

DEVELOPING SPINNING WHEEL AND FLASH CARD MEDIA ON DESCRIPTIVE TEXT TO TEACH VOCABULARY FOR STUDENTS OF SMK DARUL HUDA BLITAR

Dimas Bayu Surya Mahendra¹, Siti Rofi'ah², Ahmad Saifudin³

Universitas Nahdlatul Ulama Blitar, Indonesia

¹ dimasbayusm@gmail.com, ² sitirofiah.unublitar@gmail.com,

³ saif.ahmad123coretandinding@gmail.com

Abstract

Media in the process of learning English is very important. In this study, this was evidenced by a needs analysis of 11 students and 1 English teacher in class X for students majoring in Visual Communication Design. This study aims to determine the needs of students and also to know the results of the development of instructional media on descriptive text material. This study used several ADDIE Research and Development (R&D) models to obtain results using observation instruments and unstructured interviews. It uses steps including (1) needs analysis, (2) product design, (3) development, (4) implementation (5) evaluation. The research subjects were 11 students of class X Visual Communication Design at Darul Huda Vocational School. The limitation of this research is developing spinning wheel and flash card learning media on descriptive text material for class X students majoring in Visual Communication Design. Researchers get valid results in two aspects and one very valid result. For very valid results in terms of total language (85%) and for 2 valid aspects are content (80%) and media (75%) and are suitable for use as learning media in descriptive text material. According to the satisfaction questionnaire about this product, the percentage of about 40% agreed and 60% strongly agreed. Finally, this learning The media can be used as an additional learning media for class X students majoring in Visual Communication Design.

Keywords: Spinning Wheel and Flash Card; Descriptive Text; ADDIE Research

INTRODUCTION

Development is a process that is used to developing and validating educational products in the form of processes, products, and design. Development is a process or step performed to make or perfect a product that conforms to reference criteria for products made (Rahmawati et al., 2022). Members of a civilization utilize language, which is a system of arbitrary sound symbols, to communicate, interact, and identify themselves. Every kind of communication including language uses symbols to express ideas and sentiments to other people. It encompasses a wide range of various means of communication, including: voice, writing, facial expressions, and symbolic language, signs, and art. Language is a means of spoken exchange. Language is a tool for communicating with other humans. Language has the characteristics of the local culture so that we know that there are various languages (Devianty, 2017). Speaking is using articulation or words that have meaning to communicate. Because the most efficient method of communication is speaking, its use is the most widespread and most significant (Rahayu, 2019). A key aspect of language proficiency is vocabulary, which forms a significant part of one's ability to learn, talk, listen, read, and write. Without a large vocabulary and methods for learning new words. Vocabulary also helps in shaping a language so that the language becomes coherent. In addition, vocabulary also affects the communication so that speakers and listeners understand (Haslan, 2013). Vocabulary is a very important element of language. Vocabulary

is the basis that students must learn first. This will help students learn English well. Vocabulary is also a common thing to be able to speak fluently with people and know each other's meaning. (Malang et al., 2014). Spinning wheels and flashcards are learning media used to increase vocabulary in a language. Spinning wheels and flash cards are media that work together in increasing students' vocabulary in the learning. Spinning wheels and flash cards are not only a medium of learning but also a game with the main objective of increasing language vocabulary. In addition, it also aims to prevent students from becoming bored while learning. Spinning wheel is a game in the form of a circle, there are various kinds of images in it which are played in a rotating manner according to its axis and stop at one of the images in a circle. This game was made with the aim that students easily understand learning and make learning more interesting (Hamzah et al., 2019) in (Subakti, 2020). Flash cards are small cards that contain an image or a word. The definition of flash card media is explained by Susilana, Riana and Riyana (2020), "Flash card" is a learning materials in the form of 25x30 cm image cards. Drawings are created manually or using images, or take advantage of current drawings or images affixed to sheets of flash cards". Flash cards are small cards that contain images, text, or symbols that reminds or guides students to anything to do with usable pictures to practice spelling and enrich vocabulary (Arsyad, 2011). Paivio in Stephen (2011) explain the stated basis images are more effective against memory is because the image gives the code another memory that is independent of verbal code. Drawings tend to be easy remembered in comparison with words which are concrete, and usually easy stored in memory compared in abstract words (Fitriyani & Nulanda, 2017). Learning objectives can be met by using learning media as a tool to support the learning process. Learning media are tools, both physical and virtual, that teachers employ to help pupils learn information more effectively and efficiently. So that pupils would more readily embrace the teaching materials in their entirety and be motivated to study more. Learning media not only become a more effective and efficient support aid in accomplishing the learning objectives when they are used properly throughout the learning process, but also employing learning media will boost students' enthusiasm to learn, which is consistent with the claim that using learning media has the following advantages: (a) The learning process will be more interesting as a result of the use of learning media, which can encourage students to learn; (b) the learning materials will be more easily understood by students and will help them achieve their learning objectives; (c) and the learning process will be more varied as a result of the use of learning media. Pupils listen to the information offered by the teacher while engaging in other learning activities such as observing, doing, exhibiting, and others, in order to avoid boredom and acquire the content more effectively and efficiently. Learning media elements can support experiential learning in the classroom and increase students' interest in their studies (Puspitarini & Hanif, 2019) Description text is a subject to describe an object (objects, people, animals, etc.). Description can also be defined as a discourse that seeks to present something or an object of conversation as if the readers see the object for themselves as if it were in front of the readers' eyes (Keraf: 1995) in (Imron, 2022). Descriptive text is a sort of writing used by writers and speakers to explain a certain thing, person, animal, place, or event to readers or listeners (Gerot & Wignel, 1994; Knapp & Watkins, 2005) in (Noprianto, 2017). It is possible for readers or listeners to notice what the writer is writing about as if they could directly see it through their own eyes by ordering their qualities precisely, starting with naming, classifying, and dealing with their attributes, behaviors, functions, and so on. In this study, researchers used spinning wheel media and flash cards to increase or increase the vocabulary of class X students majoring in visual communication design.

