
The application of the Media Flow Card is To Improve the Learning Outcomes of English Language Students In Class VII MTs Subulussalam Sumberjo Kabupaten Labuhanbatu Selatan

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Abstract

This study was conducted to improve the learning outcomes with the application using the application flow card is to improve the learning outcomes of English Language students in class VII MTs Subulussalam Sumberjo, kabupaten labuhanbatu Selatan, Research is done by direct observation of the teacher (penelitian) and the student, observer of the implementation of the research carried out by two research associates. Observations were done on 50 students. The Indicator of the success of the research include: the percentage of the research results, mastery learning, and the results of the observation of student activity. The results of this study show that the average value of the pretest of students who referred to the criteria thoroughly studied. The percentage of mastery learning students in the first cycle of 52 %, this has not yet reached mastery criteria in classical because it has not reached > 85%. In the second cycle obtained an average value of student learning outcomes by 83,18 and there are 46 students are included in the kretireia thorough in learning. The percentage of mastery learning students in the second cycle of 92% and reached the criteria of the classical completeness based on the average percentage of students who are active in cycle I and cycle II obtained the increased activity of students, namely cycle I the average level of the percentage of active students that 51,26% and in cycle II increased to 76,5 % from the above explanation can be concluded that the research can improve student learning outcomes.

Keywords: *media about the card, the results of the study*

INTRODUCTION

Every effort has been made by the teacher to improve the learning outcomes pendidilkan citizenship students, but in fact the result achieved is not maximized. Where the learning outcomes of civic education of students is still low. This is because many students feel bored with the lessons of citizenship education that focuses on the system memorize the first words of the latin sanga difficult. For students to understand. This is evident from the results of interviews with some of the students. From the results of observations and interviews with teachers of citizenship education conducted by the researcher, some of the constraints faced in the process of teaching and learning, most silent and just looking forward to the exact answer of the student or of a teacher. So that students can develop independence in the learning process where the teacher is considered as a resource that is most appropriate to answer the question. As educators have an important role, namely as a major figure in the overall process of education in general and in the learning process in particular. An educator in creating a learning atmosphere that is good should adhere to the curriculum established. Among the 5 components of a curriculum that has been assigned is as follows :

1. Purpose
2. Instructional materials/learning materials
3. Learning methods
4. Evaluation pembelejaran

Based on 4 components, then the author will focus the discussion about the components of the curriculum of a fourth, namely learning media because the media can represent anything less able teachers say through words or sentences bahkan the abstractness of materials can be dikonkritkan. Learning Media that applied researchers is a media card flow. With the media card flow is expected to help teachers make the link between learning with the real situation of students and encourage students to make connections between the knowledge possessed by its application in their daily lives. Innovation pembelajaran education kewarganegaraann through approach kontekstua with the media card flow (flow card) is needed in learning, remembering, variations in the ability of each student. With its innovation, the learning activities will look more effective and efficiency (sipayung,2009:64). Students will be more active and visible in the learning process. So with this will be able to improve the effectiveness of teaching given teachers, improve the way of learning and will indirectly improve student learning outcomes. Based on the explanation above, the writer as teacher candidates conduct research with the title “application of media flow card to increase the learning outcomes of English Language students in class VII MTs Subulussalam Sumberjo, kabupaten labuhanbatu Selatan. Penegrtian media, the media comes from the latin medius, which is harpiah means that the middle or introduction. In the Arabic media is an intermediary or introduction message from the sender to the recipient of the message (arsyad,2000:66). According to romizouski (in authority and farida, 22001:80), the medium is the carrier of a message comes from a source of the message (can be a person or thing) to the recipient of the message. Students dirangsang by the media for using the senses to receive information. The function of learning media in the learning process, namely : 1. the lessons will be more attracted the attention of the students. 2. students do more learning activities, because not only listen to the description of the teacher. 3. teaching materials will be more clear meaning. 4. methods of teaching will be more clear meaning. Media flow card is a presentation of the form of a graph or all the movement of the operation sequence, the present step is a process to analyze, identify problems, and scope. The activity of a process (Hansen 2005:69) function flow card, among others, as follows : 1. The processing of the document from the mutual relations of each step of the process. 2. engidentifikasi the problems that the current dean of the ideal, which the process flows. 3. Can mengedintifikasi problem of progress potential. 4. Can be equipped through the material of the assembly process with all the components (kawentar.2006:07). Media card flow (flow card) have limitations that is very flexible in organized, there is no fixed rule that is binding so that the media invites students to fun, active and creative raw material of the medium can be paper or paper used the game of rummy or atatou other. The card contains the word, phrase or an image, load information and perintahyang relevant to the subject matter when it is to be discussed and displayed.

