

The Effect of English Vocabulary Card Media on Improving Student Learning Achievement at SMAN 1 Tubaba

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ABSTRACT

This study describes the urgency of using the English Vocabulary Card media. Card media contains pictures (objects, animals, and so on) that can train students and create vocabulary, these cards become instructions or stimuli for students to improve student learning outcomes. The purpose of the researchers conducting this research was to find out the increase in student learning outcomes using the English Vocabulary Card X media at SMAN 1 Tubaba. This research method uses a quantitative method using questionnaires, tests, and documentation instruments. The test was carried out 2 times, namely the pretest to find out the students' initial abilities, and the second test was the posttest to find out the results of the increase in student learning. The samples were taken using random sampling for class X SMAN 1 Tubaba. The results showed that there was an effect of using the English Vocabulary Card media on improving student learning outcomes based on the results of the pretest before using the English Vocabulary Card media, which was equal to 25% in the low category, after using the English Vocabulary Card media, students' grades could increase by 75% in the low category become high category.

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1. INTRODUCTION

Media as one of the components in the system, has a function as a means of non-verbal communication. As one of the components of the system, it means that media absolutely must exist or must be utilized in every lesson. It is said so because if one of the components is not present, the results obtained will not be optimal. Learning is doing activities, so in the learning process, students need to participate a lot. The existence of learning media in the delivery of material in the classroom will increase interest. Student in the study. Psychologically, learning media is very helpful for the psychological development of children in terms of learning. It is said so because psychologically teaching aids in the form of instructional media greatly facilitate students in terms of learning because the media can make things that are abstract more concrete (real). Related to the effectiveness of the use of media in the learning process Depdikbud asserts that the use of media in the learning process can generate interest and motivation in student learning, reduce or avoid the occurrence of verbalism, generate reasoning that is regular, systematic, and to foster understanding

and develop values- value in students. In addition, the use of learning media is very important because it can save time. This means that learning using media can simplify problems, especially in conveying things that are new and foreign to students. From some of the things described above, it can be concluded that learning media is very important to increase the learning interest of elementary school students [1].

Regardless of the forms and types of media in education, and related to the problem of selecting media, everything will be up to the teacher, in the sense of how the teacher chooses the right media based on careful consideration so that the learning process can achieve its goals effectively and efficiently [2]. All of this returns to the teacher's skills in choosing and designing the correct media. So, how to design media that is effective and efficient in achieving learning objectives besides depending on the ability of the teacher, several effective ways to design good learning media can be stated here. Among other things, (1) the media must be designed as simply as possible so that it is clear and easily understood by students; (2) the media should be designed according to the subject to be taught; (3) media should be designed not too complicated and not make children confused; (4) the media should be designed with simple and easy-to-obtain materials, but not reduce the function of the media itself; (5) media can be designed in the form of models, pictures, structured charts, etc., but with cheap and easy-to-obtain materials so that it does not make it difficult for the teacher to design the intended media. One of the learning media is card media or card media [3].

Card media is one of the printed learning media. Card media contains pictures (objects, animals, and so on) that can train students and enrich vocabulary. The cards are a guide or stimulus for students to give a good response. And card media can be used in learning English. Media cards are also quite effective, easy to make, and don't require a lot of money. The material card media used is very easy to obtain and is often found in everyday life [4]. Card media can make children active and learn while playing. The main reason for using card media or English Vocabulary Cards in the teaching and learning process is because card media can attract attention, stimulate student responses, clarify abstract concepts into concrete, overcome the boundaries of space, time, and place, stimulate students to find the meaning of a word and event/activity. so that the objectives of the teaching process can be achieved [5].