METHOD

According to Sugiyono (2012) in Kamal (2020) method research and development or in research and English an approach to research is development used to produce products specific test the effectiveness of the product and the product. The development model used in the development of this teaching material is one of the models for systematic learning design known as the ADDIE Model. There are five steps in this model, namely: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. The data used in this research is qualitative and quantitative data. Qualitative data is data obtained from interviews and observations. Meanwhile quantitative data obtained from questioner. The data source of research subjects in class X students in the English subject at Darul Huda Wonodadi Vocational School which has 11 students with details of 9 boys and 2 girls, and 1 English teacher. The data will be taken by probability with a simple random sampling method. The technique used in sampling is probability sampling or random sampling. Probability sampling is a sampling technique which states that each element of a population has the same opportunity to be selected as a member of the sample (Sugiyono, 2018) in (Ananta et al., 2022). While the method used by the author is simple random sampling. The definition of simple random sampling put forward by Sugiyono (2017: 126) is to take random sample members from a population without regard to the strata in that population. The data or instrument also will be validated by validator. They are validator of instrument material and media. A validity and practicality sheet was employed as the instrument in this investigation. A validator made up of three professional lecturers material specialists, linguists, and design experts continues the validation stage of the media that has been designed with validation activities. After the media has been approved and can be tested, the practicality stage is completed to determine how practical the learning media are (Fitri, 2022).

Arikunto (2010) in (Yogi Dayana Buana Maharani et al., 2022) Validity is then interpreted using the percentage of results that can be calculated using the subsequent formula:

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

Information:

P = Validity

$\sum x$ = Number of assessment answer

$\sum xi$ = Highest number of answer

Table 1. percentage eligibility criteria for expert validation

Percentage %	Validity Category	Explanation Eligibility Category
40%-54%	Invalid	Very improper
55%-69%	Less valid	Less feasible
70%-84%	Valid	Feasible
85%-100%	Very valid	Very decent

As seen in the table above, the method from Arikunto was used to determine validity. The percentages are as follows: (1) 40%–54% can be considered invalid, (2) 55%–69% can be considered less valid, (3) 70%–84% can be considered valid, and (4) 85%–100% can be considered very valid.

The data collected can be divided into two, namely qualitative and quantitative. Qualitative data was analysed logically and meaningfully, while quantitative is to calculation of the response for the students. The students representation on the actual condition was considered to be the response with the highest percentage.

$$\Sigma = \frac{X}{N} \times 100\%$$

Σ = Percentage

X = Total score obtained

N = Maximum score

The percentage that has been obtained is then adjusted to the following parameters (Arikunto, 2010).

Table 2. percentage of eligibility category

No	Percentage (%)	Eligibility Category
1	<21%	Very Improper
2	21%-40%	Less Feasible
3	41%-60%	Decent Enough
4	61%-80%	Feasible
5	81%-100%	Very Decent

The table above shows that the formula from Arikunto, where the percentages are, was utilized to calculate the percentage: (1) <20% can be deemed to very improper, (2) 21%-40% can be deemed to less feasible, (3) 41%-60% can be deemed to decent enough, (4) 61%-80% can be deemed to feasible, and (5) 81%-100% can be deemed to very decent.

