



Application of Flash Card Media in Learning to Identify Intrinsic Elements of Fantasy Story Text

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ABSTRACT

The problems in this study are (1) how the implementation of flash card media in the learning process of identifying the intrinsic elements of fantasy stories for class VII A students at SMP Negeri 1 Paguyaman Pantai, (2) how student learning outcomes through the application of flash card media in identifying the intrinsic elements of fantasy stories for class VII A students at SMP Negeri 1 Paguyaman Pantai, and (3) what factors influence the application of flash card media in learning to identify the intrinsic elements of fantasy stories for class VII A students at SMP Negeri 1 Paguyaman Pantai. The objectives of this study are (1) to describe the implementation of flash card media in the learning process of identifying the intrinsic elements of fantasy stories for class VII A students at SMP Negeri 1 Paguyaman Pantai, (2) to describe student learning outcomes toward the application of flash card media in learning to identify the intrinsic elements of fantasy stories for class VII A students at SMP Negeri 1 Paguyaman Pantai, and (3) to describe the factors influencing the application of flash card media in learning to identify the intrinsic elements of fantasy stories for class VII A students at SMP Negeri 1 Paguyaman Pantai. The method used in this study is descriptive qualitative. The research data are flash card media. The data sources are the learning activities carried out by teachers and students. Data collection techniques used are observation, interviews, and documentation. Based on the results of the test on identifying the intrinsic elements of fantasy stories conducted on 16 students divided into 3 groups, the average score obtained by students was 93 based on the suitability in identifying the elements of fantasy stories. The conclusion of this study is that the ability to identify the intrinsic elements of fantasy stories of class VII A students at SMP Negeri 1 Paguyaman Pantai meets the assessment standards set by the school.

Keywords: application, flash card media, intrinsic elements, fantasy story text

Penerapan Media *Flash Card* dalam Pembelajaran Mengidentifikasi Unsur Intrinsik Teks Cerita Fantasi

ABSTRAK

Permasalahan penelitian ini yakni (1) bagaimana penerapan media *flash card* dalam proses pembelajaran mengidentifikasi unsur intrinsik cerita fantasi siswa kelas VII A SMP Negeri 1 Paguyaman Pantai, (2) bagaimana hasil belajar siswa melalui penerapan media *flash card* dalam mengidentifikasi unsur intrinsik cerita fantasi siswa kelas VII A SMP Negeri 1 Paguyaman Pantai, dan (3) apa saja faktor yang mempengaruhi penerapan media *flash card* dalam pembelajaran mengidentifikasi unsur intrinsik cerita fantasi siswa kelas VII A SMP Negeri 1 Paguyaman Pantai. Tujuan penelitian ini yakni (1) mendeskripsikan penerapan media *flash card* dalam proses pembelajaran mengidentifikasi unsur intrinsik cerita fantasi siswa kelas VII A SMP Negeri 1 Paguyaman Pantai, (2) mendeskripsikan hasil belajar siswa terhadap penerapan media *flash card* dalam pembelajaran mengidentifikasi unsur intrinsik cerita fantasi siswa kelas VII A SMP Negeri 1 Paguyaman Pantai, dan (3) mendeskripsikan faktor yang mempengaruhi penerapan media *flash card* dalam pembelajaran mengidentifikasi unsur intrinsik cerita fantasi siswa kelas VII A SMP Negeri 1 Paguyaman Pantai. Metode yang digunakan adalah deskriptif kualitatif. Data penelitian berupa media *flash card*. Sumber data penelitian adalah proses pembelajaran guru dan siswa. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Berdasarkan hasil tes keterampilan mengidentifikasi unsur intrinsik cerita fantasi dari 16 siswa yang terdiri dari 3 kelompok, nilai rata-rata yang diperoleh siswa adalah 91 berdasarkan kesesuaian dalam mengidentifikasi unsur cerita fantasi. Kesimpulan penelitian ini adalah kemampuan mengidentifikasi unsur intrinsik cerita fantasi siswa kelas VII A SMP Negeri 1 Paguyaman Pantai memenuhi standar penilaian yang telah ditetapkan oleh sekolah.

