

DEVELOPMENT OF PICTURE WORD CARD MEDIA USING MODELING THE WAY METHOD IN LEARNING ENGLISH VOCABULARY TO IMPROVE CLASS 4 LEARNING OUTCOMES

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APA Citation: Febriyanty, Y., Suratno, S., Widagdo, A. (2024). Development of picture word card media using modeling the way method in learning english vocabulary to improve class 4 learning outcomes. *English Review: Journal of English Education*, 12(3), 911-922. <https://doi.org/10.25134/erjee.v12i3.10404>

Received: 27-06-2024

Accepted: 28-08-2024

Published: 30-10-2024

Abstract: This study aims to develop picture cards and apply the modeling method to improve the learning outcomes of fourth grade students at SDN Wonosari 01, Semarang City. The reason the researcher determined the title was based on the findings of the problem when conducting a survey at the location of SDN 01 Wonosari, Semarang City. The development of picture cards is used as a tool for educators (teachers) to carry out the English learning process. In addition, the success of learning can be seen in the high motivation of students to learn so that learning objectives can be achieved. The researcher used the ADDIE model, which consists of analysis, design, implementation, and evaluation stages. The methodology used in the research is quantitative research and development (R&D). The data collection techniques used in this study were surveys, interviews, and questionnaires. Data analysis was carried out with normality, homogeneity, t-tests, and n-gain tests. After the data analysis stage, the picture card media was declared effective in improving the vocabulary and English learning outcomes of fourth grade students at SDN Wonosari 01, Semarang City.

Keywords: *modeling the way method; picture cards.*

INTRODUCTION

Language skills in students can be determined by receiving language, expressing ideas, and literacy (Widyasari, 2023). In the lower grades, namely level 4 elementary school, the language they will receive is the language found when they get to know the surrounding environment, so that the process of communication and interaction between children and people around them is created. The variety of language they receive becomes their vocabulary, where they will slowly understand the meaning of each word. The meaning is not equally owned by students, depending on their practice. This is related to the four language skills. First, listening skills are a form of receptive language skills.

This means not only hearing the sounds of language but also understanding them. Second, speaking skills are related to expressing ideas, ideas that are assembled using words to form a sentence. Third, reading skills include not only simply pronouncing words but also understanding the meaning of a reading appropriately. Fourth, writing skills are pouring an idea into the form of writing (Aini, 2022).

There are several ways to effectively acquire vocabulary in learners. Among Indonesians, there are differences in the way Indonesian and English are pronounced, which can be followed up as it relates to vocabulary acquisition (Firdausah & Sari, 2022). One of the approaches that can be used by the low level, namely grade IV elementary school, is the singing technique.

Singing is identified as a way or method that can facilitate students in honing their speaking skills related to vocabulary refinement. Through singing activities, students will get used to pronouncing words in English so as to produce fluency in the pronunciation of English vocabulary (Meidipa, Harahap, & Syahfitri, 2022).

The underlying reason for the researcher to conduct this research is the lack of student interest and motivation when learning English in class. This can be known based on the results of the researcher's observations during the teaching and learning activities (KBM) implemented. Some of the factors that influence students' low interest in learning English, namely the learning media used by educators, are less varied or monotonous. And the learning method used is lecture. The lecture method is a method used by educators to provide information related to learning material that relies on teacher explanation (teacher center) (Mulyanti & Febriani, 2023). Currently, the independent curriculum applies student-centered learning. That is, it focuses on students. This can increase effectiveness, facilitate interactive learning, and train students' skills in the classroom. The use of learning methods and media is a benchmark for student success in the classroom. Interesting media will increase student motivation for learning and affect student psychology (Nurhalimah, Romdani, & Nurhasanah, 2021).

