

Development of Modified Cube Box For Learning Descriptive Text for Seventh Grade Students at Mts Subulas Salam Kepanjen Malang

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Abstract

The purpose of this research is to develop a modified cube box product with descriptive text chapter material. With this media, the researcher hopes to help English teachers at MTs Subulas Salam in the learning process so that they are more active and easier to achieve learning objectives. Based on observations made by researchers, a problem was found, namely student learning in the dominant class using worksheets so that other media were needed so that learning became more active. The research method used in this article is research and development (R&D), which is a research approach to produce new products or improve existing products. The Rnd method used is the Addie method which consists of 5 steps namely analysis, design, development, implementation, and evaluation. In producing certain products, this research is a needs analysis using survey or qualitative methods. Each product produced also needs to be tested for product feasibility with experimental methods. In accordance with the results that have been carried out, the validation results obtained by the team of experts is 85%. Student response is 89.4%, and teacher response is 90%. With these results it can be concluded that the development of a modified cube box for class VII at MTs Subulus Salam is declared valid and feasible to use.

Keywords— *Descriptive text, Cube Box, Writing ability*

1. INTRODUCTION

Writing is something that is important and often used in people's life such as writing messages, cover letters, and much more. Writing is always taught in various formal education so that everyone has good writing skills. Having good writing skills will produce conceptually correct language. Students will start or develop their ideas and edit until they are mature according to the desired context. A teacher will try to help and facilitate to encourage students to develop their writing (Iftanti, 2016).

According to observations conducted at MTs Subulas Salam on February 4 2023, many students are eager to learn to write, including a mini bulletin board in each class which is filled out by students in the class itself on a scheduled basis, including written English. Learning English at MTs Subulas Salam only uses Student worksheet in which the content is in accordance with the existing curriculum, the student worksheet already contains appropriate

material standards. Add the student's problem in writing activities that only rely on the student worksheet (LKS)

According to studies, more innovative forms of teaching and learning material are required to accommodate students' needs in light of previously identified challenges. Learning media is a resource that may be utilized to supplement classroom instruction. The learning process will be facilitated by the learning media. Students will have an easier time comprehending what they have been taught and the learning process will feel more natural.

Based on this opinion, research will try to conduct development research in the form of cube box learning media. This learning media is very appropriate to use in learning English. This cube box learning media is a cube box made of cardboard files. In this cube box contains several keywords and images used in descriptive text material that focuses on writing skills. A student will later play the cube box as playing a dice.

Previously, many researchers conducted research on instructional media in an effort to improve English learning, including "The Use Of Youtube As A Medium For Learning English" by Rendra Lestari. In this study, YouTube has been able to help students as a valid learning media that is very feasible to use, (Arifin et al., 2017). "Development Of Web-Based English Reading Learning Media For Junior High Schools" by Kandung Supriyono and Sugirin, in this study, the web really helped students in learning with good results and was feasible to use, (Supriyono & Sugirin, 2014). "Improve English Speaking Ability Class VII Middle School Students With Card Learning Flash Media" by khusnul khotimah, In this study flash card learning media was considered very helpful for students in learning which made students more active in learning English with the aim of improving speaking skills with valid results. (Khotimah, 2016).

From the researchers mentioned above, there are some differences with the research that will be examined this time. In this study using simple media, namely cube boxes made of cardboard which are made as attractive as possible. In this study using descriptive text material with a focus on writing skills. With this Cube Box, it is hoped that it can develop student learning and can make students more active in learning to write. The researcher used class VII students of MTs Subulas Salam as research objects. With the research title "**Development of the Modified Cube Box for Learning Descriptive Text For Seventh Grade At MTS Subulas Salam Kepanjen Malang**", with this media, it is expected to find a new learning media to improve descriptive text learning.

2. RESEARCH METHODOLOGY

In this study the researchers used research and development (R&D). According to Sugiyono (2009: 407), research and development methods (R&D) are methods used to produce certain products, and test the activity of these products. In producing a particular product, this research is needs analysis, namely using survey or qualitative methods. Every product that is produced, we also need to test the feasibility of the product with an experimental method.

After the product has been tested and can be said to be feasible, it can be applied. Modified cube box media for learning that has been developed according to the ADDIE development steps.

This research was conducted in class VII B MTs Subulas Salam, academic year 2022/2023 which is located at Selobekiti Kepanjen Malang. The time for this research was three months, conducted from April to June 2023. The population in this study were students of class VII B MTs Subulas Salam, a total of 48 students for the academic year 2022/2023.

3. RESULT AND DISCUSSION

Result of The Study

Research data was collected through classroom observations and interviews with English teachers, and then a plan was implemented that was tailored to the needs of the target audience, students in Grade 8. The researcher's strategy is meant to instill in pupils a love of studying English and a preference for engaging pedagogical tools.

