

IMPROVING ENGLISH MIDDLE SCHOOL STUDENT LEARNING ACHIEVEMENT BY USING PICTURE CARD MEDIA

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ABSTRACT

Study this aiming For increased results, learn English. Participants educated Class VII with the use of picture card media at SMPN Satap. The results were low, with the pre-test score indicating that the participants were not meeting the mark. The minimum completion is 60. Teachers still use method learning conventional . The solution is to apply picture card learning media to subjects in English lessons. The research conducted is a study action class in two cycles. Each cycle consists of on-stage planning, action, observation, and reflection. Research This was conducted at SMPN Satap Death with subject study participant education in class VII. Data collection techniques are tests, observations, and documentation. The instruments used question tests and observations directly. The data, derived from the test results, was analyzed using percentage variation statistics. Indicators of success study when results Study participant education experience improvement from cycle I to cycle II is in the category of good and very good at least 80% - 89%. By utilizing Picture Card media, you can enhance your results. Study participants educate class VII of SMPN Satap. Cycle I results: We educated study participants to achieve an average value of 54 categories. An adequate increase in 75 categories is a positive outcome. Completion results: Study increased from 45% in cycle I to 100% in cycle II.

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1. INTRODUCTION

English is a vital language for study. Language lessons English requires mastery of four skills: listening, speaking, reading, and writing. Competence eye lesson Language education can help participants communicate well orally and also in writing using appropriate, fluent, and accurate language (Diknas, 2003). Of course, mastering vocabulary is essential for understanding and comprehending the terms used in the language. Similarly, during the English learning process, we expect participants to complete assignments and tests with high proficiency. In this case, participants are capable of reaching the mark criteria minimum completeness even beyond the mark criteria minimum completion.

During the learning process, many participants struggle with listening, speaking, reading, and writing, even with simple sentences. This is especially true for those who dislike the English language used in the lesson, and for those who are not yet proficient in communicating. Because of a lack of vocabulary, participants educate themselves, although in language or simple sentences, they educate themselves to communicate reluctantly because vocabulary mastery is still very low. Based on the value obtained in class VII from the four skills said, it turns out that the average value is low, namely 40, while the completeness study at least at SMPN Satap Death for class VII is 60.

The phenomenon that occurs is like low presentation completeness. This phenomenon not only affects the teachers and participants during the teaching process, but also impacts the delivery of necessary materials. In the field, only a small part only participates a student who enjoys the lesson Language English. Most of the others do not like it. They feel learning it is quite difficult as well as making it saturated. Generally, a participant is a student who enjoys lessons. Language: English This is learners who have vocabulary or vocabulary and skills in the English language, which is sufficient for dominating activity learning. Teachers still dominate the learning process, relying solely on book packages and dictionaries. Teachers are still not yet using creative and innovative learning media that aim to make it easier for participants to understand, educate, and create meaningful and impressive learning. During the ongoing learning process, students often show disinterest and pay less attention to the teacher. Busy with his friends, the other students seem silent.

In addition to the above incidents, there is also an evaluation process used with appropriate assessment rubrics. The purpose of the evaluation process is to measure the level of vocabulary education among the participants. The assessment carried out by the teacher has not noticed aspects contained within the fourth skill that can be understood if in the learning process language English at SMPN Satap Bunu, listening, speaking, reading, and writing skills are still lacking difficult understanding and mastery by participants to educate. For instance, the ability to communicate requires careful consideration of certain components, particularly vocabulary. Moreover, the teacher, who is responsible for teaching the English language's vocabulary, must exercise greater patience in guiding the participants through the educational process. For exploring participants' ideas on diverse education, because in learning the English language, the ability to have very, very important vocabulary becomes fundamental in controlling the fourth skill in the lesson.

Based on observations made at the time, the learning component involves a significant number of participants, but it does not actively involve the learning process. Educate Participants No notice with excellent material was presented by the teacher. Some studies demonstrate that participants' attention decreases as time passes. Hartono (2007:3) stated research conducted by McKeachie mentioned that in the first ten minutes participant attention can reach 70% and decrease until 20% in the last 20 minutes. The condition is a common condition that occurs in the school environment. This is the cause of frequent failure in the world of education, especially due to participants educating in

the classroom more. Lots of use of senses, his hearing compared to vision or visual, so that what is learned in class tends to be forgotten.

Dimiyati and Mudjiono (2002:239) said that one of the problems faced by participants educating in the study is concentration. Study participants educate by focusing their attention on the lessons at hand. The ability to center attention is centered on the content of the study material and the process of obtaining it.