Previous research has also been conducted by other researchers as references in the form of journals, articles, theses, and theses. This explanation serves to show the novelty of the results of the research, which supports the importance of this research. Not only that, the results of the exposure to relevant studies and findings also serve to avoid plagiarism. Relevant research was conducted by Desti Rahmawansa (2024) from the Early Childhood Education study program at the State Islamic Institute (IAIN) Metro with the title Development of Picture Card Media Towards Vocabulary Acquisition of 4-5 year old children at PKK 1 Yosomulyo Kindergarten, Central Metro. The research is related to the introduction of English vocabulary that has not been optimal, so researchers use picture card media to assist teachers in introducing vocabulary and how to memorize it to students. Picture card media is designed according to the needs of students so that learning objectives can be achieved (Cristilia, 2022).

In addition, other previous research was conducted by Asti Iga Sari (2022) from UIN Suska Riau University, faculty of tarbiyah and

keguruan. The thesis is entitled "Application of the Modeling the Way Method to Improve Speaking Skills in Indonesian Language Subjects of Class IV Students of Bagan Cempedak Elementary School, Rantau Kopar District. The research is related to students' speaking skills in Indonesian language subjects, which are still low. Researchers used the modeling-the-way method to see if the method was effective in improving students' speaking skills. The modeling the way method is a method used by teachers to demonstrate activities in front of the class so that it can improve students' public speaking skills (Jannah & Jamaludin, 2022).

Studies of previous research findings that are relevant have some differences, namely that the research carried out by Desti Rahmawansa focuses on the age of children in acquiring vocabulary. My research focuses on the elementary school level, that is, the fourth grade of ten-year-olds. In addition, further research was conducted by Asti Iga Sari using the same method, namely modeling, because the researchers focused on language skills (SY & Dafit, 2024). The difference lies in the specified subjects and in such research to improve speaking skills on Indonesian language loads. Align with the above research as a reference in conducting this research, with the aim of providing solutions to the problems found as well as showing novelty by using some other theories and approaches used as advocates of the conclusion of this research.

Researchers made a design for the development of picture card media (flash cards) as one of the supporting tools for learning English. According to Juliyanti (2022), picture card media is a card that contains the content of certain vocabulary learning materials arranged on each page according to alphabetical letters. Picture card media is a card of a certain size that focuses on learning material. Picture cards have two sides, namely the front and back sides. The front side of the card consists of picture illustrations, English vocabulary, and how students spell the word so that they can pronounce the word correctly (Lubis, Rahim, & Nasution, 2023). The back side of the card consists of a QR barcode, which has the function of determining how to pronounce the vocabulary according to the British or American accent.

Picture cards have the function of introducing new vocabulary in order to establish interactive communication between teachers and students during learning. In addition, picture card media has other advantages, namely flexibility, meaning

that it is concise and can be used by anyone and anywhere. Picture card media will be combined through the utilization of the modeling-based approach (Wahyuni, 2020). The modeling-the-way approach is considered appropriate for students at the lower grade level with the aim of increasing learning effectiveness (Ayu, 2019). The reason behind the selection of the modeling-the-way approach by the researcher lies in the fact that this approach provides learners with the opportunity to engage in hands-on practice of specific skills acquired in the classroom (Yendri, 2022).

According to the research findings, it has been established that high-quality learning outcomes can be achieved through the implementation of effective learning processes. To facilitate the teaching and learning process, educators must have the skills to apply appropriate teaching methods that meet the requirements of students in an educational setting. The utilization of the modeling approach has the potential to improve students (Hayya, 2024)' public speaking skills.

In addition, another advantage of the modeling the way method is that it fosters courage in students, they can practice directly, and their learning becomes more effective. Yustiani (2019) says that in using the modeling-the-way method to direct students in thinking and acting, students do not need to memorize vocabulary but understand it. Based on the above problems, researchers want to develop picture card media with the modeling method for learning English vocabulary to improve the learning outcomes of fourth grade students at SDN Wonosari 01 Semarang.

