesuai **"look at the picture! write what are they doing"**

#### **Listen and Write**

1. Guru mengajak siswa mengamati gambar Cici yang sedang sarapan di kantin. **"Look at the picture, listen to my sentence and write"**

2. Guru membacakan kalimat sesuai dengan gambar, peserta didik menuliskannya di bawah gambar **“Number one, Lili is having breakfast.”**
3. Guru melanjutkan membacakan kalimat selanjutnya. *Number two, They are buying cakes. Number three, Joshua and friends are playing football.*  
*Number four, Aisyah is studying Math.*  
*Number five, they are reading book.*  
*Number six, they are studying English.*  
*Number seven, Made is washing his hands.*  
*Number eight, they are playing marbles.*  
*Number nine, Cici is borrowing some books.*
4. Guru mengajak siswa mendiskusikan hasil dari kegiatan listening.

#### **Look and Write**

1. Peserta didik diminta mengamati gambar dan contoh kalimat tentang kegiatan yang dilakukan serta tempat kegiatannya. Guru menuntun peserta didik untuk mengungkapkan kalimat berdasarkan gambar.
2. Contoh kalimat guru: *“look at the picture, what is Joshua Doing?/what are they doing?”*
3. Guru mengajak siswa mengamati gambar pada halaman 11-12. *“Look at the picture, what are they doing?”*
4. Peserta didik menuliskan kalimat yang sesuai dengan gambar yang ada di buku peserta didik halaman 11-12. Contoh kalimat guru : *“let’s write the sentence on your book”*

#### **Game(Learning by Playing)**

Langkah-langkah:

- 1) Siapkan kartu kilas yang bergambar tanpa ada nama. Gambar kartu kilas dapat berupa benda hidup atau benda mati. Agar lebih seru, benda yang akan ditampilkan memiliki banyak kesamaan. Misal, gambar ayam, bebek, itik, kambing, domba, kuda, keledai, kuda nil, dll.
- 2) Sajikan kartu kilas di depan siswa. Untuk menambah keseruan pembelajaran, kartu kilas dapat ditempelkan dengan jarak yang berjauhan (di ujung kiri dan kanan tembok bagian depan).
- 3) Sebutkan dua sampai tiga ciri-ciri benda yang ditampilkan. Jika siswa masih kesulitan menjawab, dapat ditambahkan cirinya sampai ada yang dapat menjawab.
- 4) Ulangi sampai semua kartu yang ditampilkan telah ditebak oleh siswa.
- 5) Sebagai refleksi, minta siswa menyebutkan perbedaan dan kesamaan benda-benda yang telah dijawab
- 6) Pengajar menunjukkan kartu yang diambil untuk mengonfirmasi jawaban

## Kegiatan Penutup

### My New Words

1. Pada tahap ini peserta didik diajak untuk menyebutkan kembali semua kosakata yang telah dipelajari sebelumnya dengan benar. *"Let's say together : going, eating, etc"*
2. Siswa yang mendapat giliran memimpin doa untuk menutup proses pembelajaran.
3. Siswa mengucapkan salam dan terima kasih, kemudian bersama dengan guru saling mengucapkan selamat berpisah.

## E. REFLEKSI

### Refleksi Guru

1. Bagaimanakah reaksi peserta didik dalam mengikuti pembelajaran pada unit ini?
2. Apakah yang menjadi kendala dalam pembelajaran pada unit ini?
3. Bagaimana pencapaian Keberhasilan dalam pembelajaran unit ini?
4. Apa poin penting yang menjadi catatan dalam menyelesaikan permasalahan pembelajaran pada unit ini?
5. Satu kata atau kalimat yang menggambarkan pencapaian pembelajaran pada unit ini?

### Refleksi Peserta Didik:

Siswa mengungkapkan secara lisan apa yang dipelajarinya hari ini

## F. ASESMEN / PENILAIAN

### Rubrik Penilaian

Berikut adalah penilaian yang dapat digunakan oleh guru dalam menilai siswa pada unit 1.

### Rubrik penilaian writing pada halaman 11-12

No.	Nama	Aspek									Rata-rata
		Akurasi (grammar)			Ketuntasan			Mekanik (pactuation, spelling, kapitalisasi)			
		1	2	3	1	2	3	1	2	3	
1	Haidar										
2											
3											

## G. KEGIATAN PENGAYAAN DAN REMEDIAL

Pengayaan adalah kegiatan pembelajaran yang diberikan pada peserta didik dengan

capaian tinggi agar mereka dapat mengembangkan potensinya secara optimal.

Remedial diberikan kepada peserta didik yang membutuhkan bimbingan untuk memahami materi atau pembelajaran mengulang. Saat merancang kegiatan pengayaan, perlu diperhatikan mengenai diferensiasi contohnya lembar belajar/kegiatan yang berbeda dengan kelas.

