

Improving English Learning Outcomes through UNO in Comparison Degree Learning

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ABSTRAK

Penelitian tindak kelas ini bertujuan untuk mengamati penggunaan media UNO dalam meningkatkan hasil belajar peserta didik pada materi Comparison Degree dalam mata pelajaran bahasa Inggris. Kurangnya minat belajar Bahasa Inggris dan sebagian peserta didik baru pertama kali mendapatkan pelajaran Bahasa Inggris di sekolah. Hal itu yang menyebabkan hasil belajar peserta didik rendah. Oleh karena itu peneliti menggunakan media UNO agar peserta didik aktif dan antusias belajar Bahasa Inggris khususnya pada materi Comparison Degree. Subjek dalam penelitian ini adalah peserta didik kelas VIII C yang berjumlah 33 siswa di SMP Negeri 21 Semarang. Hasil penelitian menunjukkan bahwa terdapat peningkatan yang signifikan dari hasil belajar siswa pada pra-siklus (39%) sampai hasil belajar pada siklus II (88%). Oleh karena itu, peneliti menyimpulkan media UNO dapat meningkatkan hasil belajar peserta didik pada materi Comparison Degree.

Kata kunci: Hasil Belajar, UNO, Comparison Degree

ABSTRACT

This classroom action research aims to observe the use of UNO media in improving student learning outcomes in Comparison Degree material in English subjects. There is a lack of interest in learning English and some students are learning English for the first time at school. This is what causes low student learning outcomes. Therefore, researchers use UNO media so the students are active and enthusiastic about learning English, especially Comparison Degree material. The subjects in this research were 33 students in class VIII C at SMP Negeri 21 Semarang. The research results showed there was a significant increase in student learning outcomes in the pre-cycle (39%) to learning outcomes in the second cycle (88%). Therefore, researchers conclude that UNO media can improve student learning outcomes in Comparison Degree material.

Keywords: Learning Outcome, UNO, Comparison Degree

1. INTRODUCTION

Education according to SISDIKNAS Law no. 20 of 2003 is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves and society. Education is a very important factor for an individual, no individual is born without education, be it in an agency, home, or community. In the teaching and learning process, teachers have the task of encouraging, guiding, and providing

opportunities for students to achieve goals and form human beings with character. It is the teacher's responsibility to observe everything that happens in the classroom to encourage student development.

Education has the function of developing oneself, namely developing all potential talents, abilities, and personal characteristics that are positive for oneself and the environment around students. Education is not only about sharing knowledge, and values or practicing the skills possessed by students, but education also functions to develop the potential and skills possessed by teachers in developing

learning that is comfortable, enjoyable for students, and effective according to learning styles, environmental backgrounds, and social of each student. As professional teachers, teachers must also be able to actualize the application of effective and efficient learning approaches, methods, and techniques for students. Through the Pre-Service PPG program for prospective professional teachers recruited by the Indonesian state, which is part of efforts to improve the quality of Indonesian teachers and education, the government requires prospective teachers to conduct classroom action research (CAR) to help teaching staff make improvements and upgrades in terms of teaching and learning.

The classroom action research (CAR) carried out by the researcher was an outcome of the pre-service PPG program. On this occasion, the researcher conducted Classroom Action Research on English subjects in class VIII at one of the junior high schools in Semarang. The researcher realized in the Comparison Degree material that learned, there were still many students who did not understand how to use comparisons of one syllable and two syllables. Therefore, this causes student learning outcomes to be less than satisfactory, and some students' scores are still below from the standard.

Therefore, according to the problems in this class, variations in learning and learning media are needed. In order to attract students' attention and improve student learning outcomes, teachers can use UNO as a learning media. Previous research conducted by (Angraeni, 2014) showed that the increase in learning outcomes occurred because the use of image media attracted more students' attention. Using visual media means that the teacher has provided stimulation to students through sight. By seeing, the students will finally be able to practice; In other words, the use of visual media is able to help students compare the Positive degree, Comparative degree and Superlative degree. Visual media or images are able to motivate and easily understand students in comparative degree material so that they can improve learning outcomes.

