



**EFFECTIVENESS OF USING LEARNING MEDIACARD-BASED  
READING SKILLS QUESTIONS EXPOSITION TEXT FOR  
CLASS VIII STUDENTS MTS AR-ROUDHOH JABUNG,  
INDONESIA IN THE ACADEMIC YEAR 2021/2022**

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**Abstract:**

This research is motivated by learning Indonesian in conventional schools. Observations show the minimal use of learning media at MTs Ar-Roudhoh Jabung, Indonesia. This is what underlies the researcher to determine the effectiveness of using question card-based learning media with exposition text material for class VIII. The research method used is a pre-experimental design with *one group pretest-posttest* design. The research location is MTs Ar-Roudhoh Jabung. Collecting data was done by using a validation questionnaire for media expert lecturers, material expert lecturers, linguists, and class VIII students. The research instrument consists of five aspects, namely aspects of content feasibility, presentation aspects, graphic aspects, language aspects, and learning design aspects. The results of this study are: (a) The validity and effectiveness of the media have been well tested. Expert validation test results: (1) Media Experts are 91.25% with "Valid" criteria; (2) Material Expert by 94.4% with "Valid" criteria; (3) linguists 98.75% with "Valid" criteria; (4) Students are 96.22% with "Valid" criteria. (b) Student learning outcomes show that student scores have increased and meet the minimum final score of KKM (Minimum Completeness Criteria). Thus, the results of the validation of the four respondents indicate that the question card-based learning media is effectively used for learning exposition texts for class VIII MTs students. To improve student motivation and learning outcomes, Indonesian language teachers should be able to develop learning media in terms of more complete material. The material presented does not only contain exposition text material, but can be developed with other materials in class VIII learning. Teachers pay attention to the learning model used when implementing learning media and schools should further improve facilities for the use of learning media.

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**Keywords:** learning media, question cards, exposition text

## 1. Introduction

The task of a teacher is not only to teach or transfer knowledge to students but to guide, educate, direct, assess and evaluate. In practice, a teacher is required to be a professional educator who is proficient in his field. According to Imran (2010: 23), a teacher is a position or profession that requires special skills in its main tasks such as educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary and secondary education. Being a teacher in today's era is required one to be more creative, innovative and master technology. Sophisticated technology can help teachers add insight on how to convey material in different ways so that students are interested in learning. Various methods can be chosen by a teacher when delivering learning materials. The right method will help a teacher achieve learning objectives.

Media is a tool used to convey information about teaching materials so that students are more interested and focused during the teaching and learning process. This media can help students improve learning outcomes because they focus more on the teaching and learning process. Based on observations at MTs Ar-Roudhoh Jabung, during the current pandemic, the learning process is carried out using the offline method. The offline method is a learning system that requires direct face-to-face meetings between teachers and students. This method was chosen for several reasons, namely, (1) students' lack of understanding of the material, (2) students' lack of enthusiasm in doing assignments, (3) complaints from some parents related to the cost of purchasing quotas, (4) requests from parents to carry out face-to-face learning activities.

When learning Indonesian is done face-to-face, teachers often use the lecture method in delivering material so that some students are less focused and talk to their friends. Teachers only use blackboards, chalk and markers provided by the school. The lack of media use resulted in some of the subject matter not being maximized. Students feel they do not understand and do not understand the teacher's explanation. They are bored when they are told to read the material in the textbook. If there are questions posed by the teacher, only a few students can answer. Without using media, a teacher only uses the lecture method and there is no feedback or response from students.

Arsyad (in Sukiyasa & Sukoco, 2013) reveals that learning media can increase and direct students' attention so that it can foster learning motivation, more direct interaction between students and their environment, and students learn on their own according to their interests and abilities. In Indonesian subjects at the SMP and MTS levels, students are faced with various text-based materials, one of which is exposition text. Exposition text is a text or paragraph that contains information and is non-fiction. According to the KBBI, exposition is a description or explanation that aims to explain the intent and purpose. In learning exposition text, students are required to read more material and

various examples of exposition text. The problem is that not all students like to read and quickly understand the material they read. To overcome these problems, teachers must have solutions, one of which is by utilizing media that can attract students' interest in learning. By using learning media, it is hoped that the material delivered is more effective, students are more enthusiastic and interested in learning the subject presented. Students do not feel bored and are more focused on the teaching and learning process. The use of learning media must be creative, and innovative and use various teaching methods that can help students understand and digest quickly so that the learning process is fun. Students are more enthusiastic and interested in learning the subject presented. Students do not feel bored and are more focused on the teaching and learning process. The use of learning media must be creative, innovative and use various teaching methods that can help students understand and digest quickly so that the learning process is fun. Students are more enthusiastic and interested in learning the subject presented. Students do not feel bored and are more focused on the teaching and learning process. The use of learning media must be creative, innovative and use various teaching methods that can help students understand and digest quickly so that the learning process is fun.