Mengetahui

Guru Bahasa Inggris



**Ali Mukhtar, S.Pd.**

NIP.

Jembrana,.....

Peneliti



**Firman Aulia Ramadhan, S.Pd.**

NIM. 223206040007

An Kepala MIN 6 Jembrana

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**Muhammad, S.Pd**

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UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R



**RENCANA PELAKSANAAN PEMBELAJARAN  
BAHASA INGGRIS KELAS 4**

<b>INFORMASI UMUM</b>	
<b>A. IDENTITAS MODUL</b>	
<b>Penyusun</b>	: <b>Firman Aulia Ramadhan, S.Pd</b>
<b>Instansi</b>	: <b>MIN 6 Jembrana</b>
<b>Tahun Penyusunan</b>	: <b>Tahun 2023</b>
<b>Jenjang Sekolah</b>	: <b>MIN 6 Jembrana</b>
<b>Mata Pelajaran</b>	: <b>Bahasa Inggris</b>
<b>Fase / Kelas</b>	: <b>B / 4</b>
<b>Semester</b>	: <b>I (Ganjil)</b>
<b>Unit / Tema</b>	: <b>2. Me and My Dream</b>
<b>Alokasi Waktu</b>	: <b>6 Minggu (2 X 35 Menit)</b>
<b>B. KOMPETENSI AWAL</b>	
<ul style="list-style-type: none"> <li>❖ Mengetahui kosakata bahasa inggris yang berkaitan dengan My Dream</li> <li>❖ Membaca kosakata My Dream dengan tepat</li> </ul>	
<b>C. PROFIL PELAJAR PANCASILA</b>	
<ol style="list-style-type: none"> <li>1. Bernalar kritis</li> <li>2. Kreatif</li> </ol>	
<b>D. SARANA DAN PRASARANA</b>	
<ul style="list-style-type: none"> <li>❖ Sumber Belajar : (Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021 <i>My Next Words Grade 4 Student's Book For Elementary School</i>, Penulis : EYLC Team dan Internet), Lembar kerja peserta didik</li> <li>❖ Peralatan Pembelajaran : Laptop, Alat Bantu Audio (Speaker), Proyektor, Papan Tulis, Dan Alat Tulis, Seperti Spidol Atau Kapur Tulis.</li> <li>❖ Media Pembelajaran : English Vocabulary Pictures Card</li> </ul>	
<b>E. TARGET PESERTA DIDIK</b>	
<ul style="list-style-type: none"> <li>❖ Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.</li> <li>❖ Peserta didik dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir aras tinggi (HOTS), dan memiliki keterampilan memimpin</li> </ul>	
<b>F. JUMLAH PESERTA DIDIK</b>	
<ul style="list-style-type: none"> <li>❖ Minimum 15 Peserta didik, Maksimum 35 Peserta didik</li> </ul>	
<b>G. MODEL PEMBELAJARAN</b>	
<ul style="list-style-type: none"> <li>❖ Pembelajaran Tatap Muka</li> </ul>	
<b>KOMPONEN INTI</b>	

## A. TUJUAN KEGIATAN PEMBELAJARAN

### ❖ **Capaian Pembelajaran :**

#### **Membaca-Memirsa**

Peserta didik mampu memahami kata-kata yang sering digunakan sehari-hari dengan bantuan gambar/ilustrasi. Peserta didik mampu membaca dan memberikan respon terhadap teks pendek sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif.

#### **Menulis-Mempresentasikan**

Peserta didik mampu mengomunikasikan ide dan pengalamannya melalui gambar dan salinan tulisan.

Dengan bantuan guru, peserta didik mampu menghasilkan teks deskripsi dan prosedur sederhana menggunakan kata/frasa sederhana dan gambar.

Peserta didik mampu menulis kosakata sederhana yang berkaitan dengan lingkungan kelas dan rumah dalam Bahasa Inggris menggunakan ejaan yang diciptakan sendiri oleh anak.

### ❖ **Tujuan Pembelajaran:**

- Siswa mampu mengucapkan kosakata dalam teks My Dream dengan tepat
- Siswa mampu mempraktekkan percakapan tentang My Dream
- Siswa mampu menulis kalimat sederhana tentang My Dream

## B. PEMAHAMAN BERMAKNA

Students, do you have a dream in your life?

What do you want to be future?

Dentist, Pilot, Army, Police, Firefighter, Teacher, Doctor, Nurse etc

## C. PERTANYAAN PEMANTIK

Cita cita kalian dimasa depan menjadi apa?

## D. KEGIATAN PEMBELAJARAN

### **Kegiatan Pendahuluan**

1. Siswa dan guru saling menyapa dalam bahasa Inggris, lalu secara tertib mempersiapkan diri untuk mengikuti pembelajaran.
2. Siswa yang mendapat giliran memimpin doa untuk memulai proses pembelajaran.
3. Siswa menjawab pertanyaan dari guru seputar perasaan mereka dan kondisi kesehatan mereka di hari itu sambil guru melakukan presensi.