RESULTS AND DISCUSSION

Results

The result of this research is to develop spinning wheel media and flash cards for class X students of Visual Communication Design at Darul Huda Vocational School which are expected to be useful or not to contribute to learning English. So the results are (1) For teacher the product developed is expected to be an alternative or even a new learning media in teaching English to students, (2) This product is expected to give students experience to students about learning using media other than books, namely spinning wheel and flash cards studying English, (3) For researcher it can be a reference for further development research regarding English learning media for class X students majoring in Visual Communication Design. Researcher carry out a need analysis first to present a result that is used in this development to look at the issue and find a fix. In this study using observation and unstructured interviews to find a needs analysis. Observations were made by means of researcher going directly to the place and observing the habits and behavior of students. For interviews, researcher used 3 students as subjects. Based on observations and unstructured interviews, 90% of student responses did not like the English learning process because this class still used the teacher center method which

should have implemented the student center finding out the interests and talents of English the pupil in the class. Students need some interesting media for learning English so that students don't feel bored and enthusiastic about learning, because in teaching English the teacher only uses book and worksheets as learning guides and does not use any media or learning tools, apart from that in the class students do not use cellphones to study because it is also a boarding school. Researcher also use the angle to be given to the validator to determine whether the media to be tested is included in the valid group. Researchers used 3 validators, the first was the language validator, namely Mrs. Winda Khoirun Nisak, M.Pd, the second is the media validator, namely Mrs. Istina Atul Makrifah, M.Pd, and the last is the material validator, namely the English teacher at Darul Huda Vocational School Mrs. Lathifatuz Zahro', S.Pd.

Researcher also used a questionnaire on the final result, namely a student response questionnaire. Furthermore, to learn how to use spinning wheel media and flash cards, the step is to provide a satisfaction questionnaire to students as research topic. The percentage of survey respondents results shown. The outcomes of the questionnaire given to 8 pupils in the class declared that the spinning wheel and flash card media were interesting media and provided benefits to them in learning and got a percentage of 90% which means very valid.

Table 3. language validation expert result

Indicator	Assessment Point	Percent	Validity Criteria
Conformity with sentence language	Spelling accuracy	75%	Valid
	Grammatical accuracy	75%	Valid
	The vocabulary used is appropriate	75%	Valid
directness	sentence effectiveness	100%	Very Valid
	Clarity of instructions	75%	Valid
	Questions are clear	100%	Very Valid
	Sentence confusion	75%	Valid
	Accurate sentence structure	75%	Valid
communicative	Use easy-to-understand examples	100%	Very Valid
	Understanding of messages or information	100%	Very Valid
	Mean	85%	Very Valid

Table 3 is language expert validation it is stated that the language to be tested gets a calculation with a total of 85% which can be said to be very valid. So it can be concluded in accordance with the table above that the validation result at this point are “Very Valid”.

Table 4. media validation expert result

No	Assesment point	Percent	Validity criteria
1.	Spinning wheel media and flash cards are used according to the learning material	75%	Valid
2.	Spinning wheel media and flash cards are used according to basic competence	75%	Valid

3.	Spinning wheel media and flash cards are used according to learning objectives	75%	Valid
4.	Media spinning wheels and flash cards display content with clear and attractive images	50%	Less Valid
5.	Spinning wheel media and flash cards can make it easier for students to imagine their thoughts	75%	Valid
6.	The appearance of the media attracts students' attention to remember the vocabulary listed on the contents of the flash card	75%	Valid
7.	Media spinning wheels and flash cards are practical media to use	75%	Valid
8.	Spinning wheel media and flash cards build communicative interactions between teachers and students	75%	Valid
9.	The use of spinning wheel media and flash cards can maximize memory power	75%	Valid
10.	The use of media spinning wheels and flash cards can shorten the time so as to facilitate learning	100%	Very Valid
Mean		75%	Valid

Table 4 is media expert validation it is stated that the media to be tested gets a calculation with a total of 75% which can be said to be valid. So it can be concluded in accordance with the table above that the validation result at this point are “Valid”



Figure 1. Spinning Wheel Product

Figure 1 is the spinning wheel media above is the main medium of this research. With a round shape modification and has 3 colors, the way to use it is to just rotate it.

