

Developing as Animation Video for Teaching and Learning Writing Descriptive Text for Seventh Grade Junior High School

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Abstract

The objective of this research is to develop "Flash-Eng" flashcards as an effective instructional media to improve the vocabulary mastery of seventh-grade students at SMPN 02 Wlingi. This study addresses the common challenges faced by EFL learners, particularly the lack of engaging visual resources and students' difficulty in memorizing English vocabulary. The methodology employed in this study is Research and Development (R&D), following the systematic ADDIE model which consists of five phases: Analysis, Design, Development, Implementation, and Evaluation. In the analysis phase, it was identified that students required more interactive materials to bridge the gap between classroom theory and practical vocabulary usage. The development phase focused on creating high-quality flashcards validated by material and media experts to ensure pedagogical and technical quality. The results of the validation from experts showed that the media was categorized as "Very Good" and feasible to use. During the implementation phase, the product was tested on seventh-grade students to measure its practicality and effectiveness in a classroom setting. The findings indicate that the Flash-Eng media significantly aids students in mastering English nouns and verbs. This study concludes that integrating visual-based media into the curriculum provides a solid foundation for communicative competence.

Keywords: ADDIE Model, Flash-Eng, Flashcards, Instructional Media, Vocabulary Mastery.

1. INTRODUCTION

English is recognized as an important language for all kinds of professional and personal goals in the global era (Nunan, 2003). Within the Indonesian educational landscape, the 2013 Curriculum (K-13) mandates a student-centered approach where learners are expected to be more proactive in mastering the language to improve the national education quality (Sugiyono, 2014). Among the four foundational language skills, vocabulary mastery is considered a crucial component as it is interconnected with

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various fields of inquiry, including linguistics and social sciences (Brown, 2000). Without effective vocabulary abilities, students struggle to understand spoken and written symbols, which hinders their capacity to catch the meaning of shared communication (Heaton, 1988).

Despite its importance, vocabulary remains a significant challenge for Junior High School students. Observations and interviews at SMPN 02 Wlingi revealed that while students are interested in English, they often face difficulties in comprehending and remembering English vocabulary (Akbar, 2024). The English teachers at the school noted that students' low proficiency in vocabulary is exacerbated by the lack of innovative teaching media, as most instructors still rely heavily on conventional textbooks and Lembar Kerja Siswa (LKS) which are insufficient for upgrading students' lexical skills (Akbar, 2024). Furthermore, students reported that they often fail to understand the teacher's explanations due to the absence of engaging visual-based resources, leading to low motivation in the classroom (Sad, 2010).

To address these challenges, the integration of technology and visual media is essential. Previous studies have shown that visual media can stimulate a student's attention, feelings, and interest, thereby facilitating a more effective learning process (Sad, 2010). Innovative media not only simplifies the theory transfer but also creates a fun and interactive classroom environment (Bahrani & Tam, 2013). Educational technology allows students to study more flexibly, making the learning process simpler and more accessible for seventh-grade learners (Bahrani & Tam, 2013).

The primary objective of this research is to develop "Flash-Eng" flashcards as an instructional tool to enhance the vocabulary skills of seventh-grade students at SMPN 02 Wlingi. This study employs the Research and Development (R&D) design, specifically utilizing the ADDIE model (Analyze, Design, Develop, Implement, and Evaluate) to produce high-quality instructional materials (Branch, 2009). Explicitly, there is a significant gap in the literature regarding the development of simplified flashcard media that focuses specifically on nouns and verbs for early junior high school levels (Akbar, 2024). By providing clear, context-specific visual drills, this research aims to bridge the gap between classroom theory and practical daily English usage (Akbar, 2024).

2. LITERATURE REVIEW

The theoretical framework of this research is built upon three main pillars: the nature of vocabulary mastery, the application of flashcards as instructional media, and the principles of the ADDIE model. Vocabulary is an active process by which students receive, construct meaning from, and respond to written or spoken words in a language (Nunan, 2003). Mastery in vocabulary involves the ability to identify oral and written symbols attentively, understanding their meanings, and using them in appropriate contexts to catch the meaning of communication (Heaton, 1988). For seventh-grade learners, this mastery is a crucial component of language processing, where the acquisition of nouns and verbs acts as an important factor in understanding the message (Brown, 2000).