## **Kegiatan Inti**

### **Look and Say**

1. Guru menyampaikan pertanyaan-pertanyaan terkait dengan cita-cita
  - a. Students, do you have a dream in your life?
  - b. What do you want to be in the future?
  - c. How to make it happen?
2. Guru melakukan apersepsi tentang materi yang akan disampaikan melalui Media Pembelajaran
3. Guru memberikan kosa kata terkait cita-cita?"

### **Look and Answer**

1. Guru mengelompokkan siswa menjadi beberapa kelompok yang terdiri dari 3-4 kelompok
2. Guru memberikan teks bacaan tentang My dream dan meminta siswa pertanyaan penting yang terdapat dalam bacaan. Ok student, read the text and answer the important question on the text
3. Guru memberikan kartu kepada tiap peserta didik dan kemudian peserta didik secara bergantian bertanya jawab dengan teman kelompoknya.

### **Game**

1. Kegiatan ini berupa permainan What Missing Game menggunakan media pembelajaran berupa English vocabulary pictures card.
2. Siapkan beberapa Vocabulary Pictures Card, pastikan jumlahnya tidak terlalu banyak dan tidak terlalu sedikit (kira-kira 5-20) sesuaikan dengan tingkat kelas atau umur.
3. Sebutkan semua Vocabulary Pictures Card yang disajikan (ditempelkan di papan atau disebar di meja). Pastikan semua kartu kilas sudah diingat oleh pembelajar.
4. Pengajar atau pembelajar yang ditugaskan mengambil salah satu Vocabulary Pictures Card tanpa sepengetahuan pembelajar lain (menutup mata atau membalikkan badan). Kartu yang diambil atau dihilangkan dapat berjumlah satu, dua, atau lebih atau bertahap, satu kartu kemudian dua kartu, dan seterusnya.
5. Pengajar meminta pembelajar untuk mencari tahu kartu apa yang hilang.
6. Pengajar menunjukkan kartu yang diambil untuk mengonfirmasi jawaban

### **Kegiatan Penutup**

#### **My New Words**

1. Pada tahap ini peserta didik diajak untuk menyebutkan kembali materi yang sudah disampaikan oleh guru
2. Siswa yang mendapat giliran memimpin doa untuk menutup proses pembelajaran.
3. Siswa mengucapkan salam dan terima kasih, kemudian bersama dengan guru saling

mengucapkan selamat berpisah.

## E. REFLEKSI

### Refleksi Guru

1. Bagaimanakah reaksi peserta didik dalam mengikuti pembelajaran pada unit ini?
2. Apakah yang menjadi kendala dalam pembelajaran pada unit ini?
3. Bagaimana pencapaian Keberhasilan dalam pembelajaran unit ini?
4. Apa poin penting yang menjadi catatan dalam menyelesaikan permasalahan pembelajaran pada unit ini?
5. Satu kata atau kalimat yang menggambarkan pencapaian pembelajaran pada unit ini?

### Refleksi Peserta Didik:

Siswa mengungkapkan secara lisan apa yang dipelajarinya hari ini.

## F. ASESMEN / PENILAIAN

### Rubrik Penilaian

Berikut adalah penilaian yang dapat digunakan oleh guru dalam menilai siswa pada unit 2.

### Rubrik penilaian writing pada halaman 18

No.	Nama	Aspek									Rata-rata
		Akurasi (grammar)			Ketuntasan			Mekanik (pactuation, spelling, kapitalisasi)			
		1	2	3	1	2	3	1	2	3	
1	Haidar										
2											
3											

## G. KEGIATAN PENGAYAAN DAN REMEDIAL

Pengayaan adalah kegiatan pembelajaran yang diberikan pada peserta didik dengan capaian tinggi agar mereka dapat mengembangkan potensinya secara optimal.

Remedial diberikan kepada peserta didik yang membutuhkan bimbingan untuk memahami materi atau pembelajaran mengulang. Saat merancang kegiatan pengayaan, perlu diperhatikan mengenai diferensiasi contohnya lembar belajar/kegiatan yang berbeda dengan kelas.

Mengetahui  
Guru Bahasa Inggris



**Ali Mukhtar, S.Pd.**

NIP.

Jembrana,.....

