

THE DIFFERENCES IN ENGLISH LEARNING OUTCOMES USING FLASHCARDS AND 'SNAKE-LADDER' GAME LEARNING MEDIA IN ELEMENTARY SCHOOL

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ABSTRACT

This study was to determine the differences in learning outcomes of English using Flashcards and Snake and Ladders learning media in elementary schools. This research is a type of comparative research using a quasi-experimental research design. This research was conducted at Tanjung Balai State Elementary School using two classes. Test the instrument by testing the validity and reliability. Hypothesis testing using t-test, obtained $t_{count} > t_{table}$ ($6.63 > 2.00$), with a significant level = 0.05. The results of this study indicate that there are differences in English learning outcomes between students who are taught using Flashcards as learning media for fourth grade elementary school students.

Keywords: Learning Outcomes, media, Flashcards

INTRODUCTION

The use of media in the learning process in schools is related to the level of psychological development and the ability of students who participate in the learning process and is adjusted to the interests and talents of students which can arouse student motivation and affect student learning outcomes. In the learning process, every teacher should use interesting learning media. The use of media in the learning process in schools is related to the level of psychological development and the ability of students who participate in the learning process and is adjusted to the interests and talents of students which can arouse student motivation

and affect student learning outcomes. In the learning process, every teacher tries to use learning media.

Gerlach and Ely in Arsyad (2010) say that media when understood in broad terms is human, material, or events that build conditions that enable students to acquire knowledge, skills, or attitudes. Based on the description above, learning media can be interpreted as anything that can convey and channel messages from sources in a planned manner so as to create a learning environment that is conducive and can carry out the learning process properly, effectively and efficiently. The same case with English lessons in Elementary

Schools. Learning English in elementary schools is not new in the world of education in Indonesia. In fact, many schools have implemented the English learning process. English program as a local content subject. English is programmed starting from grade 4 elementary school. However, many schools have taught low grade English, some even started in grade 1 elementary school.

As a foreign language that is not commonly used in everyday conversation, English is considered difficult to learn. Students usually think that English is a difficult subject. They find it difficult to memorize vocabulary in English, difficult to understand the structure of the language, because the pronunciation is quite difficult and they are not used to it, this will affect student learning outcomes. If this happens it will have an impact on student learning outcomes that are low and not as expected. Learning media can connect lessons with the knowledge that students already have and include elements of the environment around students in the lesson. Seeing the conditions or problems faced by the teacher in the learning process, it is necessary to have instructional media that can improve student learning outcomes in English lessons in following the learning process so as to get optimal results.

Flash card learning media is a learning media in the form of picture

cards. This media usually contains an image with a description below or just an image. This learning media is the right medium to assist students in improving English learning outcomes, especially in low-class classes. While the snake and ladder learning media in learning English is a modification of the snake and ladder game. The snake and ladder game is modified in such a way, so that students can play while learning. In each of the boxes available in the snake and ladder game, usually only interesting pictures are given, but in the snake and ladder learning media, pictures, questions or statements about the material that have been conveyed by the teacher are given.

Susilana, et al. (2016) said that flashcards are learning media for picture cards measuring 25 x 30 cm. According to Kasihani (2007) that flashcards are teaching aids in the form of picture paper measuring 25x30. Indriana (2011) also revealed that flashcards are learning media in the form of picture cards with a size of about 25 x 30 cm. Media flashcards are effective learning cards. contains images, text, or symbols that are used to help remind students of something related to images, text, or symbols on cards, as well as stimulate students' thoughts and interests so that the learning process occurs. The snake and ladder game learning media is part of traditional games in Indonesia, although there is no complete data regarding the entry of the snake and ladder game into Indonesia. In

ancient times, many Indonesian children played snakes and ladders, making this game very popular in society (Satya, 2012). Snakes and ladders is a game media that cannot be separated from the pictures or photos on the snake and ladder game board

English is a communication tool orally and in writing. Communicating is expressing information, thoughts, feelings and developing science, technology, and culture. The ability to communicate in the full sense is the ability to discourse, namely the ability to understand spoken and written texts which is manifested in four aspects of language skills, namely listening, speaking, reading, and writing. These four skills are used to respond to discourse in people's lives. Listening skills are an ability that allows a language user to understand the language used orally, listening skills are an important part and cannot be ignored in language learning, especially if the goal of implementation is complete mastery of language skills. Abbas Pourhosein Gilakjani & Narjes Banou Sabouri, 2016, "Learners' Listening Comprehension Difficulties in English Language Learning: questions and answers that foster creativity and empathy between speakers and participants. According to Dean (2013), reading is more than seeing words clearly, more than pronouncing printed words correctly and more than recognizing the meaning of isolated words. Reading

requires you to think and feel. Reading is not just looking and pronouncing words in the text but comprehending all the components of a text.