METHOD

This research uses quantitative methods. According to Creswell in (Amruddin, 2022), quantitative analysis is an effort to investigate a problem using numerical statistics. In addition, Sugiyono (2019: 16–17) outlines the concept that quantitative methods are rooted in the principles of positivism for the purpose of investigating certain populations or samples. The phases involved in research require the utilization of data collection techniques, the formulation of research tools, and the implementation of data analysis to assess the proposed hypothesis. The research design process is implemented through the utilization of research and development (R&D) strategies, which are primarily focused on the creation and improvement of products. As highlighted by (Sugiyono, 2019) research and

development (R&D) design plays a crucial role in the validation and advancement of products in various industries. It is crucial to understand that research and development (R&D) design consists of a structured approach that guides product validation and development to meet market demands and consumer needs.

The procedures involved in research and development (R&D) include several phases that are carefully planned and executed to achieve the desired results. Each phase of the research and development (R&D) process serves a specific purpose, such as ideation, prototyping, testing, and implementation. Through a systematic approach to research and development (R&D) procedures, organizations can improve their product offerings and gain a competitive advantage in the market. Therefore, it is imperative for researchers and practitioners to adhere to established research and development (R&D) methodologies to ensure successful product validation and development. Such as analysis, design, development, implementation, and evaluation. The following is a chart of the ADDIE development model used.

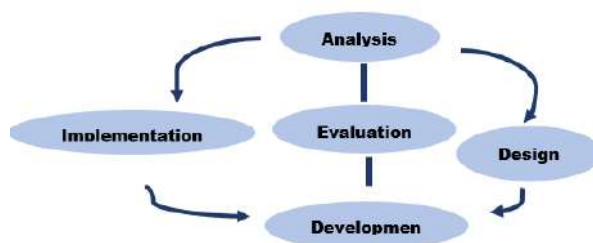


Figure 1. *ADDIE development model*

Population, according to Sugiyono (2019: 126), is a broad or general area consisting of objects and subjects characterized by certain quantities and attributes as determined by the researcher and referred to as population. For the purpose of this study, the population investigated was the entire fourth grade class of SDN Wonosari 01 Semarang, which consisted of 41 individuals. According to Sugiyono (2019:127), a sample is a small subset of the population selected for the purpose of data analysis. In this particular study, the sample consisted of 9 individuals for class 4A (small scale) and 20 individuals for class 4B (large scale).

The data collection techniques in this research included three main techniques: observation, interviews, and questionnaires. Observation entails a thorough examination of the subject, focusing on identifying important details to inform the problem formulation stage.

Furthermore, interviews were conducted to identify problems and find out things from respondents, namely English language study teachers, in depth and with a small number of respondents. The researcher used structured interviews by preparing a question instrument that had been prepared along with answer options.

The next stage, known as the questionnaire survey, was designed to elicit reactions and feedback from educators and students regarding the progress of the picture card learning media organized by the researchers. The questionnaire was carefully crafted to be disseminated not only to material expert validators but also to media specialists to authenticate the carefully crafted picture card learning media by the researchers. A critical component in the research process, the research instrument is the fundamental mechanism used by the researchers to gain insights and opinions from diverse stakeholders, such as media specialists, subject matter experts, and educators involved in the evaluation of the developed picture cards. The invaluable suggestions and feedback provided by the validators and the pedagogical community, comprising teachers and learners, served as the foundation for evaluating the efficacy and relevance of the picture card media carefully curated by the researchers.

These instruments were used to evaluate the feasibility of the developed products, such as picture cards. Furthermore, feedback collected from media specialists, material experts, and educators was examined through quantitative and qualitative methodologies. Qualitative information includes insights and recommendations provided by experts during the media and material validation processes, while quantitative data pertains to the statistical analysis of the collected data (Gunarto, 2020).

