

Development of Islamic-Based Descriptive Card Media to Improve Speaking Skills of Grade VII Students of SMP Ahmad Yani 1 Baureno

Fathur Rohman¹, Rina Amalia²

^{1,2}Billfath University, Indonesia



DOI :-

Sections Info

Article history:

Submitted: December 06, 2025

Final Revised: December 20, 2025

Accepted: January 07, 2026

Published: January 18, 2026

Keywords:

Card media

Descriptive text

Speaking skills

Junior high school students

ABSTRACT

Objective: This study aims to develop media in the form of description cards based on character values to enhance the speaking skills of seventh-grade students in junior high school. The media development follows the ADDIE model, encompassing the stages of analysis, design, development, implementation, and evaluation. **Method:** The research employed a Research and Development (R&D) approach using the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. Data collection was conducted through classroom observations, interviews, expert validation questionnaires, and speaking performance tests. **Results:** Expert validation results indicated that the media developed was categorized as very feasible, with a percentage of 93%. Limited trials showed a 91% improvement in student learning activities, categorized as very good. The description card media successfully enhanced students' fluency, vocabulary, and courage in speaking. **Novelty:** This study introduces the development of description card-based learning media that integrates character values, offering an innovative alternative for improving speaking skills in junior high school students while also strengthening their character education.

INTRODUCTION

Speaking skills are a crucial aspect of language acquisition, particularly in Indonesian language learning at the junior high school level [1]. However, many students struggle to develop their speaking skills due to various factors such as limited vocabulary, lack of self-confidence, and a lack of supportive learning media. Research by Khairunnisa et al shows that vocabulary development significantly impacts the improvement of students' speaking skills in Islamic secondary schools [2].

In the context of Islamic education, integrating religious character values into language learning is a crucial aspect that can strengthen students' character [3], [4]. Ersyadila et al emphasize the importance of integrating religious character values into Indonesian language teaching to shape student character in accordance with the Merdeka curriculum [5]. Learning media that incorporate Islamic content can be an effective solution to achieve this goal [6]. This aligns with the findings of Widodo and Huda and Kurniawan and Setiawan, who assert that card-based visual media can improve junior high school students' speaking skills [6], [7].

The ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model is an effective systematic approach to developing learning media. This model allows for the development of media that is appropriate to student needs and the learning context [8], [9]. In this study, the ADDIE model was used to develop Islamic-

based description cards aimed at improving the speaking skills of seventh-grade junior high school students [10].

Based on the explanation above, this study aims to develop learning media in the form of Islamic-based description cards that can improve the speaking skills of seventh-grade junior high school students [11]. Based on this description, this study aims to develop and test the feasibility of religious character value-based description cards in improving the speaking skills of junior high school students.

RESEARCH METHOD

This research is a research and development (R&D) using the ADDIE model [12]. This model was chosen because it is systematic and suitable for developing learning media. The research was conducted at SMP Ahmad Yani 1 Baureno with 30 seventh-grade students selected purposively. Data collection techniques included observation, interviews, expert validation questionnaires, and speaking performance tests. Data were analyzed using descriptive statistics in the form of percentages and averages, as well as qualitative analysis of the results of observations and interviews.

RESULTS AND DISCUSSION

Results

Description Card Media Validation Results

The developed description card media underwent validation by subject matter experts and instructional media experts. The validation was conducted to assess the feasibility of the media in terms of content, presentation, language, visual appearance, and the integration of religious character values.

The validation results indicated that the description card media received a feasibility percentage of 93%, which falls into the "very feasible" category. This shows that the media has met the criteria for being a viable learning tool for Indonesian language instruction in junior high schools.

Table 1. Description Card Media Validation Results

| No | Assessment Aspect | Percentage (%) | Category |
|----|-------------------|----------------|---------------|
| 1 | Media Validation | 93 | Very Feasible |

Limited Trial Results with Students

Limited trials were conducted with 30 seventh-grade students to determine the effectiveness of the description card media in speaking skills learning. The assessment was carried out through observations of student learning activities during the lesson. The results of the student learning activity assessment showed a percentage of 91%, categorized as very good. The students were actively engaged in the lesson, particularly in visual, oral, and emotional activities. The description card media successfully

encouraged students to speak more confidently, express opinions, and verbally describe objects.

