

DEVELOPING INK'S KIT MEDIA TO STUDY SPEAKING SKILLS IN DESCRIPTIVE TEXT FOR THE SEVENTH GRADE JUNIOR HIGH SCHOOL

Inka Paradita Fitriani¹, Nita Sutanti², Yusniarsi³

Balitar Islamic University – Blitar¹

Balitar Islamic University – Blitar²

Balitar Islamic University – Blitar³

ABSTRACT

English is one of the subjects taught to students since elementary school. In this study, researchers conducted research on seventh grade junior high school students. The problems found are low speaking skills and students need improvement in English learning media. Researchers conducted research focused on speaking skills in descriptive text material. Researchers use flashcards media that are processed and updated in use during learning, which are packaged in one ink's Kit media package. The purpose of this study was to develop flashcards to teach speaking skills to seventh grade junior high school students. The researcher used simple random sampling. The subjects of this study were students of SMPN 2 Doko Class VII D as many as 35 students and 2 teachers. The data analysis technique used was qualitative and quantitative. Qualitative data were taken from observations, interviews, and documentation. Quantitative data is taken from the perception test. From the results of the perception test, it was found that the product was feasible to be used for learning students' speaking skills. Based on the Likert Scale in the perception test, it was found that 88.75% of students' perceptions with information strongly agree on the use of the product as a medium for learning English in descriptive text material. The results of the teacher's perception of the use of the developed product strongly agree that is equal to 85.3%. The results of the material validation assessment on the product were found to be 88.2% with information very suitable for use in learning. The results of the media validation assessment were found to be 81.1% with information very suitable for use in learning. The result of the research that by playing INK's Kit Media can be used to improve their speaking skill.

Keywords: *INK's Kit Media, Descriptive Text, Speaking Skill*

*Corresponding author, email: Paraditainka@gmail.com

Citation in APA style: Fitriani, I. P., Sutanti, N., & Yusniarsi. (2023). DEVELOPING INK'S KIT MEDIA TO STUDY SPEAKING SKILLS IN DESCRIPTIVE TEXT FOR THE SEVENTH GRADE JUNIOR HIGH SCHOOL. *JOSAR (Journal of Students Academic Research)*, 8(2), 352-358

Received:
August, 29th 2023

Revised:
September, 15th 2023

Published:
September, 25th 2023

DOI: <https://doi.org/10.35457/josar.v8i2.3095>

1. INTRODUCTION

English is one of the compulsory subjects studied in junior high school. Language learning English is intended to develop four language skills that someone has. In English teacher learning activities required to be able to develop four language skills owned by students. Whatever curriculum is set by based on the 2013 curriculum set by the government, teachers are

always expected to be able to develop four language skills possessed by students. That matter Castor (2014) that whatever the curriculum and whatever the theoretical references are, language learning involves four skills namely listening skills, speaking skills, reading skills, good writing skills in the language field and literature.

Although the 2013 curriculum requires English learning as a compulsory subject at school, but most students are still unable to master English language skills, especially in the field of speech. According to Oradee (2012), "Speaking is one of four basic skills in learning a foreign language besides listening, reading, and writing". The teaching of language skills taught in junior high schools is now more emphasizing on reading skills. While learning activities to develop students' speaking skills are still not fully implemented by the teacher. Thus, students have difficulty mastering English speaking skills.

Researchers have conducted interviews with a sample of students and teachers in SMPN 2 Doko about the difficulties of students in English. Therefore, after examining the research results obtained from the policy review, then from interviews with two teachers and four students as a sample, a problem was found where the low enthusiasm of student learning in English and low speaking skills so that it is not communicative during lessons. Based on interviews conducted with four students, researcher concluded that the lack of understanding of students in learning English and the lack of speaking skills, so they need creative, interesting and innovative media and not boring to build student enthusiasm for learning.

The result of the interview was also in line with the document result. Based on the document of student English speaking score, 22 students out of 35 students in total, achieved under standard minimum score of English (the minimum score was 75). From the results of interviews and documentation, the same problem was found wich were, low speaking skills and the potency is creative, interesting and innovative media and not boring to build student enthusiasm for learning. Alternative media created by researchers are INK's Kit Media containing flashcards for media learning speaking.

According to Purnama (2016), Visual media that can be given to students one of them is a flash card media. Flash cards are small cards containing images, text, or symbolic marks remind or guide students to something related to images-pictures that can be used to train spell and enrich vocabulary (Bauer & Wise, 2016) . Flashcards is easy and practice to learn and fun flash card media in its use can be through games.

In the game og INK's Kit Media, students can learn by discussion and individual. Discussion is the activity to solve the problem that given. With discussion, students become enthusiastic in solving problems and can improve learning outcomes, especially in the use of INK's Kit media for learning English speaking So, that speaking learning using INK's Kit

Media is effective in enriching vocabulary and improving student's speaking skills. According to Harmer (2007; in (Habibah, 2020) states that "one of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between specific alternatives".