The learning process is an activity of carrying out the curriculum of an educational institution so that it can influence students to achieve the educational goals that have been set. The purpose of education is basically to lead students towards changes in behavior both intellectual, moral, and social so that they can live independently as individuals and social beings. In achieving these goals students interact with the learning environment that is set by the teacher through the learning process. The learning environment set by the teacher includes teaching objectives, teaching materials, teaching methodology, and teaching assessment. These elements are commonly known as teaching components. The aim of teaching is the formulation of the abilities that are expected to be possessed by students after completing improving their abilities following the goals to be achieved. Vocabulary mastery in language learning is important, especially in learning English. In learning English, a person will be able to understand the language well and fluently if he masters a lot of vocabulary in English because the key to understanding language is knowing the meaning and significance of words. Based on these reasons, it is necessary to provide students with understanding or learning about English vocabulary mastery. Therefore teachers are required to be more competent in facilitating students. One effort in creating learning that motivates students to be more active and creative in discovering their own knowledge so that students can experience it

firsthand is to use learning media. Learning media can enhance the learning outcomes it achieves [6].

The selection of media must be adjusted to the general characteristics of students. According to the Big Indonesian Dictionary, development is a process, method, and act of developing, and further explained in the General Indonesian Dictionary by WJS Poerwadar Minta, development is the act of increasing, and changing completely (mind, knowledge, and so on). In this study the researchers developed media images, media images are one of the learning media that is very well-known in every learning activity. This is due to its simplicity, requiring no equipment, and no need to project to observe it. Images are a common language, which can be understood and enjoyed everywhere. Therefore, the Chinese proverb says that “a picture speaks more than a thousand words”. The word media comes from the Latin word *medius* which literally means 'middle', 'intermediary', or 'introduction'. In this sense, teachers, textbooks, and the school environment are media. Other limitations have also been put forward by experts, some of which will be given as follows. AECT (Association Of Education And Communication Technology) defines media as all forms and channels used to convey messages or information [7].

Paired cards mean a collection of cards that have matching pairs. For example, one card contains a picture, another card contains a description of the picture which is the partner, it can also be a question card and an answer card. Cards are learning media because they contain information to be translated by students, namely in the form of pictures, captions, questions, or answers to questions. Meanwhile, Sadiman explained that card media is media that contains pictures that can attract students' attention to learning. So, in learning, children are very interested in card media if it is adapted to their basic needs. Application of word card media in learning. Word cards are media that are used as learning media for early childhood to know words. Word cards are media that are easy to find and inexpensive and have colors that can attract children's attention and are easy to use. Besides children learning to read and being able to recognize words, children can also recognize colors and recognize vocabulary. Picture card media is included in graphic media and visual media. As with other media, graphic media functions to channel messages from sources to message recipients. The channel used concerns the sense of sight [4].

The message to be conveyed is outlined in visual communication symbols. It is necessary to understand the meaning of these symbols so that the message delivery process can be successful and efficient. In addition to these general functions, graphics also specifically function to attract attention, clarify the presentation of ideas, and illustrate or decorate facts that might be quickly forgotten or ignored if not graphically. Graphic media is often also called two-dimensional media, namely media that has length and width. Apart from being simple and easy to make, graphic media is a relatively inexpensive media in terms of cost. There are many types of graphic media, one of which is card media which includes: (1) letter or alphabet cards, (2) word cards, (3) sentence cards, and (4) picture cards. use in the learning process. This card is expected to motivate students in learning so that it influences learning outcomes. The benefit of using picture card media is the delivery and explanation of information, messages, ideas, and so on without much use of verbal language but can give more impressions.

From the various explanations above, it can be concluded that the card media is a tool, an intermediary in the form of pieces of paper containing various things. Starting from pictures, writing in the form of questions, answers, and others to make it easier for students to learn. Card media is not only media but also part of the learning material because it contains information and messages from the subject matter. In high school learning, the existence of card media is very important, adapted to the basic needs of children who like paper and pictures. Azizah explained that card media is needed as a learning medium to support learning at the high school level [8].

As for some of the steps used in using the English Vocabulary Card media, namely, 1) Students are divided into several groups consisting of two or more children. 2) Picture cards are placed in a row one by one (not stacked) in front of the players. 3) Cards the letter is held by the student and each player will match it with the appropriate picture card, 4) The letter card is placed on the picture card that matches its partner, 5) The player whose cards run out first wins. Advantages and Disadvantages of Card Media Every media is not perfect. Strengths and weaknesses are a unity that complements each other. According to Sudjana, the advantages of learning media using picture cards are as follows: 1) Easy to use in learning activities because it is practical without requiring any equipment 2) The price is relatively cheaper than other types of teaching media and the way to obtain it is very easy without the need to pay [9].

