

JURNAL SOSIAL HUMANIORA DAN PENDIDIKAN

Halaman Jurnal: <http://journal.stiestekom.ac.id/index.php/Education>

Halaman Utama : <http://journal.stiestekom.ac.id/index.php>

IMPROVING STUDENT LEARNING OUTCOMES USING IMAGE MEDIA IN ENGLISH LANGUAGE LEARNING IN CLASS XE1 SMAN 2 BUKIK BARISAN

Selvia Wilan Sari¹, Syahrul², Wahyu Fitri³

^{1,2}UIN Sjech M. Djamil Djambek Bukittinggi

³UPT SMA Negeri 2 Bukik Barisan

Email : selviawilansari@gmail.com¹, syah09shabry@gmail.com²

Abstrak

Penelitian ini dilatarbelakangi pada meningkatkan hasil belajar siswa menggunakan media gambar. Tujuan dari penelitian ini adalah untuk mengetahui hasil belajar siswa menggunakan media pembelajaran pada pembelajaran Bahasa Inggris kelas XE1 SMAN 2 Bukik Barisan. Metode yang digunakan peneliti dalam penelitian ini yaitu, Penelitian Tindakan Kelas (PTK) dengan subjek penelitian ialah Kelas XE1 yang terdiri dari 26 siswa. Rata-rata hasil belajar pada siklus I adalah 74, namun pada siklus II terjadi peningkatan rata-rata menjadi 84. Hasil belajar pada siklus I terdapat ketuntasan belajar 69%, pada siklus II terjadi peningkatan ketuntasan belajar menjadi 100%. Setelah melihat hasil belajar siswa pada siklus I dan siklus II dapat disimpulkan bahwa pembelajaran dengan menggunakan media pembelajaran dikelas XE1 SMAN 2 Kec.Bukik Barisan Tahun Pelajaran 2022/2023 mengalami peningkatan hasil belajar siswa. Diharapkan guru dapat menerapkan Media Pembelajaran sebagai alternative dan variasi mengajarkan Bahasa Inggris di Kelas X SMA.

Kata Kunci: Media Pembelajaran, Hasil Belajar.

Abstract

This research is motivated by improving student learning outcomes using image media. This study aims to determine student learning outcomes using learning media in English language learning class XE1 SMAN 2 Bukik Barisan. The method used by the researcher in this study was Class Action Research (PTK) with the subject of the study being Class XE1 consisting of 26 students. Average studying outcomes in cycle I is 74, however there was an average increase in cycle II, which was to 84. Learning outcomes in cycle I there is a studying completion of 69%, in cycle II there is an increase in learning completeness to 100%. After seeing the studying outcomes of students in cycle I and cycle II, the conclusion can be drawn, that is applying learning media in class XE1 SMAN 2 Kec.Bukik Barisan Academic Year 2022/2023 has increased student learning outcomes. It is hoped that teachers can apply Learning Media as an alternative and variety of teaching English in Class X SMA.

Keywords: Learning Media, Learning Outcomes.

LATAR BELAKANG

Language is not only come from the words issue by speech (vowels) but also uses sign or image language. Ancient human civilization use image language before recognize writing. Competence in English subjects is that students can communicate both orally and in writing use a variety of languages that are appropriate, fluent, and accurate (Diknas, 2003). English language learning have four skills that must be learned, that is *listening, speaking, reading, and writing*.

In the learning process most students have not been able to listen, speak, read, and write well though with simple sentences, most students don't like English lesson, the lack of vocabulary that students have makes them not fluent in communicating between other students, even though if only with simple language or sentences. Students have not been able to communicate because of the lack of vocabulary they have, this happens because their vocabulary mastery is still low.

Most of the students were not actively involved when the teaching and learning process took place, only a small number liked learning English, in general these are students who have good vocabulary and English skills, so that they dominate learning activities. Learning so far is still oriented towards teacher centered, so that the application of the learning process is still dominated by teachers and is still lacking in utilizing learning media so that students to understand the learning material easily. Students tend not to be encouraged and lack of listening to the teacher when the teacher explains the lesson in class, students are just engrossed in the activities and the others just look silent.

To measure students' vocabulary, they must use the appropriate assessment rubric for the evaluation process, the assessment carried out by the teacher has not paid attention to the skill aspects of the four skills that can be understood if in the process of learning English at SMAN 2 Bukik Barisan, students' abilities in listening, speaking, reading, and writing are still difficult for students to understand and master.