Next, conduct feasibility tests, validity tests, and reliability tests. First, the feasibility test uses a Likert scale. The reason for using a scale is that it can make it easier for researchers to use multilevel measurements. The purpose of this feasibility test is to evaluate the feasibility of making media based on surveys of media experts, material experts, teacher responses, and student responses. In this research, researchers used a Likert scale to keep respondents neutral in choosing criteria. After finding the score, the percentage calculation will then be carried out using the formula:

$$NP = \frac{R}{SM} \times 100$$

Description:

NP : Expected value

R : respondent answer score

SM : maximum score of the test taken

Tabel 1. Assessment of media and material feasibility

| No | Percentage Value | Category |
|----|------------------|---------------|
| 1. | 76%-100% | Very worthy |
| 2. | 51%-75% | Worthy |
| 3. | 26-50% | Decent enough |
| 4. | 0%-25% | Less worthy |

The next stage is the validation test, as explained by Sugiyono (2019), where validity is related to the accuracy of the data collected from the object being examined compared to the data that the researcher can present. A measuring instrument is considered valid if it accurately measures what it is intended to measure. To ensure the validity of the problem items, a test device test was conducted. This involves test instruments in the form of multiple-choice questions that have been scrutinized by experts and then experimentally tested in a classroom environment.

In this study, the validation test for the instrument includes evaluating the validity of the rubric. This rubric was used to evaluate the pretest and posttest. The assessment rubric functions as an instrument with an interval scale, so the validation of instrument items is carried out through the application of the product moment correlation coefficient formula.

$$r_{xy} = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

Description:

r_{xy} : korelasi antara variabel x dengan y

$x = (x_i - \bar{x})$

$y = (y_i - \bar{y})$

After this step, the next phase involved examining the initial data through descriptive analysis and normality tests. Descriptive analysis entailed a detailed description of the data obtained from the interviews conducted with students and teachers at Wonosari 01 State Elementary School, located in Semarang City. This analytical process was conducted on two separate occasions: first on a small scale and then on a larger scale. The purpose of the normality test is to assess whether or not the pretest and posttest results are normally

distributed. In this particular research study, the normality test was conducted using the Shapiro formula with the help of the SPSS software application to facilitate the data collection process. Furthermore, the post-analysis normality test results using SPSS were presented for further examination and interpretation. The results obtained from the normality test are crucial in determining the validity of the data and ensuring the reliability of the research findings. The utilization of statistical tools such as SPSS increases the accuracy and efficiency of the data analysis process, thereby contributing to the overall quality of the research study. It is imperative to carefully examine and interpret the results of the normality test in order to draw meaningful conclusions and make decisions based on the data analysis conducted.

Table 2. *The data analysis*

| Statistic | | Df | Sig | Statistic | Df | Sig |
|----------------------|------|----|-------|-----------|----|------|
| Pretest-Small scale | .282 | 9 | .037 | .860 | 9 | .095 |
| Posttest-Small scale | .247 | 9 | .121 | .894 | 9 | .218 |
| Pretest-Big scale | .195 | 9 | .200* | .911 | 9 | .326 |
| Posttest-Big scale | .282 | 9 | .038 | .896 | 9 | .230 |

Based on the criteria, if the significance level (Sig) is greater than 0.05, it indicates that the data follows a normal distribution. Conversely, if the significance level is less than 0.05, it indicates that the data does not follow a normal distribution. The data collected during this study showed the characteristics of normality.

Utilizing the homogeneity test in statistical analysis allows for the determination of whether multiple samples derived from different populations exhibit comparable distributions or variances. The results of the homogeneity test derived from the data are presented below.

Table 3. *Results of homogeneity test*

| Levene Statistic | | | df1 | df2 | Sig. |
|------------------|--------------------------------------|-------|-----|--------|------|
| POS | Based on Mean | 6.730 | 1 | 27 | .015 |
| TES | Based on Median | 6.144 | 1 | 27 | .020 |
| T | Based on Median and with adjusted df | 6.144 | 1 | 23.219 | .021 |
| | Based on trimmed mean | 6.561 | 1 | 27 | .016 |

The foundation of decision-making in the homogeneity test lies in determining whether the

significance value (sig) calculated based on the mean exceeds 0.05, indicating homogeneity of the data. Conversely, a significance value (sig) derived from the mean that is below 0.05 indicates the data is not homogeneous. According to the Homogeneity Test Table, the data is categorized as homogeneous.