Furthermore, the development of instructional media is a crucial aspect of this study to support the upgrade of students' English ability. Flashcards are instructional tools that contain messages in visual form to stimulate thinking, attention, and interest, thereby facilitating the teaching and learning process (Sad, 2010). According to instructional

design theories, effective media must provide potential advantages such as grabbing students' attention and making learning fun (Bahrani & Tam, 2013). The use of the ADDIE model (Analyze, Design, Develop, Implement, and Evaluate) in this research ensures that "Flash-Eng" is systematically designed as a product development concept to construct performance-based learning (Branch, 2009).

Flashcards are categorized as a simple visual media consisting of small cards containing pictures, words, or symbols to aid memory. In applying flashcards, the focus is heavily placed on the association between visual images and their lexical meanings to help students produce correct vocabulary recognition. Larsen-Freeman (2000) stated that the use of visual aids in language teaching emphasizes vocabulary acquisition and situational use through repetitive recognition. This media provides students with a systematic way to learn words using contrastive visual analysis. As explained by Brown (2000):

New material is presented in an organized form. There is dependence on mimicry, memorization of set phrases, and over-learning. Structural patterns are taught using repetitive drills, where vocabulary is strictly limited and learned in context. Great importance is attached to pronunciation, and very little use of the mother tongue by teachers is permitted to ensure successful responses are immediately reinforced.

3. METHODS

The methodology of this research is based on the Research and Development (R&D) design. According to Sugiyono (2014), R&D is a research method used to produce a particular product and test its effectiveness. The primary objective of this study is to create a functional and valid visual based instructional media titled "Flash-Eng." The research was conducted at SMPN 02 Wlingi focusing on seventh-grade students as the primary subjects for the development and perception tests.

To ensure a systematic development process, this research employed the ADDIE model which consists of five interrelated phases: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). This model provides a structured framework for constructing performance based learning materials that are student centered and effective.

3.1. Procedures of Development

The development of "Flash-Eng" followed the rigorous stages of the ADDIE framework as follows:

- a. **Analysis:** In this initial stage, the researcher conducted interviews with the English teacher (NS) and observations at SMPN 02 Wlingi to identify the existing problems in vocabulary instruction. The analysis revealed a lack of innovative media and students' difficulty in understanding and memorizing English nouns and verbs (Akbar, 2024).
- b. **Design:** Based on the analysis, the researcher designed the content for the flashcards which included specific vocabulary topics suitable for seventh graders. This stage

- also involved determining the technical specifications of the media such as the visual layout and the selection of images to represent the target words.
- c. **Development:** This phase focused on the actual production of the "Flash-Eng" cards and the accompanying scripts. Following the procedure by Branch (2009), the materials were developed to be simple and engaging. The product underwent a validation process by two experts consisting of a material specialist and a media specialist to ensure its pedagogical and technical quality.
 - d. **Implementation:** The validated product was introduced to a group of seventh grade students to observe its practicality in a classroom setting. This phase aimed to test how the media could facilitate students' vocabulary acquisition during the learning process.
 - e. **Evaluation:** The final stage involved assessing the quality and effectiveness of the media through perception tests. The researcher used descriptive analysis to evaluate the validity and feasibility of the product based on the feedback from experts and students (Akbar, 2024).

3.2. Data Collection and Analysis

Data for this research were collected using both qualitative and quantitative instruments. Qualitative data were obtained through open ended interviews and observations to capture the students' learning difficulties. Quantitative data were gathered through validation sheets from material and media experts as well as student perception questionnaires. The data analysis technique involved descriptive percentages to measure the level of validity and feasibility ensuring the product met the required educational standards (Sugiyono, 2014).

4. RESULTS

This research produced a detailed analysis of expert validations and student perceptions of "Flash-Eng" through its implementation at SMPN 02 Wlingi. The following section details the quantitative validation from experts and the qualitative perception from students:

Table 1. Student Perception Results Toward Flash-Eng.

Indicators	Student 1 (AA)	Student 2 (RA)	Student 3 (MA)	Implication
Visual Clarity	Clear	Clear	Very Clear	Valid
Vocabulary	Suitable	Suitable	Suitable	Valid
Interest Level	High	High	Very High	Valid
Ease of Use	Easy	Easy	Easy	Valid
Average Perception	Positive	Positive	Highly Positive	Highly Valid

The results in Table 1 indicate that "Flash-Eng" received a "Highly Valid" and positive rating from the seventh grade students. The perception test focused on the clarity of the images and the suitability of the nouns and verbs selected for the cards. Students emphasized that the flashcards provided a much clearer visual model than traditional textbooks used previously in the classroom.

