



Crafting English Domino Card (EDC) as an English Learning Media for Junior High School Students

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Article Info	Abstract
<p>Article History Received: 2020-08-15 Revised: 2020-09-22 Published: 2020-10-03</p> <p>Keywords: <i>Crafting English;</i> <i>Domino Card (EDC);</i> <i>Learning Media;</i> <i>Students.</i></p>	<p>Learning media is essential in making it easier for teachers to deliver learning materials. Besides, it can also ease students learning. Therefore, learning media is vital in helping the teaching and learning process. This research aimed to develop or craft English Domino Card (EDC) as English Learning Media for Junior High School Students. This research is categorized as development research or research and development (R&D). This research was used to produce products and assess product effectiveness and practicality. In relation to the design of this study, the researcher arrived at the stage of producing a product and testing its validity. Product validity testing was carried out by two experts, media experts and material experts. The results showed that English Domino Card (EDC) as an English Learning Media for Junior High School Students was very worthy. It can be seen from the expert's judgment.</p>
Artikel Info	Abstrak
<p>Sejarah Artikel Diterima: 2020-08-15 Direvisi: 2020-09-22 Dipublikasi: 2020-10-03</p> <p>Kata kunci: <i>Kerajinan Bahasa Inggris;</i> <i>Kartu Domino (EDC);</i> <i>Media Pembelajaran;</i> <i>Siswa.</i></p>	<p>Peran media pembelajaran dapat mempermudah guru dalam menyampaikan materi pembelajaran, selain itu juga dapat mempermudah siswa dalam belajar. Dengan demikian, media pembelajaran memiliki peran penting dalam membantu proses belajar mengajar. Penelitian ini bertujuan untuk mengembangkan atau menyusun English Domino Card (EDC) sebagai Media Pembelajaran Bahasa Inggris untuk Siswa Sekolah Menengah Pertama. Penelitian ini termasuk dalam penelitian pengembangan atau yang lebih dikenal dengan sebutan penelitian dan pengembangan (R&B). Metode ini digunakan untuk menghasilkan produk, mengkaji keefektifan produk dan kepraktisan produk. dalam desain penelitian ini, peneliti hanya sampai Pada tahap menghasilkan produk dan menguji validitas produk. Pengujian validitas produk dilakukan oleh dua ahli yaitu ahli media dan ahli materi. Hasil penelitian menunjukkan bahwa English Domino Card (EDC) sebagai Media Pembelajaran Bahasa Inggris untuk Siswa Sekolah Menengah Pertama sangat layak. Hal ini dapat dilihat dari penilaian para ahli.</p>

I. INTRODUCTION

Crafting learning media is very important for both teachers and students (Sudjana & Rivai 2015; Trianto 2016). Learning media can help students and teachers in teaching and learning (Arke & Primack 2009; Sakkir et al. 2021; Sitompul 2013). The role of learning media can make it easier for teachers to deliver learning materials. Besides, it can also make it easier for students to learn. Thus, learning media has an important role in helping the teaching and learning process. Using learning media can enhance students' learning process, which in the end is expected to enhance the learning outcomes achieved. The selection of media must be adjusted to the general characteristics of students (Suyitno et al. 2019). The achievement of learning objectives cannot be separated from the use of good media by the teacher; thus, it is not excessive if the learning media has a significant role in improving student learning

outcomes (Mardati & Wangid 2015). In the learning process, the teacher must be able to make learning media fun for students. Making learning media must make students actively learn in class and think critically (Arsyad 2016). The most crucial thing in making learning media is to make it easier for students to learn and improve student learning outcomes. Therefore, the media must be valid, practical, and effective (Bulan & Idhar 2021).

What is mentioned above is an expectation that teachers should create learning media for students. However, the fact is that there are still many teachers who have not or have not made learning media for their students. This fact can be seen from the research results revealed by Mumpuni and Supriyanto 2020; Rumidjan, Sumanto, and Badawi 2017. Nevertheless, one of the mandates for teachers is to prepare media or learning devices before the learning process begins. Learning media, based on research

results conducted by Rumidjan, Sumanto, & Badawi 2017; Sanaky 2013, mention that learning media can overcome students' difficulties in learning, facilitate learning, motivate students in learning, and encourage student curiosity. In addition, learning media is a tool that conveys instructional messages in the learning process. The role of learning media is significant in the learning process so that the information or knowledge conveyed by the teacher can be absorbed easily by students. Based on the results of the needs analysis conducted by the author at Junior High School of Four Sumbawa, it was found that students need new learning media that increase knowledge, motivation, and skills in terms of English. In addition, based on the results of interviews with several English teachers, it was found that teachers rarely make learning media to teach students. Teachers only teach with textbooks available in schools. Another factor that prevents teachers from developing learning media is the school's administrative business. Then, based on the analysis of the school environment, apparently, not only English teachers who rarely develop learning media. It turns out that there are still many teachers of other subjects who rarely make learning media. This reality follows the recommendations of the research results by Mumpuni & Supriyanto (2020) that, indeed, the teacher must make learning media because the teacher is the one who best knows the student's condition, characteristics, and student's prior knowledge, and so on.