Vocabulary is a component that must be considered in the ability to communicate. In addition, teachers who teach vocabulary must have more patience to guide students in exploring students' diverse ideas, because in the process of learning vocabulary the ability to express ideas is the most basic thing in the high school curriculum say that students must master a minimum of 4000 vocabularies, so that they can listen, speak, read, and write both spoken and written in English properly. Whereas when the researcher conducted a preliminary test / preliminary

research, students only had a vocabulary of about 1683, not a single student mastered 4000 vocabulary. In this study, the researcher only conducted research on student vocabulary because vocabulary is part of the ability to listen, speak, read and write, and vocabulary is a problem at SMAN 2 Bukik Barisan.

Based on what has been explained above, the author is encouraged to conduct classroom action research in an effort to improve students' vocabulary to be better or more than 2500.

The approach using media images is an approach in which students combine the material provided with the real world, the image media described that the message displayed through the image can also encourage students' willingness to learn.

In the implementation of learning, improving vocabulary by using image media is expected: (1) students can be active when dealing with a real environment, (2) students have skills and understanding of vocabulary learning because in learning using image media is given a deep understanding not in the form of memorization, (3) students are critical because students understand the material being studied so they often ask questions, (4) learning takes place dynamically because the class active, and students will understand the learning material. Therefore, teachers can easily manage the learning process, (5) learning contains sharing because in learning there is a learning community, (6) the evaluation process is not only on results but emphasizes more on the learning process.

Gagne and Briggs (1975) in Arsyad (2006) says that learning media is a physical tool that can be use to provide the content of teaching material, that is: books, tape recorders, real objects, videos, cameras, video recorders, films, slides (frame images), photos, images, graphics, television, and computers. Based on the findings in the field and theoretical studies in the description above, an assumption arises that to improve English learning activities and achievements, efforts can be made using image media in learning is expected to be able to facilitate understanding and strengthen student memory. In addition, learning with learning media is one of the efforts to improve the process of student interaction with their learning environment.

Based on the description above, researchers try to provide problem solving or solutions by applying image media and measuring student vocabulary at SMAN 2 Bukik Barisan, class X. Student learning activities are expected to increase by using image media in learning, which in the end is can improve student learning achievement. Regarding the lack of optimal English learning outcomes, including the vocabulary of students of SMAN 2 Bukik Barisan, the author

seeks to apply learning by using image media as an alternative to energetic, creative, effective, and fun learning.

RESEARCH METHODS

This research is a type of classroom action research (PTK) through two learning cycles. In each cycle, planning, implementing, observing and reflecting activities are carried out. Arikunto (2009) said that There are some opinions that say action research models with different charts. But broadly speaking, there are four stages that are usually done, that is (1) planning, (2) implementing, (3) observing and (4) reflecting.

This class action research was conducted at SMAN 2 Bukik Barisan, which is located in the Kab.Lima Puluh Kota Prov. West Sumatra. The study took place September-November 2022. The students of class XE1 at SMAN 2 Bukik Barisan were the subject of research, it consists of 26 students, 13 man students and 13 woman students.

DISCUSSION

1. Definition of Image Media

The word "media" comes from Latin and the plural form of the word "medius", which literally means middle, liaison or introductory. In Arabic, a media is the connecting or delivery of a message from the one who sends to the one who will receive the message. Thus, the media is a vehicle for distributing learning information or distributing messages. To convey a message that can develop a student's mindset, feeling and progress, so that so as to be able to motivate the application of the learning process can use the media as an intermediary

According to Sadiman (2009) states that "Media is everything that can be used to channel news from the sender to the receiver of the news so that it can restorative students' idea, feelings, awareness and absorption in alike a way that the learning procedure change".

Based on these opinions, anything that becomes a tool or material in conveying message or information so that messages or information can be understood and understood well by those who receive messages called media.

Students' attentiveness in the learning process increases because teachers are effective in using media and students are faster and easier to understand the material explained by the teacher. However, it should be noted that the use of media is not effective if its use is not in line with the content and target conveyed. Media is no longer a teaching aid if the purpose of

teaching is ignored. If the purpose of teaching is ignored, then the media is no longer a teaching aid, however as an barrier in attain aim prodyctively and ably. Learning media is a very useful thing to use in teaching and learning activities.

Learning media is linguistically divided into two syllables, that is media which means tools and learning which means the process of conveying information or knowledge from educators to students. Based on this explanation, it can be concluded that learning media is a instrument or auxiliary material in which information or knowledge is contained in the teaching and learning process. The purpose of using learning media to facilitate the course of conveying in the learning process.

According to Schram in Rudi Susilana (2007) states that "Learning media is a technology that carries a message and is beneficial in learning." This means that learning media is a instrument or material that supports the delivery of messages through the learning process.