2. RESEARCH METHOD

The type of research used is Classroom Action research which takes place in two meeting cycles where the intensity of the meeting is deep class two times. Procedure this research consists of four activities carried out in repeated cycles. There are four main activities in each cycle, namely 1). Planning, 2). Action, 3). Observation, 4). Reflection. (Arikunto, 2007).

The data collection techniques used in this research is a Pre-Test to find out data about students' understanding of the comparison degree material. Then, post-test to find out the data about student learning outcomes after receive treatment in this classroom action research. This technique used to obtain data that appropriate to the problem. This research are implemented of learning strategies using UNO as learning media to improve student learning outcomes in comparison degree material.

3. FINDING AND DISCUSSION

Researchers carried out this research in class VIII C. There still many students who have never studied English before in Elementary School. This research was conducted with optimal efforts to improve students' abilities. The research was planned and will be carried out in several cycles, until the research objectives were achieved. In this discussion, the researcher will describe the results of classroom action research using UNO as a learning medium in revealing the learning outcomes of class VIII C students at SMP Negeri 21 Semarang.

The research was did in two cycles. Every cycle starting with planning, implementing learning and reflecting each cycle. During this research activities, the researchers prepared learning devices, tools and teaching materials. As well prepare observation instruments. It turns out that in only two cycles, student learning outcomes reached the targets set by researchers.

Before taking action, the students are given an initial test or pretest of 10 questions. The questions are to determine students' abilities before carrying out

learning using UNO Media. Giving this question aims to determine students' abilities. Apart from that, the test in this

pre-cycle also used to describe the difficulties faced by students.

Table List 1.1 The result of Pra – Cycle

No	Classification	Frequency	Precentage (%)
1	Passed	13	39 %
2	Unpassed	20	61 %
	Total	33	100 %

Based on the table above, it can be seen that the pre-test or test scores in the pre-cycle stage, there were 13 students who completed or scored ≥ 70 and 14 students have not yet completed. It can be concluded that in part Most students' knowledge regarding Comparative Degree is still low with a frequency of 48% or a total of 13 students.

Table List 1.2 The result of Cycle 1

No	Classification	Frequency	Precentage (%)
1	Passed	13	39 %
2	Unpassed	20	61 %
	Total	33	100 %

At the end of cycle I, a final test was given which aims to see the success of the actions given, if the student meets the criteria for completeness. The table shows an increase in students' understanding of Comparative Degree material taught through UNO media. This can be seen from the percentage of classical student learning completeness, which 22 students (67%). Meanwhile, there are 11 students (33%) who have not yet completed their score, whose score has not reached the minimum completion criteria.

Table List 1.3 The result of Cycle 2

No	Classification	Frequency	Precentagee (%)
1	Passed	13	39 %
2	Unpassed	20	61 %
	Total	33	100 %

From Table 1.3 above, it can be seen that the increase in student learning outcomes in cycle II, the number of students who completed was 88%, this figure is already meets the classical completion requirements, namely 85% according to the criteria completeness. Besides, they are too motivated and have an interest in learning English. Especially, on Comparative Degree material.

The data in table 1.4 shows that the percentage of students who completed at cycle II has reached the minimum classical completion criteria, although there are still four people who have not completed it, this will be overcome by providing remedial measures. Based on the results of the reflection, there is no need to continue to cycle III and the class is declared to have completed the Comperative Degree material.

Tabel 1.4 The result after treatment

Target	Pra-Cycle (%)	Cycle 1 (%)	Cycle 2 (%)
Passed	39%	67%	88 %
Unpassed	61%	33%	12 %
Total	100%	100%	100 %

4. CONCLUSION

Based on the results of the analysis and discussion, several conclusions can be drawn by the researcher. Namely as follows: Learning Comparison Degree using UNO can help students understand the subject matter. So, their learning outcomes are increase. This data based on the results of research carried out by SMP Negeri 21 Semarang, namely that there was an increase in learning outcomes for class VIII C students on the subject of Comparison Degree. The improvement in student learning outcomes can be seen by learning by using UNO as a student learning media. By implementing the strategy of using UNO, students are more enthusiastic and motivated in participating in learning. It is different before being given action using UNO. This happen because they are enthusiastic about card media that is familiar and they often play.

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