THE DEVELOPMENT OF AUDIO-VISUAL BASED FLASH CARD IN TEACHING VOCABULARY

THESIS

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By

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CHAPTER I

INTRODUCTION

A. Background of the Research

English language is one of the subjects at the junior high school level. In junior high school on the merdeka curriculum, learning English is focus on the students with Genre-Based Approach. According to Richards in Phatthaya said that the genre-based approach sees communicative competence as involving the mastery of different types of text.[1] It means, some people are considered to have communicative competence when they can create different types of text.

In learning English genre-based approach, the language skills focused on the students include listening, speaking, reading, viewing, writing and representing which are presented in an integrated manner in various types of text. Seeing that English learning focuses on text, vocabulary is the one of important components. Vocabulary can help students for mastered the four skills in English namely reading, writing, listening and speaking. According to Richards & Renandya in Manda et al vocabulary is the most important aspect of language proficiency because it determines how well students speak, listen, read and write.[2]

The learning process is an activity between teacher and students in order to achieve learning objectives. The success or failure of achieving learning objectives is determined by the teacher, because the teacher not only conveys learning but more than that. According to Sanjaya in Rohman & Susilo explained that as a facilitator, the teacher plays a role in providing services to

[1] Phatthaya Douangmala, 'The Use of Genre-Based Approach Instruction to Improve Students' Ability in Writing' (Yogyakarta State University, 2018).

[2] Sartika Manda, Ahmad Talib, and Nur Aeni, 'Improving Students ' Vocabulary by Using Show and Tell (S & T) Method at the First Grade Students of SMA Negeri 6 Toraja Utara', *Journal of Excellence in English Language Education*, 1.4 (2022), pp. 310–16.

facilitate students in the learning process activities, so that students can be more active and creative.[3] In the teaching and learning process teacher must be able to create a pleasant learning process, so that the learning process becomes interesting for students. This is also supported by (Kusumah) which stated that interesting learning should facilitate students to successfully achieve learning objectives optimally in an easy, fast and fun way.[4] One of the facilities that can support the learning process is learning media.

Learning media is one of the supporting factors in the learning process in the classroom. According to Gagne & Briggs in Andi Kristanto said that learning media includes tools that are physically used to convey the content of learning materials, which consist of books, tape recorder, cassettes, videos, video recorders, films, slide (frame pictures), photos, pictures, graphics, television, and computers.[5] It means, learning media can be said to be everything that can be used to convey or channel materials from the teacher in a planned manner so that students can learning effective and efficient.

In Islam, the important of learning media is explained on surah An-Nahl (16) : 89.

Allah Subhanahu wa ta'ala said:

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[3] M. Ghofar Rohman & Purnomo Hadi Susilo, 'Peran Guru Dalam Penggunaan Media Pembelajaran Berbasis Teknologi Informasi Dan Komunikasi (TIK) Studi Kasus Di TK Muslimat NU Maslakul Huda', *Reforma: Jurnal Pendidikan Dan Pembelajaran*, 8.1 (2019). p.173-177

[4] M. Ghofar Rohman & Purnomo Hadi Susilo, 'Peran Guru Dalam Penggunaan Media Pembelajaran Berbasis Teknologi Informasi Dan Komunikasi (TIK) Studi Kasus Di TK Muslimat NU Maslakul Huda', *Reforma: Jurnal Pendidikan Dan Pembelajaran*, 8.1 (2019). p.174

[5] Andi Kristanto, *Media Pembelajaran (Jawa Timur: Bintang Sutabaya, 2016)*.

وَيَوْمَ نَبْعَثُ فِيْ كُلِّ اُمَّةٍ شَهِيْدًا عَلَيْهِمْ مِّنْ اَنْفُسِهِمْ وَجِئْنَا بِكَ شَهِيْدًا عَلٰى هٰٓؤُلَاۤءِ ۗ وَنَزَّلْنَا عَلَيْكَ الْكِتٰبَ تِبْيَانًا لِّكُلِّ شَيْءٍ وَّهُدًى وَّرَحْمَةً وَّبُشْرٰى لِلْمُسْلِمِيْنَ [6]

Translation:

"And (remember) the Day when We shall raise up from every nation a witness against them from amongst themselves. And We shall bring you (Muḥammad) as a witness against these. And We have sent down to you the Book (the Qur'ān) as an exposition of everything, guidance, mercy, and glad tidings for those who have submitted themselves (to Allāh as Muslims)".[7]

According to this verse, Allah encourages individuals to use objects or instruments as media for explaining concepts, as Allah sent Muhammad SAW the Qur'an to explain everything.

Based on the online interview with English teacher at MTs Alkhairaat Bintauna at 20:00 PM on 27 August 2024. Researcher got information that VIII grade students has some problems in the classroom such as that students' vocabulary was still very low, difficulties in pronunciation of words and the lack of learning media used by teacher.

The result of online interview with English teacher, students' vocabulary was still very low can be seen from the results of evaluation by the teacher in every meetings. The evaluation was conducted by teacher on students' vocabulary through checking students' attendance. The teacher called

[6] "Qur'an Kemenag", the Qur'an Website of Indonesia Religion Ministry (Jakarta: Lajnah Pentasihan Mushaf Al-Qur'an). https://quran.kemenag.go.id/quran/per-ayat/surah/16?from=1&to=128 (Accessed 13 of September 2024)

[7] Muhammad Taqi-ud Din al-Hilali & Muhammad Muhsin Khan, *Translation of the Meanings of the Noble Qur'an into the English Language* (King Fahd Complex for the Printing of the Holy Qur'an, 2008). p.462

their name, gave questions about vocabulary and students answer it. Only a few students could answer and most of them did not.

Besides of the problem with vocabulary, students also difficulties with pronunciation. This has an impact on their reading skills, students often have difficulty in reading the text because they do not know how to pronounce the words in the text. And the last problem is the lack of learning media. The teacher only use textbook, marker and whiteboard as the main media.

In teaching vocabulary, teacher only make a list of words on the whiteboard and ask to students looking for the meaning. Seeing the problems faced by students and the methods used by teacher in the classroom is certainly not suitable for the problems faced by students. This method makes students often bored, less active and less motivated in learning process. It also limits students' ability to develop their skills in English.

Based on the some problems above, it is necessary to development of learning media that is more effective and innovative accordance with the needs of students. One of the solutions is the development of audio-visual based flash card in teaching vocabulary. Audio-visual based flash card who combined with pictures, videos and sounds are expected to support students' in the learning vocabulary and their pronunciation with good.