RESEARCH METHODS

Location this study was conducted in MTs Subulussalam Sumberjo, South Labuhan Batu Regency, the Population of this research is all students of class VII, which amounted to 200 students (class VII-a 40), VII-b VII-c 40, and class VII-e 40 students). To determine the number of samples is the author of withdrawal sample based on Arikunto, namely when the number of samples > 100 then the sample is taken 10-15% or 20-25% in this study, researchers took a sample of 20% as many as 50 students were taken randomly from all the students of class VII-a and VII-b. the research procedures are the stages and activities of the actions performed in the the research process in accordance with the objectives to be achieved as for the stage-the stage in the study include:

1. Perform a preliminary test aims to determine the initial ability of students before the learning begins.
2. Do the analysis conditions, aiming to determine the willingness of tools and learning materials.
3. Mengidentifikasi problems that will dianalisis based on the test pomfret and the results of the analysis.
4. Make a learning plan based on the contextual approach with the media Flow card which is applied during the process of learning takes place.
5. Make the observation sheet (class notes) aims to see how the learning conditions of students during teaching and learning activities take place in the classroom selamapembelajaran implemented.
6. Provide learning materials through a combination of approaches contextual with the media flow card (flow rate) in the teaching and learning process take place, in the learning of teachers using a media card , contains klata, sentences or images relating to the material.
7. After learning that uses a contextual approach continued with the granting of a post test to determine the percentage of students ' understanding media flow card can improve the learning outcomes of English language students in class VII MTs Subulussalam Sumberjo, kabupaten Labuhanbatu Selatan.
8. Reflect on the findings of research data for mengajikan basic execution in the next cycle.

Data collection tool in this research is the results of the test and overtime observation (students pay attention to the statement of the teacher, students work together students interact/communicate).

RESULTS AND DISCUSSION

Comparison of the results of observations for each cycle based on learning outcomes of students who have obtained after the teaching and learning activities in accordance with the plan of learning in cycle I and cycle II, obtained by the percentage increase in student learning outcomes from cycle I to cycle II as in table 1.

Table 1.

No	Student Learning Outcomes	Pretes	Siklus I (Postes)	Siklus II (Postes)
1	The average value of the	38,9	65,24	83,18
2	The improvement of learning Outcomes	-	17,94	26,34
3	The percentage Increase in learning Outcomes	-	17,94%	26,34%

Based on the table I can see the average results of the study on the pretest is still low, amounting 38,9. On the post-test cycle I, the average learning outcomes of students amounted

to 65.24 and on posttest 2 cycle II amounted to 83,18. An increase in the average learning outcomes from cycle I to cycle II is 17,94%.

CONCLUSION

1. Innovation in Language learning in the United contextual approach with the media flow card on the subjects the language of england can improve learning outcomes of students of class VII MTs Subulussalam Sumberjo, kabupaten labuhanbatu Selatan. an average increase in student learning outcomes after learning through this approach students after. Learning through contextual approach with the media flow card is to 65.24 with the percentage of completeness of the class 52% of the cycle I increased to 83.18 with the percentage of completeness of the class of 92% for the second cycle and have reached the criteria that is 85%.
2. The percentage of the number of students who do the activity in cycle I is 51,25% increased in cycle II to be 76,5%. Student learning activities shows the attitude of active, effective and fun in terms of asking information to a friend to listen to the explanation of the teacher and the students. Responding to the explanation of the teacher and students create a summary of learning and behavior of students during teaching.

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