Peneliti



**Firman Aulia Ramadhan, S.Pd.**

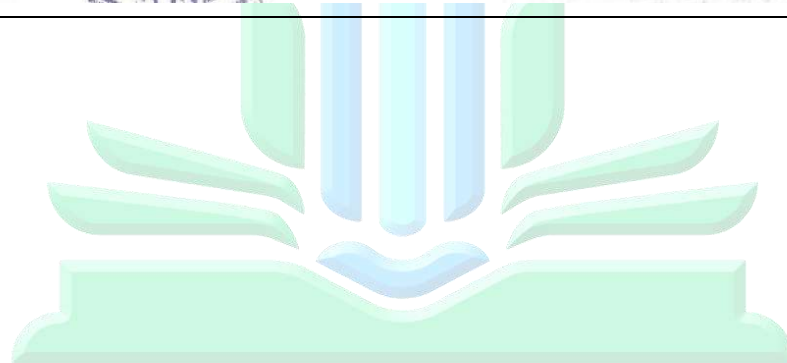
NIM. 223206040007

An Kepala MIN 6 Jembrana  
Waka Kurikulum Min 6 Jembrana



**Mukarramah, S.Pd**

NIP. 197701062006042002



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

**RENCANA PELAKSANAAN PEMBELAJARAN  
BAHASA INGGRIS KELAS 4**

**INFORMASI UMUM**

**A. IDENTITAS MODUL**

<b>Penyusun</b>	:	<b>Firman Aulia Ramadhan, S.Pd</b>
<b>Instansi</b>	:	<b>MIN 6 Jembrana</b>
<b>Tahun Penyusunan</b>	:	<b>Tahun 2023</b>
<b>Jenjang Sekolah</b>	:	<b>MI</b>
<b>Mata Pelajaran</b>	:	<b>Bahasa Inggris</b>
<b>Fase / Kelas</b>	:	<b>B / 4</b>
<b>Semester</b>	:	<b>I (Ganjil)</b>
<b>Unit / Tema</b>	:	<b>3. Thing In Our Bedroom?</b>
<b>Alokasi Waktu</b>	:	<b>6 Minggu (2 X 35 Menit)</b>

**B. KOMPETENSI AWAL**

- ❖ Anak-anak dapat mengatakan hal-hal di setiap kamar tidur.
- ❖ Anak mampu membuat kalimat yang berhubungan dengan benda-benda di ruang tidur.

**C. PROFIL PELAJAR PANCASILA**

- ❖ Sopan
- ❖ Mandiri
- ❖ Kreatif

**D. SARANA DAN PRASARANA**

- ❖ Sumber Belajar : (Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021 *My Next Words Grade 4 Student's Book For Elementary School*, Penulis : EYLC Team dan Internet), Lembar kerja peserta didik
- ❖ Peralatan Pembelajaran : Laptop, Alat Bantu Audio (Speaker), Proyektor, Papan Tulis, Dan Alat Tulis, Seperti Spidol Atau Kapur Tulis.
- ❖ Media Pembelajaran : English Vocabulary Pictures Card

**E. TARGET PESERTA DIDIK**

- ❖ Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.
- ❖ Peserta didik dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir aras tinggi (HOTS), dan memiliki keterampilan memimpin

**F. JUMLAH PESERTA DIDIK**

- ❖ Minimum 15 Peserta didik, Maksimum 35 Peserta didik

**G. MODEL PEMBELAJARAN**

- ❖ Pembelajaran Tatap Muka

**KOMPONEN INTI**



## A. TUJUAN KEGIATAN PEMBELAJARAN

### ❖ **Capaian Pembelajaran :** **Membaca-Memirsa**

Peserta didik mampu memahami kata-kata yang sering digunakan sehari-hari dengan bantuan gambar/ilustrasi.

Peserta didik mampu membaca dan memberikan respon terhadap teks pendek sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif.

### ❖ **Tujuan Pembelajaran:**

- Peserta didik mampu menyebutkan benda – benda di dalam ruangan dengan baik dan lancar.
- Peserta didik dapat menulis kalimat yang berkaitan dengan benda di ruangan..

## B. PEMAHAMAN BERMAKNA

What are in the Bedroom?

Table, lamp, cupboard, picture, shelf, television, clock, bed, pillow, bolster, wardrobe

## C. PERTANYAAN PEMANTIK

### ❖ Apa yang ada di kamar tidur?

## D. KEGIATAN PEMBELAJARAN

### **Kegiatan Pendahuluan**

1. Siswa dan guru saling menyapa dalam bahasa Inggris, lalu secara tertib mempersiapkan diri untuk mengikuti pembelajaran.
2. Siswa yang mendapat giliran memimpin doa untuk memulai proses pembelajaran.
3. Siswa menjawab pertanyaan dari guru seputar perasaan mereka dan kondisi kesehatan mereka di hari itu sambil guru melakukan presensi.