According to Richard & Renandiya (2002) states that "Instructional media can lessen the load of teachers in take teaching matter, so that they can focus on teaching in the classroom." The theory points to the meaning that learning media can reduce the burden on educators or teachers in conveying information or knowledge, so that educators can easily attract the attention of students so that students have full concentration in receiving information or knowledge while in class.

The main purpose of learning media, that is as a tool that can help to create effective learning conditions, accelerate teaching and learning process, assist students in capturing understanding and understanding of the learning process provided by the teacher and can improve and enhance the quality of learning.

Types of Learning Media That Can Be Used In The Teaching and Learning Process.

- a) Graphic or two-dimensional media is media that has a extent and span. Such as drawings, photographs, graphs, charts or diagrams, posters, and cartoons.
- b) Three-dimensional media, that is media in the formation of stacking models, working models, mock ups, dioramas.
- c) Projection media like slides, film strips, films, the use of OverHead Projection.
- d) The use of the environment as a learning medium.

With the diversity of media types and media functions, we as teachers must be able to pick out the right learning media, so that the media can be used effectively and efficiently. In choosing learning media, there are several things that need to be considered by teachers, namely

the media must be in line with the purpose to be achieved, existing conditions and limitations by remembering the abilities and characteristics of the media, the appropriateness of the media, the condition of students, the willingness of goods, the cost and time needed to get it.

The selection of learning media comes from the concept that the media is part of the overall instructional system. There are several criteria that need to be considered in choosing learning media as follows:

- a) It's accuracy with learning objectives. This means that teaching media is pick out on the base of instructional goal containing elements of understanding, application, analysis, synthesis, more likely to be used teaching media.
- b) Support for the content of the study material. Lesson materials that are factual in nature, theory, concepts and generalizations to make it easier for participants so that assistanse in the form of media is needed.
- c) The ease of acquiring media. Necessary media is easy to obtain at least easy to make by educators when teaching.
- d) Teacher's skills in using the media. Whatever type of media is needed, the main requirement is that teachers can use it in the learning process. The expected value and benefit is in the impact of its use by the teacher at the time of the student's learning interaction with his environment.
- e) In order for the media to be useful to students during teaching, it is necessary to provide time to use it.
- f) According to the quantity of logical of students. In order for the definition carry in learning to be appreciate by students properly, it is necessary to choose media to match the level of thinking of students.

Djamarah & Zain (2010) states that the media known today is not only have two types, but is already more than that. The grouping of media can be seen from their type, their coverage, and from the material and how they are made. When viewed from the type of media is divided into the following:

- 1) Auditive media

Media that relies solely on sound, such as radio, cassette recorders, and vinyl records.

So far some people who have problems with hearing this media is not suitable for use.

2) Visual media

This media only requires a sense of sight. This media exists that only use still images such as film strips, slides, photographs, drawings or paintings, and prints.

3) Media Audiovisual

Audiovisual media is a media that has sound elements and image elements. This media includes the first media and the second media, therefore this media has better capabilities than the first and second media.

The use of image media is one of the alternative presentation methods that is able to provide information to students quickly by shadowing what they imagine. Image media is a medium that contains a better meaning than writing, because in the image there is a common language that is easy to understand and understand.

The advantages of image media according to Sadiman, et al (2009) are as follows:

1. It is concrete in nature. More realistic images show the crux of the trouble rather than through just verbal media.
2. Images can control the limitations of time and space.
3. Limitations of observation can be control by using image media.
4. Images can explain a trouble, on any aspect and at all ages, so as to stop or justify a problem.
5. Images are quite cheap and easy to get and use, without having to use specific equipment.

Image media relies solely on the sense of sight and its size is limited to large groups. Therefore, a good image to be used as a learning medium must meet the following conditions:

1. Authentic is the image should show the actual situation as people see it.
2. Simple is image uality needs to clearly show the essence in the image.
3. Exact size is being able to zoom in and out of an actual object or objects.
4. Images should contain motion or action.
5. Images should be good in terms of art and fit the learning objectives.

Improving Student Learning Outcomes Using Image Media in English Learning in Class XE1 SMAN 2 Bukik Barisan

To be able to get the test results of each student, a test is carried out every cycle. The test is conducted after the learning process last of using media. Then the value of student learning outcomes can be seen in table 1 below.