Picture	Word
	RAFFI AHMAD
<hr/>	
Clue	
	 

Figure 2. Flash Card

Figure 2 is the media above is a flash card with a red color code containing pictures of people, words, and clues as aids used for description. The front of the card is the picture, while the back of the card is the word and clue.

Picture	Word
	SIMPANG LIMA GUMUL
<hr/>	
Clue	
	 

Figure 3. Flash Card

Figure 3 is the media above is a flash card with a blue color code containing pictures of tourist attraction, words, and clues as aids used for description. The front of the card is the picture, while the back of the card is the word and clue.

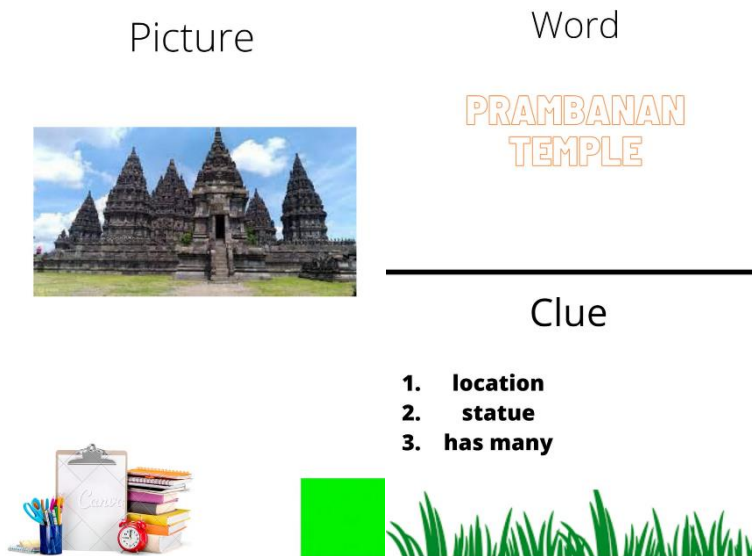


Figure 4. Flash Card

Figure 4 is the media above is a flash card with a green color code containing pictures of historical place, words, and clues as aids used for description. The front of the card is the picture, while the back of the card is the word and clue.

Table 5. material validation expert result

No	Assesment Point	Percent	Validity Criteria
1.	The suitability of the material from the spinning wheel and flash card media is in accordance with the core competencies and basic competencies	100%	Very Valid
2.	Materials from spinning wheels and flash cards used in the form of wheels and cards are presented in detail	75%	Valid
3.	The material from the spinning wheel and flash cards can be easily understood by students	75%	Valid
4.	The material from the flash cards used is close to the students' daily lives	50%	Less Valid
5.	The images/illustrations presented are in accordance with the core competencies and basic competencies	100%	Very Valid
6.	The material content of the cards can make it easier for students to build their imagination	75%	Valid
7.	The display of the spinning wheel and flash cards attracts students' attention to memorize vocabulary	75%	Valid
8.	The flash card used is not easily damaged and practical	75%	Valid
9.	The use of spinning wheels and flash cards can train students to learn more independently	75%	Valid
10.	The use of flash cards is effective in increasing students' memory	100%	VeryValid
	Mean	80%	Valid

Table 5 is material expert validation it is stated that the material to be tested gets a calculation with a total of 80% which can be said to be valid. So it can be concluded in accordance with the table above that the validation result at this point are "Valid".

There are some comments or suggestions from validation experts about the product. Comments on product materials so that cards are printed using art paper and laminated to make them more durable and long lasting. And for the spinning wheel, it is made with wood material so that it is not easily damaged, because if it is only with cardboard, the media will be damaged quickly if exposed to water. The researcher tested the product by delivering a presentation to pupils on the item of class X Visual Communication Design at Darul Huda Vocational School. This presentation aims to show them how to use this learning media for students to learn English on descriptive text material. Students are also given the opportunity to try spinning wheel and flash card products and directly practice how these media are used. Students were also asked to fill out a satisfaction questionnaire to determine whether or not the product was practical for them.

Discussion

This study has several problems which according to researcher learning in class using needs analysis with unstructured interviews in English learning by students majoring in visual communication design class X SMK Darul Huda Blitar. First, learning English in this class still uses the teacher center method which should apply the student center to find out the interests and talents of students majoring in English in their class. Even though this school already uses the independent curriculum, for teaching practice at this school it still uses the 2006 KTSP and only use book media and also still uses the teacher center. as a learning guide and does not use any media or learning tools so that learning is very boring and there is no interest in student learning. Learning that still relies on the teacher center method creates an atmosphere of teaching and learning that is less effective if the curriculum used already uses an independent curriculum. So that class X students majoring in visual communication design at Darul Huda Vocational School feel bored quickly and lack enthusiasm in learning, as a result the learning objectives are not achieved. Therefore, in learning the teacher should prefer various approaches, strategies, methods that are appropriate to the situation so that students can actively participate in learning.