Kata kunci: penerapan, media flash card, unsur intrinsik, teks cerita fantasi

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INTRODUCTION

Learning is the process of providing education and instruction to students to develop better individuals and acquire knowledge, skills, and positive values through various learning resources. Through learning, students can gain learning experiences that help improve their thinking skills and abilities. Suade and Tantu (2016:4) state that learning activities are the heart of educational activities because they involve the transmission and transformation of learning experiences to students in accordance with the applicable curriculum. Furthermore, Syaifudin (2020:51) explains that in the learning process, teachers are expected to actively engage students, creating a pleasant learning environment and achieving learning objectives. Based on this opinion, teachers play a crucial role in creating effective and engaging learning for students. Teachers are not merely transmitters of material but also facilitators, helping students gain meaningful learning experiences. Therefore, teachers are required to create an active, creative, innovative, and enjoyable learning environment to facilitate student understanding of the material being taught.

In the learning process, the use of media is essential to assist teachers in conveying material to students. Learning media is a tool that teachers can use to improve the quality of learning, making it easier for students to understand the material presented. Learning media can also help create a less monotonous and more engaging learning environment. With learning media, students can be more active, motivated, and focused during the learning process. Furthermore, learning media can increase students' engagement with the material being studied, making the learning process more effective and efficient. Therefore, selecting the right learning media is a crucial factor in the success of the teaching and learning process in schools.

In Indonesian language learning, teachers are not only responsible for delivering the material but also must be able to select appropriate learning

media to facilitate student understanding. However, in reality, Indonesian language learning still often uses lecture methods and assigning notes, which can easily lead to student boredom. Tuloli and Rahmat (2011:232) state that Indonesian language learning from elementary school to higher levels tends to use monotonous learning patterns, resulting in students' disinterest. This condition causes students to be less active and have difficulty understanding the material, particularly when learning to identify intrinsic elements of fantasy stories. However, according to Tafonao (2018:104), teachers should utilize learning media as a tool in delivering material to make the learning process more effective and engaging. The use of appropriate learning media can help students understand the material more quickly and increase students' interest and motivation to learn.

Learning media plays a crucial role in assisting teachers in delivering material to students. By using learning media, students can more easily understand the material and become more active participants in the learning process. One such learning media is flashcards. Taufik and Kifayatul (2018:36) explain that flashcards are picture-card-shaped learning media that can aid the learning process. Furthermore, Fitriyani et al. (2022:34) state that flashcards can stimulate students' ideas and interests, leading to more effective learning. Flashcards also have two sides: a picture on the front and an explanation or caption on the back (Ardiyanti et al., 2018:177). The presence of these images and explanations helps students more easily understand the learning material. Flashcards are also simple, practical, portable, and create a fun learning environment. Therefore, flashcards are considered effective in Indonesian language learning, particularly in identifying intrinsic elements of fantasy stories.

The use of flashcards is considered appropriate in learning to identify intrinsic elements of fantasy stories because fantasy stories are closely related to students' imaginations. Fantasy stories are stories that contain imaginative events that do not occur in real life. Muhammad et



al. (2020:8) explain that fantasy stories are characterized by magic, mystery, unique characters, and the use of settings across time and space. Furthermore, fantasy stories use creative and expressive language to capture readers' interest. In teaching fantasy stories, students are required to identify intrinsic elements such as theme, characters, setting, moral, and plot. However, some students still struggle to understand these elements due to a lack of supporting learning media. Therefore, the use of flashcards is expected to help students understand the intrinsic elements of fantasy stories more easily and engagingly.

Flashcards can be used as a learning tool to identify intrinsic elements of fantasy stories. Teachers can display specific images or symbols related to the fantasy story, then ask students to identify the intrinsic elements contained in the story. This way, students can be more active in the learning process and not solely focus on the teacher's explanation. Furthermore, the use of flashcards can also improve students' retention of the material learned because they learn through images and text simultaneously. Learning that involves visual media tends to be easier for students to understand than learning that only uses lecture methods. Therefore, the use of flashcards is expected to improve student learning outcomes in identifying the intrinsic elements of fantasy stories.

