

DIGITAL PICTORIAL LEARNING MEDIA FOR TEACHING AFFIXES OF SEVENTH GRADE OF JUNIOR HIGH SCHOOL

Laila Nuzulya Rahma ¹, Supriyono ², Nita Sutanti ³

¹²³English Education, FKIP Universitas Islam Balitar, Balitar Islamic University, Blitar
66137, INDONESIA

Abstract

Perception shows that there was an issue in mastering lexicon and the nonappearance of learning media. The point of this inquire about is creating directions media for dominance of attaches lexicon within the graphic content through the utilize of Computerized Pictorial of Fastens Amusement (POAME) media. This inquire about is inquire about and improvement (R&D). The inquire about subjects were 7th-grade students' junior tall school. The usage was within the indeed semester of the 2019/2020 scholastic year. The analyst did perception in three schools with the comes about of the meet and perception appeared that the understudies had not however caught on the joins lexicon and there were no media for learning, whereas the records appeared that the students' scores were underneath least completeness criteria, which was a normal of 50, 70.7, 77,3, Amid media advancement, the media is inspected by material experts and media specialists so that discernments may be tried and get result 91.4% from instructor reactions and 89.6% student responses. This was proved that the POAME media is valid and feasible to use as an alternative media for learning affixes vocabulary for 7th grade of MTs Darussalam Kademangan. This is evident from the teachers' and students' responses who fall into the very feasible category with an interval of 81% - 100%.

Keywords: *Research and Development (R&D), Digital Pictorial of Affixes Game (POAME), vocabulary*

*Corresponding author, email: tcbec09@gmail.com

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1. INTRODUCTION

All the knowledge can be learned from the Indonesian people in particular a language study as defined in the 57th year 2014 Indonesian Government Regulations on the creation, promotion, and security of languages and literature, and improvement of Indonesian functions. According to Indonesia government regulation, number 57 the year 2014 article 4 section, 3, other Indonesian and regional languages are considered as a foreign language. "In Indonesia,

English is seen as a foreign language that is which it has no widespread or official role (native speakers) in a country. 1.

Tuning in, talking, perusing, and composing is the most expertise for learning English. Lexicon could be a department of its aptitude. So, it fundamental to know the lexicon. Lexicon is one of the vital viewpoints of learning English, without lexicon nothing can be passed on Alqahtani's inquire about Lexicon learning is a basic portion of learning an outside dialect since the implications of unused words are highlighted exceptionally regularly, whether in books or classrooms. It is additionally central to dialect education and basic for a dialect learner. Encourage portrays as complementary the relationship between lexicon information and dialect utilize: lexicon information empowers dialect to utilize and, alternately, dialect utilize leads to an increment in lexicon 4. Lexicon is key for instructing the English dialect and without it, understudies are incapable to get it or communicate with others. Depend to Pan & Xu (2011) vocabulary is thee most important factor in learning a foreign language well, as one of three essential components (phonetics, vocabulary, and grammar) 6. A good vocabulary is a vital part of effective communication so have many words will make you a better writer, speaker, listener, and readerr (Susanto, 2017). Students are in the class who have high grades in language learning are students who have the adequate vocabularyy (Susanto, 2017).

Based on the results of observations made by the researcher, Affixes vocabularies were found in student's English book which created by the Ministry and Culture in 2017 which included the 4th edition of the revised edition under the title "Bahasa Inggris When English Rings a Bell" in chapter 5,6, and 7. It also was found that the average student was lacking in the mastery of the affixes vocabulary. They have difficulty analyzing the differences in affixes and basic vocabulary as well as how to add affixes to form prefix, infix, and suffix. Even though the teachers have used materials, learning resources that are by the curriculum and syllabus shown, students still find it difficult to master the affixes vocabulary.

According to Miarso (2009: 458), learning media is all used to channel messages and can move thoughts, the learner's emotions, attention, and willingness can promote arousal of conscious, guided, and controlled learning processes 7. Teachers who use media have many varied benefits for students. The use of media makes a stimulus to the brain of students so that the brain can be used optimally and provide a different experience. The media provides students the opportunity to learn independently which also arouses new desires and interests.

A few sorts of learning media are most regularly utilized by books (Supriana, 2011), pictures/photos, movies (Sadiman, 2008: 28), and diversions (Azhar Arsyad, 2011: 54). Diversions can be within the shape of physical action or utilizing program applications (Sugiyo,

et al., 2008). In the interim, Paul (2003) said that recreations have a major part in student-centered learning and permit them to be completely included in learning.