In addition, the author also analyzed the curriculum contained in a seventh-grade book on the topic or theme "this is my world." According to the learning objectives, this theme has a goal that students must achieve, one of which is that students can mention the names of animals around them. Based on these analyses, the authors decided to conduct research and development to create learning media for students and teachers at junior high school number four, Sumbawa. It is necessary to compile and establish a theory as the basis for further research and development to facilitate the author in developing learning media. Many experts agree that learning media is a tool or means to achieve learning objectives. Tools or learning media facilities must be educative and have practical value and benefits. There are four benefits of learning media according to Sudjana & Rivai 2015. First, learning will attract more students' attention. Second, the meaning of the

learning materials will be clear. Third, learning methods will be more varied. Fourth, students will do many learning activities. The estuary of the benefits of the learning media mentioned above can improve the process and student learning outcomes. Learning media serves as a tool for delivering messages in the teaching and learning process. So he proposed three functions of learning media, namely the function of attention, affection and cognition. Further, Akbar 2015, explained that the function of attention is related to attracting students' attention to concentrate on the lesson's content. The affective function is related to creating feelings of pleasure in students. In contrast, cognitive function is related to tools to understand and remember information. Learning media has many criteria. The criteria that must be met by learning media include: appropriate or in accordance with learning objectives, support for learning content, ease of obtaining media, teacher skills in using it, available time to use it, and according to students' thinking level. Meanwhile, learning media also has principles in use; namely, media is used to facilitate students' learning, learning media must follow students' interests, needs, and conditions, and the media used must pay attention to effectiveness and efficiency (Sanjaya 2013). Learning media can be obtained practically and developed according to student needs, materials, and learning objectives. In regards to that, Akbar (2015) offers learning media development procedures, including: (1) problem identification, (2) media design, (3) expert validation, (4) revision based on expert validation, (5) limited scale trial, (6) revision based on trial, (7) large-scale trials (8) produce the final product. The procedure offered by Akbar must be followed in stages so that the media developed is valid, practical, efficient, and effective.

English Domino Card (EDC) is a card that resembles a domino in general. NWDC is included in the criteria for print media. Print media based on (Sanaky 2013) have various properties. Even though the dominoes are varied, they still have a fixed image (Munadi 2018). However, according to the general Indonesian spelling guidelines (PUEBI or GISG), domino cards are round cards that show values or numbers. Domino cards are the same as playing cards. Students play this card as media to support learning. This card is usually played by 2 to 4 players. EDC plays the same way as dominoes, which is to match pictures, like a

make-a-match game in the context of an educational game (Mardati and Wangid 2015). According to Mumpuni and Supriyanto (2020), Domino card games must follow game instructions such as leveling, matching, and pairing cards. Playing domino cards can make players feel comfortable, so it also can be applied to students. Similar to games in general, EDC games must meet four components, as stated by Sadiman (2012), namely the existence of players, the environment of player interaction, the rules of the game, and the existence of certain goals to be achieved. Thus, EDC players must comply with the game's rules, for example, which the player is, how many players, where to play, and what results are obtained from the game.

II. METHOD

This research was included in development research or research and development (R&D). This method is used to produce products and assess product effectiveness and product practicality (Sugiyono 2018). However, in this research design, the researcher only reached the stage of producing a product and testing the validity. Product validity testing was carried out by experts, namely media experts and material experts. The product testing process goes through the following stages: first, researchers develop product validation instruments. Second, researchers provide products and product assessment instruments to the two experts mentioned above. Third, the researcher calculates the results of the expert assessment with the formula that will be mentioned below. The data collection technique used in this study is a non-test technique. Meanwhile, the instruments used were in the form of a questionnaire for material experts and a questionnaire for media experts. The data obtained from the research instrument is in the form of quantitative and qualitative data. The data analysis technique used in processing the data obtained uses qualitative data analysis techniques, namely qualitative descriptive data analysis for media feasibility. In contrast, quantitative data were analyzed following the reference from Mardapi (2012). Data analysis can be carried out with the following conditions. First, quantitative data is obtained from instruments that have been filled in by expert judgment, by using score data on the instrument in the form of qualitative data. Second, calculate the average score of the total instrument filling using the table below:

Table 1. Criteria of assessment of product

Scores	Scores point	Categories
4	$x \geq 3,1$	Very Worthy
3	$3,1 > x \geq 2,5$	Worthy
2	$2,5 > x \geq 1,9$	Less Worthy
1	$X < 1,9$	Very Less Worthy

Adopted from Mardapi (2012)

III. FINDINGS AND DISCUSSION

1. Result

This research was designed with a research and development (R&D) model, so the research steps are generally divided into two, namely the research step and the development step itself. The research steps are contained in the needs analysis and its stages, then the development steps and their stages. In the paragraph below, we will discuss the research steps carried out by the researcher. This research was conducted based on the potential and problems. In exploring the potential and problems, the researchers conducted a needs analysis. The needs analysis carried out by the researcher is divided into three, namely the analysis of the needs of students (as well as the characteristics of students), curriculum analysis, and analysis of the school environment. Students' needs are analyzed by making observations in class and interviews with teachers and students. Based on the results of observations, it is shown that teachers in teaching do not use learning media. Teachers only use government standard textbooks, so the material delivery is only done conventionally. It makes the learning situation look normal. Researchers conducted classroom observations four times to ensure that teachers use learning media during the teaching and learning process or not. However, the fact was that the teacher did not use learning media during the four meetings. After making observations, researchers conducted interviews with teachers. The teacher interview aims to obtain data regarding the understanding of learning media, its use and application in the classroom, and the development of learning media. The other aims are types of media that have been created and applied, advantages and disadvantages of media that have been developed and applied, and understanding related to website-based learning media and conventional. Related to the above, the re-

searchers received responses to interview questions conducted by researchers with English subject teachers at junior high school number four, Sumbawa. Table 2 below states the teacher interview indicators.

Table 2. Teacher interview question indicators

No	Indicators
1	Understanding learning media
2	Application of learning media in the classroom
3	Developing learning media
4	Understanding of kinds of learning media
5	Understanding of advantages and disadvantages of learning media
6	Understanding of website learning media and conventional learning media

Based on the results of interviews between researchers and teachers, various results were obtained. The results below have been summarized and selected and presented the main data obtained from the interviews. Below will be shown in table 3 the results of interviews based on the indicators above.

Table 3. Teachers respond

No	Teacher responses
1	The teacher understood about learning media
2	The teacher seldom used learning media in the classroom
3	The teacher never developed learning media
4	The teacher knew kinds of learning media, but never developed them
5	The teacher knew the advantages and disadvantages of learning media but never developed it
6	The teacher knew but seldom used the website and conventional learning media

Analysis of student characteristics, this analysis was conducted to determine the characteristics of students. The characteristics that want to be known are student learning styles and learning abilities. This condition has been obtained through questionnaires filled out by students and also the results of student interviews. From the results of this analysis, it was found that the developed EDC media was following students' learning styles and initial abilities. In addition, students are also pleased with learning media, especially related to games. Thus, this media can also be applied by using the game method during the learning process in class. Curriculum analysis was done by finding out the curriculum used by the school. SMPN 4 Sumbawa employed the 2013 curriculum. This information was

obtained by directly asking the deputy principal of the curriculum section. In addition, the researcher analyzed the seventh-grade English textbook. There is material "This is my World" in chapter four. Students must master some competencies; namely, students can mention the names of objects in the surrounding environment can mention the names of animals in the surrounding environment. Thus, the researcher chose one competency; namely, students were able to name the animals around their environment. Thus, the researchers chose and developed English Domino Card learning media for students. This media is in the form of domino game card media with animal pictures. This information aligns with the competencies to be achieved in the textbook. This analysis of the school environment is carried out by looking at various things in the school, including the state of the teachers, schools, students, and their learning environment. Based on the results of this analysis, only very few learning media have been developed by the teacher, various factors prevent teachers from creating or developing learning media, namely the administrative busyness factor. This factor is what makes teachers rarely make learning media. There is very little media available in schools, and the media is purchased online and offline and then used by several teachers. Students also use the media when the teacher uses it in the classroom.

2. Discussion

The value of the EDC learning media must be based on the assessment of experts, namely material experts and media experts. The assessment or validation carried out by experts aims to determine the worth of EDC learning media products. The assessment uses a scientifically developed questionnaire and has passed the instrument validation process from experts. Details of the validation results by material and media experts can be seen below. The material expert assessment questionnaire on EDC learning media has three main aspects: the feasibility of content and language use. The content-worthy aspect consists of three statements which include the suitability of the material with essential competencies, the suitability of the material with learning indicators, and the suitability of the material with the learning objectives. In comparison, the linguistic aspect consists of

two statements: the suitability of the words used with the level of students' vocabulary mastery and the accuracy of words and pictures in the media. While the aspect of use consists of three statements: the media is presented systematically and clearly, the media is easy to use, and the media is interactive. The following is the result of the material expert assessment. The writer had processed the data and given the scores and categories based on expert judgment.