Data Table of Student Learning Outcomes in Cycle I

No	Student name	KKM	Score	Completeness
1	X1	75	50	Incomplete
2	X2	75	75	Complete
3	X3	75	60	Incomplete
4	X4	75	90	Complete
5	X5	75	55	Incomplete
6	X6	75	90	Complete
7	X7	75	85	Complete
8	X8	75	90	Complete
9	X9	75	90	Complete
10	X10	75	60	Incomplete
11	X11	75	80	Complete
12	X12	75	80	Complete
13	X13	75	70	Incomplete
14	X14	75	85	Complete
15	X15	75	55	Incomplete
16	X16	75	50	Incomplete
17	X17	75	75	Complete
18	X18	75	80	Complete
19	X19	75	80	Complete
20	X20	75	85	Complete
21	X21	75	80	Complete
22	X22	75	75	Complete
23	X23	75	85	Complete
24	X24	75	60	Incomplete
25	X25	75	80	Complete
26	X26	75	80	Complete
Sum			1.945	
Average			74	
Percentage of completion			69%	

After looking at the data on student learning outcomes cycle 1 in table 1 shows the average student is 74. On the first cycle (1). Students who achieved learning completion were 69% of students, meanwhile 31% of students have not reached completion.

After analyzing to the results of the analysis of student learning outcomes data in the cycle I and making observations when the learning process takes place in class, and observing student activities, learning must be carried out again in cycle II by carrying out improvements in design, teaching methods, delivering material. In the first cycle, learning completion has not been achieved because it is not in accordance with the expected results, that is when learning completion has not reached 75% of the number of students who achieve a score above 75, then this class action research is remain in cycle II where learning continues to use learning media.

Table of Student Learning Outcomes Data in Cycle II

No	Student name	KKM	Score	Completeness
1	X1	75	75	Complete
2	X2	75	80	Complete
3	X3	75	80	Complete
4	X4	75	95	Complete
5	X5	75	80	Complete
6	X6	75	95	Complete
7	X7	75	90	Complete
8	X8	75	95	Complete
9	X9	75	95	Complete
10	X10	75	80	Complete
11	X11	75	85	Complete
12	X12	75	85	Complete
13	X13	75	75	Complete
14	X14	75	90	Complete
15	X15	75	80	Complete
16	X16	75	75	Complete
17	X17	75	85	Complete
18	X18	75	85	Complete
19	X19	75	85	Complete
20	X20	75	90	Complete
21	X21	75	85	Complete
22	X22	75	80	Complete
23	X23	75	90	Complete
24	X24	75	75	Complete
25	X25	75	85	Complete
26	X26	75	85	Complete
Sum			2.200	
Average			84	
Percentage of completion			100%	

After looking at the average score of cycle II students in the table above, that is. In this second cycle, all students have been declared complete in learning. In the diagram table of the presentation of student results in cycle II, students who are in the very low category and the low category no longer exist. If you review the presentation of student learning outcomes from cycle I and Silklus II, there is progress towards student mastery.

The learning completion value is in accordance with the expected value in cycle II, a lesson is said to reach completion if has successfully obtained 75% of the number of students who have scored 75, therefore class action research in cycle II where learning using learning media, have successfully achieved the predetermined KKM.

By observing the analysis of student learning outcomes data in system II and observations throughout the learning process, the conclusion can be drawn as follows: Student learning outcomes in English language learning can be improved by using Learning Media, students have delved into the material, this is proven to prove that the average learning outcomes have increased.

It also shows that student learning outcomes improve by using learning media. Thus means that it is very appropriate to use learning media in English in Class XE1 SMAN 2 Bukik Barisan Academic Year 2022/2023 to improve student learning outcomes in Class XE1.

CONCLUSION

After paying attention to the outcomes of the research above, The conclusion can be drawn as follows: Learning carried out using Learning Media in English in Class XE1 SMAN 2 Bukik Barisan Academic Year 2022/2023 it can be seen from the average score that there was an increase in student studying outcomes, when in cycle I 64 and in cycle II it increases to 74. Applying learning media to English in class XE1 SMAN 2 Bukik Barisan Academic Year 2022/2023 can increase student learning completion where during cycle I the completion of learning is only 69% but increases to 100% complete in cycle II. It is hoped that educators will try to apply Learning Media as an alternative and variation of teaching English in Class X SMA N 2 Kec. Bukik Barisan.

BIBLIOGRAPHY

- Arikunto. 2009. *Penelitian Tindakan Kelas*. Jakarta. Bumi Aksara
- Departemen Pendidikan Nasional, 2003. *Pedoman Pengembangan Silabus*. Jakarta.
- Djamarah, S.B. dan Zain, A. 2010. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta
- Richard, Jack, A. dan Renandiya, Willy, A. 2002. *Methodology in Language Teaching*. Cambridge University Press.
- Rudi, Susila dan Cepi Riyana, 2007. *Media Pembelajaran Hakikat, Pengembangan, Pemanfaatan, dan Penilaian*. Bandung: CV Wacana Prima.
- Sadirman, Arief S dkk. 2009. *Media Pendidikan Pengertian, Pengembangan dan Pemanfaatannya*. Jakarta: PT Raja grafinfo Persada