Table 2. Student Learning Activity Results

| No | Assessment Aspect | Percentage (%) | Category |
|----|---------------------------|----------------|-----------|
| 1 | Student Learning Activity | 91 | Very Good |

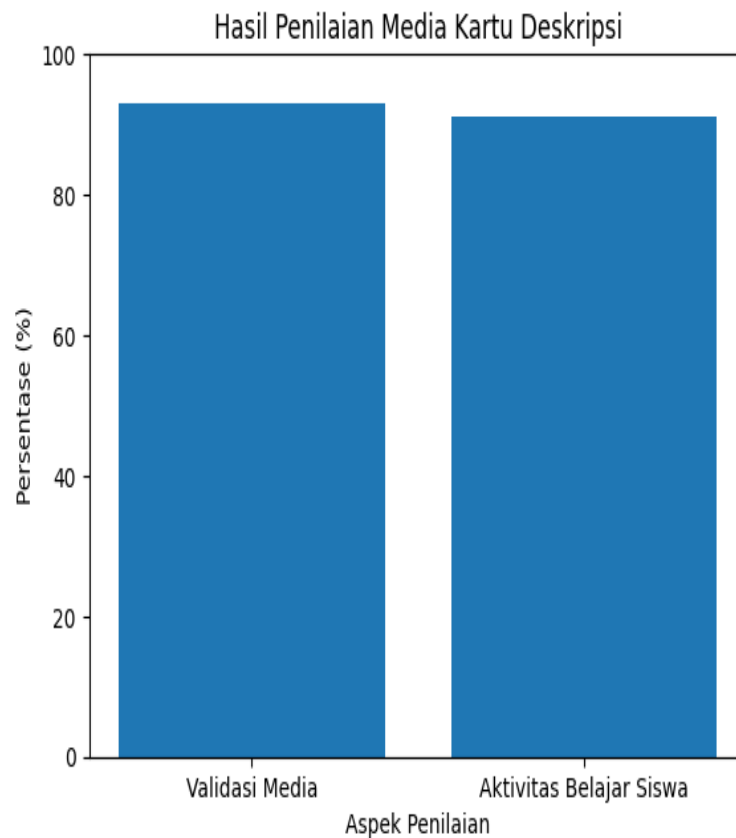


Figure 1. Description Card Media Assessment Diagram

(The bar chart shows that the media validation received a score of 93%, while student learning activity received a score of 91%). The diagram illustrates that the developed description card media is not only of high quality but also capable of creating high and positive learning activity among students.