The basic competencies in class VIII in the first semester show several materials that must be understood, including news texts, advertisements, exposition texts in mass media, poetry, and explanatory texts. From some of these materials, the researcher chose material about exposition texts to apply the learning media that had been made. This media is adapted to the learning material and the objectives to be achieved, namely improving student learning outcomes and understanding of exposition texts in class VIII of MTs Ar-Roudhoh. Researchers create visual media that can be used with various methods in exposition text learning. This visual media is in the form of question cards in which there are questions or questions related to the exposition text material. This media was created because the presentation is simple, attractive and easy to make.

## **2. Method**

The research method is a step taken by researchers to collect the information or data needed. The experimental research method is a research method that can correctly test hypotheses regarding causal relationships (causation). Sugiyono (2016, p.74) classifies experimental designs into three, namely: pre-experimental design, experimental design, and quasi-experimental design. The pre-experimental design is divided into three types, namely One shot case study, One group pretest-posttest, Intac-group comparison.

This study uses a pre-experimental method with a one group pretest-posttest design. The previous researcher gave a pre-test to the group that would be given treatment. Then the researcher gave treatment or treatment using question cards. After completion, the researcher gave a post-test. The magnitude of the effect of the treatment can be known more accurately by comparing the results of the pre-test and post-test. The

aim is to determine the level of effectiveness of the question card media made by researchers to be applied to class VIII students at MTs Ar-Roudhoh Jabung. The research was conducted at the Ar-Roudhoh Jabung MTs School which is located on Jl. Raya Jabung, Jabung District, Malang Regency. Observation activities were carried out in July - August 2021, while data collection was carried out from September to December 2021.

The subjects in this study were class VIII students of MTs Ar-Roudhoh Jabung. In a study, an instrument is needed to obtain valid data (Moleong, 2010: 168). The instrument used was a questionnaire validation sheet which was given to media experts, material experts, linguists, and class VIII students. The validation sheet/questionnaire covers several aspects, namely: feasibility of content, presentation, graphics, language and learning design. All data questionnaires were measured using a Likert scale.

$$\text{Percentage validity (\%)} = \frac{\text{Overall mean score}}{\text{Maximum score}} \times 100\%$$

The assessment criteria for all question card-based learning media questionnaires are expressed in percentages. To find out the final score using the average analysis of the items in question in the questionnaire, namely by calculating the value and matching it with the table of media eligibility/validity criteria as follows.

**Table 1:** Eligibility Criteria/Media Validity

Score	Formula	Classification
4	80%-100%	Valid
3	60% - 79%	Quite Valid
2	50% - 59%	Less Valid
1	<50%	Invalid

**Source:** Modification Arikunto, 2010.

To analyze the data from the questionnaire, the following steps were carried out.

- 1) Questionnaires that have been filled out by respondents, are checked for completeness of answers and then arranged according to the respondent's code.
- 2) Quantifying the answers to each statement by giving a score according to a predetermined weight.
- 3) Create data tabulation.
- 4) Calculate the percentage of each aspect with the formula used in calculating the percentage score.
- 5) The percentage obtained is then transformed into a table.

### 3. Results and Discussion

#### 3.1 Student Acceptance of Question Card Media

The application of the question card media begins with a pre-test, which is a test given to students before learning begins. The goal is to find out the extent to which students

understand the exposition text material that will be studied. A pre-test is done face-to-face and is limited in processing time. After finishing all group worksheets are collected and in the last step, the teacher gives a post-test. Post-test is the final evaluation when the exposition text material has been delivered by giving questions to students to find out the extent to which students understand and understand the material. The benefit of holding a post-test is to get an idea of the abilities achieved by comparing the results of the pre-test and post-test scores so that it will be known how far the effect or influence of using question card media is.

The results of the assessment include five aspects, namely aspects of the feasibility of content, presentation, graphics, language, and learning design. The average score of the content feasibility aspect is 97.3% according to the media eligibility criteria in Table 1 including the valid/feasible category. The presentation aspect has an average score of 98.2% which is included in the valid/decent category. The graphic aspect has an average score of 96.4% which is included in the valid/feasible category. The language aspect has an average score of 100% in the valid/decent category. The learning design aspect has an average score of 89.2% which is included in the valid/feasible category. The analysis of the calculation results can be seen in Table 2.

**Table 2:** Results of Calculation of Student Validation Questionnaires

No	Assessment Aspect	Percentage (%) Validation
1	Content Eligibility	97.3
2	Serving	98.2
3	Chart	96.4
4	Language	100
5	Learning Design	89.2
Overall score		481.1
Average		96.22
Criteria		Valid/Easy to Use

Based on the table above, it can be concluded that students can accept question card media as a tool to support understanding of the material and improve learning outcomes in accordance with the KKM for Indonesian subjects.

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### 3.2 Uses of Question Card Media in Exposition Text Learning

The usefulness of question cards in exposition text learning can be seen from the results of the student acceptance assessment questionnaire which shows that the question card media can improve student learning outcomes according to the KKM. Students feel happy to learn by using question card media and get an interesting learning experience. The results of the validation of student acceptance are shown in Table 2 and the results of the pre-test and post-test of students are in Table 3.