Furthermore, the N-Gain test is carried out to measure the effectiveness of a media and learning method in improving student learning outcomes. The following is a table after the N-Gain test using SPSS.

Table 4. *N-gain test table*

| N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|---------|---------|---------|----------------|
| NGain 9 | 72.94 | 88.28 | 79.7396 | 4.82690 |
| Valid N (listwise) | 9 | | | |

RESULTS AND DISCUSSION

At the analysis stage, researchers collect a variety of information, including learners' knowledge, skills, and attitudes. This information came from observations and interviews conducted by the researcher. The main issue addressed in this research title relates to the challenges faced by learners as a result of poor English learning outcomes. The questions posed to educators in the English language subject area aimed to investigate the issue at hand. One of the questions involved exploring educators' perceptions regarding students' understanding of classroom teaching. Furthermore, the researchers inquired about any actions that had been implemented to address the identified problems. In addition, the researchers sought to understand the factors contributing to students' lack of motivation in English language learning.

The data collected from the responses of the educators (who acted as respondents) was critical to charting the next steps in the development of the solution-oriented product. This data serves as a basis for designing strategies to effectively address the challenges faced by students in learning English. In addition, it allows researchers to identify patterns and trends that can inform the design of interventions aimed at improving English learning outcomes. Through systematic analysis of the information collected, researchers can gain valuable insights into underlying problems and potential solutions. This research

process underscores the importance of collaboration between researchers and educators in addressing complex educational challenges. In conclusion, the findings obtained from this research have the potential to significantly influence the quality of English education and improve learning outcomes for students.

The analysis stage is the first step taken to assess the learning objectives and needs of students based on field data. Furthermore, researchers identified the problems found at SDN Wonosari 01 Semarang. The results obtained after conducting observations and interviews with educators (teachers) revealed problems in class IV SD, namely in English subjects (Nailufary & Rahmawati, 2021). (1) The lack of variety and monotony observed in the learning media used during the educational process has been identified as a key factor leading to the suboptimal English learning outcomes demonstrated by grade 4 students enrolled at SDN Wonosari 01 Semarang. (2) One of the main issues noted was the reliance on learning methods by educators when disseminating subject matter to students, which has been shown to have a direct impact on their academic achievement levels and overall proficiency in English. (3) The ineffectiveness of the learning experience can be attributed to the lack of meaningful two-way interaction that takes place between teachers and students, a critical component that is essential for fostering an environment conducive to language acquisition and comprehension among learners.

Based on these problems, it is necessary to develop media and learning methods in order to increase student learning outcomes. After the researcher analyzes the problems of students, the next step is to design a picture card that will be used as a learning medium (Warda & Kumalasari, 2023). The steps are as follows: (1) Determine the type of picture card paper and the size to be used for card making. The researcher used ivory paper with a size of 14.8x10.5. (2) Develop a picture card content component that contains two sides of the card: the front side and the back side. The front side of the picture card contains vocabulary information consisting of picture illustrations, words, and how to spell the word. The back side contains a QR code (barcode), which, when scanned, will display information on how to pronounce the vocabulary. (3) Determine the type of font used for the vocabulary on the card. (4) Create an attractive design using the canva application. (5) Develop an assessment instrument to determine whether the product made by

researchers is feasible/effective for use by class IV SDN Wonosari 01 Semarang.

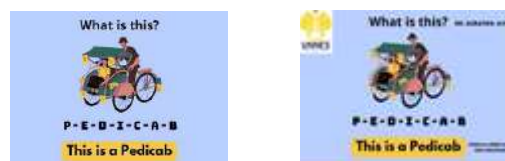


Figure 2. *Front side picture design picture card media design (Left: before product revision, right: after product revision)*