There were previous studies about how improving students speaking skills using flashcards. Sari et al. (2018) found that there was significant difference between students' vocabulary achievement by using flashcards and without flashcards. Based on the results of previous research, it can be concluded that the use of flashcards can help students in learning English speaking (Aminuddin, 2017) and (Muttahidah, 2011) found that the use of flashcard is effective in teaching speaking.

This research is related to flashcards for learning speaking. So, the research can support and be a reference for my research in creating a speaking learning product. This research objective was to Developing INK's Kit Media to Study Speaking Skills in Descriptive Text for the Seventh Grade Junior High School. This media makes it easier for students to learn speaking and there are guide book for its use.

2. RESEARCH METHODS

This research method was Research and Development (R&D). According to Sugiyono (2016) Research and development was a method of study used to manufacture a specific product and to test the efficacy of a given product . The researcher used simple random sampling. The subject of the research was the students of seventh grade junior high school of SMP Negeri 2 Doko, they were 20 students and 6 lectures and teachers. The technique of analyzing data used qualitative and quantitative method by Sugiyono.

Qualitative data obtained from observation, interview, and documentations. The quantitative data were taken from perception test. The research procedures are as follows: Data Collection and Potential Findings, Problems and Solutions (phase I), 2) Design and development (phase II), 3) Expert validation and revision (phase III), 4) Experimental studies (phase IV), 5) expert evaluation and revision (phase V), 6) Revision and Producing of final media (phase VI).

3. RESEARCH RESULTS

3.1 INK's Kit Media

In this study, the results of the design of hypothetical products and product prototypes are provided. The final media package consist of 1 board made of fabric, 1 set of cards, and 1 guide book. On the board there are 3 different table rows (Definitely, May be and Not). In each row

there are 7 columns in the form of bags designed to place cards. In this game, the teacher puts down 1 picture that must be verbally described by students. In this game there are 3 themes, there were animals, objects, and people.

Board made of fabric with a rectangular shape, size 115 x 80 cm. The board is a place to put flashcards and picture cards. Flashcards are made of Art paper that is designed to be interesting and read adjectives complete with phonetic. the size of the flashcards is 12,5 x 8 cm landscape. Then a guidebook with 80gram HVS paper specifications, the size is 21 x 14,8 cm. The cover will be titled "Time for Speaking".

3.2 Expert Validation

The researcher selects several expert to validate the media. The media expert is a lecturer at Islamic University of Balitar Blitar and two teachers from SMPN 2 Doko. The media expert validation have total score 228. It accumulated in percentage that was 85%. It was classified in good category. So, the desain of INK's kit Media is valid. The content expert validation have total score 222. The percentage was 87 %. It was classified in good category. So, the material of INK's kit Media is valid.

3.3 The Implementation of Using INK's Kit Media

The implementation of INK's Kit Media to teach speaking skill in Descriptive Text for the Seventh Grade Junior High School are based on the guide book of using INK's Kit Media. There are 3 variations that can be used to play INK's game, the first is 1 group with 1 board and 1 set of cards, the second is 2 groups with 2 boards and 2 sets of cards, and the third variation is 2 groups with 2 boards and 1 card set.

First the teacher opens the Game Kit and prepares the board and cards. Students form groups (1 group consists of 2 students). The teacher appoints 1 group to move forward next to the board. The teacher places 1 picture card on the board that the group will be describing. The teacher gives an allocation of game time (45 minutes). Students choose the order of play in a suit or appointed by the teacher. After getting a playing sequence, the teacher will instruct the allocation of time for phase I for 10 minutes (taking and arranging cards). 8. The teacher clicks the "start" button on the stopwatch and yells "GO" sign that the game can start. Student sequence 1 (next will be written student A), choose and take 1 card from the table that has been prepared and randomized by the teacher and put it in a bag on the board. The cards drawn are those that illustrate the characteristics of the picture that the teacher has put in the upper pocket. Student sequence 2 (next written student B). Students A and student B take turns doing activities as in numbers 9 and 10 until time runs out / the requirements have been met. The

teacher gives instructions "stop" when time runs out, and goes to stage II and yells "GO" to start stage II for 15 minutes (sentence construction). The arrangement of these sentences is based on the words on the cards chosen by students A and B that illustrate the characteristics of the pictures. In stage II (making sentences), the sequence of students continues from the order of stage I. The teacher gives a "stop" instruction when time runs out and enters stage III and shouts the word "GO" to start stage III for 20 minutes (compile sentences in stage II into a paragraph and describe verbally).

When played by several people or in groups, it will increase understanding and mastery of learning material, add vocabulary in English and help friends improve their learning abilities.

4. DISCUSSIONS

Using Ink's Kit Media to study speaking skill in Descriptive Text for the Seventh Grade Junior High School can make students easy for learning speaking English. The media can be used as a medium for learning speaking and enriching students' vocabulary.