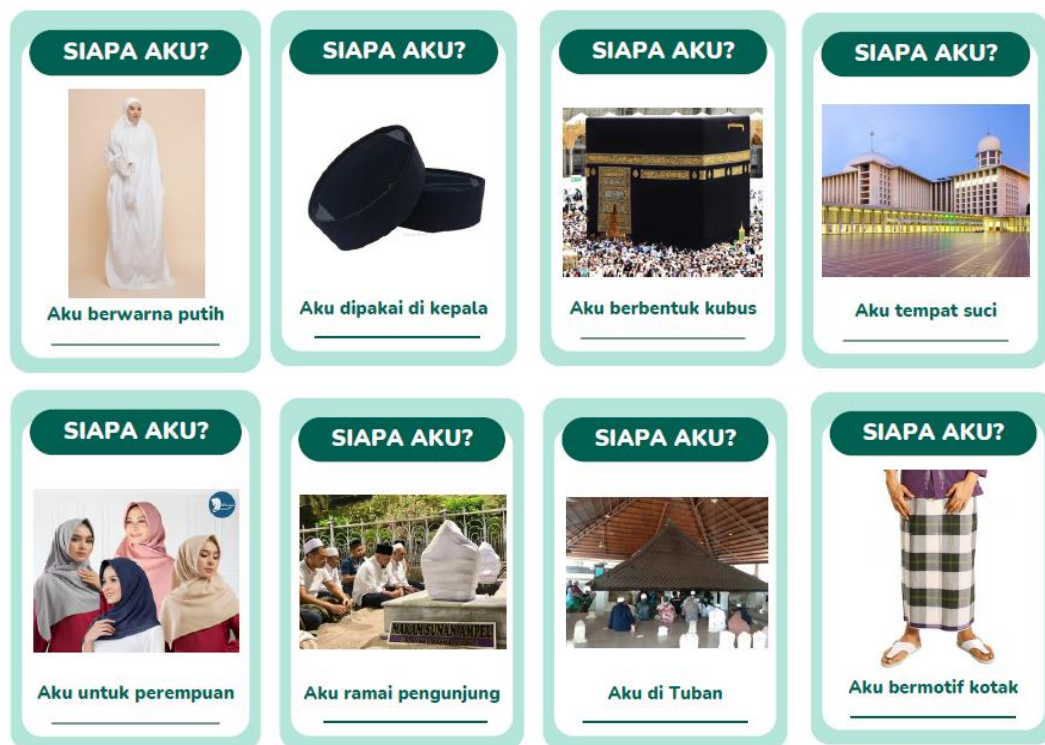


Figure 2. Description Card Text Media Design

The description card media was developed and then assessed by validators. The validators also provided a suggestion to include local objects characteristic of the Bojonegoro region. This suggestion was used as input for the evaluation of the description card media.

Based on the validation results and limited trials, the description card media is deemed very feasible and capable of enhancing student learning activities and speaking skills, with a feasibility percentage of 93%. The use of the description card media improved student learning activities by 91%, categorized as very good.

Discussion

The research results show that the description card media, based on religious character values, falls into the very feasible category and is able to enhance student activity and speaking skills. These findings indicate that the use of visual stimuli in the form of cards can help students develop ideas in a more structured way before speaking. The 91% increase in student learning activity suggests that this media is capable of creating an active and enjoyable learning atmosphere. This aligns with the opinion of Wulandari and Mulyadi, who stated that visual media plays an important role in increasing student participation and confidence in speaking [13].

The integration of religious character values in the learning media also has a positive impact on the affective aspects of students. The media not only serves as a tool for improving language skills but also as a vehicle for character development [14], [15]. This finding reinforces the research of Huda and Widodo, who emphasized that character

education can be effectively integrated through Indonesian language learning [6]. Therefore, the developed description card media is relevant to the needs of Indonesian language learning in junior high schools and can be used as an innovative alternative media to enhance students' speaking skills. This study has limitations, including the fact that the media trial was still conducted on a limited scale and did not involve a control group. Therefore, future research is recommended to test the effectiveness of the description card media on a larger scale and compare it with other learning media.

CONCLUSION

Fundamental Finding : This study concludes that the development of description card media based on religious character values is methodologically effective and pedagogically sound. Expert validation categorized the media as very feasible, and the empirical results show significant improvements in students' speaking skills, particularly in fluency, vocabulary, and confidence. The media also contributed to the development of students' character, making it an innovative learning tool for enhancing both language skills and character education in junior high school. **Implication :** These findings imply that integrating character values into language learning media can foster both cognitive and affective development. The description card media provides a practical, alternative approach to teaching speaking skills in junior high schools while aligning with broader educational goals that emphasize the development of language proficiency alongside moral and social character education. **Limitation :** Despite these positive outcomes, the study is limited by its focus on a single school context, a relatively small sample size, and the use of limited trials, which may limit the generalizability of the results to broader educational settings. **Future Research :** Future research should involve larger participant groups, utilize experimental or quasi-experimental designs with control groups, and examine the long-term effects of this media on speaking proficiency and character development. Additionally, studies could explore the adaptability of Islamic-based description card media across different grade levels and learning environments.

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***Fathur Rohman (Corresponding Author)**

Billfath University, Indonesia

Email: fathurbillfath@gmail.com

Rina Amalia

Billfath University, Indonesia