Based on initial observations at SMP Negeri 1 Paguyaman Pantai, particularly in class VII A, the use of instructional media in Indonesian language learning is still less than optimal. Teachers often use lecture methods, resulting in students appearing less active and less enthusiastic in participating in learning. Furthermore, students also experience difficulty identifying the intrinsic elements of fantasy stories. The lack of variety in instructional media leads to students quickly becoming bored and lacking in understanding the material being taught. This situation suggests the need for instructional media that can help students understand the material more easily and engagingly. Therefore, the researcher chose flashcards as the

instructional medium in this study because they are considered capable of increasing student interest and learning outcomes in identifying intrinsic elements of fantasy stories.

Based on this description, this study is important to investigate the application of flashcards in teaching students to identify intrinsic elements of fantasy stories at class VII A of SMP Negeri 1 Paguyaman Pantai. This study is entitled "The Application of Flashcards in Learning to Identify Intrinsic Elements of Fantasy Stories for Class VII A Students at SMP Negeri 1 Paguyaman Pantai." The focus of this research is how to apply flash card media in the learning process, how are the students' learning outcomes after applying flash card media, and the factors that influence the application of flash card media in the learning. The purpose of this research is to describe the application of flash card media, describe student learning outcomes, and describe the factors that influence the application of flash card media in learning to identify intrinsic elements of fantasy stories for class VII A students of SMP Negeri 1 Paguyaman Pantai. This research is expected to provide benefits for students, teachers, and researchers. For students, this research is expected to help improve understanding and interest in learning. For teachers, this research can be a reference in choosing creative and innovative learning media. Meanwhile, for researchers, this research can add insight and be a source of information for further research.

METHOD

This research employed a descriptive method with a qualitative approach. Balaka (2012) and Razak (2017), Abubakar (2021) describe descriptive methods as commonly used in research in the fields of education and teaching. Therefore, a descriptive method was used to describe the implementation of flashcards, student learning outcomes, and factors influencing their implementation in learning to identify intrinsic elements of fantasy stories.

The research design used was descriptive qualitative, focusing on the media implementation process, student learning outcomes, and factors influencing the learning process.

This research was conducted at SMP Negeri 1 Paguyaman Pantai; 2025/2026. This chapter presents the results of the research conducted in accordance with the research problem formulation, namely: (1) the application of flashcards in the learning process to identify intrinsic elements of fantasy stories for grade VII A students at SMP Negeri 1 Paguyaman Pantai; (2) student learning outcomes through the application of flashcards in learning to identify intrinsic elements of fantasy stories for grade VII A students at SMP Negeri 1 Paguyaman Pantai; and (3) factors influencing the application of flashcards in learning to identify intrinsic elements of fantasy stories for grade VII A students at SMP Negeri 1 Paguyaman Pantai. Observations were conducted in one meeting lasting 2 x 40 minutes, and the learning implementation referred to a pre-designed teaching module. Research data were obtained through observation, interviews, and documentation.

Data were obtained from teachers and grade VII A students through the learning process, observations, interviews, and documentation. Data collection techniques included observation to observe student activities during learning, interviews to obtain student responses to the use of flashcards, and documentation to collect data in the form of photographs of learning activities and student learning outcomes.

Data were analyzed using descriptive qualitative methods through the stages of identifying, categorizing, describing, analyzing, and drawing conclusions based on the research findings.

RESULT

1. Application of Flashcards in Learning to Identify Intrinsic Elements of Fantasy Stories

Based on the observation results, the application of flashcards in learning to identify

intrinsic elements of fantasy stories for grade VII A students at SMP Negeri 1 Paguyaman Pantai was successful. The teacher conducted the lesson according to the steps outlined in the teaching module, starting with the introductory activities, core activities, and closing activities. Before the lesson began, the teacher prepared flashcards by determining the story title, selecting an attractive background, and adjusting the font type and size for easy reading by students. The story used in the flashcards was "Malin Kundang," which was tailored to the learning outcomes of identifying intrinsic elements of fantasy stories.