### **Kegiatan Inti**

#### **Look and Say**

1. Peserta didik diminta mengamati gambar pada halaman 46 - 47.
2. Peserta didik diajak untuk menirukan pengucapan semua kata di halaman 46 (*clock, shelf, television, cupboard, lamp, vase sofa, room, table*) dan halaman 47 (*wardrobe, pillow, bolster, blanket, bed, chair, mirror*)

Contoh kalimat guru:

Teacher: “*Hi Children, we are going to say names of things in the living room and bed room. Clock, chair, table , etc*”

3. Guru menunjuk beberapa peserta didik mengulang pengucapan benda benda secara lisan untuk hal 46-47.

Contoh kalimat guru : *“what picture is it?, can you say?”*

Student : *“table, lamp, etc..”*

### **Let's Arrange The Words**

1. Guru mengajak peserta didik untuk melihat lagi halaman sebelumnya, yaitu halaman 46 – 47

Contoh kalimat guru: *“what picture is it? What are they?”*

Student : *“book, table, etc”*

2. Guru mengajak peserta didik untuk menyusun kartu huruf-huruf menjadi sebuah kata benda secara klasikal di depan kelas.

Contoh kalimat guru : *“let's we arrange the letter to make the words, can you?”*

3. Peserta didik diajak untuk menyusun huruf-huruf menjadi sebuah kata benda yang benar di buku peserta didik halaman 48.

**Catatan: pada kegiatan ini Guru membutuhkan media berupa kartu huruf**

### **Look and Write**

1. Peserta didik diajak mengidentifikasi gambar di halaman 49, kemudian guru menuntun peserta didik untuk menuliskan kalimat.

Contoh kalimat guru:

Teacher: *“Look at the picture and answer my question!”*

*“What are in the the bedroom?”*

Students: *“There are pillow, bolster, ...”*

Teacher: *“How many bed in the bedroom?”*

**Students: “One”**

Teacher: *“Good. There is a bed in the bedroom. Now please complete the sentence “*

2. Peserta didik melengkapi kalimat rumpang sesuai gambar yang ada di buku peserta didik halaman 49.

### **Game**

1. Guru memberitahu bahwa peserta didik akan bermain game tentang nama-nama benda

yang ada dalam sebuah ruangan.

Contoh kalimat guru:

***Ok Children, now we are going to play a game. The game is about the things in a room. Please, enjoy the game!***

2. Selanjutnya, guru membuat beberapa kelompok yang beranggotakan 4-5 peserta didik.
3. Dalam setiap kelompok, guru memberikan 2 kartu bergambar ruangan lengkap dengan benda-bendanya. Secara bergantian, setiap anak bertanya kepada teman kelompoknya tentang benda-benda yang ada di ruang tamu dan di kamar tidur.

Contoh kegiatan:

Student A : (Sambil menunjukkan kartu 1) ***“What are in the living room?”***

Student B : (Melihat kartu 2) ***“They are: clock, sofa, lamp, ... dan seterusnya.***

Selanjutnya, dari setiap kelompok bisa bertukar kartu gambar.

Pada kegiatan ini guru membutuhkan kartu bergambar ruangan lengkap beserta benda bendanya, contoh gambar ruang tamu lengkap dengan sofa, meja, dan seterusnya.

### **Look and Write**

1. Peserta didik diajak mengamati gambar di halaman 51. Selanjutnya, guru melakukan tanya jawab dengan peserta didik.

Contoh kalimat guru untuk peserta didik:

Teacher:

***“Look at the picture and answer my question!”***

***“Where is Cici?”***

Students: ***“In the living room“***

Teacher: ***“Good. How about the pencil case? Where is the pencil case?”***

Students: ***“On the sofa.”***

Teacher: ***“Good. The pencil case is on the sofa”. Now, Look at the picture and answer the question!***

2. Peserta didik menjawab pertanyaan di halaman 51.

### **Look and Write**

1. Peserta didik diajak mengingat nama-nama benda sesuai tempatnya.

Contoh kalimat Guru untuk peserta didik:

Teacher: ***“Hi children do you still remember about the things and it’s place?***

***Now, answer my question! “Where is the lamp, sofa, table and television?”***

Students: *“In the living room “ dan seterusnya.*

2. Guru meminta peserta didik untuk mengamati gambar dan menyusun kalimat berdasarkan gambar di buku peserta didik halaman 52.

Contoh instruksi guru:

*“Look at the picture and make a sentence through the picture!”*

3. Peserta didik membuat kalimat sesuai gambar yang ada di buku peserta didik halaman 52.

### **Kegiatan Penutup**

#### **My New Words**

1. Pada tahap ini peserta didik diajak untuk menyebutkan kembali semua nama-nama benda yang ada di ruang tamu dan kamar tidur yang telah dipelajari sebelumnya dengan benar.

Kalimat Guru : *“let’s say the words together”*

2. Siswa yang mendapat giliran memimpin doa untuk menutup proses pembelajaran.
3. Siswa mengucapkan salam dan terima kasih, kemudian bersama dengan guru saling mengucapkan selamat berpisah.