According to Erika Sinambela, Sondang Manik & Rotua Elfrida Pangaribuan, 2015, reading is one of the English language skills needed in the learning process, providing feedback about the contents of the reading material and getting messages from the reading. According to Kasihani (2015) writing skills are considered the most difficult language skills because they involve the ability or mastery of grammar, vocabulary and spelling. In addition, it requires the ability to think or logic and the skills to mix words into meaningful sentences. According to Heaton (2008) writing is a difficult and complex skill. According to Gebhardt and Dawn Rodrigues in Heaton "writing is one of the most important things you do in college". Based on the opinions of experts that have been described, it can be concluded that writing is a creativity that is expressed in writing, ideas, opinions / thoughts and feelings that involve the ability / mastery of good and correct grammar, vocabulary and spelling.

METHODS

This type of research is a comparative research with experimental methods and Quasi Experiment research design using quantitative data which aims to see

or find out the differences in student learning outcomes using Flashcards and Snakes and ladder learning media. This research was conducted in elementary schools in Tanjung Balai from March to April 2018. The determination of the first experimental class and the second experimental class was carried out randomly. In this case, class IV-A students became the first experimental class with 30 students using Flashcards learning media and class IV-B becoming the second experimental class totaling 30 students using Snake and ladder learning media. This study used a Quasi Experiment research design, which is part of an experimental method involving two classes that were given different treatments. To find out the results of students' English learning is done by giving tests to both classes. In this design, there are two groups, namely the experimental group 1 and the experimental two, both of which are given treatment, then given a pretest and after the next treatment is given a posttest to find out whether the initial state is there a difference between the experimental group 1 and the experimental two

RESULTS AND DISCUSSION

The results of hypothesis testing obtained tcount value of 6.63 while the ttable value of 2.00. This means that $tcount > ttable$ ($6.63 > 2.00$). Thus there is a significant difference between the first

experimental class students who were treated using flashcards media and the second experimental class which was treated using snake and ladder learning media. The average post-test score for the experimental class is greater than the post-test mean for the second experimental class, so it can be concluded that using flashcards is more effective than using snakes and ladders. Based on the results of the students' pretests in both classes, it is known that the students' English learning outcomes in both classes are still low, this can be seen from the average pretest scores of both classes. The first experimental class had an average pretest of 54.53 and the second experimental class had an average pretest score of 54.80.

In the experimental class I there were 9 students out of 30 students or 30% had very poor learning outcomes, 8 students or 26.7% had poor learning outcomes, 4 students or 13.3% had sufficient learning outcomes, and 9 students or 30% had learning outcomes are very good. In the experimental class II of 30 students, there were 8 students or 26.7% had very poor learning outcomes, 6 students or 20% had poor learning outcomes, 8 students or 26.7% had sufficient learning outcomes, 7 students or 23.3 % have good results and for the very good category there is 1 student or 3.3% who get it. The post test results show that the average score for the first experimental class is 84.80 and the post-test average for the second

experimental class is 71.33. From the calculation results, it is known that the average value of the first experimental class students increased by 30.27 and the second experimental class increased by 16.53.

In the experimental one there were 16 students from 30 students or 53.3% had good learning outcomes, 14 students or 46.7% had very good learning outcomes. In the experimental class II, out of 30 students, 14 students or 46.7% had sufficient learning outcomes, and 16 students or 53.3% had good learning outcomes. Hypothesis testing is done using the t-test. After testing the data, it turns out that $t_{count} > t_{table}$ is $6.63 > 2.00$, then H_0 is rejected and on the contrary H_a is accepted. The results showed that there was a significant difference between student learning outcomes using flashcards learning media and learning media for snakes and ladders in the fourth grade English subject at SD Negeri 132416 Tanjung Balai, North Sumatra. The results of the pretest given before different learning were carried out in the experimental class I and the experimental class II, it was found that the students' abilities in the two classes were normally distributed and homogeneous, this showed that the level of students' ability in the two classes was significantly different. The discussion is as follows:

Student Learning Outcomes Are Taught Using Flashcards Learning Media In English Subjects

Based on the results of the pre-test learning in the experimental class one, the highest score obtained by students was 80 and the lowest score was 32. Meanwhile, based on the results of the post-test learning of students in the experimental class one, the highest score obtained by students was 96 and the lowest score was 76. The average was 84.80. Thus, the learning outcomes using flashcards learning media in the experimental class I changed. Learning outcomes using flashcards learning media were obtained from the pre-test with an average value ($\bar{X} = 54.53$) with a standard deviation (SD) of 17.83 and a post-test value with an average value ($\bar{X} = 84.80$) with a standard deviation (SD) 7.16, which means that the difference in learning outcomes obtained is 30.27.