Audio-visual based flash card are learning media that combination two types of media, namely flash card and audio-visual. According to Amalia Rachmadi et al flash card is learning media that used pictures to show the students the meaning of the pictures in English.[8] Meanwhile, according to Aini Moko et al audio-visual media is a type of media which in addition to contains elements of sound and also contains elements of pictures seen, such as video

[8] Nisa Amalia Rachmadi, A Muliati, and Nur Aeni, 'The Effectiveness of Flashcards Media Strategy in Improving Young Learners ' Vocabulary', *Journal of Excellence in English Language Education*, 2.1 (2023), pp. 73–81.

recordings, various sizes of films, sound slide on so on.[9] Flash card and audio-visual learning media have been widely used in the research. There are some research to show the potentials of flash card and audio-visual as learning media, they are as follows:

The first research by Muhammad Furqan with the title "Applying Flash Cards To Increase Students' Vocabulary Retention". The aims in this research

to find out applying flash cards to increase students' vocabulary retention and to investigate students' perception of the use of flash card. And the result of this research, there was an increase in vocabulary after applying flash cards learning media and getting positive responses from students.[10]

The second research by Husni Andalas with the title "The Use Of Flashcard Teaching Strategy To Increase Students' English Vocabulary Mastery". The aims of this research is to improve students' vocabulary mastery skill by flashcard teaching strategy. And the result of this research, flashcard teaching strategy was good strategy which could improve students vocabulary mastery skills.[11]

The third research by Aprilia Eroza with the title "The Effectiveness Of Using Audiovisual Media Toward Students' Listening Skill At Eleventh Grade SMA N 9 Jambi". The result of this research, students' listening skills using audio-visual media scored 80,44 and students' listening skills with media (speakers) scored 77,31. This means that the grade of audio-visual learning media is higher than that of media (speakers).[12]

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[9] Siti Noar Aini Moko et al, 'Usage of Audio-Visual Media in Science Learning in Class IV Elementary School', *European Journal of Humanities and Educational Advancements (EJHEA)*, 2.11 (2021), pp. 110–12.

[10] Muhammad Furqan, 'Applying Flash Cards to Increase Students' Vocabulary Retention' (UIN Ar-Raniry Banda Aceh, 2023).

[11] Husni Andalas, 'The Use of Flashcard Teaching Strategy to Increase Students' English Vocabulary Mastery' (IAIN Bengkulu, 2019).

[12] Aprilia Eroza, 'The Effectiveness of Using AudioVisual Media Toward Students' Listening Skill At Eleventh Grade SMAN 9 JAMBI' (University Jambi, 2023).

Seeing the potential of some previous research above, this learning media is very supportive in development of Audio-Visual Based Flash Card. Development is one of the areas of educational technology that is carried out as an effort to solve problems in learning related to the findings in the needs analysis.

With the various explanations above, the researcher intends to conduct research related to "The Development of Audio-Visual Based Flash Card in Teaching Vocabulary".

B. Identification of the Problem

Based on the research background, the identification of the problems are:

1. Students' vocabulary was still very low.
2. Students' difficulties in pronunciation.
3. The lack of learning media used by teacher.

C. Limitation of the Research

The limitation of this research focus on the development of audio-visual based flash card in teaching vocabulary to VIII grade students at MTs Alkhairaat Bintauna – Bolaang Mongondow Utara Academic Year 2024/2025 and the materials of this research only focused on Independence Day Vocabulary.

D. Research Question

Based on the background of the research above, the question of this research is "How to develop of audio-visual based flash card in teaching vocabulary to VIII grade students at MTs Alkhairaat Bintauna?"

E. The Objectives of the Research

The objectives of this research is to find out the develop of audio-visual based flash card in teaching vocabulary to VIII grade students at MTs Alkhairaat Bintauna.

F. Significance of the Research

The results of this research are expected to give benefits in many aspects. They are as follows:

1. Theoretical Significance

   The result of this research are expected can give the knowledge of develop a language learning media to teach vocabulary in learning English.

2. Practical Significance
   a. For students

      Audio-visual based flash card can be an interesting learning media in learning vocabulary and pronunciation.

   b. For teachers

      Audio-visual based flash card as learning media can help the teacher's teaching and learning process in the classroom.

   c. For researchers

      Get a direct experience and knowledge of development of learning media in teaching vocabulary and the result of this research can be reference for the future researchers.

G. Assumption and Limitation of the Development

1. Assumption of audio-visual based flash card
   a. This product can be declared feasible by experts.
   b. This product can be facilitate between teacher and students in the classroom on English subject especially in learning vocabulary.
   c. This product can improve students' vocabulary and pronunciation.
2. Limitation of audio-visual based flash card
   a. This product only focused on the design stage.
   b. The development of this product focused on VIII grade students at MTs Alkhairaat Bintauna.

c. The materials on this product only focused independence day vocabulary.

H. Definition of Key Terms

1. Audio-Visual Based Flash Card

According to Chatib in Muhammad Furqan flashcard media is a card that contain pictures or writing related to the concepts.[13]

According to Anderson in Aprilia Eroza audio-visual media is a sequence of electronic images with audio-sound elements, including image elements cast on videotape.[14]

Based on the definition above, audio-visual based flash card can be defined as card learning media that not only presents pictures or text related to concepts but also equipped with audio and visual elements that are displayed through video.

2. Vocabulary

According to Hornby in Husni Andalas vocabulary is the total number of words in a language, all the words known to a person or used in a particular book, subject, and extra a list of words with their meaning.[15]

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[13] Muhammad Furqan, 'Applying Flash Cards to Increase Students' Vocabulary Retention' (UIN Ar-Raniry Banda Aceh, 2023). p. 14

[14] Aprilia Eroza, 'The Effectiveness of Using AudioVisual Media Toward Students' Listening Skill At Eleventh Grade SMAN 9 JAMBI' (University Jambi, 2023). p. 12

[15] Husni Andalas, 'The Use of Flashcard Teaching Strategy to Increase Students' English Vocabulary Mastery' (IAIN Bengkulu, 2019). p. 10

CHAPTER II

RELATED OF LITERATURES REVIEW

A. Teaching Vocabulary

1. Definition of Teaching

Teaching is a process of interaction between teacher and students in the classroom. The interaction process means that the teacher teach material or knowledge to students. With the purpose of increasing students' potential. According to Gage in Isola Rajagopalan teaching is a form interpersonal influence aimed at changing the behavior potential another person.[16]

Meanwhile, according to Brown in Selviana teaching is showing or helping someone to learn to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.[17]

Effective learning in the classroom depends on the teacher's ability, teachers must be able to create interesting for students in order to make it easier for students to understand the materials.