## **E. REFLEKSI**

### **Refleksi Guru**

1. Bagaimanakah reaksi peserta didik dalam mengikuti pembelajaran pada unit ini?
2. Apakah yang menjadi kendala dalam pembelajaran pada unit ini?
3. Bagaimana pencapaian Keberhasilan dalam pembelajaran unit ini?
4. Apa poin penting yang menjadi catatan dalam menyelesaikan permasalahan pembelajaran pada unit ini?
5. Satu kata atau kalimat yang menggambarkan pencapaian pembelajaran pada unit ini?

### **Refleksi Peserta Didik:**

Siswa menyebutkan kembali kosakata yang berhubungan dengan nama –nama ruang yang ada dirumah.

### **Kunci jawaban**

Kondisional

## **F. ASESMEN / PENILAIAN**

Pada unit 4 ini dilakukan penilaian menulis kalimat dari hasil pelaporan bercakap-cakap pada halaman 41.

**Rubrik penilaian writing sentence**

No.	Rubrik penilaian berbicara	Rentang		
		1-10	1-10	1-10
1	<i>Correctly</i>			
2	<b>Vocabulary</b>			
3	<b>Grammatikal</b>			

**G. KEGIATAN PENGAYAAN DAN REMEDIAL**

***Pengayaan***

Peserta didik dituliskan beberapa kalimat yang berhubungan dengan keterangan tempat dan keterangan waktu.

***Example : Cici sleeps in the bedroom every night.***

***Remedial***

Peserta didik mengucapkan kata dan atau kalimat berkenaan dengan tempat dan waktu.

Peserta didik menuliskan kata dan atau kalimat berkenaan dengan tempat dan waktu.

Mengetahui  
Guru Bahasa Inggris

**Ali Mukhtar, S.Pd.**  
NIP.

Jembrana,.....  
Peneliti

**Firman Aulia Ramadhan, S.Pd.**  
NIM. 223206040007

An Kepala MIN 6 Jembrana  
Wakil Kurikulum Min 6 Jembrana

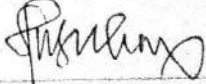
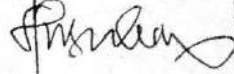
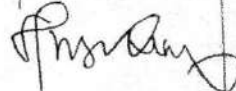

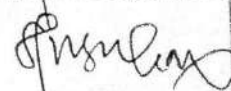
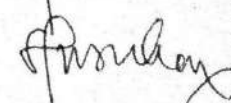
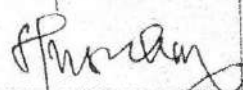

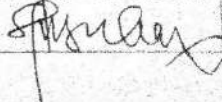
**Muhammad, S.Pd**  
NIP. 19701062006042002

### JURNAL KEGIATAN PENELITIAN

#### JURNAL KEGIATAN PENELITIAN

Judul Penelitian : Developing of English Vocabulary Pictures Card Media for Teach Vocabulary to the Fourth Grade Student's at Madrasah Ibtidaiyah Negeri 6 Jembrana Bali

Lokasi Penelitian : MIN 6 Jembrana Bali

No	Hari/Tanggal	Jenis Kegiatan	TTD
	Kamis. 27 Juli 2023	Pra Observasi di MIN 6 Jembrana Bali	
	Kamis, 03 Agustus 2023	Interview dengan Guru Bahasa Inggris di MIN 6 Jembrana Bali	
	Senin, 11 September 2023	Melakukan Tahap Analisis (Analisis Kebutuhan) di Kelas IV-A pada Pembelajaran Bahasa Inggris	
	Sabtu, 23 September 2023	Permohonan Ijin Penelitian dan penyerahan Surat Ijin Penelitian	
	Senin, 25 September 2023	Interview dengan Waka Kurikulum	
	Senin, 2 Oktober 2023	Interview dengan Guru Bahasa Inggris terkait Pembelajaran Bahasa Inggris di kelas IV-A	
	Kamis, 5 Oktober 2023	Observasi Pembelajaran Bahasa Inggris di kelas IV-A	
	Senin, 23 Oktober 2023	Uji kelompok Kecil English Vocabulary Pictures Card	
	Kamis, 26 Oktober 2023	Implementasi English Vocabulary Pictures Card Pertemuan Pertama	



Kamis, 30 Oktober 2023	Implementasi English Vocabulary Pictures Card Pertemuan Kedua	<i>[Signature]</i>
Kamis, 2 November 2023	Implementasi English Vocabulary Pictures Card Pertemuan Ketiga	<i>[Signature]</i>
kamis, 9 November 2023	Interview dengan Guru Bahasa Inggris terkait Penerapan English Vocabulary Pictures Card	<i>[Signature]</i>
Kamis, 17 November 2023	Interview dengan Peserta didik Kelas IV-A terkait Penerapan English Vocabulary Pictures Card	<i>[Signature]</i>
Rabu, 23 November 2023	Melengkapi data-data dan dokumentasi	<i>[Signature]</i>
Rabu, 29 November 2023	Permohonan Surat Selesai Penelitian sebagai akhir Penelitian	<i>[Signature]</i>