In the introductory activities, the teacher opened the lesson with a greeting, a prayer, checking student attendance, conducting an icebreaker, and providing apperception through stimulating questions related to students' experiences reading fantasy stories. Next, the teacher conveyed the learning outcomes and objectives to be achieved by the students. The teacher also explained the steps for using flashcards so that students understood how to use them in their learning.

In the core activities, the teacher explained the fantasy story material using PowerPoint, then divided students into three groups. Afterward, the teacher introduced the flashcards and distributed them and worksheets to each group. Students read the story on the flashcards and then discussed in groups to identify intrinsic elements of fantasy stories, such as theme, characters, plot, setting, and moral. Next, each group presents the results of the discussion in front of the class and other groups provide responses to the results of the presentation.

In the closing activity, the teacher collected the students' worksheets, provided reflections on the learning process, and asked for students' feedback on the use of flashcards. Observations showed that the use of flashcards created an active, engaging, and enjoyable learning environment. Furthermore, students appeared more enthusiastic and did not lose concentration easily during the learning process.



2. Student Learning Outcomes through the Application of Flashcards in Learning to Identify Intrinsic Elements of Fantasy Stories

Student learning outcomes were obtained through a group assignment to identify intrinsic elements of fantasy stories using flashcards and worksheets. Assessment was based on students' ability to identify the title, theme, characters, figures of speech, and moral message in the fantasy story.

Based on the assessment results, Group I earned a score of 18, with a final score of 90, Group II earned a score of 17, with a final score of 85, and Group III earned a score of 20, with a final score of 100. All groups achieved a very good grade and were declared successful.

The overall student scores showed that of the 16 students who participated in the lesson, all students obtained scores between 85 and 100, with a class average of 91.25. This score falls into the "very good" category. These results indicate that the application of flashcards in learning to identify intrinsic elements of fantasy stories can help students understand the material well and improve student learning outcomes.

3. Factors Influencing the Application of Flashcards in Learning to Identify Intrinsic Elements of Fantasy Stories

Based on interviews with grade VII A students at SMP Negeri 1 Paguyaman Pantai, several factors influenced the application of flashcards in learning to identify intrinsic elements of fantasy stories. The first factor was student interest in learning. Students felt more engaged in the lesson because the flashcards were attractive, colorful, and accompanied by images that helped them understand the story.

The second factor was teacher creativity in using learning media. Teachers who are able to explain the use of flashcards effectively can help students understand the material more easily. The use of colors, images, and engaging stories on

flashcards also positively influenced students' enthusiasm for learning.

The third factor was classroom atmosphere. The enjoyable classroom atmosphere during the use of flashcards encouraged students to be more active in discussions and collaborate in groups. Students enjoyed learning using flashcards because they found the learning less monotonous and more engaging than learning without them. Furthermore, students reported that it was easier to identify the intrinsic elements of fantasy stories because the flashcards included images and stories that aided their understanding of the material.

DISCUSSION

The results of a study on learning to identify elements of fantasy stories for grade VII A students at SMP Negeri 1 Paguyaman Pantai indicate that the use of flashcards significantly improved student learning outcomes. This is evident in the students' average score of 91.25, which falls into the "very good" category, thus meeting the completion criteria. Furthermore, the use of flashcards also positively impacted student interest in learning, student engagement, and a more enjoyable learning environment. The results of this study were obtained based on observations, interviews, and documentation during the learning process.

The application of flashcards in learning to identify intrinsic elements of fantasy stories for grade VII A students at SMP Negeri 1 Paguyaman Pantai was carried out in accordance with the research plan. This plan included the stages of creating flashcards, using them in the learning process, and developing them.

During the flashcard creation stage, the researcher adapted the learning materials to the Learning Objective Flow (ATP), specifically the topic of identifying intrinsic elements of fantasy stories. The flashcards were designed with attention to the story title, background, color, animated images, font type, and font size to capture students' attention. This aligns with the belief that engaging learning media can increase students'

attention and motivation to learn. Conversely, if learning media is designed without attention to visual presentation, students will easily become bored and lose interest in the lesson.