In the learning process No, all Participants in the learning process can understand the study material. Silberman (in Hartono, 2007:4) stated that: a. What do I listen to? I forget. b. What I heard and saw, I remember a little. c. When I listen, see, and ask or discuss with a number of other friends, I start to understand. d. What do I hear, see, discuss, and do? I obtain knowledge and skills.

There are some reasons stated about the reason why most people tend to forget what they listened to. Some interesting answers are because speed talking to the teacher differs from participants' ability to educate and listen to the teacher. Most teachers speak around 100-200 words per minute, while participants are only capable of listening to 50-100 words per minute, or half of what the teacher says, because people listen to the teacher's speech while thinking. Visual additions to the auditory side of learning strengthen incoming impressions in the participant's self-education, enabling them to endure longer than when using only audio or hearing. This is because participants use sensation and attention to educate each other, reinforce what they hear, and strengthen what they see with sight or vision and audio or hearing. In a literal sense, this type of learning greatly aids participants in comprehending the material they are studying.

The learning process is basically providing stimuli to participants to educate them so that it happens, possessing a response to self-participant education so that it happens, and having a positive response to self-participant education so that it happens. Willingness and readiness to participate in every learning process will be capable of causing a positive response to the stimulus received by the participant to educate in the learning process. Response will become strong if the stimulus is also strong. Repetitions to stimulus can smooth the connection between stimulus and response, so the response caused will become strong. This will also leave a lasting impression on participants, helping them remember the response.

Stimulus used in the learning process can be in the form of selecting appropriate learning methods and media. Selection and use of methods in the learning process The use of media is an integral part of the learning process. It could be the appropriate method, but the media used does not support the method or the study's media. Use of media in the learning process can increase motivation. Study participants educate.

According to Harjanto (2005:244), the use of educational media can enhance the process and results of learning in relation to the level of participant education. Levels of thinking man follow stages of development. One begins by thinking abstractly and progresses to thinking concretely, or from thinking simply to thinking complexly. Use of educational media closes the relationship with stages, I think, because through educational media, abstract things can be concretized and complex things can be simplified. The media developed must be able to stimulate thoughts, feelings, and

interests, as well as attention, and educate participants such that an effective and efficient learning process occurs. By using learning media, you can overcome the passive attitude of participants and educate. In terms of this, useful media This media can stimulate learning, facilitate effective interaction between the participant and the environment, and allow the participant to study independently based on their abilities and interests. One of the media that can be used is a media picture card or picture card.

Based on things that have happened as described above, push the writer to carry out a study action class as an effort to increase participant vocabulary education so that achievements and results studies are increased. The approach using image media is an approach in which participants educate to hook the material provided with the real world. Image media outlined that the message displayed through images can also be pushed. Study participants educate. In the implementation of learning, increase vocabulary by using image media expected: (1) Participants educate and play an active role. Because participants educate face-to-face with the real environment, (2) learners educate their own skills and understanding about learning vocabulary because learning vocabulary using image media gives deep understanding. Not in the form of memorization, (3) participants educate critical Because participants understand the material studied so often ask, (4) Learning in progress dynamic Because the class becomes active, participants will understand the atmosphere of learning material. Therefore, the teacher can easily manage the learning process. (5) Learning load sharing is facilitated by the presence of a public learning community. (6) evaluation process The evaluation process not only focuses on the results, but also places more emphasis on the learning process.

Gagne and Briggs (1975:4) in Arsyad (2006:4) learning media covering a tool that is physics used The teaching material, which includes books, tape recorders, real objects, video cameras, video recorders, film, slide (picture) frames, photos, images, graphics, television, and computers, is used to convey content. Based on field findings and studies, the theory in the description above arises an assumption that for increased activities and achievements Studying language in English can be attempted using learning media in the form of a picture card. We anticipate that the use of image media in learning will enhance comprehension and fortify memory as participants engage in the learning process. In addition learning accompanied by learning media is as one of the efforts to enhance the interaction process between teachers and participants educate and interact participant educate with study environment.