Figure 3. *Back side picture (picture card)*



Figure 4. *Picture card packaging picture*

Table 5. *Details of design*

| No | Parts and Components | Design |
|----|---|--------|
| 1. | Front side of the picture card media section <ol style="list-style-type: none"> 1) The Unnes Logo 2) Title 3) Name of Supervisor 4) Name of the supervaising lecturer 5) Vocabulary 6) The Author | |
| 2. | Back side of the picture card media <ol style="list-style-type: none"> 1) Vocabulary 2) Scan QR barcode | |

The media used by researchers is in the form of picture card media to introduce new English vocabulary to help improve student learning outcomes (Nida et al., 2020). After designing the picture card, the product is assessed or validated by media experts and material experts. In determining the media expert, the researcher

chooses someone with expertise in the field of learning media so that the product design can be assessed based on its proper function. The following is a media expert validation instrument questionnaire.

Table 6. *Media expert instrument*

| No | Assesment aspects | Score | | | | Note |
|----|---|-------|---|---|---|-------------|
| | | 1 | 2 | 3 | 4 | |
| 1. | Contents Eligibility Aspect | | | | | |
| | a. The picture cards are practical | | | | √ | Very worthy |
| | b. Picture cards are long-term. | | | √ | | Worthy |
| | c. Appropriateness of size, shape, and font | | | | √ | Very worthy |
| | d. The design of the picture card display attracts students. | | | √ | | Worthy |
| | e. The materials used are harmless picture card for Grade IV. | | | | √ | Very worthy |
| | f. The media is practical and flexible | | | | √ | Very worthy |
| | g. Picture cards have two sides, front and back. | | | | √ | Very worthy |
| | h. The front of the picture card consists of vocabulary and picture illustrations. | | | | √ | Very worthy |
| | i. The back of the picture card consusts of a scanned barcode that is used to train students of speak according to their vocabulary | | | | √ | Very worthy |
| | j. The theme of the picture cards is in accordance with the material studied, namely transportation | | | | √ | Very worthy |
| | k. Picture card media can train students to learn vocabulary. | | | | √ | Very worthy |
| 2. | Aspects of Technical Feasibility | | | | | |
| | a. Attractive media display | | | √ | | Worthy |
| | b. Media is easy to use | | | | √ | Very worthy |
| | c. Accuracy of letter selection | | | √ | | Worthy |
| | d. Accuracy of color selection | | | | √ | Very worthy |
| | e. Appropriateness of choosing an image composition | | | √ | | Worthy |
| | f. Overall display quality of content | | | | √ | Very worthy |
| | g. Ease of understanding in using the media. | | | | √ | Very worthy |
| | h. Picture card media can be used independently by students | | | | √ | Very worthy |
| | i. Picture card media is effectively used during teaching and learning activities | | | √ | | Worthy |

The "feasible" category received a score of 3, and the "very feasible" category received a score of 4, according to the results of the media expert assessment instrument questionnaire. The development of image card media can be examined in both small and large courses following a media expert assessment to determine whether or not employing picture card media improves instruction. Following validation, the researcher computed the following results from the acquisition of the media expert instrument:

$$NP = \frac{R}{SM} \times 100$$

Description :

NP : percent value sought

R : raw score obtained

SM : the maximum score of the corresponding test

It is confirmed that the total number of scores provided by participants was 76, based on the data shown in the table and the calculations that followed. Consequently, the ultimate percentage attained was 95, which was classified as "very feasible." Using image card media as a teaching tool is a successful tactic that may be used to raise the academic achievement of grade 4 children at

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SDN Wonosari 01, Semarang City. Subsequently, an expert assessment of the educational materials was carried out to determine their adequacy with respect to the content they cover. In order to

assess whether the content included in the image card media is appropriate for the learning aim, which is unit 11 on transportation. The following is the material expert assessment, as follows