From the findings of these problems, the researcher found a formula for learning at Darul Huda Vocational School and it can be formulated as follows: (1) What is the process for developing Spinning Wheel and flash cards for descriptive text material in class X visual communication design at Darul Huda Vocational School, (2) How the results of the development of Spinning Wheel and flash cards on descriptive text material for class X visual communication design at Darul Huda Vocational School. So the researcher used the Research and development for ADDIE model with several stages. This model has five phases, including: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation.

Spinning wheel is a sort of educational media spinning wheel that can be used to teach in schools. In addition to attracting students' attention, this media is also used so that it is not monotonous. Spinning wheel is a game in the form of a circle, there are various kinds of images in it which are played in a rotating manner according to its axis and stop at one of the images in a circle. This game was made with the aim that students easily understand learning and make learning more interesting (Hamzah et al., 2019) in (Subakti, 2020). Flash cards are small cards that contain an image or a word. The definition of flash card media is explained by Susilana, Riana and Riyana, (Jurnal & Wahyuni, 2020), namely: A learning tool called a "flash card" consists of graphic cards that are 25x30 cm in size.

The products that have been produced by researcher are Spinning Wheel and flash cards which have been validated by 3 experts. They are linguists, namely sociolinguistic lecturer, media experts, namely lecturer who are experts in this media, and material experts are English teacher from the school. The researcher also got 2 valid results and 1 very valid result from the 3 experts. Language validation get 85% which means very VALID, media validation get 75%

which means VALID, and material validation get 80% which means VALID. In this results of the validation is compared with the previous study from the research title “Meta-Analysis of Teams Games Tournament Learning Model with Spinning Wheel Media-Based on Local Wisdom Toward Students’ Learning Outcomes” (Kurniawati et al., 2020). Beside that the researcher also use “Developing Flash Cards Learning Media to Teach Grammar in Recount Text for Tenth Grade”.(Oryzanda Oryzanda et al., 2022)

Table 6. comparison with previous study

Comparison	Previous Study	This Research
Practice	Group	Individually

Table 7. comparison with previous study

Comparison	Previous Study	This Research
Media expert validity	80,26%	75%
Material expert validity	68,05%	80%
Subject	Vacational high school X Grades	Vacational high school X grades

CONCLUSION

The process of learning English is very important. In this study, this was evidenced by a needs analysis of 11 students and 1 English teacher in class X for students majoring in Visual Communication Design. This study aims to determine the requirements of students also to know the outcomes of the development of instructional media on descriptive text material. The research used several ADDIE Research and Development (R&D) models to obtain results using observation instruments and unstructured interviews. It uses steps including (1) needs analysis. (2) product design, (3) development, (4) implementation. (5) evaluation. The research subjects were 11 pupils of class X Visual Communication Design at Darul Huda Vocational School. The limitation of this research is developing spinning wheel and flash card learning media on descriptive text material for class X students majoring in Visual Communication Design. Researchers get valid results in two aspects and one very valid result. For very valid results in terms of total language (85%) and for 2 valid aspects are content (80%) and media (75%) and are suitable for use as learning media in descriptive text material. According to the satisfaction questionnaire about this product, the percentage of about 40% agreed and 60% strongly agreed. Finally, this learning The media can be used an additional educational media for class X students majoring in Visual Communication Design.

ACKNOWLEDGMENTS

Finally, Praise be to the presence of Allah Subhanahu wa ta'ala who has given His mercy and guidance so that the writer can complete the preparation of this article. I am especially thankful to my mother and father for supported me in completing this article. I am thankful for Mrs. Siti Rofi'ah, M.Pd and Mr. Ahmad Saifudin, M.Pd who have guided until this article is finished. Thank you for all English Language Education Lecturers who have given their knowledge to the author. Thank you for all of my friends in english department for supported me.