Based on the results of the observation, the beginning was carried out at SMPN Satap Death, which found a number of learning and learning phenomena experienced by some participants. This is seen from a number of indicator problems among those teachers still use conventional learning methods, low results participant pre-test scores educate from mark criteria minimum completeness is 60. The solution that will be offered is effort repair learning using picture card media on the eyes. English lesson KD 3.4 Figuring out the social function, structure, and parts of interaction in spoken and written language that involve action, giving and asking for information about the names and numbers of animals, objects, and buildings in everyday life with people who teach, and

understanding the context of the text. KD 4.4 It's transactional, very short, and simple, both spoken and written. It involves action, giving and asking for information about the names and numbers of animals, objects, and buildings in public places, and life participants teach every day, taking into account social function, text structure, and elements of correct and appropriate language context.

Through the use of picture cards, media can increase results. Study participant education class VII SMPN Satap Kill the eye English lessons English KD 3.4 Identifying social functions, structural text, and linguistic elements text interaction transactional oral and written involving action, giving and asking for information regarding names and numbers of animals, objects, and buildings close to the public with life participant education every day, according to the context of its use and KD. 4.4 Writing text messages that involve short, simple conversations and actions like asking and answering questions about names and numbers of animals, objects, and buildings in public with people you teach every day, making sure you pay attention to social function, text structure, and how the language is used correctly. The purpose of the study action class This, in a general way, is to increase results. Study participants educate especially on the eyes English lessons. In general, try to answer the formulation problem as has been stated above, namely, to increase results, learn English by using the participant's Picture Card media to educate class VII at SMPN Satap.

2. METHOD

Types of research This is a class action study. The research carried out is a class action study that will be implemented in two learning cycles. Research process action class the class is currently undergoing two cycles. In cycle I there were two meetings, and in cycle II there were two meetings. Each cycle consists of four stages, namely starting from the planning stage, action, observation, and finally at the reflection stage. Various The findings of cycle I are problems that must be solved in cycle II. Furthermore, the activities started the activities have resumed, just as they did in Cycle I. Cycle II is a repair from Cycle I. According to Arikunto, several experts present various research models and action charts. However, they outline four common stages: (1) planning, (2) implementation, (3) observation, and (4) reflection.

Subject in study This is a participant-educating class VII SMPN Satap Death Subdistrict Tubbitaramanu Polman Regency with a total of 11 educational participants consisting of 2 males and 9 females. Focus study with this Picture Card media drip focus on the goal objective to remember or identify the image. In addition, in a way No direct can grow interest and attention educate participants to be more focused in learning. These study results have the potential to enhance participant engagement and concentration. Indicator results study participant education is that after following activity learning using picture card media, results study participant education can increase. In research implemented in two cycles. Each cycle of two meetings and each meeting ended with a test. To measure the level of understanding, participants are educated in accepting lessons given. As for the tests given, there is a written test that

consists of 20 numbers. The study uses data collection techniques to obtain the required data and information. This is a written test, sheet observation, and documentation.

3. RESULTS AND DISCUSSION

Results

In the section This will be discussed in a way that details results data analysis according to data obtained in the field with quantitative results. After the learning process, teach in progress using learning media in the form of a picture card or illustrated card, and do a test on each participant to educate. For each cycle, the test results for each participant's education in cycle I are obtained. Outcome value The table that follows shows the study participant's education in cycle I.

Table 1. Learning Outcome Data Table Participant Educate in Cycle I

NO	NAME	KKM	MARK	COMPLETENESS
1	Student1	60	65	Completed
2	Students2	60	40	Not Completed
3	Student 3	60	70	Completed
4	Students4	60	60	Completed
5	Student5	60	50	Not Completed
6	Student6	60	50	Not Completed
7	Student7	60	60	Completed
8	Students8	60	45	Not Completed
9	Students9	60	60	Completed
10	Students10	60	40	Not Completed
11	Student11	60	50	Not Completed
	Amount		590	
	Average		54	
	Presentation completeness		45%	

Based on the table above, it shows that in the cycle, first participants complete education as much as 45%, while those who did not finish study 55% of participants educate. This can The table shows that, out of the 11 total participants in Class VII, only 5 have completed their education, while the remaining 6 participants are still below the KKM value. The highest value of completed education for a participant is 70, while the lowest mark is 40. If you pay attention carefully, you will see that the participant's ability to educate class VII at SMPN Satap Death This is still relatively low. If we total the overall amount marked by the student, we obtain a total of 590. So the average value participant education, which is 54. This value Still not enough from the minimum completeness criteria (KKM) that has been set namely 60. It can be concluded that in

this cycle, I results study students not yet maximum so that still need to be given advanced action for maximizing learning for achieving objective learning. Teachers continue to exert significant effort in assisting and guiding participants to enhance their enthusiasm for the learning process.