Games used for learning are usually called learning media or educational games. There are various kinds of learning media used to make it easier to learn vocabulary mastery. Digital Pictorial of Affixes Game (POAME) is an example of a game to master affixes vocabulary in English learning for grade 7 SMP. POAME is a derivative of a flashcard game that is packaged into a digital game. POAME is designed in the form of a kit that contains a master game on a flash disk with 3 levels, a guidebook for teachers, students, and the public. With some of the above opinions, this study researchers tried to apply the POAME game to provide an alternative learning media for learning affix words for grade 7 junior high school students at MTs Darussalam.

2. RESEARCH METHODS

The type of research used in this study is Research and Development (RnD). Research and development (RnD) is an important technique or an adequate method of study for improving practice 8. Research and development is a phase or measure that occurs and can be accounted for to produce a new product or a perfect product. Hardware or software may be the commodity. This research was conducted in 3 phases. The first phase is. Analyzing potential and problem which the researcher do identify problems and possible solutions then conducted data collection: interviews, observation, document. The second phases are product design and development, product validation, product revision. The last phases are product testing and perception test, evaluation product, and final product.

The first step of doing product testing was to explain the purpose. The researcher told the purpose that would hold the precipitation test to find out the appropriateness of digital pictorial learning media for teaching affixes. Second, shared the application with the students and teacher. The researcher shared the application game with the student's or teacher's laptop. The third step was explaining the product. It was explaining the function of media, the content of media, how to play then the focus grub tried to use this media and learn the content of it. Forth, open games and guide books then learn the material from those media together. Sixth, finish understanding the material after that continued to play the game starts at a low level and medium level. Perceptions test was done after product testing and this is the feasibility.