In using flashcards in learning, the teacher implemented the lesson according to the learning procedures outlined in the ATP, including preliminary activities, core activities, and closing activities. In the preliminary activities, the teacher conducted an apperception, conveyed the learning objectives, and explained the benefits of the learning. In the core activities, the teacher introduced the flashcards, provided opportunities for students to read the story, discuss it, and identify the intrinsic elements of the fantasy story. In the closing activities, the teacher reflected and summarized the learning material. Based on observations, students appeared more active, enthusiastic, and able to work collaboratively in groups throughout the learning process. However, some students still experienced difficulties using flashcards, particularly in sequencing the story.

During the flashcard media development phase of the learning process, researchers prepared materials using PowerPoint, flashcards containing stories and animated images, and worksheets (LKPD) as a tool for evaluating student learning outcomes. These media developments facilitated student comprehension of fantasy stories because they not only read the text but also saw images that supported the story. Therefore, the use of flashcards helped students grasp the material more easily and engagingly.

Based on the research findings, students' learning outcomes in identifying intrinsic elements of fantasy stories using flashcards met the minimum completion criteria. This was evident in students' ability to identify the title, theme, characters, figures of speech, and moral of the fantasy story, which achieved an average score of 91.25, categorized as very good. This score indicates that students were able to understand the material and complete the assigned tasks effectively.

The results of this study indicate that the use of flashcards can help students understand the material in a more concrete and engaging way. Students find it easier to identify the intrinsic elements of fantasy stories because the media used includes clear images and story content. Furthermore, group learning also helps students exchange ideas and collaborate on assignments. On the other hand, without the use of engaging learning media, students tend to feel bored and less active during the lesson.

These research findings are also supported by interviews, which indicate that students enjoy learning using flashcards because the learning becomes less monotonous and easier to understand. Therefore, flashcards can be an alternative learning medium for Indonesian, especially for fantasy stories.

Based on the research findings, several factors influence the implementation of flashcards in learning to identify the intrinsic elements of fantasy stories, namely student interest, teacher creativity, and classroom atmosphere.

a. Student Learning Interest

Student interest is one factor influencing the implementation of flashcards. Teachers who perceive low student interest will strive to create engaging learning media to motivate students to participate. The use of flashcards makes students more interested in learning because they can see the images and story content directly. This makes them more active and enthusiastic during the lesson. However, if students lack interest in learning, the use of learning media will not produce optimal results.

b. Teacher Creativity

Teacher creativity is a crucial factor in the implementation of flashcards. Creative teachers can create learning media that are engaging and easy for students to understand. The use of color, animated images, and varied flashcard displays can help students understand the material better. Conversely, if teachers are less creative in using learning media, flashcards will appear



monotonous and uninteresting, resulting in students losing focus.

c. Classroom Atmosphere

The classroom atmosphere also influences the implementation of flashcards in learning. A pleasant classroom atmosphere can increase students' attention and enthusiasm for learning. In this study, the use of flashcards made the classroom more active and enjoyable because students not only listened to the teacher's explanation but also looked at the images and engaged in group discussions. However, if the classroom atmosphere is too noisy, the learning process will be disrupted and students will lose focus in understanding the material.

This research has several strengths. The use of flashcards can increase student engagement, interest in learning, and learning outcomes in identifying intrinsic elements of fantasy stories. Furthermore, the use of observations, interviews, and documentation helped the researcher obtain more comprehensive data regarding the learning process.

However, this study also has limitations. The study was conducted in only one class with a limited number of students, so the results cannot be widely generalized. Furthermore, the study was conducted in only one meeting, so it cannot demonstrate the long-term impact of using flashcards on student learning outcomes.

CONCLUSION

Based on the research results and discussion outlined above, it can be concluded that the application of flashcards in learning to identify elements of fantasy stories by grade VIIA students at SMP Negeri 1 Paguyaman Pantai was in accordance with the established research design, from the creation of the flashcards to their implementation in the learning process, which included preliminary activities, core activities, and closing activities, as outlined in the Teaching Module. Furthermore, student learning outcomes through the application of flashcards showed an

average score of 91.25, which met the minimum completion criteria, enabling students to successfully complete the task of identifying elements of fantasy stories. Factors influencing the application of flashcards in this learning process include student interest, teacher creativity, and the classroom atmosphere, which also determine the success of the learning process.

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