**Table 3: Student Pre-test and Post-test Results**

No	Student's name	Pre-test	Post-test
1	Ld	70	90
2	Ab	80	100
3	Sn	60	70
4	Hr	70	90
5	Wn	90	100
6	And	70	90
7	Ely	70	100
Amount		510	640
Percentage		72.85	91.42

Based on the table above, the usefulness of the question card media can be concluded as follows.

- a) Increase student motivation in learning;
- b) Students better understand the learning material;
- c) Improve student learning outcomes;
- d) Students are actively involved in learning;
- e) There is a variety of learning.

### 3.3 Eligibility of Question Card Media

Before testing the students, the question card media must go through a validation test. The goal is to find out whether the media is appropriate if it is applied or used for learning. A validation test is carried out by media experts for feasibility assessment. The media expert's validation assessment includes aspects of graphics and presentation. The average score for the validation of the graphic aspect is 87.5% according to the media eligibility criteria in Table 1, so it is included in the valid/feasible to use category. The presentation aspect has an average score of 95% so it is included in the valid / Appropriate to use category. The overall analysis has a score of 91.25%, so it can be concluded that the question card media is included in the valid/feasible to use category. The analysis of the calculation results can be seen in Table 4.

**Table 4: Media Expert Validation Results**

No	Assessment Aspect	Percentage (%) Validation
1	Chart	87.5
2	Serving	95
Overall score		183.5
Average		91.25
Criteria		Valid/Easy to Use

### 3.4 Media Accuracy Question Card

After the feasibility test, the next step is the validation test of the material expert. The goal is to find out whether the material in the media is right with the material taught to students. The suitability of media content with KD and learning objectives. There is no

difficulty in understanding the questions on the media, the ease of use of learning media, the media provides an interesting learning experience.

The validation of the material experts assessed was aspects of the feasibility of content, learning design, and language. The content feasibility aspect has an average score of 91.6% according to the eligibility criteria in Table 1, including the valid/feasible to use category. The learning design aspect has an average score of 91.6% according to the eligibility criteria including the valid/feasible to use category. The language aspect has an average score of 100% so in the feasibility category it is valid/suitable to be used. The overall analysis of the three aspects has an average score of 94.4% so it can be concluded that the results of the assessment from material experts on the media of question cards are valid/feasible to use. Calculation analysis can be seen in Table 5.

**Table 5: Material Expert Validation Results**

No	Assessment Aspect	Percentage (%) Validation
1	Content Eligibility	91.6
2	Learning Design	91.6
3	Language	100
Overall score		283.2
Average		94.4
Criteria		Valid/Easy to Use

Validation from linguists includes several aspects including the feasibility of content, presentation, graphics, language, and learning design. The aspect of content feasibility has an average score of 100% in the eligibility criteria in Table 1 which is included in the valid/fit for use category. The presentation aspect has an average score of 100% which is included in the valid/feasible criteria to be used. The graphic aspect has an average score of 100% which is included in the valid/feasible criteria for use. The language aspect has an average score of 100% which is included in the valid/feasible criteria for use. The learning design aspect has an average score of 93.75% so the eligibility criteria are included in the valid/appropriate category to use. The analysis of the overall calculation results of the five aspects has an average score of 98.75%. The results of these percentages can be concluded that the question card media is included in the valid/feasible criteria for use. Calculation analysis can be seen in Table 6.

**Table 6: Expert Validation Results Language**

No	Assessment Aspect	Percentage (%) Validation
1	Content Eligibility	100
2	Serving	100
3	Chart	100
4	Language	100
5	Learning Design	93.75
Overall score		493.75
Average		98.75
Criteria		Valid/Easy to Use

Based on the validation results from material experts and linguists, it can be concluded that the question card media is appropriate to use for class VIII exposition text material.

## 5. Conclusion

After carrying out research activities on the effectiveness of using card-based learning media, questions about reading skills of exposition texts for class VIII using qualitative methods can be concluded as follows.

- 1) Students can receive learning using question card media based on the results of filling out student validation questionnaires. The results of the questionnaire have an average score of 96.22% in the valid category. Students are motivated by using media when learning. There is an interaction between students and students with teachers. The media is easy to operate and improves understanding of the material.
- 2) The feasibility of the question card media can be seen from the validation results of media experts who have an average score of 91.25% in the valid category so that this media is feasible to use or apply to students in exposition text learning.
- 3) The question card media is appropriate to use in exposition text learning based on the validation results from media experts, material experts and linguists with valid categories. The content of the media is in accordance with the material, KD and learning objectives.
- 4) Question card media can improve student learning outcomes by meeting the Minimum Completeness Criteria (KKM) based on the results of the student's pre-test and post-test. Students get an interesting learning experience using question card media.
- 5) Based on student acceptance, feasibility, accuracy and usefulness of the question card media, it can be concluded that this media is very effective in learning exposition text for class VIII.

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## Conflict of Interest Statement

The authors declare no conflicts of interest.

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