Figure 1. Research Framework

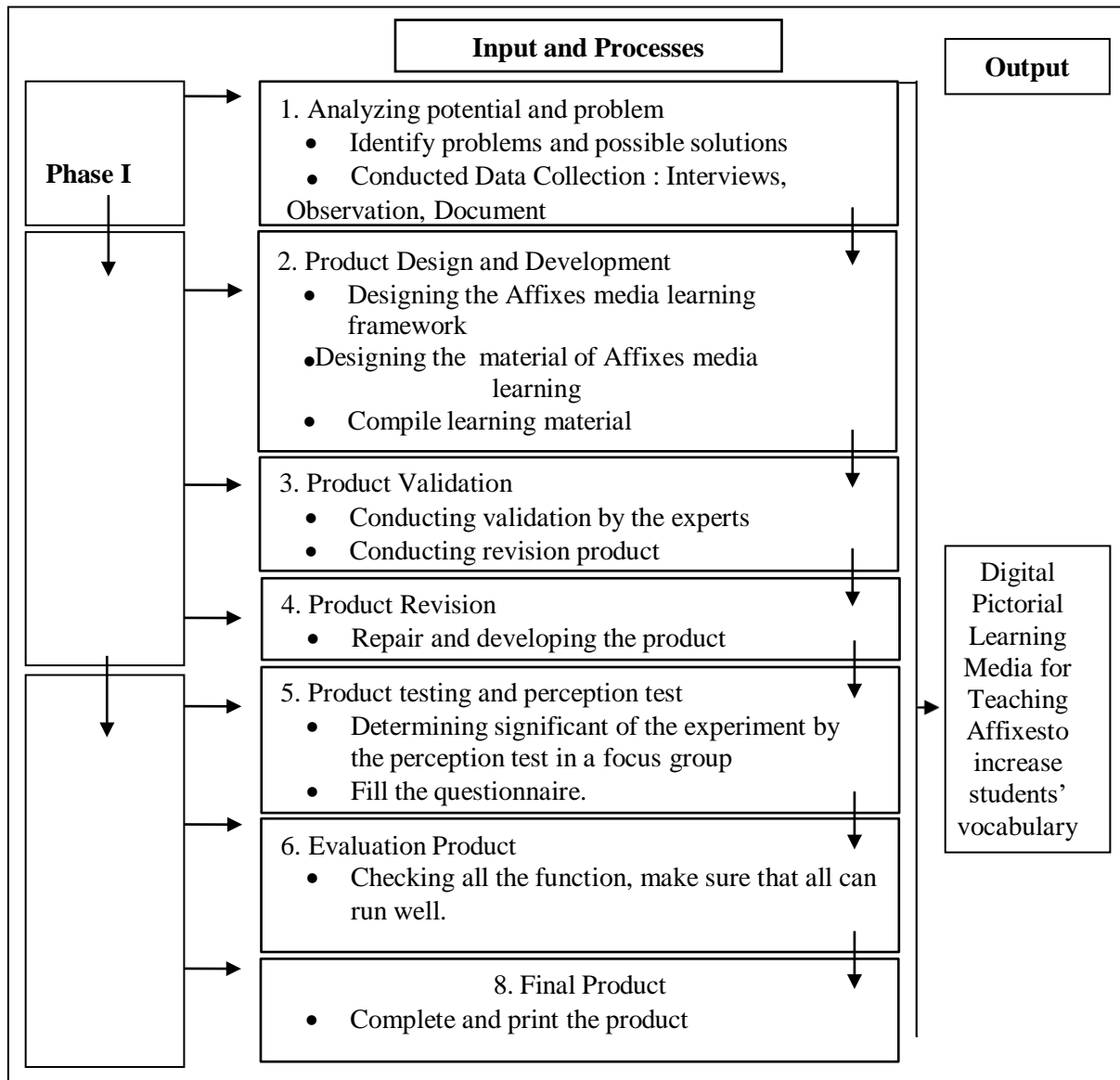


Figure 1 Research framework of Digital Pictorial Learning Media for Teaching Affixes to increase students' vocabulary, adapted from Sugiyono's book (2016: 298)

This is the feasibility table.

No.	Score in Percent (%)	Category of Feasibility
1.	< 21 %	Very not proper
2.	21 - 40 %	Not proper
3	41 - 60%	Enough proper
4	61 – 80 %	Proper
5	81 – 100 %	Very proper

Table 1 feasibility criteria

$$\dots \% = \frac{\text{Total the result of calculating data}}{\text{Total of criterium score}} \times 100\%$$

3. RESULTS AND DISCUSSION

The initial design in developing this product is to make a media design using the construct 2 software application. The tools used by researchers in making products are using computers/laptops to design and make products. The first step was made of learning media is media selection. Media selection was done to identify learning media that are relevant to material characteristics. The design of media was divided into several stages, starting from designing to manufacturing. The design was based on references from several sources that resulted in a valid design. The product Digital Pictorial of Affixes Game has an attractive design, which is following the basic competencies of 2013. The resulting product is computer-based media to increase students' learning interest and activity.

The second step was made of learning media is format selection. The selection of the form of material presentation was adjusted to the learning media was used. The selection of formats in development is intended by designing learning content and learning resources. The choice of format must be adjusted to the characteristics of students. The products were produced are media to motivate students to learn.

The third step was made of learning media is the initial design. The beginning of making this product is designed in a systematic manner where the researcher was assisted by a supervisor who provides input and suggestions so that this product is well arranged. The stages in making game media used Construct 2 application: Prepare materials such as subject matter, pictures, backgrounds, and then make previously designed layers. The description of the manufacture is The researcher download images needed on google. After the image is downloaded, we opened Corel Draw to combine the images that we download with the appearance we want for the game. The researcher also made layouts for material and picture dictionaries. After all, layouts are finished to be edited and exported. then the researcher begins to enter in the game making an application that is with open construct 2. Open construct 2 then click 2x on the file to create a new layout then click new empty project then we set the layout size. If the new look comes out the researcher click 2 x on the layout then selects insert new project then selects sprite to insert the edited image in Corel Draw. then open the file to find the layout that was created in Corel Draw. After all the images are inserted then we start setting in the game in the event sheet construct that we have prepared earlier. Then export it in the nwjs file.

After the product development stage is completed, the next step is to measure the feasibility of the learning media that has been made, in this step the researcher validates the product to 6 experts, namely 3 material experts, 3 media experts. The results of the validation for 6 experts are as follows:

Expert	1	2	3	Average
Material experts	85,7 %	72,8 %	68,5 %	75,7 %
Media experts	93,6 %	95,4 %	73,6 %	87,5 %

The results obtained, the validation of the material experts got 75.7% which was in the feasible category with a value between 61% - 80% and the results from the media expert was 87.5% which was in the very feasible category with a value between 81% - 100%.