The researcher also found that previous research claimed that flashcards could be used in learning English speaking with their peers. In interviews with the students they also revealed that they became more confident in speaking English when using this medium and using it in groups.

The purpose of this research and development is to develop products that have a purpose in accordance with the uses and benefits for student learning. This result of this research is Developing INK's Kit Media to Study Speaking Skills in Descriptive Text for the Seventh Grade Junior High School. This research took place at SMP Negeri 2 Doko and the respondents were 20 students and 5 lectures and teachers.

This research was conducted to develop appropriate products by considering the needs of students and teachers in learning speaking in English. This research uses the triangulation method and looks at previous research which shows that teachers and students need learning media to support the learning process in the classroom. Due to the COVID-19 pandemic, product trials are carried out through a perception test.

The perception test was conducted twice, there were by the teacher and students. Based on the results of the perception test obtained from the teacher as much as 84% which means the teachers Strongly Agree in using the product. And based on the result of the perception test obtained from the students are that students strongly agree and agree with INK's Kit Media to study speaking in English.

The results of this study can provide benefits to readers both theoretically and practically. This research will contribute to the theory of speaking skills using INK's Kit Media as a

medium and will be specifically for the speaking learning process for seventh grade junior high school students. This research can also be used as learning to develop existing learning media, especially for junior high school students. In this study, it can also contribute a learning media to the campus and school where the research is conducted to improve the learning outcomes of speaking in English

For the teachers, this media can be used as a medium of learning or developed more deeply, especially in learning to speak English. Media developed by researchers are expected to help teachers teach the learning process and provide more choices for teachers in choosing learning media. For students, in this study it was found that it was easier for students to understand and enrich English vocabulary. The media was developed by the researcher are expected to make easier for students to learn to speak and more motivate them in learning English. For researchers, this research can be used as a reference for other researchers with the same material, there were flashcards and speaking skills.

5. CONCLUSION

The establishment of INK's Kit Media were based on the analysis of potential and problem and the data collection. The product design is done as a product "INK's Kit Media". The implementation of INK's Kit to teach speaking skill for seventh grade junior high school.

The result of product design validation is 228 with percentage is 85%, it means the criteria is good. And the result of content validation with three expert is 222 and the percentage is 87%. It was classified in good category. In this research, the researcher used perception test. The perception test was followed by 20 students and 5 expert. Based on the student's perception test, the most results are that students strongly agree and agree with INK's Kit Media to study speaking in English. And based on the result of teacher's perception test is was 84 % which means the teachers Strongly Agree in using the product.

Based on the results of the perception test, it can be concluded that students and teachers strongly agree with the existence of INK's Kit Media as a medium for learning speaking in descriptive text for seventh grade junior high school. The media can be a tool for students to improve their English speaking skills

AUTHORS' CONTRIBUTION

The authors who have contributed to this article, have read and agreed to the content in the research.

ACKNOWLEDGEMENT

Praise and gratitude the author would like to say to Allah SWT who has given health, grace and guidance which has given the author the opportunity to complete this thesis. This research was proposed as a final requirement in completing courses at the Department of English, Faculty of Teacher Training and Education, Islamic University of Balitar, Blitar – East Java.

REFERENCES

- Aminuddin, A. (2017). The Use of Flashcard to Teach Speaking at the Second year Students of SMAN 5 Enrekang. *UIN Alauddin Makassar*.
- Bauer, S. W., & Wise, J. (2016). *The well-trained mind: A guide to classical education at home*. WW Norton & Company.
- Castor, R. G. (2014). *Exploring Education for Sustainable Development through Ship Youth Programmes: A Stakeholder Approach*. University of Waikato.
- Habibah, Z. N. (2020). *The Use of Whole Brain Teaching Method in Teaching Speaking to the Tenth Grade Students at SMA IT Imam Syafi'i Madiun in Academic Year 2018/2019*. IAIN Ponorogo.
- Muttahidah, N. (2011). Improving students' vocabulary through vocabulary card. *Jakarta: Universitas Negeri Islam Syarif Hidayatullah*.
- Oradee, T. (2012). Developing speaking skills using three communicative activities (discussion, problem-solving, and role-playing). *International Journal of Social Science and Humanity*, 2(6), 533.
- Purnama, D. W. (2016). VOCABULARY MASTERY BY USING FLASH CARD (An Experimental Study at Elementary Level Prima Putra English Course). *Biormatika: Jurnal Ilmiah Fakultas Keguruan Dan Ilmu Pendidikan*, 2(02).
- Sari, H. P., Sutanti, N., & Wahyuningsih, L. T. (2018). 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). *Konstruktivisme: Jurnal Pendidikan Dan Pembelajaran*, 10(2), 178–192.
- Sugiyono, S. (2016). Metode penelitian kuantitatif, kualitatif, R&D. *Bandung: Alfabeta*.