Research conducted by Umi. The results of her research concluded that the use of flashcard media could improve the learning outcomes of fifth grade students of SDN Kalikatur Gondang. This is evidenced by: (1) Student activity during the learning process using flashcard media increased at each meeting, (2) Teacher activity during the social studies learning process using flashcard media had increased, (3) Student learning outcomes in the cognitive aspect had increased significantly. after the learning

process uses flashcard media, and (4) student responses show that the use of flashcard media is effective in providing information, making it easier to memorize, fun, and interesting for students.

Student Learning Outcomes Are Taught Using Snake and Ladder Learning Media in English Subjects

Based on the results of students' pre-test learning in the experimental class II, the highest score obtained by students was 88 and the lowest score was 24 with a maximum value of 100. With mean = 54.80, Variance = 331.2 and Standard Deviation (SD) = 18, 20. Meanwhile, based on the results of students' post-test learning in the experimental class II that the highest score of students obtained was 84 and the lowest score was 60 with a maximum value of 100, with an average = 71.33, Variance = 70.7 and Standard Deviation (SD) 8, 41.

Thus, the learning outcomes using the snake and ladder learning media in experimental class II have changed. The results of learning using the snake and ladder learning media in the experimental class II obtained pre-test data with an average value ($\bar{X} = 54.80$) with a standard deviation (SD) = 18.20 and a post-test value with an average value ($\bar{X} = 71, 33$) with Standard Deviation (SD) = 8.41, which means that the difference in learning outcomes obtained is 16.53.

As research conducted by Imam Baiquni. The results of the research are in testing the research hypothesis where $t_{\text{count}} (4.3838) > t_{\text{table}} (2.0018)$ is obtained, the researcher gets the final conclusion that there is a significant difference between the use of snake and ladder media compared to the use of conventional media on the mathematics learning outcomes of students in simple fractional matter.

Research conducted by Simbolon and Eva Betty (2015). The results showed that: 1) there were differences in English learning outcomes between students who obtained the Jigsaw-type cooperative learning strategy and Expository learning from PGSD FIP UNIMED students. 2) there are differences in English learning outcomes between students who have high motivation and low motivation. 3) there is an interaction between learning strategies and student learning motivation which gives a different effect on the results of English learning. Thus, there is an increase in English learning outcomes by using the Jigsaw-type cooperative learning strategy and Expository learning so that the use of cooperative learning strategies can improve English learning outcomes for PGSD FIP UNIMED students.

Differences in English Learning Outcomes Using Flashcards and Snakes and Ladders Learning Media

The test was given to the Experiment I class and Experiment II class with an average score of the experimental class I using flashcards learning media of 88 with the highest score and 54 as the lowest score. While the average value of the experimental class II using snake and ladder media was 86 with the highest value and 42 as the lowest value. The results of hypothesis testing to see whether or not there are differences in student learning outcomes between the experimental class I and the experimental class II are subjected to statistical tests and the $t_{count} > t_{table}$ ($6.63 > 2.00$) is obtained. In other words, there is a significant difference in the final test results between experimental class I students who were treated using flashcards media and experimental class II who were given treatment using snake and ladder media.

Research conducted by Simbolon and Sarma Simamora (2015). The results showed that at the beginning of learning there were 5 people (11.36%) who achieved mastery learning with a class average score of 47.72. In the first cycle, the students' learning completeness was 31.82% with a class average of 62.15. In the second cycle learning completeness increased to 93.18% with a class average of 78.18. It can be concluded that the Discovery learning method can improve student learning outcomes in Indonesian subjects. Therefore, the Discovery learning model can be applied as an

alternative in improving learning outcomes.

The results of research conducted by Viny Indah Febriyanti (2014) The results showed that there was a difference between the use of snake and ladder learning media and flash card learning media in grade IV SDIT Amanah. The result of t test $t_{count} > t_{table}$ is $2,210 > 2,028$. The average value of the ability to memorize English vocabulary using the snake and ladder learning media was 83.74 and the average value of the ability to memorize English vocabulary using flashcards learning media was 90.17. So, flashcards learning media is better than snake and ladder learning media

CONCLUSION

Based on the results of the study, it can be concluded as follows:

1. The average value of student learning outcomes in the first experimental class that was treated using Flashcard Media on Learning Outcomes was 84.80.
2. Student learning outcomes in classes that were treated using Snake and Ladders game learning Media were 71.33.
3. Based on the results of the t-test calculation analysis, namely the posttest value $t_{count} > t_{table}$ ($6.63 > 2.00$) it can be concluded that there is a significant difference between learning outcomes using Flashcard Media and Snakes and Ladders

Media on English learning outcomes. in elementary school.

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