After the validation phase is completed and declared valid by the expert, then the product can be tested. The trial here was conducted to determine the feasibility of the media to be used by teachers and students for the POAME media being developed. Following are the results of teacher and student responses:

Table 2. Result of Perception Test for Teachers's

Statement	Category			
	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	0	0	0	4
2.	0	0	2	2
3.	0	0	2	2
4.	0	0	2	2
5.	0	0	2	2
6.	0	0	3	1
7.	0	0	1	3
8.	0	0	3	1
9.	0	0	0	4
10.	0	0	3	1
11.	0	0	3	1
12.	0	0	0	4
13.	0	0	2	2
14.	0	0	3	1
15.	0	0	2	2
16.	0	0	2	2
17.	0	0	0	4
18.	0	0	2	2
19.	0	0	3	1
20.	0	0	3	1
21.	0	0	0	4

22.	0	0	1	3
23.	0	0	2	2
24.	0	0	1	3
25.	0	0	2	2
26.	0	0	3	1
27.	0	0	2	2
28.	0	0	2	2
29.	0	0	1	3
30.	0	0	0	4
Account				548
Criterion	Value			600
Precentage				91,4 %

Based on the table above, there was no teacher disagree about the product and the answers were variant between agree and strongly agree. Then the researcher counted the Likert index, it was 91,4 % which means the teachers Strongly Agree in using the product and this media proved that was very proper to use.

In the teacher's perception test, there were 30 statements divided into four aspects, namely aspects of media appearance, media operation, material presentation, motivation, and benefits of media with four assessment criteria, namely strongly agree with four points, agree with three-point, disagree with two-points and strongly disagree with one point. In this perception test, the researcher gets an average score of three and four.

The aspect of media display is in statements 1- 11 where the statement contains the initial appearance of the media, cover, writing, pictures, background, color composition, question variations, feasibility. This aspect gets points between 3 and 4 these were very agreed and agree. The next aspect is about the operation of the game where there are two aspects, namely smoothness, and comfort. five teachers strongly agree with the smooth running of the game and for convenience three out of five teachers give four points. The third aspect is the presentation of material that discusses the suitability of students' level, according to KI and KD, ease of understanding, questions, and sample questions. This aspect has eight statements where the eight statements about the questions presented according to the level of the student get perfect points from the five teachers. The last aspect is the benefits and uses which are outlined in eight statements with the average score obtained is four and all the teachers give perfect scores, namely strongly agreeing on the eighth statement, namely that students find it easier to learn using this game media.

Table 3. Result of Perception Test for Student

Statement	Category			
	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	0	0	7	7
2.	0	0	12	12
3.	0	0	8	8
4.	0	0	4	4
5.	0	0	12	12
6.	0	0	12	12
7.	0	0	2	2
8.	0	0	12	12
9.	0	0	9	9
10.	0	0	9	9
11.	0	0	9	9
12.	0	0	5	5
13.	0	0	8	8
14.	0	0	8	8
15.	0	0	8	8
16.	0	0	9	9
17.	0	0	8	8
18.	0	0	8	8
19.	0	0	7	7
20.	0	0	11	11
21.	0	0	8	8
22.	0	0	7	7
23.	0	0	8	8
24.	0	0	7	7
Account				1722
Criterion	Value			1920
Precentage				89.6 %

Seeing the result of the students's perceptions test is 89,.6%, then it is included in the very valid category where very valid has a percentage between 81% - 100%.

4. CONCLUSION

The development of Pictorial of Affixes Game (POAME) as learning media was valid and appropriate to be implemented. It proved by the results of the responses are for teachers and students toward the use of the developed POAME as learning media. The result of teachers' responses is 91,4% and the result of students' responses 89,6 % that categorized as "Absolutely Agree". It means that the teachers and students gave positive responses toward the use of developed POAME for teaching and learning affixes vocabulary to the seventh-grade students in junior high school and it is the validated hypothetical as final development of POAME.

5. SUGGESTIONS

The suggestions given by the findings above are the Digital Pictorial of Affixes Game (POAME) game media for learning affixes vocabulary in English seventh grade of junior high school which can be used to make it easier for students to master new vocabulary in this field. For another researcher, it is recommended to try other games so that many game references will be used for the process of mastering vocabulary.

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