2. Definition of Vocabulary

Vocabulary is one of the language components of listening, speaking, reading and writing. It can be stated vocabulary is very important in English language skills. According to Hatch & Brown in Sulastari stated that vocabulary refers to a list or set of words for a particular language or a list or a set of words that individual speaker of a language might use.[18] Meanwhile,

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[16] Isola Rajagopalan, 'Concept of Teaching', *Shanlax International Journal of Education*, 7.2 (2019), pp. 5–8.

[17] Selviana, 'Teachers' Techniques In Teaching Vocablary For The Students Of MAN 2 Barru' (IAIN Parepare, 2021).

[18] Sri Sulastri, 'The Influence Of The Application Of Flashcard As Media On Students Vocabulary Mastery At Third Grade Of SD Negeri 2 Watubelah Sumbar Kab. Cirebon' (IAIN Syekh Nurjati Cirebon, 2013).

according to Penny in Neneng Suhaimi stated vocabulary is as words we teach in the foreign language.[19]

A good understanding and use of vocabulary is essential for effective communication, both in spoken and written language. Vocabulary can also be expanded through various means such as reading, listening, speaking and practising writing in the language.

Vocabulary also very significant to a person, particularly when learning English. With vocabulary, students can learn to produce, express, develop ideas and understand the meaning of words in English.

3. The Types of Vocabulary

According to Aebersold & Field in Miftahul Jannah classified vocabulary into two categories, they are as follows:[20]

a. Receptive Vocabulary

Receptive vocabulary is vocabulary that people recognize when they see it but do not use when they speak and write. Usually, in this listening and reading.

b. Productive Vocabulary

Productive vocabulary is the vocabulary that the people actually use to speak and write.

Meanwhile, according to Nation there are four kinds vocabulary in the text, they are as follows:[21]

a. High frequency words
b. Academic words
c. Technical words
d. Low frequency words

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[19] Neneng Suhaimi, 'The Effectiveness Of Using Flash Card In Teaching Vocabulary' (UIN Syarif Hidayatullah Jakarta, 2014).

[20] Miftahul Jannah, 'Using Games In Improving Students' Vocabulary' (UIN Syarif Hidayatullah Jakarta, 2011).

[21] I.S.P Nation, *Learning Vocabulary In Another Language*, 2000.

4. Techniques of Teaching Vocabulary

According to Charty in Aida Safitri the best way of teaching vocabulary is not teaching the students to memorize but also teaching them to pronounce, to spell, and use it in context.[22] It means, teaching vocabulary through practice that includes pronunciation, spelling and use in context. This approach help students not only to remember words but also understand and use them correctly based on the context.

Meanwhile, according to Harmer in Lestian Nanga suggest some strategies that teacher can be used to help students practice vocabulary. They are as follows:[23]

a. Realia

One way of presenting words is to bring the things into the classroom or bringing into room. Words like postcard, ruler, pen and so on. The teacher hold up the object or point to it, said the words and then ask to students repeat it.

b. Mime, Actions and Gestures

It is often possible to explain the meaning of word and grammar either through the use of realia or in picture. Actions in particular are probably better explained by mime. Gesture is useful for explaining words like forms, to act on indicate that the past is being talked about (the teacher gesture backward over his shoulder).

c. Contrast

Teachers saw how relations exist because of their sense and thus can be used to teach meaning. Teachers can present the meaning “empty” by contrasting “full”, “cold” by contrasting with “hot”, “big”

[22] Aida Safitri, ‘Teachers’ Strategies For Teaching English Vocabulary To Young Learners’ (UIN Ar-Raniry Banda Aceh, 2023).

[23] Flaviana Lestian Nanga, ‘The Technique Of Teaching Vocabulary Using Song To Young Learner At TKK Mardi Wiyata Malang’ (Universitan Brawijaya, 2018).

contrasting with “small”. We may present these concept with pictures or meaning we ensure our student’s understanding.

d. Translation

Translation is a quick and easy way to present the meaning of words but it is not without problems. In the first place is not always easy to translate words and the second place it may make it a bit too easy for student by discouraging them from interacting with the words.

e. Explanation

Explanation the meaning vocabulary item can be very difficult the teacher grammatical explanation can be easily at beginner middle level, it will be important, if giving such explanation includes information when the items can be used. An explanation is a statement which points to context and consequences of some object, process, state of affairs and so on. Together with rules or laws that link these to the object. When the teacher verbally explanation, she/he can employ many of the technique used to introduce interest when teaching the form of the words. For example, she/he can write the meaning (synonyms opposite, synonym mother tongue, description) in code or with scrambled letter.

f. Presentation

Not all vocabulary can be learning through interaction and discovery techniques are possible, however they are not the most cost effective. There are many occasions when some form of presentation and explanation is the best way to bring new word into the classroom. In this technique, teacher can use media such as realia and pictures.

g. Enumeration

Other sense relation is that of general and specific words. We can use this to present meaning, we can say “clothes” and explain this by enumerating or list various items. The same is true of “vegetable” or “furniture” for example.

B. The Concepts of Learning Media

1. Definition of Learning Media

In the learning process, communication occurs between teachers and students. The role of teachers as a sender of information and the role of students as a receiver of information. This process will be successful if between the two runs smoothly, where the teachers is able to convey information well to students and students have the ability to receive this information well too.

According to (Sardiman et al) the word of media comes from the latin language which literally means intermediary or introducer. In the perspective of teaching and learning media is an information carrier from teachers to students to achieve effective learning Naz & Akbar in Muhammad Hasan et al**.**[24]

According to Miarso in Puspitarini & Hanif learning media is anything that can be used to convey a message so as to stimulate students' feelings, thoughts, willingness, attention and encourage the learning process.[25]

Based on the some definitions above, the definitions emphasis the importance of using various tools or means in the learning process to increase students' understanding and interest in learning. Learning media can take many forms, from physical materials such as books or teaching aids and non-physical media such as videos or digital presentations, all of which aim to facilitate the learning process.

2. The Types of Learning Media

[24] Muhammad Hasan et al, *Media Pembelajaran, Tahta Media Group* (2021).

[25] Yanuari Dwi Puspitarini and Muhammad Hanif, 'Using Learning Media to Increase Learning Motivation in Elementary School', *Anatolian Journal of Education*, 4.2 (2019), pp. 53–60, doi:10.29333/aje.2019.426a.