Table 7. *Material expert instruments*

| Table 7: Material expert instruments | | | | | | | |
|--------------------------------------|---------------------------------|---|-------|---|---|---|-------------|
| No | Assesment aspects | | Score | | | | Note |
| | | | 1 | 2 | 3 | 4 | |
| 1. | Contents eligibility aspect | | | | | | |
| | a. | Picture card media can improve English vocabulary. | | | | √ | Very worthy |
| | b. | Picture cards can train speaking skills, namely how to pronounce the pronunciation of certain vocabulary. | | | √ | | Worthy |
| | c. | Accuracy between vocabulary and picture illustrations. | | | | √ | Very worthy |
| | d. | Vocabulary according to the theme of transportation | | | | √ | Very worthy |
| | e. | In the picture card media there is simple present tense material | | | | √ | Very worthy |
| | f. | Picture cards with examples of words/objects in the neighborhood | | | | √ | Very worthy |
| 2. | Aspects of Language Feasibility | | | | | | |
| | a. | The language used is communicative. | | | √ | | Worthy |
| | b. | Language used is easy to understand | | | √ | | Worthy |
| | c. | The language used is appropriate for the level of primary school education | | | √ | | Worthy |
| | d. | The language used is not double meaning | | | | √ | Very worthy |

Based on the results of the material expert assessment instrument questionnaire, a score of 3 was obtained for the “feasible” category and a score of 4 for the “very feasible” category. After conducting a material expert assessment, the development of picture card media can be tested on small and large-scale classes to see if using picture card media becomes more effective. After validation, the researcher calculated the results of the acquisition of the material expert instrument as follows:

$$NP = \frac{R}{SM} \times 100$$

Description :

NP : percent value sought

R : raw score obtained

SM : the maximum score of the corresponding test

Based on the table and calculations above, it is known that the number of respondents' scores amounted to 36. So that the final percentage obtained is 90 and is included in the “very feasible” category. Picture card media can be

applied as one of the learning media to improve the learning outcomes of fourth grade students at SDN Wonosari 01, Semarang City.

After the analysis and design stages, the next stage is implementation. This stage is a continuation after the product is declared feasible and has been improved to be more effective and efficient. At the implementation stage, the picture cards were tested in class IV SDN Wonosari 01, Semarang City. Picture card trial research was conducted directly with teachers and students. Then the researcher gave a questionnaire to teachers and students after the picture card media test to find out the user's response to the feasibility of the card learning media developed by the researcher.

The evaluation stage is the conclusive phase of the process, carefully conducted to assess the results obtained from traversing the many previous stages. This evaluation stage is carefully designed to improve the visual media produced in the form of picture cards. Recommendations and insights from various stakeholders, including validators, educators, and students, are the basis

for the assessment of the picture card media developed by the researchers.

The examination of normality tests to assess the learning outcomes of grade 4 students at SDN Wonosari 01 Semarang involved the administration of pretest and posttest assessments. This study focused on English learning outcomes. The efficacy of the picture word card method was evaluated through the analysis of pretest and posttest data. Pretest scores were collected before students used the picture word card method for learning, while posttest scores were collected after the application of this method.

Table 8. *Small group normality test*

| Statistic | Df | Sig | Statistic | Df | Sig | |
|----------------------|------|-----|-----------|------|-----|------|
| Pretest-Small scale | .282 | 9 | .037 | .860 | 9 | .095 |
| Posttest-Small scale | .247 | 9 | .121 | .894 | 9 | .218 |

Table 9. *Large group normality test*

| Statistic | | Df | Sig | Statistic | Df | Sig |
|--------------------------|------|----|------|-----------|----|------|
| Pretest- Large scale | .195 | 9 | .200 | .911 | 9 | .326 |
| Posttest- Large scale | .282 | 9 | .038 | .896 | 9 | .230 |

Based on the results presented in the table describing the results of the normality test conducted on pretest and posttest scores using the Shapiro-Wilk test, it can be concluded that the normality testing criteria specify that data is considered to follow a normal distribution if the significance value exceeds 0.05. Moreover, in cases where the significance value is equal to 0.05, it can be concluded that the pretest and posttest scores show a normal distribution pattern.