Jembrana, 29 November 2023



## SURAT SELESAI PENELITIAN



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KEMENTERIAN AGAMA KABUPATEN JEMBRANA**  
**MADRASAH IBTIDAIYAH NEGERI 6 JEMBRANA**  
Jalan Gurami Nomor 31 Gilimanuk Kecamatan Melaya Kabupaten Jembrana Bali  
Telp/faks (0365) 61489 email: [masjidlmanuk@kemumag.go.id](mailto:masjidlmanuk@kemumag.go.id)

### SURAT KETERANGAN

Nomor : B-278/Mi.17.11/OT.01.2/11/2023

Yang bertanda tangan dibawah ini,

Nama : Akhyar, S.Pd.I., M.Pd.I.  
NIP : 19651231 199403 1 024  
Jabatan : Kepala Madrasah

Dengan ini menerangkan bahwa:

Nama : Firman Aulia Ramadhan  
NIM : 223206040007  
Semester : Tiga  
Program Studi : S2- Pendidikan Guru Madrasah Ibtidaiyah  
Fakultas : Pasca Sarjana S2

Telah menyelesaikan penelitian/riset mengenai "Developing of English Vocabulary Pictures Card Media for Teach Vocabulary to the Fourth Grade Student's at Madrasah Ibtidaiyah Negeri 6 Jembrana" untuk mengembangkan sebuah media pembelajaran Bahasa Inggris. Terhitung sejak 27 Juli 2023 sampai 29 November 2023.

Demikian surat keterangan kami buat agar dipergunakan sebagaimana mestinya.

Jembrana, 29 November 2023  
Kepala Madrasah  
  
Akhyar, S.Pd.I., M.Pd.I.  
NIP. 19651231 199403 1 024





## SURAT BEBAS PLAGIASI

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**PASCASARJANA**

Jl. Mataram No. 01 Mangli, Kaliwates, Jember, Jawa Timur, Indonesia Kode Pos 68136 Telp. (0331) 487550  
 Fax (0331) 427005 e-mail : uinkhas@gmail.com Website : http://www.uinkhas.ac.id

**SURAT KETERANGAN**  
 Nomor: B-PPS/465/Un.22/PP.00.9/2/2024

Yang bertanda tangan di bawah ini Direktur Pascasarjana Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember dengan ini menerangkan bahwa telah dilakukan cek similaritas\* terhadap naskah tesis

Nama	: Firman Aulia Ramadhan
NIM	: 223206040007
Prodi	: Pendidikan Guru Madrasah Ibtidaiyah
Jenjang	: Magister (S2)

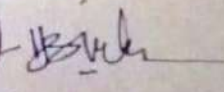
dengan hasil sebagai berikut:


BAB	ORIGINAL	MINIMAL ORIGINAL
Bab I (Pendahuluan)	17 %	30 %
Bab II (Kajian Pustaka)	25 %	30 %
Bab III (Metode Penelitian)	16 %	30 %
Bab IV (Paparan Data)	15 %	15 %
Bab V (Kajian dan Saran)	6 %	20 %

Demikian surat keterangan ini dibuat untuk dipergunakan sebagai salah satu syarat menempuh ujian tesis.