According to Azhar in Hamzah Pagarra et al classified learning media into several types, namely:[26]

a. Visual media is a type of media that is used only relies on the sense of observation, for example printed media such as books, journals, maps, pictures and so on.
b. Audio media is a type of media that is used only relies on hearing, for example tape recorders and radios.
c. Audio-visual media are films, videos, TV programme and so on.
d. Multimedia is media that involves several types of media and equipment in an integrated manner in a learning process or learning activities.

Meanwhile, according to Asra almost same classified learning media into several types, namely:[27]

a. Visual media is media that can only be seen, such as photos, pictures, and posters.
b. Audio media is media that only be heard, such as audio tapes, mp3, and radio.
c. Audio-visual media is media that can be seen and heard such as sound films, videos, television and sound slides.
d. Multimedia is media can present complete media elements, such as sound, animation, video, graphics, and film.
e. Realia media are all real media that exist in the natural environment, such as plants, rocks, water, and so on.

3. The Functions of Learning Media

[26] Hamzah Pagarra et al, *Media Pembelajaran* (Badan Penerbit UNM, 2022).
[27] Hamzah Pagarra et al, *Media Pembelajaran* (Badan Penerbit UNM, 2022). p. 26

Learning media in supporting the learning process has many functions. According to Levie & Lentz (in Sanaky) as cited by Mudia Alti et al the function of learning media are:[28]

a. Attention function, visual media is the core, which interesting and directs the attention of students to concentrate on the content of materials related to the visual meaning display or accompanying the text of the subject matter.
b. Affective function, visual media can be seen from the level of enjoyment of students when learning or reading illustrated text.
c. Cognitive function, visual media are seen from research findings which reveal that visual symbols or pictures facilitate the achievement of goals to understand and remember the information or messages contained in the pictures.
d. Compensatory function, learning media can be seen from results of research that visual media that provide context for understanding the text help students who are weak in reading to organize information in the text and remember it. In other words, the functions of learning media to accommodate students who are weak and low to receive and understand the context of materials presented with text or presented verbally.

4. The Advantages of Learning Media

According to Rezeki in Faisal Anwar et al stated the use of learning media has advantages that can be obtained, there are as follows:[29]

a. Learning media can be used to convey messages from teachers to students.
b. Individual students' abilities can be improve.
c. Students become motivated in the learning process.

[28] Rahmi Mudia Alti et al, *Media Pembelajaran*, Cet 1 (PT. Global Eksekutif Teknologi, 2022).
[29] Faisal Anwar et al, *Pengembangan Media Pembelajaran* (CV. Tohar Media, 2019).

d. If the teachers are able to design learning media appropriately, the quality of learning will improve.

Meanwhile, Sadiman et al stated the benefits of learning media as follows:[30]

a. The message presented is clearer so it does not seem too monotonous when compared to oral or written.
b. Providing solutions to simplify observations that impossible to reach by humans directly.
c. Students' understanding of the materials content becomes the same, so that learning objectives are achieved.
d. Students can exchange experiences with teachers, the society and the environment through direct interaction.

C. Flash Card Media

1. Definition of Flash Card

According to Haycraft in Nur Amira flashcards is a card on which words or pictures are printed or drawn.[31]

Meanwhile, according to Azhar Arsyad in Mar'atus Sholikhah said that flashcards are small card contains pictures, text or symbol to remind and to stimulate the students on certain something.[32]

Based on the above definitions, flash card is a learning media in the form of cards that have pictures or symbols and words. The use of flash card media will allows the learning process to be effective and can improve students' vocabulary.

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[30] Faisal Anwar et al, *Pengembangan Media Pembelajaran* (CV. Tohar Media, 2019). p. 27-28

[31] Tifalia Nur Amira, 'Using Digital Flashcards As Media In Teaching To Improve Students' Vocabulary Achievement' (University Lampung, 2023).

[32] Mar'atus Sholikhah, 'Improving Students' Vocabulary By Using Flash Cards At The Fifth Grade Students Of SDN Singajaya II' (IAIN Syekh Nurjati Cirebon, 2013).

Schmitt in Priskinia said that new words can be learn by the pictures and meaning by the definition.[33] It means, flash card is the good media for teaching English vocabulary for the students.

2. The Advantages and Disadvantages of Flash Card

According to Haycraft and Cross in Ika Apriliani there are some advantages of using flashcards in language teaching. There are as follows:[34]

a. Flashcards can be used for considerating vocabulary.
b. Flashcards are motivating and eye-catching.
c. Flashcards are effective that can be used for any level students.
d. Flashcards can be taken almost everywhere and studied when area has free moment.
e. Flashcards can be arranged to create logical grouping of the target words.
f. Flashcards are cost effective/inexpensive.
g. Flashcards provide visual link between L1 and the target language.
h. Flashcards also can be used for practicing structure and word order or for a variety of games.

Meanwhile, according to Peni in Irma Wulandari flashcards in the teaching and learning process has some advantages and disadvantages. They are as follows:[35]

[33] Regita Euodia Priskinia, 'Teaching Vocabulary Using Flash Cards to Young Learners', *Artikel Skripsi Universitas Nusantara PGRI Kediri*, 2020, pp. 1–12.

[34] Ika Apriliani, 'A Study On Flash Cards In Teaching Vocabulary For Seventh Grade Students At Mts Negeri Ii Surakarta In The Academic Year Of 2015/2016' (IAIN Surakarta, 2016).

[35] Ade Irma Wulandari, 'The Use Of Bilingual Flash Cards In Teaching English Vocabulary' (Universitas Muhammadiyah Makassar, 2017).

a. The advantages of flashcards
    1. Flashcards help students in remembering what they have learned.
    2. Flashcards give variation on teaching. Teachers is not only to teaching and explain the materials verbally, but also students are asked to express words on their own sentences.
    3. Flashcards can be brought everywhere because the size of the cards is not to big so that students can use his/her time to learning vocabulary easily.
    4. Flashcards are very helpful to refresh the mind of students' previous materials before starting new materials.
b. The disadvantages of flashcards
    1. Flashcards are not suitable uses at all level. For those who already have a large number of vocabulary flashcards are not effective.
    2. Teachers who want to make flashcards have much time in presenting flashcards as well as making the cards.