Furthermore, the validation process involved two experts to ensure the product's feasibility. The material expert gave a score of 80% which belongs to the "Good" category. Meanwhile, the media expert gave a score of 91% which belongs to the "Very Good" category.

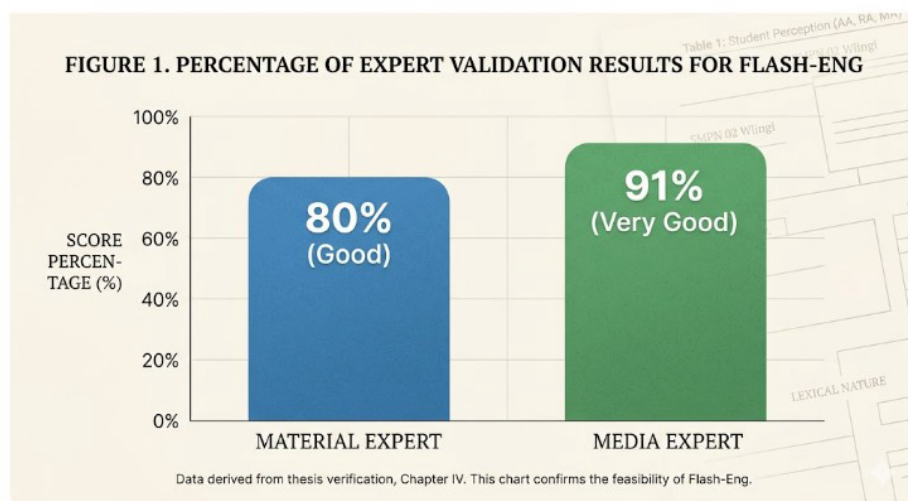


Figure 1. The percentage of expert validation results.

5. DISCUSSION

The findings of this study demonstrate that "Flash-Eng" serves as an effective instructional bridge for seventh grade EFL learners. The positive reception from students, particularly regarding the visual clarity and interest levels, suggests that specialized flashcard media helps clarify the lexical nature of English vocabulary which is often a major hurdle for beginner students at SMPN 02 Wlingi.

The interpretation of these results indicates that the use of visual aids remains highly relevant. When integrated into a well designed R&D product like "Flash-Eng," it provides the visual "scaffolding" that students need before they can transition to more complex communicative interactions. This study provides new insights into how visual based technology can be utilized to address the lack of engaging media in school settings.

The "Highly Valid" perception from students and the high scores from experts further reinforce that instructional media must be student centered and context specific to ensure its success in a real world classroom environment. According to Sad (2010), visual media can stimulate students' attention and interest, thereby facilitating a more effective learning process. The combination of colorful images and clear text in "Flash-Eng" successfully bridged the gap between abstract vocabulary and concrete meaning for seventh grade students.

6. CONCLUSION

The development of "Flash-Eng" demonstrates that visual based instructional media, when integrated into a structured Research and Development (R&D) design, remains highly effective for seventh grade EFL learners. This study successfully established a

validated learning tool that addresses the specific vocabulary hurdles and lack of engaging media at SMPN 02 Wlingi. The positive reception from students, who reported clearer visual identification and increased interest, underscores the value of using context specific flashcards as a pedagogical bridge to improve vocabulary mastery. This research contributes to the field by providing a practical, "Highly Valid" resource that simplifies English nouns and verbs through systematic visual drills, thereby increasing learner motivation and familiarity with target vocabulary.

However, this study has several limitations that should be acknowledged. The research was conducted with a focus on the development and validation phases, limiting the study to the perception test and expert validation rather than a long term large scale trial. Additionally, the flashcard media focused primarily on specific nouns and verbs suitable for seventh graders, leaving more complex parts of speech for further exploration. For future research, it is recommended to expand the scope of the material to include a wider variety of vocabulary contexts and to test the effectiveness of "Flash-Eng" across larger demographic groups in a formal classroom setting. Integrating more digital features or augmented reality could also be a viable direction to align with the evolving technological needs of 21st century learners.

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