Jember, 29 Februari 2024

an. Direktur,  
Wakil Direktur

  
Dr. H. Saihan, S.Ag., M.Pd.I  
NIP. 197202172005011001



\*Menggunakan Aplikasi Turnitin



Appendix 18

THE RESULT OF VALIDITY TEST



No	Nama	No Butir																													Jumlah			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29		30		
1	Arda Wahdana	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	
2	Arqa Saputra	1	0	1	1	0	0	1	1	1	0	0	1	0	1	1	1	0	0	1	1	1	0	1	1	1	1	1	0	1	0	1	19	
3	Ayu Saputri	0	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	7		
4	Bede Ardi pratama	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	1	0	1	22	
5	Ikadek dwi Arya	1	0	0	1	1	0	0	0	0	0	1	0	0	1	1	0	1	0	0	1	1	1	0	1	1	0	0	0	0	0	12		
6	Nengah Swastika	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	0	1	0	1	0	1	1	0	1	0	1	21		
7	Ida ayu saraswati	1	1	0	1	1	1	0	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	0	1	21	
8	Muhammad Pevan	1	1	0	1	0	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	0	1	21	
9	ni luh anggraeni	0	0	1	0	1	0	1	0	1	1	0	1	0	0	0	1	0	0	0	0	0	1	0	1	1	0	0	1	0	0	11		
10	Nyoman Arka	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	0	0	0	0	1	0	1	1	0	1	0	0	19		
11	Giandra adi riyantc	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	1	1	1	1	1	1	0	0	11	
12	Rachel Lorenza	0	1	1	1	0	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	0	0	0	0	1	1	1	1	0	1	0	0	15
13	Raihan adi Putra	1	0	0	0	0	0	1	0	1	0	0	1	0	1	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	1	0	1	10
14	ki Halimatus Sa'diy	0	0	0	0	1	1	1	0	0	1	0	0	0	0	1	1	0	0	0	1	0	0	1	0	1	0	1	1	0	1	0	0	11
15	asmin Putri Azzah	1	1	1	1	1	0	1	0	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	24
	rhitung	0.5730	0.6015	0.5464	0.6937	-0.0528	0.5664	0.1815	0.6092	0.6454	0.3138	0.6341	-0.1030	0.6870	0.5579	0.5586	0.6085	0.6459	0.5036	0.5535	0.2040	0.5535	0.2240	0.5971	0.1656	0.0900	0.6085	0.5284	0.0272	0.6323	0.6962			
	rtabel	0.5140	0.5140	0.5140	0.5140	0.5140	0.5140	0.5140	0.5140	0.5140	0.5140	0.5140	0.5140	0.5140	0.5140	0.5140	0.5140	0.5140	0.5140	0.5140	0.5140	0.5140	0.5140	0.5140	0.5140	0.5140	0.5140	0.5140	0.5140	0.5140	0.5140	0.5140		
	hasil	Valid	Valid	Valid	Valid	InValid	Valid	InValid	Valid	Valid	InValid	Valid	InValid	Valid	Valid	Valid	Valid	Valid	InValid	Valid	InValid	Valid	InValid	Valid	InValid	InValid	Valid	Valid	InValid	Valid	Valid	Valid		

KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

Appendix 19

THE RESULT OF REABILITY TEST



no	Nama	INDUKSI																			Jumlah	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		20
1	Arda Wahdana	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
2	Arga Saputra	1	0	1	1	0	1	1	0	0	1	1	1	0	1	1	1	1	0	0	1	13
3	Ayu Saputri	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
4	Gede Ardi pratama	1	1	1	1	1	1	1	0	0	1	1	1	0	0	0	1	1	1	0	1	14
5	I kadek dwi Arya	1	0	0	1	0	0	0	0	0	0	1	1	0	0	1	1	1	0	0	0	7
6	I Nengah Swastika	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	0	1	16
7	Ida ayu saraswati	1	1	0	1	1	0	1	0	0	1	1	1	0	1	1	1	1	1	0	1	14
8	Muhammad Revan	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	1	15
9	ni luh anggraeni	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	3
10	Nyoman Arka	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	0	0	14
11	Giandra adi riyanto	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	5
12	Rachel Lorenza	0	1	1	1	0	1	1	0	0	1	1	1	0	1	0	0	1	0	0	0	10
13	Raihan adi Putra	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	1	4
14	Iti Halimatus Sa'diya	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	1	1	0	0	0	5
15	Yasmin Putri Azzahra	1	1	1	1	0	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	16
	Jbenar	11	9	8	11	7	7	11	4	5	9	10	12	3	6	6	11	12	5	2	8	
	p	0.73333	0.6	0.53333	0.73333	0.46667	0.46667	0.73333	0.26667	0.33333	0.6	0.66667	0.8	0.2	0.4	0.4	0.73333	0.8	0.33333	0.13333	0.53333	
	q	0.26667	0.4	0.46667	0.26667	0.53333	0.53333	0.26667	0.73333	0.66667	0.4	0.33333	0.2	0.8	0.6	0.6	0.26667	0.2	0.66667	0.86667	0.46667	
	p <sup>2</sup> q	0.19556	0.24	0.24889	0.19556	0.24889	0.24889	0.19556	0.19556	0.22222	0.24	0.22222	0.16	0.16	0.24	0.24	0.19556	0.16	0.22222	0.11556	0.24889	
	Σpq	4.19556																				
	SD <sup>2</sup> t	31.7156																				
	n	20																				
	n-1	19																				
	r <sup>2</sup>	0.91																				
	kriteria	Sangat Tinggi																				

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Appendix 20

**FOTO KEGIATAN PENELITIAN**



(Wawancara Dengan Guru Bahasa Inggris) (Obervasi Pembelajaran ke kelas IV-A)



(Wawancara dengan Peserta didik Kelas IV-A)

(Uji Skala Kecil ke Peserta didik Kelas IV-A)



(Uji Skala Besar Media English Vocabulary Pictures Card di kelas IV-A MIN 6 Jembrana Bali)



## BIODATA DIRI



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### RIWAYAT PENDIDIKAN

1. Taman Kanak-Kanak : TK Gilimandala
2. SD/MI : MIN Gilimanuk
3. SMP/MTs : MTsn-1 Jembrana
4. SMA/MA : MAN 1 Jembrana
5. S1 : UIN Kiai Haji Achmad Shiddiq Jember
6. S2 : UIN Kiai Haji Achmad Shiddiq Jember