In learning English students need to master vocabulary. Vocabulary is an important component of language. Vocabulary is the most powerful component of language. In using language, students who have a rich vocabulary will be successful in the ability to express skills. Vocabulary is the number of words that, when combined, form language. Someone will have difficulty communicating if they don't understand the language, so it will be difficult to develop their language. Vocabulary is an important factor in learning to teach English as a foreign language even in language. For students to master English vocabulary in large quantities, a lot of practice is needed. Language is inseparable from vocabulary because vocabulary is a very important aspect of language learning. The more vocabulary skills you have, the better your language skills [10].

Learning English in high school, understanding English vocabulary is still difficult because the teacher conveys learning only by the lecture method, moreover, the use of media is very minimal. One way to make learning English effectively is by using instructional media. Learning media is an inseparable part of the teaching and learning process. For the sake of the realization of educational goals in general and learning objectives in schools in particular. With the learning media, it is hoped that the learning objectives will be conveyed as desired. The existence of media makes it easier for teachers to transfer knowledge and makes it easier for students to understand learning [11].

2. METHOD

Researchers use quantitative research, quantitative research methods are systematic research methods (paths) that are used to study or research an object in a natural setting without any manipulation in it and without testing hypotheses, with natural methods when the results of the research are expected generalizations based on quantity measures, but the meaning (in terms of quality) of the observed phenomena.[12] The researcher chose the location at SMAN 1 Tubaba because the school has not yet used innovative learning media such as English Cards in the teaching and learning process, especially in English subjects. The subject of this study was class X at SMAN 1 Tubaba with random sampling. For the trial at SMAN 1 Tubaba, 25 participants were used, including 15 male students and 10 female students. The school was chosen as the research location because it had not used learning media in the learning process. And also have not used English Vocabulary Card media in learning English. In this research, 24 students of class X will be used as data sources. Data collection techniques are carried out using several methods in data collection, including questionnaires, tests, and documentation [13].

3. RESULTS AND DISCUSSION

The researcher conveyed his intent and purpose to conduct research by taking class X of SMAN 1 Tubaba as the object of research, after submitting an application letter the researcher made observations at SMAN 1 Tubaba, the researcher made observations to see firsthand learning in class V. In the observations made the researcher found problems when learning English subjects is in progress including: a) The teacher uses an expository strategy when carrying out teaching and learning activities, this strategy is only teacher-centered. This makes teaching and learning activities less effective because students do not participate actively when learning is in progress, b) It is difficult for students to understand learning English, especially in vocabulary, c) Student scores in English subjects feel they need to be improved, d) Lack of media learning used by the teacher. To find out students' initial abilities, the researcher gave pretest questions to class X students of SMAN 1 Tubaba.

Pre Test

The main objective of the pretest is to understand the level of students' knowledge of English subject matter using learning methods and media that are usually carried out by English teachers. Learning was started, the position of the researcher who observed the course of the learning process. Learning begins with activities at the beginning, in this initial activity the teacher gives apperception to students about the material that has been studied. In the core learning activities, the teacher explains the various occupational professions and also the correct pronunciation, the teacher uses the lecture method in conveying the material. At the end of learning School Documentation. In this initial observation, the aim was to find out the condition of class X students at SMAN 1 Tubaba during the previous learning process.

Besides that, they also want to know how much the increase in student learning outcomes is related to vocabulary material. The results of the pre-test scores can be seen that the student scores are still far from what was expected, there are still many students who get scores that do not meet the KKM (Minimum Completeness Criteria), namely 75. The results of student scores with a percentage of 35% are categorized as low. Individually, 9 students were complete in answering the questions (scoring 75 and above) while 16 other students were still declared incomplete, this showed that students did not understand the material in learning by using the lecture and question and answer method. Not only in terms of doing assignments but students are also still not quite right in pronouncing the English Vocabulary. The frequency distribution of student learning outcomes is as follows.