D. Audio-Visual Aids

1. Definition of Audio-Visual Aids

According to Good, Dictionary of Education in Rahmi Muliana audio-visual are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of the sight.[36]

Meanwhile, according to Rather in Nur Amalia audio-visual aids are the instructional materials devices used in the classroom to support learning process and make it interesting and easier.[37]

Based on the some definitions above, audio-visual is a technology-based learning media that can be seen and heard. Audio-visual in the classroom refers to the use of technology that combination sound (audio) and pictures

[36] Syarifah Rahmi Muliana, 'The Role Audio Visual To Developed Students' Pronunciation' (UIN Ar-Raniry Banda Aceh, 2018).

[37] Afifah Nur Amalia, 'The Effect Of Using Audio Visual Aids On Students' Listening Skill' (UIN Syarif Hidayatullah Jakarta, 2019).

(visual) elements to support and enhance students understanding. Materials delivered using audio-visual is more easily understand and remember by students compared to conventional teaching methods. Pictures, videos and animation can help explain complex concepts in a way that is easier to understand.

2. Video

One of the audio-visual that can be applied to language teaching and learning is video. According to Rusman et al in Dwi Rista video is a motion picture accompanied by a sound that forms a single unit that is strung together into a flow, with messages in it for the achievement of learning objectives which are stored by the storage process on tape or disk media.[38]

Video and video segments designed with native speakers are one of the most useful sources of language teaching and learning. Media video has sounds and pictures components that can explain what the content of the video. Each component in the video media can be a solution in learning English, such as the sounds component can train listening skills and speaking skills. Students can listen and follow how the words or sentences is pronounced. And also with pictures component can describe what each words means to improve students vocabulary.

According to Webb & Rodgers in Amirreza Karami Watching TV programs and video in the target language can have a great impact on language learning because of the repetition and exposure that learners gain in the classroom.[39] It means, video media has good impact on students learning English, not only to improve students vocabulary but also both skills in English.

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[38] Miranda Dwi Rista, 'The Effect Of Using Video In Teaching English Toward Students' Achievement During Covid-19 At The Third Grade Of MAN Pinrang' (IAIN Parepare, 2021).

[39] Amirreza Karami, 'Implementing Audio-Visual Materials (Videos), As An Incidental Vocabulary Learning Strategy, In Second/Foreign Language Learners' Vocabulary', 9.2 (2019), pp. 60–70.

E. Previous Studies

Table 2.1. The researcher found some literatures about previous study that is relevant to this research. They are as follows:

No	Research Identify	Similarity	Difference	Research Originality
1	A research paper by Firman Aulia Ramadhan with title "Developing English Vocabulary Pictures Card Media to Teach Vocabulary for the Fourth Grade Students at Madrasah Ibtidaiyah Negeri 6 Jembrana Bali"	This research focused on development English vocabulary card to teach English vocabulary.	This research was used ADDIE Model by Robert Maribe Branch.	This research used Research and Development Model by Sugiyono namely Research and Development level 1 to VIII grade students at MTs Alkhairaat Bintauna.
2	A research paper by Cindi Ultafus Sahrani et al with title "The Development of Flashcards Media to Teach Students Vocabulary Mastery in Reading Skill at Tahfidzul Qur'an Islamic Boarding School Annur Alhidayah"	This research focused on development flashcards media to teach English vocabulary.	This research was used ADDIE Model.	This research used Research and Development Model by Sugiyono namely Research and Development level 1 to VIII grade students at MTs Alkhairaat Bintauna.
3	A research paper by Endang Puji Lestari with title "Developing English Vocabulary Cards For Teaching English Vocabulary To The Fourth Grade Students of SD N 02 Purwoyoso Semarang"	This research focused on development flashcards media to teaching English vocabulary.	This research was used by Borg and Gall Model.	This research used Research and Development Model by Sugiyono namely Research and Development level 1 to VIII grade students at MTs Alkhairaat Bintauna.
4	A research paper by Hesty Puspita Sari et al with title "Developing	This research focused on development flashcards media	This research was used by Sugiyono Model which consists of	This research used Research and Development Model by Sugiyono namely

	Flashcard Media for Teaching Vocabulary to Seventh Grade Students of Junior High School"	for teaching English vocabulary.	10 steps.	Research and Development level 1 to VIII grade students at MTs Alkhairaat Bintauna.
5	A research paper by Taharyanti and Gusti Ayu Putu with title "Developing Flashcards and The Manual Book For Teaching English Vocabulary For Young Learners in Singaraja"	This research focused on development flashcards for teaching English vocabulary.	This research was used Hannafin and Peck 1988 Model.	This research used Research and Development Model by Sugiyono namely Research and Development level 1 to VIII grade students at MTs Alkhairat Bintauna.

First, research by Firman Aulia Ramadhan the title is "Developing English Vocabulary Pictures Card Media To Teach Vocabulary For The Fourth Grade Student's At Madrasah Ibtidaiyah Negeri 6 Jembrana Bali". This research was Research and Dvelopment (*R&D*). This research focused on the development of English vocabulary pictures cards as English learning media, especially in teaching vocabulary. The model in this research used ADDIE model by Robert Maribe Branch, which consists five steps. The subjects of this research consisted of a small scale of 10 students and a large scale of 30 students. The instruments used in this research were observation, interview, questionnaire documentation and test. The data source in this research were quantitative data and qualitative data.[40]

Second, research by Cindi Ultafus Sahrani et al with title is "Development of Flashcards Media to Teach Students' Vocabulary Mastery in Reading Skill at Tahfidzul Qur'an Islamic Boarding School Annur Alhidayah". This research was Research and Development *(R&D)* aimed to develop

[40] Firman Aulia Ramadhan, 'Developing English Vocabulary Pictures Card Media To Teach Vocabulary For The Fourth Grade Student's At Madrasah Ibtidaiyah Negeri 6 Jambrana Bali' (UIN Khas Jember, 2024).

flashcard learning media in learning English vocabulary mastery. In this research used ADDIE model namely (Anyalysis, Design, Development, Implementation and Evaluation). The subjects of this research were students at the Tahfidzul Qur'an Annur Alhidayah Islamic Boarding School where the 37 students in total consisted of 37 women. The instruments used in this research were observation, interview, and questionnaire. The data analysis is carried out using qualitative data and quantitative data.[41]

Third, research by Endang Puji Lestari with title is "Developing English Vocabulary Cards For Teaching English Vocabulary To The Fourth Grade Students Of SD N 02 Purwoyoso Semarang". This research was Research and Development *(R&D)* aimed to explain the extend of the need of English vocabulary card, to explain the development of English vocabulary card, to explain the effectiveness of English vocabulary card. In this research using model of Borg and Gall with 10 steps of doing research and development. The subjects of this research were the fourth grade students that consisted of 40 students as experimental class and 40 students as control class. The instrument used in this research were observation guideline, interview guideline, questionnaire guideline, and test that consisted pre-test and post-test. The data were analyzed quantitatively and qualitatively.[42]

Fourth, research by Hesty Puspita Sari et al the title is "Developing Flashcard Media for Teaching Vocabulary to Seventh Grade Students of Junior High School". This research was Research and Development (R&D). This research focused on the develop flashcard media for teaching vocabulary and to know the effectiveness of flashcard media for teaching vocabulary. The model

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[41] Cindi Ultafus Sahrani et al, 'Development Of Flashcard Media To Teach Students' Vocabulary Mastery In Reading Skill At Tahfidzul Qur'an Islamic Boarding School Annur Alhidayah', *Journal of English Language and Pedadogy*, 6.2 (2023), pp. 471–77.