Upon completion of the design phase, the moves on to product development, at which point the product is validated by two validators: material researcher experts and media experts. The researcher also provided a questionnaire for the validator to use as an assessment tool.

Results of validator's input and suggestions

After carrying out the material and media validation stage, the researcher obtained several suggestions and improvements so that the product that the researcher made was better and feasible to use. There are suggestions and improvements as follows:

a) **Material Expert**

Material expert validation was carried out on June 5, 2023, according to material experts the product we made was good but it is recommended that on each side of the cube box add various kinds of subjects in cube 1, verbs in cube 2, adverbs or adjectives in cube 3, several kinds of themes places, animals, things, and a person's object on cube 4, so that the position is more efficient and the students also describe many ideas for the chosen theme. The revision results based on these suggestions can be seen in the following figure:

Picture 1.2 Revision from material



b.) Media Expert

The media expert validation was carried out on June 11, 2023, the resulting validation is that the product is ready to use with a few suggestions that need to pay attention to how to apply it in class so that the goals of the media are made.

This square cube media is very feasible because there are 4 square cubes containing various vocabularies on each side which support the learning process of descriptive texts, and it is also hoped that students can use the media well and are enthusiastic about learning English, especially in descriptive text with media that has been well modified.

c.) The results of the expert team's validation of modified cube box media products for learning descriptive text. The results of the product validation percentage of the interactive greeting card module from the validator can be seen in the table below:

Table 2.1 Data Processing

Media Engineering Expert			
No	Indikator	Score	Presentase
1	Ease of materials	5	100%
2	Easy to store	5	100%

3	Easy to use	5	100%
4	Correct selection of tools for development	4	80%
5	Clarity of instructions for using the media	5	100%
6	Media packaging	4	80%
7	Media durability level	3	60%
	Amount		620
	Average		88%
Expert of Visual Communication			
1	Communicative (easy to understand language, kind, true and effective)	5	100%
2	Media display simplicity	5	100%
3	Choose the type and size of the font used	5 5	100%
4	Setting spacing (letters, lines, characters)	5	100%
5	Text readability	5	100%
6	Image display is presented	5	100%
7	Balancing the proportions of the image	5	100%
8	Compatibility of images that support the material	5	100%
9	Layout settings	4	80%
10	Color composition	5	100%
11	Color compatibility	4	80%
12	Design tidiness	4	80%
13	Design attractiveness	5	100%
	Amount		1240
	Average		95%
Learning Expert			
1	Compatibility of content with minimum standards of validity	<input type="checkbox"/>	60%
2	Indicators of Material Suitability	<input type="checkbox"/>	60%
3	The content's congruence with the goals of instruction	<input type="checkbox"/>	60%
4	Students' engagement with various forms of media	<input type="checkbox"/>	80%
5	Increase in Study Drive	<input type="checkbox"/>	100%

6	How close to reality the information offered is	<input type="checkbox"/>	80%
7	enough lexical resources	<input type="checkbox"/>	60%
8	Vocabulary covered in its entirety	<input type="checkbox"/>	60%
9	Vocabulary in terms of its material-specific difficulty	<input type="checkbox"/>	60%
10	Vocabulary depth in relation to subject matter	<input type="checkbox"/>	80%
11	Simple comprehension and application	<input type="checkbox"/>	60%
12	Vocabulary that is simple to grasp	<input type="checkbox"/>	80%
13	Instructions for study are clear.	<input type="checkbox"/>	80%
14	Accuracy of terminology with respect to theory and notion	<input type="checkbox"/>	80%
15	The vocabulary was used correctly.	<input type="checkbox"/>	60%
16	Responding to the evaluation's findings	<input type="checkbox"/>	80%
	Amount		1140
	Average		71%

From the data above it can be obtained that the average value of the 3 validated aspects is:

$$\text{Average percentage: } \frac{88+95+71}{3} = 85\%$$

Student response to the product of modified cube box media for learning descriptive text

The following is the percentage of class VII B students' responses to the descriptive text cube box media product involving 48 students, namely as follows:

Table 2.2 The Students response to media

No	Questions	Number of students who responded			
		1	2	3	4
1	I like this learning media	-	-	16	83
2	This media is interesting and easy for me to use	-	-	8	91
3	I have never seen this media for learning	-	4	8	87
4	This media is suitable for learning descriptive text	-	-	12	87
5	Learning with this media can train me to be more creative	-	-	4	96
6	I like the shapes, colors, and pictures	-	-	8	91
7	This medium is very fun to use	-	-	10	89
8	the picture is easier to get an idea	-	2	19	79

9	The use of media also easy in making sentences	-	-	4	96
10	This media makes me excited to learn	-	-	8	91
	Amount	-	6	97	850
	Average		0.6%	10%	89,4%

The data obtained from distributing the questionnaires was analyzed using the percentage formula, namely: $P = F/N \times 100\%$, from the results of this analysis, the average value is 89,4%.