The hypotheses examined in this particular research endeavor were subjected to the paired samples t-test, a statistical procedure designed to ascertain whether the hypothesis being investigated is embraced or refuted. This hypothesis testing is done through the utilization of the SPSS program to conduct the t-test. Acceptance or rejection of the hypothesis relies on whether the significance value is less than the predetermined α level, where α is set at 0.05. The formulation of the research hypothesis is described as follows: Ho: There is no significant difference in the improvement of English learning outcomes between the utilization of picture card media and modeling method.

Ha: There is a significant difference in the improvement of English learning outcomes between the utilization of picture card media and

modeling method.

Table 10. *Paired sample test*

| | Mean | Std. Deviation | Std. Error mean | Lower | Upper | t | df | One sided p | Two sided p |
|----------------------------------|-----------|----------------|-----------------|----------|----------|--------|----|-------------|-------------|
| PAIR 1 PRE-POST (small scale) | -20.54444 | 16.0401 | 3.7807 | -285210 | -12.5679 | -5434 | 17 | <.0001 | <.0001 |
| PAIR 2 PRE-POST (Large scale) | -29.6556 | 20.6594 | 6.8865 | -45.5358 | -137753 | -4.306 | 8 | .001 | .003 |

Test (N-Gain), which is a statistical analysis conducted to ascertain the average improvement between pretest and posttest results in small and large group trials. The N-Gain test involves calculating the average increase in pretest and posttest scores. Presented below are the N-Gain test results from the small-scale group trial using picture word card stimuli with 4th grade students of SDN Wonosari 01 Semarang.

Table 11. *Small-scale Mean (N-Gain) test*

| Table 11: Mann-Whitney U-Test (1-tailed) results | | | | | |
|--|---|---------|---------|---------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| NGain | 9 | 72.94 | 88.28 | 79.7396 | 4.82690 |
| Valid N (listwise) | 9 | | | | |

In addition, the following are the results of the N-Gain test on large-scale group trials using picture card media for fourth grade students of SDN Wonosari 01 Semarang.

Table 6. *Large-scale Mean (N-Gain) Test*

| N | Minimum | Maximum | Mean | Std. Deviation |
|----------|---------|---------|---------|----------------|
| NGain 20 | 39.57 | 88.31 | 69.8422 | 13.68363 |

The results of the N-Gain test calculation showed that there was a significant increase in the average pretest and posttest scores in the large group test, meeting the moderate criteria. This shows that the utilization of picture word card media in unit 11 of class IV transportation materials at Wonosari 01 State Elementary School in Semarang City is indeed effective.

CONCLUSION

Based on the results of the above research, it can be concluded that learning methods and media using the modeling method and picture card media are effectively used at grade IV SDN Wonosari 01, Semarang City. The process of designing cards and their utilization is carried out according to the ADDIE development pattern, which consists of several stages, namely analysis, design, development, implementation, and evaluation. The development of picture card media utilizes the Canva application, which is designed to design cards to be attractive and used

based on certain functions. Picture cards consist of two sides, namely the front and back (Juliyanti, 2022). The front side has a function to display English vocabulary, spelling, and picture illustrations. While the back side consists of a QR scan barcode code for how to pronounce vocabulary correctly. The card media development has passed the evaluation stage carried out by several media and material experts so that the cards produced are in accordance with the functions based on the needs of students in the classroom. The results obtained are 95% included in the "very feasible" category to be used as effective media to support English language learning.

Picture-based cards were used as a tool to facilitate English language acquisition and improve learners' educational achievement. The N-Gain assessment was used to evaluate the average progress between pretest and posttest results during the small-scale and large-scale trials. The N-Gain analysis was conducted with the help of the Statistical Package for Social Sciences (SPSS). The final result was above average with a score of 80.

ACKNOWLEDGMENTS

I would like to express my gratitude and thank God for his grace in making me able to complete this article well. I am also grateful to my supervisor, who has guided me in the preparation of this article. I am also grateful to my beloved parents, who always pray and support me in writing articles. I am also grateful to the people around me, who also always support and encourage me in arranging articles. Thanks also to the journal publication team, Journal of English Education (ERJEE) University Of Kuningan, for helping me publish my article.

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