Table 1. Vocabulary pretest results using printed book media

Question	Interval	Student	%
10	≥ 75	9	35 %
10	≤ 75	16	65%
Amount		25	100%

Based on the results of Table 1, after the pretest was carried out as prior knowledge, 53% of students answered incorrectly in the low category. After the pretest was carried out, students in class X SMAN 1 Tubaba were given special treatment using the English Vocabulary Card learning media, then the test was carried out again. In carrying out this test the researcher used two cycles to find out the results of using the English Vocabulary Card media. With this test, the researcher could conclude whether learning using the English Vocabulary Card media increased student scores significantly or remained the same as before using the English Vocabulary Card media.

Implementation of Cycle I-II Cycle

In the first cycle, 2 meetings were held, the 1st meeting was held. In the 1st meeting, the researcher provided material about Vocabulary, then at the 2nd meeting, the researcher provided further material as well as evaluated to assess the extent to which progress had been made by students in using the English Vocabulary Card media. class X SMAN 1 Tubaba. After the researchers carried out the pre-test with the percentage of completeness of the student learning outcomes of 35%, it showed that the completeness was very far from the set minimum completeness criteria, which was 75. Therefore, in cycle I and cycle II, the researcher planned to teach English for class X SMAN 1 Tubaba by using English Vocabulary Card media. Learning is presented with various pictures related to professions and everyday life that are easy to understand, this is intended so that students can better understand the material so that they can improve learning outcomes and achieve KKM. Implementation of Cycle I discussed about vocabulary correctly and played English Vocabulary Card media games as well as carried out learning evaluations. In this meeting, the learning lasted for 35 minutes.

In cycle I, it consisted of 2 meetings in which the teacher used English Vocabulary Card media accompanied by lecture, question and answer, and discussion methods. As for the results of observations from cycle I in general it can be said that it went well, students were able to follow the lesson quite well. At the 1st meeting, students were introduced to the English Vocabulary Card media. Then the teacher mentions one by one the names of the professions according to the card held by the teacher and followed by all students. Then the teacher asks students one by one to name the cards held by the teacher. At the 2nd meeting, the teacher again exemplified the pronunciation of professional vocabulary and its meaning then the students repeated the vocabulary that had been exemplified by the teacher, not only learning but at the 2nd meeting the teacher invited all students to play while learning the English Vocabulary Card media so students don't feel bored and class is more effective. Students are divided into several groups heterogeneously (male and female).

Cycle II

Cycle II was held in 2 meetings. In cycle II, they continued to use English Vocabulary Card media but used a slightly different methods, namely the lecture, question, and answer, and make-a-match methods. Cycle II is the last cycle of classroom action research conducted by researchers at SMAN 1 Tubaba. Cycle II Planning Responding to the results

of reflection from cycle I, at the planning stage of cycle II it is necessary to improve so that the mistakes in the previous cycle are not repeated. The revised forms include the following:

- 1) The teacher can provide more motivation to continue learning for students to study the material and about the importance of the material being studied
- 2) The teacher is more in control of the class so that students pay attention when learning is in progress.
- 3) The teacher collaborates learning with card media games. In cycle II, the implementation of learning takes place in 2 meetings with an allotted time of 35 minutes. Before the second cycle was carried out, the researcher carried out several preparatory stages. The preparation for the implementation of learning in cycle II was almost the same as the preparation for the cycle I because it used the same learning media, namely English Vocabulary Card media. Several forms of planning prepared by the researcher include: 1) Making a Learning Implementation Plan (RPP) under the existing syllabus, 2) Preparing material about professions, 3) Preparing learning resources, namely English textbooks and Student Worksheets, 4) Preparing learning media to be used in learning English, 5) Preparing English Vocabulary Card media games to facilitate students' understanding of work professions.