After seeing the data analysis results Study participant education in cycle I and observation during the learning process in progress, as well as see activity participant students who are still relatively passive in learning, so rated need-implemented learning in cycle II. In the improvements that will be carried out in cycle II, namely by doing repair design, how to teach and deliver material. Furthermore, it is important for teachers to focus more on students who are struggling to grasp the material. Don't forget to show appreciation to students who grasp the material quickly or with power. Not all participants educate in class on their own ability to understand the same material. As teachers, we should focus on all participant differences and abilities to teach that we are different.

Acquisition of the value in cycle I has not been in accordance as expected. Because Not yet reached completeness A study that is learning is said to be finished when it has reached 75% of the total participant education and reached a value ≥ 60 , so that study action class continued in cycle II, where learning still uses learning media in the form of picture cards. After the learning process teach in progress using learning media in the form of a picture card or card illustrated, done test in cycle II. Result value The table below shows the study participants' education in cycle II.

Table 2. Learning Outcome Data Participant Educate in Cycle II

NO	NAME	KKM	MARK	COMPLETENESS
1	Student1	60	85	Completed
2	Students2	60	60	Completed
3	Student 3	60	90	Completed
4	Students4	60	80	Completed
5	Student5	60	75	Completed
6	Student6	60	70	Completed
7	Student7	60	85	Completed
8	Students8	60	65	Completed
9	Students9	60	80	Completed
10	Students10	60	65	Completed
11	Student11	60	70	Completed
	Amount		825	
	Average		75	
	Presentation completeness		100%	

Based on the table above, it shows that in this second cycle, presentation completeness already reached 100%. That means from a total of 11 numbers participant educate all Already succeeded in reaching the mark criteria minimum passing grade (KKM) is 60. The highest score obtained from participant educate as many as 1 person with score 90. value participant education, which is 75. This value surpasses the established minimum completeness criteria (KKM) of 60.

The average participant education score is 75. In this second cycle, all educated participants have stated they have finished learning. In the presentation diagram, table results show study participant students in cycle II who are in the very low category. Already No There is again. If reviewed return percentage results Study participants there are students in cycle I and cycle II progress to results learning by participants educate .

The acquisition value in cycle II is already in line with expectations. This is due to the study having reached a state of completeness. A learning study is considered complete when it has educated 75% of the total participants. So that study action class in cycle II where learning using learning media in the form of picture cards, has been able to reach KKM. Because in cycle II there was an increase in accordance with hope so further cycle No need to do Again .

With notice data analysis results Study participant education in cycle II and observation during the learning process taking place, for example almost all participants educate Already start motivated in learning. Educate participants who were previously rather slow and only keep quiet yourself in the seat starting active in learning . Start by identifying the picture and mentioning the word until finishing the assignments given by the teacher. With achievement That's all so that can put forward things as follows: This can be achieved by using visual aids such as Picture Cards for English lessons. This can increase results Study participants learn. educate Participants Already understand material, proven with study results; it, on average, has increased. This also shows that using learning media in the form of picture cards can increase results Study participants receive education through these appropriate means. Already when learning media in the form of picture cards is used as a learning medium for the eyes English lessons at SMPN Satap to increase results Study participants students in class VII. Because in cycle II there was an increase in accordance with hope, so further cycles are not needed to do again.

Discussion

To understand the influence of the media application picture on the results, the study participants used an instrument test. Study participants educated the eye lesson in English, so they used an instrument test in the form of a question choice with as many as 20 numbers consisting of 15 double-choice questions and 5 questions. Filling. The use of picture cards has improved learning outcomes for participants in education. We will discuss image media, reference research, and theories that support its successful use.

Picture Card Media

The learning process is an activity carried out in the curriculum of an educational institution in order to be able to influence the participants to achieve educational objectives that have been set. The purpose of education is basically to accompany the participants to educate towards changes in behavior in demand for positive intellectual, moral, and social behavior in order to be able to live independently as individuals and social creatures. The teacher regulates the learning environment through which the participant interacts to achieve the objective. Teaching media can channel messages and stimulate students' thinking, feeling, and will to encourage self-learning. (Asnawir, 2002:12) The use of media in creativity will allow students to study better and be able to increase their abilities in accordance with the desired goal achieved.