[42] Endang Puji Lestari, 'Developing English Vocabulary Cards For Teaching English Vocabulary To The Fourth Grade Students Of SDN 02 Purwoyoso Semarang' (UIN Walisongo Semarang, 2019).

used in this research by Sugiyono's model (2016) which consists of 10 steps with adaptation. The subjects of this research were seventh grade students which consisted of 32 students. The instrument of this research were interview, questionnaire, test and documentation.[43]

Fifth, research by Taharyanti and Gusti Ayu Putu the title is "Developing Flashcards and The Manual Book for Teaching English Vocabulary for Young Learners in Singaraja". This research was Research and Development *(R&D)*. This research focused on the develop flashcards and manual book as teaching media for teaching English vocabulary. The model used in this research by Hannafin and Peck (1988). The subjects of this research were SDN 1 Baktiseraga, SDN 1 Banjar Bali, SDN 2 Banyuasri, SDN 2 Pemaron, and SDN 3 Kampung Baru. The instruments used in this research were interview guideline, questionnaire and evaluation sheet. The data gathered was analysed qualitatively and quantitatively.[44]

F. Conceptual Framework

In every research, a conceptual framework is needed as a guide in determining the direction of the research. This is necessary so that the research remains focus on the research to be studied. Research and Development is a process of product development and validation. Therefore, this Audio-Visual Based Flash Card requires a theoretical framework to make the development more effective.

The development of audio-visual based flash card in teaching vocabulary using some theories for supporting in this research. According to

[43] Sari Hesty Puspita 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)', *Konstruktivisme*, 10.2 (2018), pp. 180–92.

[44] Taharyanti & Gusti Ayu Putu, 'Developing Flashcards and the Manual Book for Teaching English Vocabulary for Young Learners in Singaraja', *Journal of Psychology and Instruction*, 1.2 (2017), pp. 71–78.

Miarso “learning media is anything can be used to convey a message so as to stimulate students’ feelings, thoughts, willingness, attention, and encourage the learning process”, According to Charty “the best way of teaching vocabulary is not teaching the students to memorize but also teaching them to pronounce, to spell, and use it in context”, According to Schmitt “that new words can be learn by the pictures and meaning by the definition”, and According to Rather “audio-visual aids are the instructional materials devices used in the classroom to support learning process and make it interesting and easier”. This theoretical framework as the basis of the product to be developed.

Students’ vocabulary was still very low and difficulty in pronunciation of words are due to the lack of learning media used by teacher. In teaching vocabulary, teacher only make a list of words on whiteboard and students looking for the meaning. It is not effective and innovative in the teaching and learning process especially in learning vocabulary and pronunciation.

Therefore, audio-visual based flash card is developed. It is to help teacher and students in the teaching and learning process in the classroom. This media was tested and validation by media experts, content experts, and English teacher. After testing and validation, the media is revised according to the experts’ response and suggestions. After all stages are completed and the media is declared feasible, this research is finish. The conceptual framework as follows:

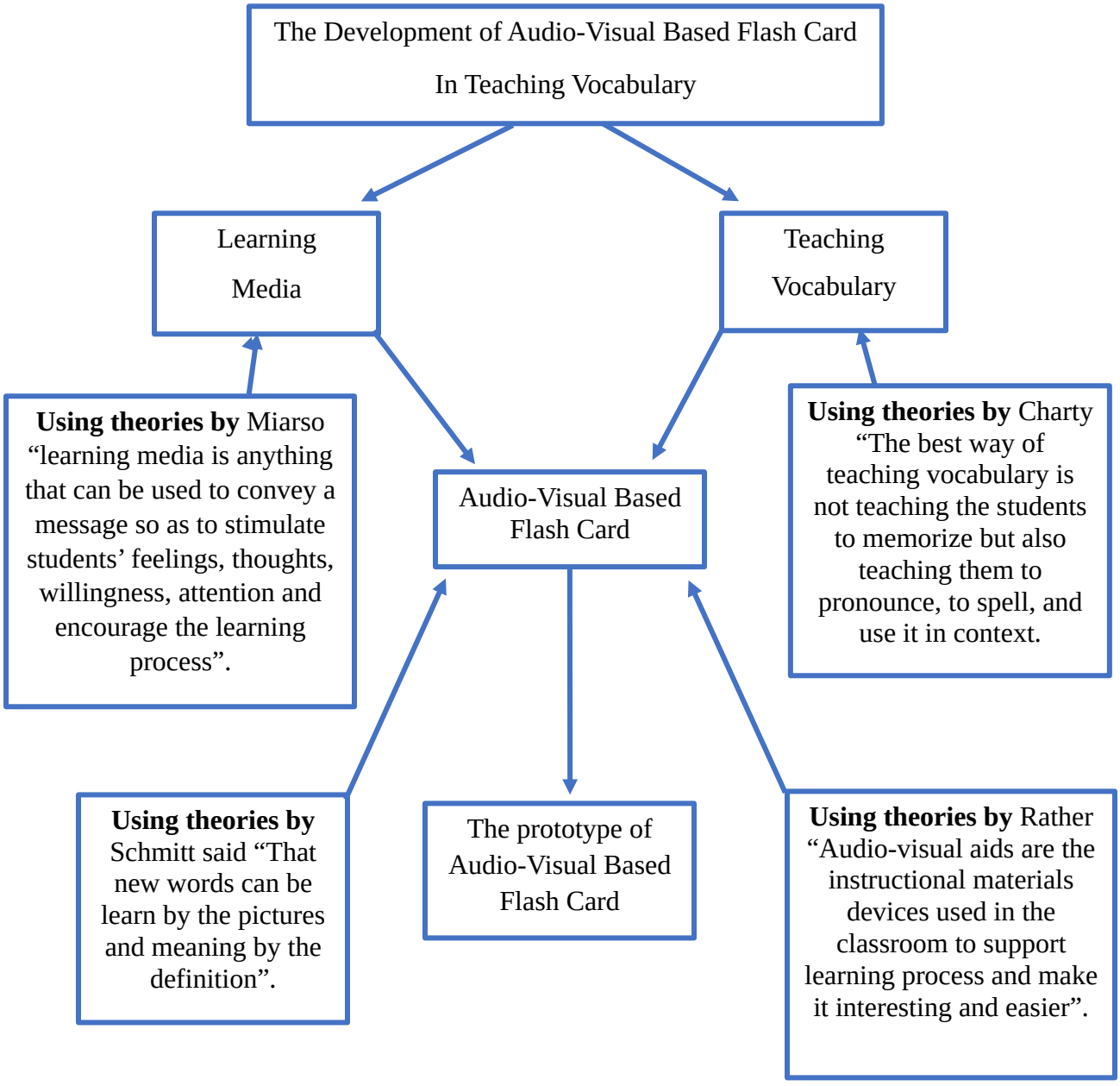


Figure 2.1 Conceptual Framework of Audio-Visual Based Flash Card Development

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is classified into an educational Research and Development (R&D) since the objective is to develop of audio-visual based flash card in teaching vocabulary.

According to Borg and Gall in Ibrahim et al educational research and development is a process used to develop and validate educational product.[45] Meanwhile, according to L.R. Gay research and development is an attempt to develop an effective product for school use and not to test a theory.[46]

Research and Development *(R&D)* in education is a process that aims to create, develop and validate effective educational products. The main focus of this process is product development and validation, which includes the stage of design, test, and revision the product until it is ready for use. On the other hand, Research and Development *(R&D)* emphasis that it aims to produce effective and practical products for use in schools, with an orientation towards solving practical problems rather than testing theories.

According to Sugiyono the research and development *(R&D)* method can be definition as a scientific way to research design, produce and test the validity of the products that have been produced. Based on this definition, research and development activities can be abbreviate as 4P (Research, Design, Production and Testing).[47]

[45] Andi Ibrahim et al, *Metodologi Penelitian* (Gunadarma Ilmu, 2018).

[46] Andi Ibrahim et al, *Metodologi Penelitian* (Gunadarma Ilmu, 2018). p. 153

[47] Sugiyono, *Metode Penelitian & Pengembangan (Research and Development)* Alfabeta, Bandung 2019. p. 30

B. The Model of Development

The research method used in the Development of Audio-Visual Based Flash Card in Teaching Vocabulary at MTs Alkhairaat Bintauna is the Research and Development *(R&D)*. The development model or research design is the basis for develop the product to be produced. According to Sugiyono the research and development method can be interpreted as a scientific way to research, design, produce and test the validity of the product that have been produced.[48]

In this research, researcher used the development model by Sugiyono. According to Sugiyono research and development is divided into 4 (four) levels.[49] They are as follows:

Table 3.1 Research and Development by Sugiyono Model

Level 4	Research and Development at level 4 (four) is that researcher conduct research to create new product, make product, and test the effectiveness of the product.
Level 3	Research and Development at level 3 (three) is that researcher conduct research to develop existing product, make product, and test the effectiveness of the product.
Level 2	Research and Development at level 2 (two) is that researcher do not conduct research, but directly test existing product.
Level 1	Researcher and Development at level 1 (one) is that researcher conduct research to produce design, but do not continue with making product and testing the product.

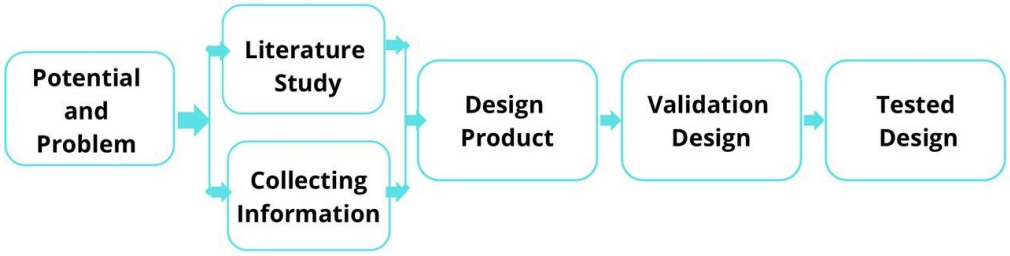
[48] Sugiyono, *Metode Penelitian & Pengembangan (Research and Development)* Alfabeta, Bandung 2019. p. 30

[49] Sugiyono, *Metode Penelitian & Pengembangan (Research and Development)* Alfabeta, Bandung 2019. p. 32-33

C. The Procedures of Development

The procedures in this research used level 1 model by Sugiyono, namely that researcher conduct research to produce design, but do not continue with making product and testing the product. The reason researcher use this model because limitations of time and cost. The procedures are as follows:

Figures 3.1 Steps of Research and Development Level 1 by Sugiyono Model.



1. Potential and Problem

According to Sugiyono potential is something that has the capacity if developed will have added value. Meanwhile, problem is a deviation between what happens and what is expected.[50] In research and development level 1 (one) model by Sugiyono, researcher will identify potentials and problems.

In this stage, researcher was observation at MTs Alkhairaat Bintauna to find out the potentials can be support in this development. After that, researcher was observation to VIII grade students namely VIII A, VIII B, VIII C and VIII D to find out the teacher and students problems in the classroom.

2. Literature Study and Collecting Information

[50] Sugiyono, *Metode Penelitian & Pengembangan (Research and Development)* Alfabeta, Bandung 2019. p. 40

After find out the potentials and problems, researcher collected information by interview with VIII grade English teacher and gave questionnaires to 75 students to find out what is the product teacher and students need.

After got information, researcher then collected information about the planning materials of the product to be developed as a solution to the problems faced by teacher and students in the classroom.

Before developed the product, researcher was conducted a literature study to saw some previous studies of the product needed. The purpose is to find out the effectiveness of the product to be developed.

3. Product Design

The third stage in this development is product design. After all the information had been collected, researcher made the design media of audio-visual based flash card. This media has two components namely flash card and audio-visual (video).

In design this product, researcher used some applications. The applications are Canva application for made design card, Code QR Monkey for made QR code, Animaker application for made video, and sound for video used Voicemaker ai.