Cycle II is a follow-up to the results of the reflection from Cycle I. Cycle II is the last cycle of research conducted in general focusing on creating goals for using English Vocabulary Card media in learning English to see whether English Vocabulary Card media can improve learning outcomes in English in class X at SMAN 1 Tubaba. In cycle II, students have experienced changes and improvements regarding the attitudes of students who are starting to become familiar with researchers in learning English. In this game, students are invited to match the pictures they are holding with the writing on the table in a short time. It was a bit surprising because without taking a long time the students were able to match the pictures with the writing on the table. This shows an increase in students' understanding of the material explained by the teacher. This shows that students are more enthusiastic and active in learning. The increase in understanding and the value of learning outcomes is very visible, the results of overall observations in cycle II can be said that students have reached the indicators that must be achieved.

Cycle II Assessment

From the results of the study it can be concluded that learning in cycle II in general, the use of English Vocabulary Card media can be said to have been going according to the Learning Implementation Plan (RPP) that has been prepared. The use of the English Vocabulary Card media that has been applied in this study shows positive results. This can be seen from the increase in student learning outcomes using the English Vocabulary Card. From here the researchers saw that students were more enthusiastic and active in participating in learning. The distribution of the percentage increase in learning outcomes after the post-test was carried out with the same questions and number of questions can be described in Table 2 below:

Table 2. Posttest Results Using the Media Vocabulary Card

Question	Interval	Student	%
10	≥ 75	20	85%
10	≤ 75	5	15%
Amount		25	100%

Based on the results of Table 2 above, it can be concluded that the student's scores after using the English Vocabulary Card media experienced significant changes. To find out the value of using English Vocabulary Card media. 20 students scored above the KKM with a percentage of 85% which could be categorized as high, while 5 students scored below the KKM with a percentage of 15%. The researcher uses two cycles, in the two cycles the researcher does it in 2 meetings. In the first cycle, the researcher conducted a pre-test and the results showed that there were still several students who scored below the KKM. Based on some reflections and analysis of the obstacles still faced in cycle I, the researchers continued in cycle II by taking several new steps and plans. Learning English when using the English Vocabulary Card media the teacher uses a participatory strategy, namely a strategy that involves students in learning. Besides that, the teacher also invites students to play while learning using the English Vocabulary Card media, this makes the atmosphere in the class more enjoyable. It is not monotonous to only convey learning verbally, but the teacher uses different strategies and also uses learning media when learning English vocabulary using the English Vocabulary Card media to increase student scores.

English Vocabulary Card Media in Improving English Learning Outcomes Class X SMAN 1 Tubaba Based on the discussion of the results of field research on the implementation of this research, it can be concluded that the student's scores before using the English Vocabulary Card media were far below the average, namely 75. The researchers' initial observations conducted a pre-test with the main objective of understanding the level of students' knowledge of English subject matter using learning methods and media that are usually carried out by English teachers. strategies, methods, and media used during the English teaching and learning process in class X, the English researcher continued the interview with one of the fifth-grade students the researcher asked about what media the teacher used when learning English. To find out the extent of students' understanding of English learning, the researcher conducted a pre-test. In the pre-test, the researcher saw that there were still many students whose English scores were below the KKM, namely 75. There were 8 out of 14 students in class X who scored below 75, while 6 others scored above 75.

4. CONCLUSION

Based on the results of the study it can be concluded that the English Vocabulary Card media can improve English learning outcomes. It can be concluded that in learning English when using the English Vocabulary Card media the teacher uses a participatory strategy, namely a strategy that involves students in learning. Besides that, the teacher also invites students to play while learning using the English Vocabulary Card media, this makes the

atmosphere in the class more enjoyable. It is not monotonous to only convey learning verbally, but the teacher uses different strategies and also uses learning media when learning English vocabulary. By using the English Vocabulary Card media, students' scores in learning English can increase compared to the pre-test results. This is evident from the different results of cycle I and cycle II, in cycle I the researcher found 11 out of 14 grade V students scored above 75 while in cycle II the researcher found 13 out of 14 students scored above 75 in the high category. the use of English Vocabulary Card learning media greatly influences the learning outcomes of class X students of SMAN 1 Tubaba

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