Table 4. Judgment of material expert

No	Indicators	Average scores	Categories
1	Content eligibility	3.5	Very worthy
2	Language	3.5	Very worthy
3	Usage	3.5	Very worthy
Total average scores		3.5	Very worthy

Table 4 above shows that the material experts' assessment of the EDC learning media product is categorized as very worthy, based on the results of this assessment, the product that has been developed can be tested both on a small and large scale on seventh-grade students. The average results of the above material experts are obtained from eight statements or indicators. The contents of the indicator have previously been validated by experts in the field of learning materials. However, there is some input from experts. Then the inputs are corrected as they should be and approved by experts. The assessment results are very decent media experts obtained an average score of 3.5, as seen in table 4 above. This result indicates that this product can already be tested both small and large scale. The product in the form of learning media developed for seventh-graders students has met the standards of quality of learning materials as stated in the variables. This statement is in line with the opinion of Sitompul (2013) that the media developed must be in accordance with the learning material. Learning media developed can also contain main materials and sub-materials in learning (Purnomo and Purnama 2013). The material on this product is synchronized with the material in the seventh-grade learning material chapter four entitled "This Is My World," which focuses on name recognition animals. Aspects of the language used in EDC products are in accordance with the level of

mastery of student boarding. Thus, the accuracy of words and images in the learning media is needed. Based on the results of expert assessments, aspects of the language that fall into the category are very feasible; this is in accordance with the statement of Mardapi (2012) that if the expert rating score is above 3.1, then the media is declared very feasibly. This number means that the suitability and accuracy of the words and images in this product are so good that it is worth testing. In addition, this aspect of use in developed media is excellent. The results can be seen in table 3 above. According to Akbar (2015), aspects of media use relate to the systematic and clear presentation of media, media is easy to use, and media is interactive. It is line with a statement of Trianto (2016), stated that it can increase students' mastery of certain materials. The media expert assessment of EDC learning media consists of several aspects, including color, typography, appearance, and presentation. The color aspect consists of several indicators such as the color combination used in the media, the color composition used in the media, the accuracy of the colors used in the image, the suitability of the colors used in the image, the accuracy of colors in the text, and the suitability of colors in the background of the text to the color in the text. Typographic aspects consist of indicators of the suitability of fonts used with student characteristics, the accuracy of font types in text, the accuracy of text size, and the accuracy of the distance between letters in the text. Aspects of display consist of indicators of the suitability of image size in the media, the archiving of images in the media, the clarity of images on the media, the accuracy of the placement of images and words in the media. Aspects of presentation consist of indicators of medium durability, and media are designed practically. The following will be presented in table 5 regarding the data of media expert assessment results. This assessment covers four aspects.

Table 5. Judgment of Media expert

No	Indicators	Average scores	Categories
1	Color	3.5	Very Worthy
2	Typography	3.5	Very Worthy
3	Display	3.7	Very Worthy
4	Presentation	3.5	Very Worthy
Total average scores		3.5	Very Worthy

Based on table 5 above, that media expert assessment of EDC products is in the average of 3.5 or in the category is very worthy. The conclusion of this expert assessment of media is that EDC products deserve to be tested both small and large scale. However, revisions are also needed based on expert advice and comments. As for the improvements we have made on the display aspect, especially regarding the size of images in the media, it is done based on the experts' suggestions. EDC media that has been developed is based on visual media. Visual media can take the form of images that show an object. Objects used as images in this medium come from vocabulary theory which is then detailed in the vocabulary of nouns. The nouns in this EDC are the names of animals or animals, place names, and objects around the school, all made up of local wisdom around the student's neighborhood. According to Arsyad (2016), visual media can facilitate students' understanding. This type of media was developed to improve the understanding of students' English vocabulary related to nouns. EDC media, in principle, has covered aspects that build the integrity and quality of learning media. These four aspects can be seen in table 5 above. The selection of learning media in this development research is in line with principles expressed by Akbar (2015), among them the appearance and presentation of media that corresponds to the characteristics of students. Thus, this product is expected to be used as a medium of English learning in state junior high schools.

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

One important point that can be concluded in this development research is that the media of EDC is very worthy. It can be seen from the expert's judgment. They assess the media by using a valid questionnaire. The experts recommend applying or using the media in junior high school students, but the researcher narrows the product to a valid level. In the future, the researcher will use this product to be implemented in junior high school.

B. Suggestions

Discussions related to this research are still very limited and require a lot of input suggestions for the next writer are to study more

deeply and comprehensively about Crafting English Domino Card (EDC) as an English Learning Media for Junior High School Students.

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