REFERENCES

- Ananta, N. Y., & Albanna, F. (2022). Pengaruh Kualitas Pelayanan Check-In Counter dan Kualitas Informasi Terhadap Kepuasan Penumpang Maskapai Batik Air Pada Bandar Udara Internasional Raja Haji Fisabilillah Tanjungpinang Kepulauan Riau. *Ground Handling Dirgantara*, 4(02), 401-410.
- Fitriyani, E., & Nulanda, P. Z. (2017). Efektivitas Media Flash Cards dalam Meningkatkan Kosakata Bahasa Inggris. *Psymphatic: Jurnal Ilmiah Psikologi*, 4(2), 167–182. <https://doi.org/10.15575/psy.v4i2.1744>
- Haslan, H. (2015). Pengembangan Vocabulary (Kosakata) dalam Pembelajaran Anak. *Al-Izzah: Jurnal Hasil-Hasil Penelitian*, 8(1), 97-108.
- Imron. (2022). *Cakrawala Jurnal Pendidikan Special Issue for Pedagogy Education 2022 Pembelajaran Inovatif Abad 21 pada Materi Deskriptif Teks dengan Model Pembelajaran Problem Based Learning di SMK Negeri 1 Adiwerna*. <http://cakrawala.upstegal.ac.id>
- Jurnal, L., & Wahyuni, S. (2020). Penerapan Media Flash Card untuk Meningkatkan Hasil Belajar Tema “Kegiatanku.” *Jurnal Ilmiah Sekolah Dasar*, 4, 9–16.
- Kamal, M. (2020). Research And Development (R&D) Tadribat / Drill Madrasah Aliyah Class X Teaching Materials arabic Language. *Pendidikan Dan Humaniora*, 4(1), 10–18. <https://doi.org/10.36526/js.v3i2>
- Kurniawati, D., Taufiq, M., Kasiyun, S., & Ah, N. '. (2020). Meta-Analysis of Teams Games Tournament Learning Model with Spinning Wheel Media-Based on Local Wisdom Toward Students' Learning Outcomes. *Journal of Educational Research and Evaluation*, 4(3), 307–312. <https://ejournal.undiksha.ac.id/index.php/JERE>
- Malang, P. N., Politeknik, I. M., & Malang, N. (2014). Pengaruh Strategi Pembelajaran (STAD Vs Konvensional) Dan Modalitas Belajar Terhadap Hasil Belajar Vocabulary Dalam Berbicara Bahasa Inggris. *JLT-Jurnal Linguistik Terapan*, 4(2).
- Mayasari, S., Indraswari, C., Komunikasi BSI Jakarta, A., & Sitasi, C. (2018). *Efektivitas Media Sosial Instagram Dalam Publikasi HUT Museum Nasional Indonesia (MNI) Kepada Masyarakat*. 9(2), 190–196. <http://ejournal.bsi.ac.id/ejurnal/index.php/jkom>
- Noprianto, E. (2017). Student's Descriptive Text Writing in SFL. *Perspectives Indonesian Journal of English Language Teaching and Applied Linguistics*, 2(1), 2017. www.ijeltal.org
- Oryzanda Oryzanda, Ahmad Saifudin, & Widiarini. (2022). Developing Flashcard Learning Media to Teach Grammar in Recount Text for Tenth Grade. *Journal of English Language Teaching*.
- Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*, 4(2), 53–60. <https://doi.org/10.29333/aje.2019.426a>
- Rahayu, P. (2019). *Pengaruh Era Digital Terhadap Perkembangan Bahasa Anak*.
- Rahmawati, S., Effendi, M. R., & Wulandari, D. (2022). Pengembangan Media Pembelajaran Berbasis Google Workspace Dengan Optimalisasi Akun Belajar.id. *Paedagogie: Jurnal Pendidikan Dan Studi Islam*, 3(01), 1–24. <https://doi.org/10.52593/pdg.03.1.01>
- RAJU RAHADIAN. (2018). Model Pembelajaran Smashbolavoli Pada Siswa Sekolah Menengah Kejuruan. *Jurnal Ilmiah FKIP Universitas Subang Vol. 4 No 02*.
- Rina Devianty. (2017). Bahasa Sebagai Cermin Kebudayaan. *Jurnal Tarbiyah*.
- Subakti, H. (2020a). Hasil Belajar Muatan Bahasa Indonesia Tema Lingkungan Sahabat Menggunakan Media Spinning Wheel Kelas V SDN 007 Samarinda Ulu. *Disastra: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 2(2), 192. <https://doi.org/10.29300/disastra.v2i2.3067>

Yogi Dayana Buana Maharani, Siti Rofi'ah, & Ahmad Saifudin. (2022). Development of Vocabulary Card in Learning English Vocabulary for 7th Grade Students at Mts Ma'arif Gandusari. *Jurnal Riset Dan Konseptual*.