The teacher's response to modified cube box media for learning descriptive text

The following table shows the percentage of the teacher's response to modified cube box media for learning descriptive text:

Table 2.3 The Teacher`s response to media

No	Questions	Number of students who responded			
		1	2	3	4
1	The shape chosen for the cube box media design caught the attention of students.	-	-	50%	50%
2	According to students, the pictures on cube 4 media correspond to the material presented	-	-	-	100%
3	Instructions for using cube box media help students in making descriptive texts.	-	-	-	100%
4	Writing descriptive text using cube box makes it easier for students.	-	-	-	100%
5	The types of cube boxes presented are very helpful for students in learning descriptive texts.	-	-	50%	50%
6	vocabulary in cube box media is easy to understand	-	-	-	100%
7	Images and writing fonts in cube box media are very interesting	-	-	-	100%
8	Cube box media can help students be more independent in making descriptive texts	-	-	-	100%
9	The questions given can support the achievement of material competence	-	-	-	100%
10	The cube box media is designed to facilitate students in continuous learning	-	-	-	100%
	Amount	-	-	100	900
	Average			10%	90%

The data obtained from distributing the questionnaires were analyzed using the percentage formula, namely: $P = F/N \times 100\%$, from the results of the analysis an average value of 90% was obtained. The cube box will be 4 cubes, the first cube will contain subjects the second cube contains Verb; the third cube contains adverbs, and on the fourth cube contains a picture of something that will become the theme. Students will later roll cubes like dice, when they get certain words and pictures then those are the words that must be developed into descriptive text.

Data Interpretation

a.) Percentage Results of Modified Cube Box Media for Learning Descriptive Text

From these results, during product validation, suggestions and criticisms were received from the expert team to modified cube box media product more perfect. The results of validating the presentation and processing of data can be seen in table 2.7 the average value of the validation results is 85%. The results have been consulted in table 2.1 with very valid category results obtained. So it can be concluded that modified cube box media for learning descriptive text product can be developed at MTs Subulas Salam, Malang

b.) Results of Student Responses to Modified Cube Box Media for Learning Descriptive Text

The results of the percentage of student responses to the modified cube box media product are in table 2.8. it can be concluded that of the ten questions given in the form of a questionnaire, the answers are less agreed (1) no, quite agree (2) as much as 0,6%, agree (3) as much as 10%, and totally agree (4) as much as 89,4%.

The results can be consulted in table 2.2 obtained with data that strongly agree, so with this it can be said that the student responses of MTs Subulas Salam, Kepanjen strongly agree with the modified cube box media product in the learning process.

c.) The Results of The Teacher's Response to Modified Cube Box Media for Learning Descriptive Text

The results of the analysis of teacher responses that have been obtained from the research results can be seen in table 2.9 In this table, the answers to the criteria for strongly agree (4) are 90%, agree (3) are 10%, quite agree (2) do not exist, and disagree (1) also do not exist. According to these results, it can be concluded that the modified cube box media product can be developed at MTs Subulas Salam, Kepanjen.

In accordance with the results of the research that has been obtained above that the validation from experts shows very valid criteria with a percentage value of 85%. In the student response questionnaires, it showed that 89,4% of the answers strongly agreed, and also the results of the teacher's response were 90% with answers that strongly agreed. With these results it can

be concluded that the modified cube box media is suitable for use in learning English for class VII.

4. CONCLUSION

After the researcher explains or describes the research entitled Development of Modified Cube Box for Class VII Descriptive Text Learning at MTs Subulas Salam Kepanjen, it can be concluded that the process of making and developing a Modified Cube Box for Class VII Descriptive Text Learning uses the ADDie method by going through several stages, namely analysis, design, development, implementation, and evaluation. According to the results of the average percentage of validation by 2 experts on modified cube box media products of 85% included in the valid category. And the results of the percentage of responses given by students strongly agree as much as 89.4% of the teacher's responses with a percentage of strongly agreeing as much as 90%. Thus, this modified cube box media product is suitable for use in teaching English for class VII at MTs Subulas Salam Kepanjen.

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AUTHOR CONTRIBUTION STATEMENT

TAM and IAM as KIU supervisors have contributed to the writing of this published manuscript, with the hope that the student's final assignment has been given by the UNU Blitar campus to the student concerned in accordance with predetermined conditions. Students have done research and worked well on the results of the research, determined with the guidance of their supervisor. Hopefully this manuscript can be useful for the author and readers.

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