Other explanations include that learning media can be used to channel messages from sender to recipient to stimulate students' thoughts, feelings, concerns, and interests to facilitate learning. (Sadiman, 2003:6) Furthermore, the explanation is that the teaching media are human, material, or the incident that makes students capable of obtaining knowledge, skills, and attitudes and compiling returns to visual or verbal information. (Arsyad, 2004:3) From several of the opinions of the experts above, the conclusion can be drawn that the teaching media is all forms of the intermediary used for channeling messages from sender to recipient, or, on the contrary, it can stimulate thoughts, feelings, concerns, and interests of students in a learning process.

Card media can include (1) card letters or alphabets, (2) word cards, (3) card sentences, and (4) card images. In the research This used card media type image was created with the objective To attract attention and interest, participants educate for study so that they can achieve objective learning. (Gondo, 2007:3). Among educational media, images are the most common media used. Images serve as a universal language that everyone can understand and appreciate. Card media picture is a media that is made from thick, patterned, shaped cardboard and sticks it on related images with material learning. (Sadiman, 2005:29). Picture cards will more focus participants education in learning and will make it easier for teachers to teach because the student focus will be located in the middle image used by teachers as a learning medium. (Waskito, 2007:1)

Based on the different points of view presented, it is clear that the card media picture is a type of graphic media. Specifically, it is media that can be made from thick cardboard that is already shaped like a card (10 cm long and 5 cm wide) and attached to related images with lesson material about identifying objects in the room, such as parts of houseplants and animals, as well as using the right adjectives and verbs for the situation.

Picture Card Media in Learning

According to the Big Indonesian Dictionary 2005:147, cards are paper-thick, shaped like rectangles, and used for various needs. While a picture, according to Amir Hamzah, Sulaiman & Marlina, is an important and easy visual tool, it is also concrete with the problem it describes. Picture cards are visual media, so the recipient will receive the message through his sense of sight because the message is conveyed through visual symbols. (Amir Hamzah, Sulaiman & Marlina, 2014:40)

Card media illustrated is a learning medium in the form of the card; inside there is an image. The image is in accordance with the material taught. (Handayani & Isyati (Rodiyah, 2013)

Based on the above definitions, it can be concluded that card media illustrated is a visual media used in learning that is the beginning in the form of a thick, long, rectangular paper that contains words and an appropriate image with the current material taught. A variety of pictures or words are available to correspond with the material being taught.

Picture cards are one of the alternative media used in the learning process. This card is expected to motivate students in learning, so that affects the study results. This card is 10 cm long and 5 cm wide. The benefits of using card media pictures are delivery and explanation about information, messages, ideas, and so on without lots of use of verbal languages but can give more impression.

According to Sadiman, there are several advantages to using card media pictures.

- a. Its nature is more concrete (more realistic than showing the main problem compared to verbal media alone).
- b. Images can overcome space and time limitations.
- c. Illustrated media cards can clarify a problem.
- d. Illustrated media cards are cheap and easy to get as well as used without needing special equipment. (Sadiman, 2005:31)

Sudjana should advocate for the overuse of pictures as a learning medium, among other things.

- a. It is easy to use in activity learning. It is practical and doesn't require any equipment.
- b. The price is relatively cheaper than other types of teaching media, and the way to get it is very easy without needing to emit costs. This can be achieved through the use of a calendar, magazine, letter news, and other graphic materials.
- c. Images can be used in lots of things, for various levels of teaching and various disciplines of science. Starting from kindergarten to college and social sciences up to exact sciences
- d. Image can translate a draft or abstract idea into something more realistic. (Sudjana, 2001:71)

Language learning English during This is normally done with method lectures and assignments in the matter. This leads to participants not being sufficiently engaged in the content lesson, thereby compromising the quality of the results.

Picture cards serve as an effective teaching medium in the Eye lesson. English can be used to attract interest and increase motivation as well as student activity so that objective learning can be achieved well, and minimum completeness criteria (KKM) can achieve completion. With so many results, study participants can learn and grow.

4. CONCLUSION

Based on results from research and discussion studies, it can be concluded that learning that is done using learning media in the form of picture cards or picture cards on the eye lesson in the English language in class VII SMPN Satap lessons can increase results for study participants. This is evident from the data. The average value in cycle I was 54, and also in cycle II, there was improvement to 75. Using learning media in the form of picture cards on the eye lesson in the English language in class VII SMPN Satap lessons can increase completeness. Study participants educate where in the cycle I complete the study, namely 45%, then increase to 100% in cycle II. We expect educators to implement learning media effectively. This serves as an alternative approach to teaching the English language in grade VII of junior high school.

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