4. Design Validation

After the product design stage is finish, audio-visual based flash card media was validated by media experts, content experts, and English teacher to find out the feasibility of media. Media experts, content experts and English teacher ask to provide assessments and suggestions for improvement of the media design.

a. Media Experts

In the product validation stage, experts was assess the designed of audio-visual based flash card. The media experts is a lecturer Sir Agung Budi Santoso, M.Pd from English Education Study Program, Faculty of

Tarbiyah and Teacher Training, State Institute of Islamic Studies Manado.

b. Content Experts

In the content validation stage, experts was assess the materials of audio-visual based flash card. The content experts is a lecturer Sir Fadlan Saini, M.Pd as the Secretary of English Education Study Program, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Manado.

c. English Teacher

Product validation by teachers to assess the feasibility of audio-visual based flash card to used in the classroom. English teachers consists of two teachers namely Miss Siti Nadira Pua, S.Pd and Maam Cicit Firliyana Lenda S.Pd at MTs Alkhairaat Bintauna.

5. Tested Design

Tested design is the last stage in this research procedure. Where the design product has become an internally tested design by media experts, content experts and English teacher at MTs Alkhairaat Bintauna.

D. Research Setting

1. Location of Research

This research was conducted at MTs Alkhairaat Bintauna Jl. Trans Sulawesi, Kec. Bintauna, Kab. Bolaang Mongondow Utara. The time of this research was conducted on June 2024 to February 2025.

2. Time of Research

Table 3.2 Time of Research

Activity	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb
Made proposal									
Proposal revision									
Proposal revision									

Proposal revision									
Proposal seminar									
Analysis of data									
Design product									
Product validation									
Product revision									
Result seminar									
Thesis revision									
Thesis exam									

E. Product Trial Design

1. Trial Design

Trial design focused on evaluating the quality of the product from experts. The trial design conducted by media experts and content experts to find out the feasibility of media.

2. Trial Subjects

Trial subjects focused on testing product effectiveness on users. The subjects of this research is two English teachers at MTs Alkhairaat Bintauna.

F. Types of Data

In this research used qualitative data and quantitative data. Qualitative data obtained from observation, interview, response and suggestions during the development process which are presented in naratif form related of learning media products developed. Quantitative data obtained from students' questionnaire need analysis and questionnaire validation of design product by media experts, content experts and English teacher.

G. Techniques of Collecting Data

1. Observation

Observation is a data collecting technique that is conduct by direct observations of the research object. Observation in this research is to find

out the potentials and the problems between English teacher and VIII grade students at MTs Alkhairaat Bintauna.

2. Interview

   Interview is a data collecting technique that is conduct orally in a face-to-face meeting. Interview in this research was conducted to English teacher at MTs Alkhairaat Bintauna for find out the teacher need analysis.

3. Questionnaire

   A questionnaire is a list of questions or statements about a particular topic given to subjects, either individually or in group to obtain certain information. There are two types of questionnaire in this research:

   a. Questionnaire for students to find out students need analysis. There are 75 questionnaires for students.
   b. Questionnaire for media experts, content experts, and English teacher to find out the product feasibility.

   The instrument use in this research is a questionnaire for students and for media experts, content experts, and English teacher with the measurement scale use is the Likert Scale. With the type of answer: (1) Strongly Disagree, (2) Disagree, (3) Agree, (4) Strongly Agree.

4. Documentation

   According to Sugiyono documentation is a method used to obtain data and information in the form of books, archives, documents, written number and images in the form of reports that can support research.[51] Documentation used in this research to support the research process.

H. Techniques of Analysis Data

Data analysis in this research used qualitative data and quantitative data. The techniques of analysis data in this research are as follows:

[51] Sugiyono, *Metode Penelitian Kombinasi (Mixed Methods)* CV. Alfabeta, 2018.

1. Qualitative Data

Qualitative data in this research obtained from observation, interview and validator input at the validation stage, input from media experts, content experts, and English teacher at MTs Alkhairaat Bintauna about the response and suggestion of the product development.

According to Miles and Huberman in Sugiyono there are some steps in analysis qualitative data, they are as follows:[52]

a. Data Collection

In this stage, researcher was conducted collecting data with observation and interview to obtained information by teacher and students. The aim is to obtain information relevant of this research.

b. Data Reduction

After get information, researcher was conducted data reduction. The aim is to selecting, focusing, summarize and simplifying the raw data obtained from the results of data collection.

c. Data Display

After the data reduction, researcher continues the data display. A display is an organized collection of data that allows for conclusion drawing and action taking. The most frequently used form of display qualitative data is narrative text.

d. Conclusion Drawing and Verifying

The last of this stage is conclusion drawing and verifying. After the data reduction, researcher draw preliminary conclusions from the data and then the conclusions are verified by re-checking the data to ensure its accuracy.

2. Quantitative Data

[52] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (CV. Alfabeta Bandung, 2013).

Quantitative data obtained from the students' questionnaires and the result of questionnaire validation by media experts, content experts, and English teacher at MTs Alkhairaat Bintauna to find out the feasibility of product development by researcher.

The data obtained through this questionnaires is the basis for design and develop learning media based on the needs of students. To find out the percentage of this students' questionnaires the researcher used the following formula:

$$P = \frac{F}{N} x \mathbf{100\ \%}$$

Description:

P: Percentage of answer

F: Frequency of answer

N: Total number of respondents

The feasibility of learning media that researcher develop can be known by analysing the percentage of media feasibility with the following formula: [53]

$$P = \frac{S}{N} x \mathbf{100\ \%}$$

(Arikunto, 2017, p.69)

Description:

P= Percentage

S= The quantity of score obtained

N= Maximum score

[53] Arikunto, *Pengembangan Instrumen Penelitian dan Penilaian Program*, Cet 1 (Pustaka Belajar, 2017).

Form the results of the percentage obtained, it is then matched to the criteria guideline table to determine feasibility as a guide to see the feasibility position of the audio-visual based flash card learning media. The feasibility criteria table are as follows:

Table 3.2 Feasibility of Criteria Table

Percentage of Feasibility (%)	Criteria of Feasibility
80-100%	Strongly Feasible
60-79%	Feasible
40-59%	Not Feasible
0-39%	Strongly not Feasible

(Source: Arikunto 2014, p.284)[54]

Based on the above criteria, the audio-visual based flash card is declared valid if it can meet the criteria of 60-80% of all elements in the questionnaire or validation instruments from media experts, content experts and English teacher

[54] Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (PT. Rineka Cipta, 2014).

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